

Performance Management

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Aims and objectives

Aims: To give managers the tools and confidence to address performance management issues in professional services staff

By the end of this session, you will be able to:

- Outline what constitutes a performance management issue;
- Explain the difference between conduct and capability;
- Define the responsibilities of individuals, managers and those of HR;
- Explain the stages of the process;
- Demonstrate taking an empathetic approach to performance management;
- Apply organisational policy to a range of situations.

The pre-task – policies and procedures

- Capability
- Managing sickness
- Probation
- Disciplinary policy and procedures

Performance Management

The effective management of performance of staff needs to be an **integrated and ongoing part of day-to-day activity** in the University so that all members of the staff meet their requirement to **achieve or surpass an acceptable level** of performance. All members of the staff of the University need to be clear about the **standards expected in their roles**, to be set **challenging yet realistic objectives** and to receive appropriate **feedback, development and training**.

Psychological Safety

If you change the nature and quality of the conversations in your team, your outcomes will improve exponentially.

Psychological safety is the core component to unlock this.

Psychological Safety

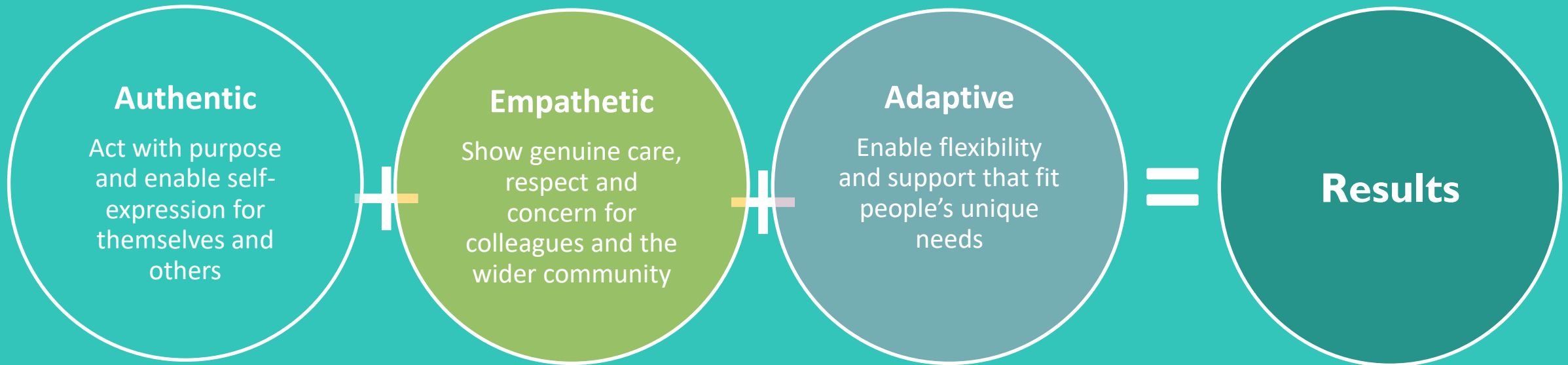


“a belief that **one will not be punished or humiliated for speaking up** with ideas, questions, concerns, or mistakes, and that **the team is safe** for interpersonal risk-taking”

-Amy Edmondson

Generous Leadership

To **deliver results**, we need our leaders to give generously of their time and resources, enabling people to do their best work and to thrive. To do this our leaders are:



Authentic	Empathetic	Adaptive
<p data-bbox="211 248 792 358">Knows their own values, strengths and weaknesses.</p> <hr data-bbox="303 436 596 444"/> <p data-bbox="160 501 843 672">Communicates openly and with vulnerability and encourages others to do the same.</p> <hr data-bbox="303 743 596 751"/> <p data-bbox="150 819 858 929">Demonstrates openness to ideas and actively seeks feedback.</p>	<p data-bbox="909 248 1635 419">Puts time and effort into knowing people and building strong relationships and open dialogue</p> <hr data-bbox="1095 494 1388 501"/> <p data-bbox="927 562 1617 672">Demonstrates care and concern for peoples' wellbeing.</p> <hr data-bbox="1095 743 1388 751"/> <p data-bbox="945 819 1600 991">Steps into challenging conversations calmly and with confidence.</p>	<p data-bbox="1689 248 2397 544">Recognises people as individuals, treats them according to need, actively facilitates opportunities, and coaches them to perform at their best.</p> <hr data-bbox="1867 615 2160 622"/> <p data-bbox="1699 691 2387 862">Uses their professional judgement to make decisions in complex situations.</p> <hr data-bbox="1867 933 2160 941"/> <p data-bbox="1689 1009 2397 1248">Understands the ever-changing nature of the University and fosters ambition to help people and teams rise to that challenge.</p>

Understanding what is happening?

What are the signs that something isn't right with performance?



Activity - Conduct or capability?

Conduct (Disciplinary Policy)

Definition:

Conduct refers to behaviour that breaches the University's rules, policies, or expected standards. It includes actions that adversely affect the University, its staff, students, or reputation. Misconduct may be minor or serious (gross misconduct), and disciplinary action may be taken accordingly

1.Examples of Conduct Issues:

Misconduct:

- Persistent lateness or time-wasting.

- Minor breaches of University rules (e.g., unauthorised absences without medical justification).

Gross Misconduct:

- Theft or falsification of documents.

- Acts of discrimination, bullying, or harassment.

Conduct or capability?

Capability (Capability Policy)

Definition:

Capability refers to an employee's ability to perform their role to the required standard. It focuses on unsatisfactory performance due to lack of skill, knowledge, or health-related issues, rather than behavioural problems. The University aims to support staff in improving performance through feedback, development, and reasonable adjustments where needed

2. Examples of Capability Issues:

Performance-related:

- Inability to meet job objectives despite training and support.
- Consistently poor quality of work or missed deadlines.

Health-related:

- Long-term illness affecting ability to perform duties.
- Cognitive or physical limitations requiring workplace adjustments.

Wellbeing and attendance management

Learning:

- E-Learning Module: Wellbeing at Work - [Course: Wellbeing at work | Home](#) (bitesize e-learning module will take you through our University approach to wellbeing, and the tools and help you can access as a member of staff.)
- E-Learning Module: Wellbeing at Work for Managers - [Course: Wellbeing at Work for Managers | Home](#) (Learn how to adopt the Promote, Prevent, Support framework as a manager, and broaden your understanding of the resources available for you and your team.)

[Staff wellbeing](#) - Homepage

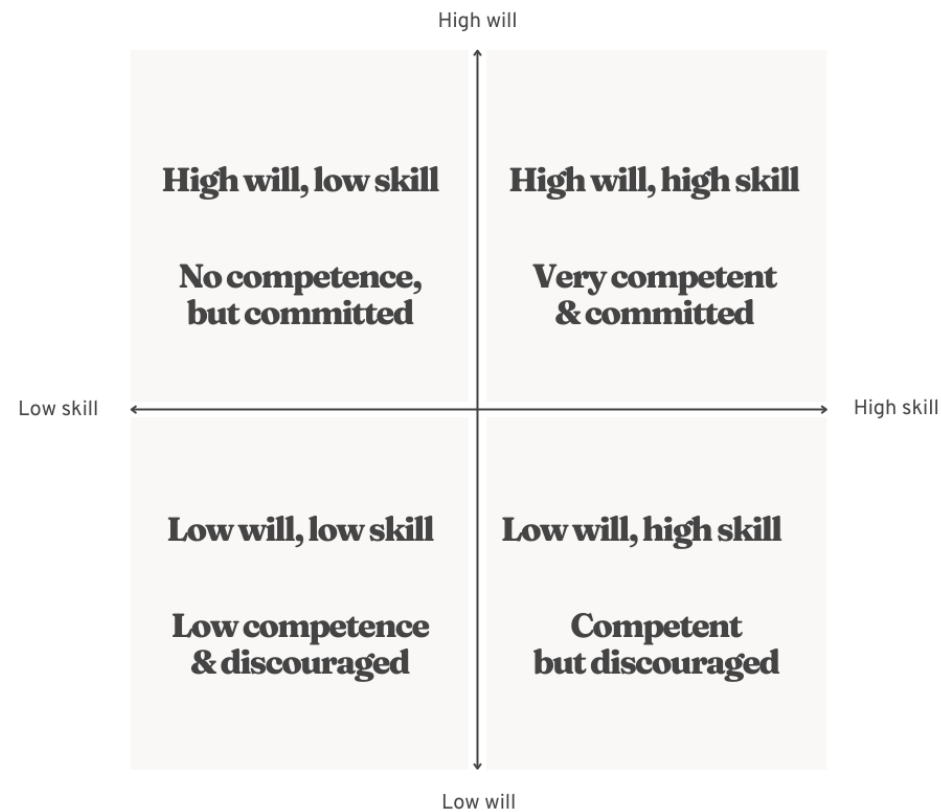
Resources:

- Employee Assistance Programme - [Health Assured: wellbeing support](#)
- Staff Wellbeing Champions - [Staff wellbeing champions](#)
- Workplace Wellbeing Wheel - [The Workplace Wellbeing Wheel](#) (Use the Workplace Wellbeing Wheel and related guidance to support your own wellbeing and the wellbeing of colleagues.)
- Wellbeing Action Plans - [Develop a Wellbeing Action Plan](#) - Individual & Departmental
- Wellbeing guidance for managers and staff - [Wellbeing guidance for managers and staff](#)
- Online resources for supporting wellbeing - [Online resources for supporting wellbeing](#)

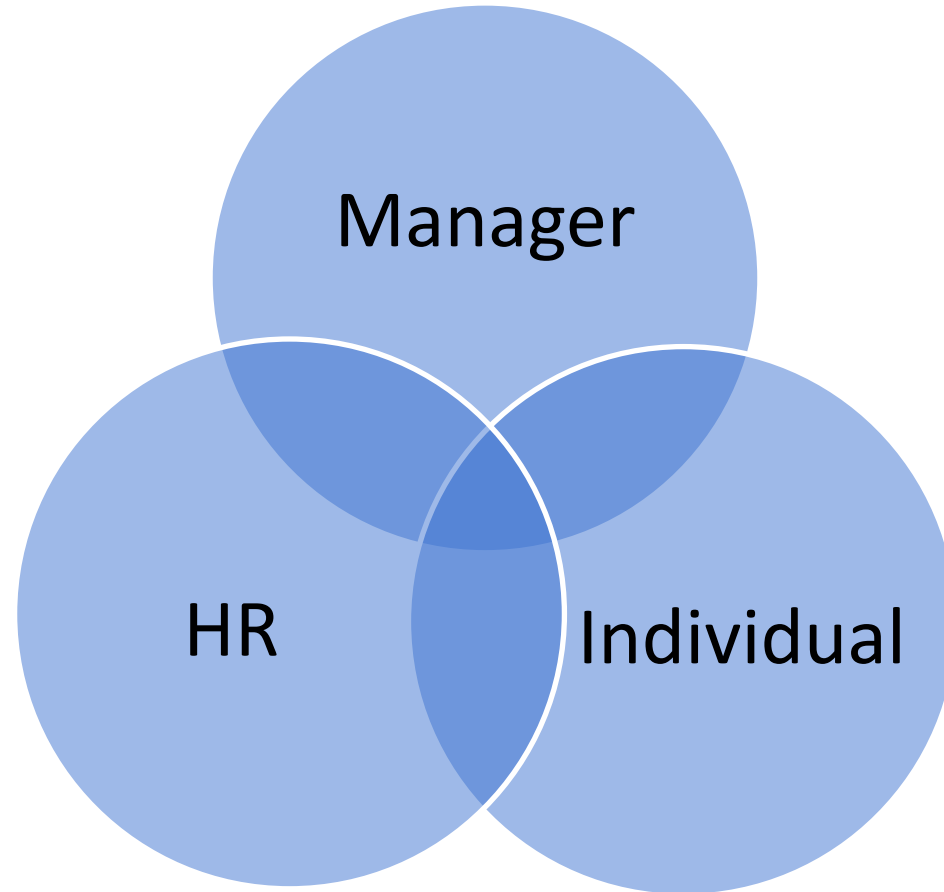
Capability

The skill/will matrix

Also known as the competence/commitment matrix.



Roles within conduct and capability processes



Case studies

Discuss the allocated case study and be prepared to share your thoughts with the rest of the group

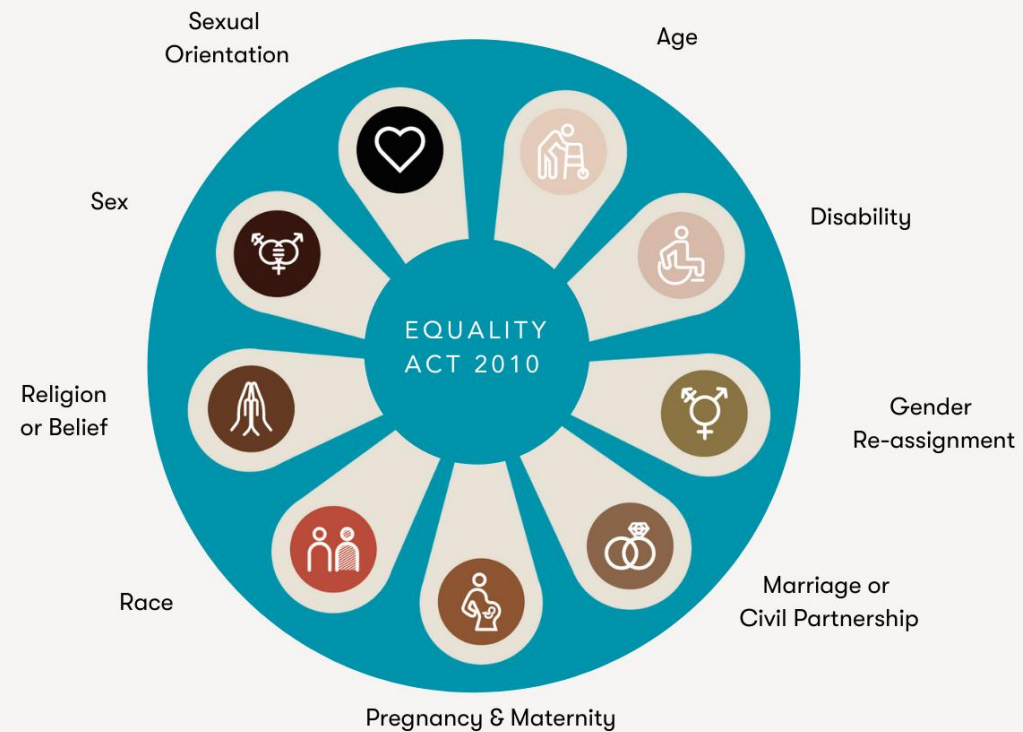


SMART objectives



Equality Act 2010

Protected Characteristics



Outcomes of capability processes

- Improved performance
- Warnings
- Dismissal

Conduct

How serious is this?

Low level – persistent lateness

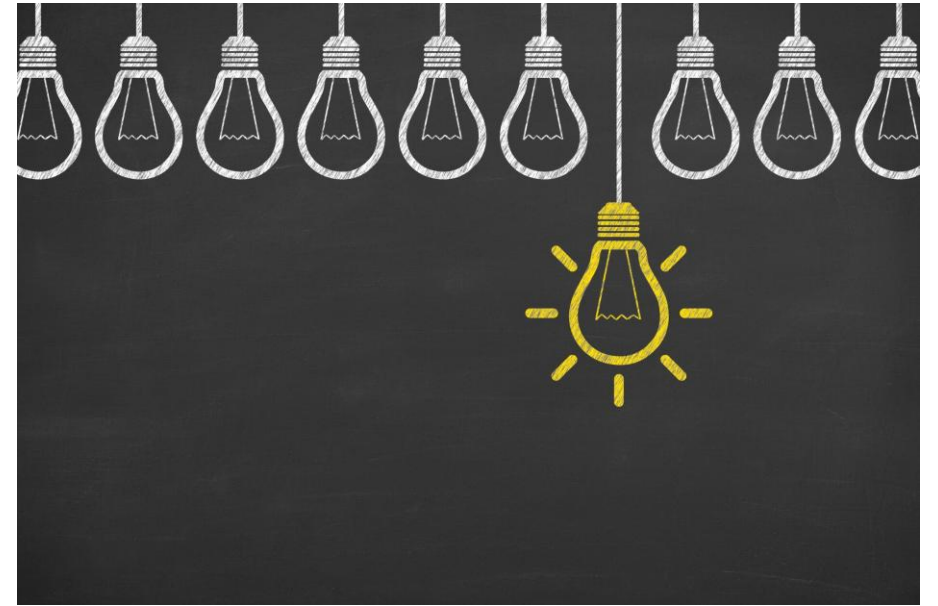
Gross misconduct – theft, abusive behaviour and health and safety breaches

Conduct outcomes

- **No Action Taken** - If the investigation finds no evidence of misconduct, the case is closed.
- **Informal Resolution**
For minor issues, the matter may be resolved informally through advice, guidance, or a verbal warning.
- **Written Warning** (first or final) – placed on the employee's record for 12 months
- **Dismissal** – for gross misconduct or repeated serious breaches, termination of employment may occur.
 - **The right of Appeal exists if there is a formal sanction**

Actions and professional development

What are your next steps and actions following today's session?



Feedback

Please tell us how
you found today's
workshop?

Performance Management
(Professional Services & Technical)
workshop feedback form



| Thank you

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