



Charles Sturt
University

Delivering Performance Feedback



Effective Performance Feedback

Performance feedback is information we provide to employees about their skills, knowledge, behaviours, and outcomes.

When delivered effectively, performance feedback creates value for employees to:

- Develop and grow
Develop and grow the skills needed for success now and into the future
- Build relationships
Understand how colleagues perceive each other and improve collaboration
- Feel accountable
Take ownership and responsibility for self development improvement

Shifting our approach to feedback

Ongoing conversations and regular check-ins ensure employees are working on the right things at the right time

In a hybrid working environment, our ad-hoc interactions are less frequent, and employees are facing new challenges personally and professionally

The changing University landscape means employees may need to quickly seek and process feedback to respond to shifting demands



Manager-led approach

- ✗ Top-down, one way
- ✗ Evaluative judgement and direction
- ✗ Varied in frequency across team
- ✗ Infrequent, once a year
- ✗ Closed mindset



Employee-led approach

- ✓ Bottom-up, two way
- ✓ Focus on employee outcomes and achieving success
- ✓ Identifying opportunities and overcoming barriers
- ✓ Regular and ongoing
- ✓ Growth mindset

Use GROW to Guide Conversations

Goal	Outline the purpose of the conversation and the outcome you are seeking
Reality	Outline the current performance issues or behaviours that are of concern
Options	Ask the employee for suggestions on how improvements could be made and what support they require
Wrap up	Agree on the most appropriate strategies and timing for improvement, and ascertain commitment

LinkedIn Learning: www.linkedin.com/learning/manager-as-coach/grow-coaching-model?autoplay=true&u=2096756



Preparation is key



Before meeting, ask yourself:

Open

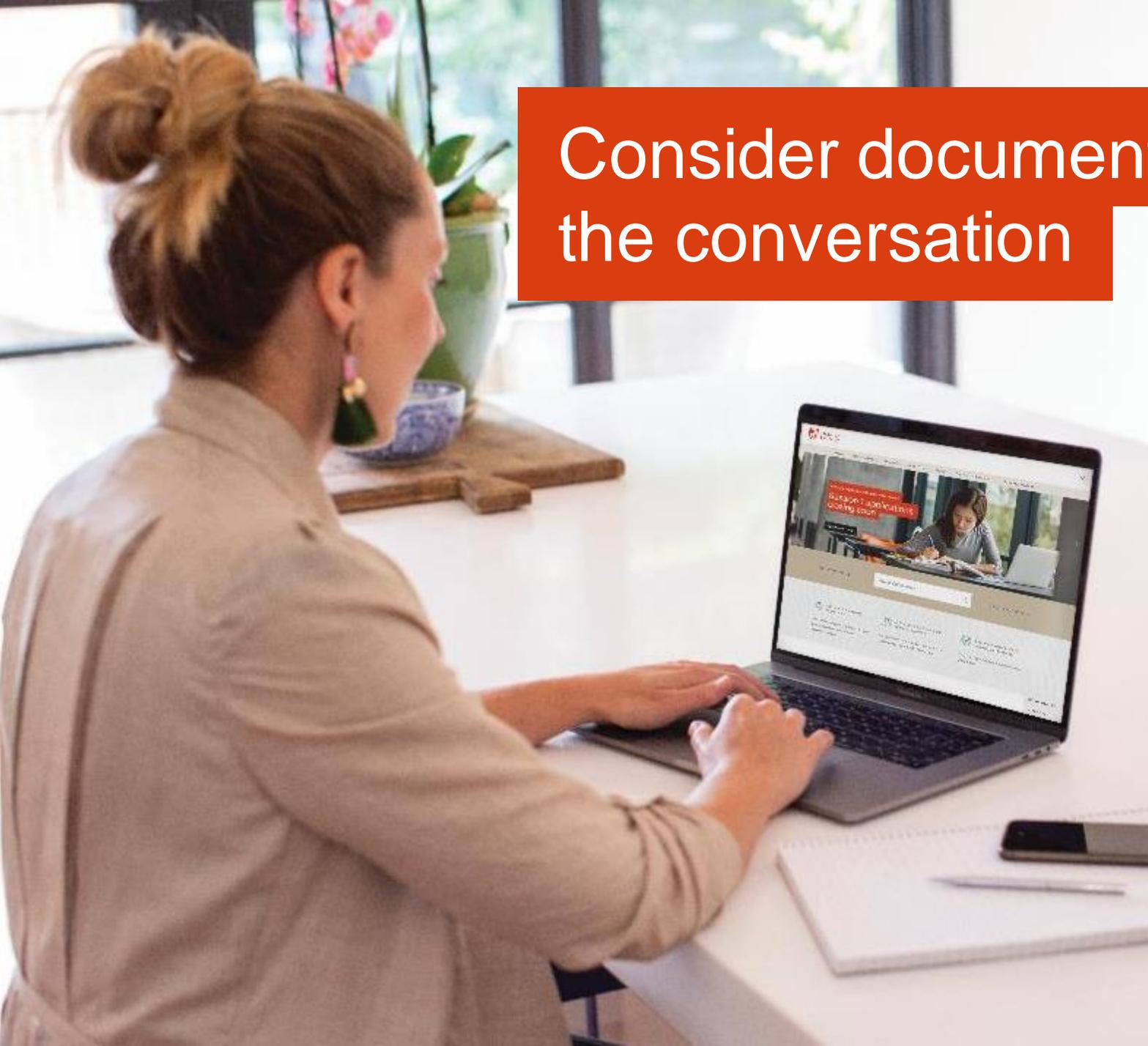
- Why am I delivering this feedback?
- What is the outcome I am wanting to achieve?
- How can I foster an open and safe conversation?
- How can I make sure the conversation is two-way?

Evidence based

- Can I identify clear examples of the employee's performance strengths?
Performance issues?
- If the employee's performance issue is part of a pattern, can I explain it? Have we discussed I previously?
- Can I explain any impacts on the broader team or University?

Forward looking

- What support can I provide to the employee to lift their performance?
- How can I motivate the employee to avoid future mistakes?
- How can the employee use their personality strengths to improve performance weaknesses?
- Is the employee on the right career path?



Consider documenting the conversation

Consider the performance conversation you're having and if there is a need to document it. Documenting can help to create accountability for both yourself and your staff member:

Some options may include:

- Keeping notes for your own records
- Summarising the conversation and sharing between the parties included
- Capturing the actions – what, who, when
- Development plan – outlining goals or areas for improvement



Create Psychological Safety for Feedback Exchanges

Help take the fear out of performance conversations by:

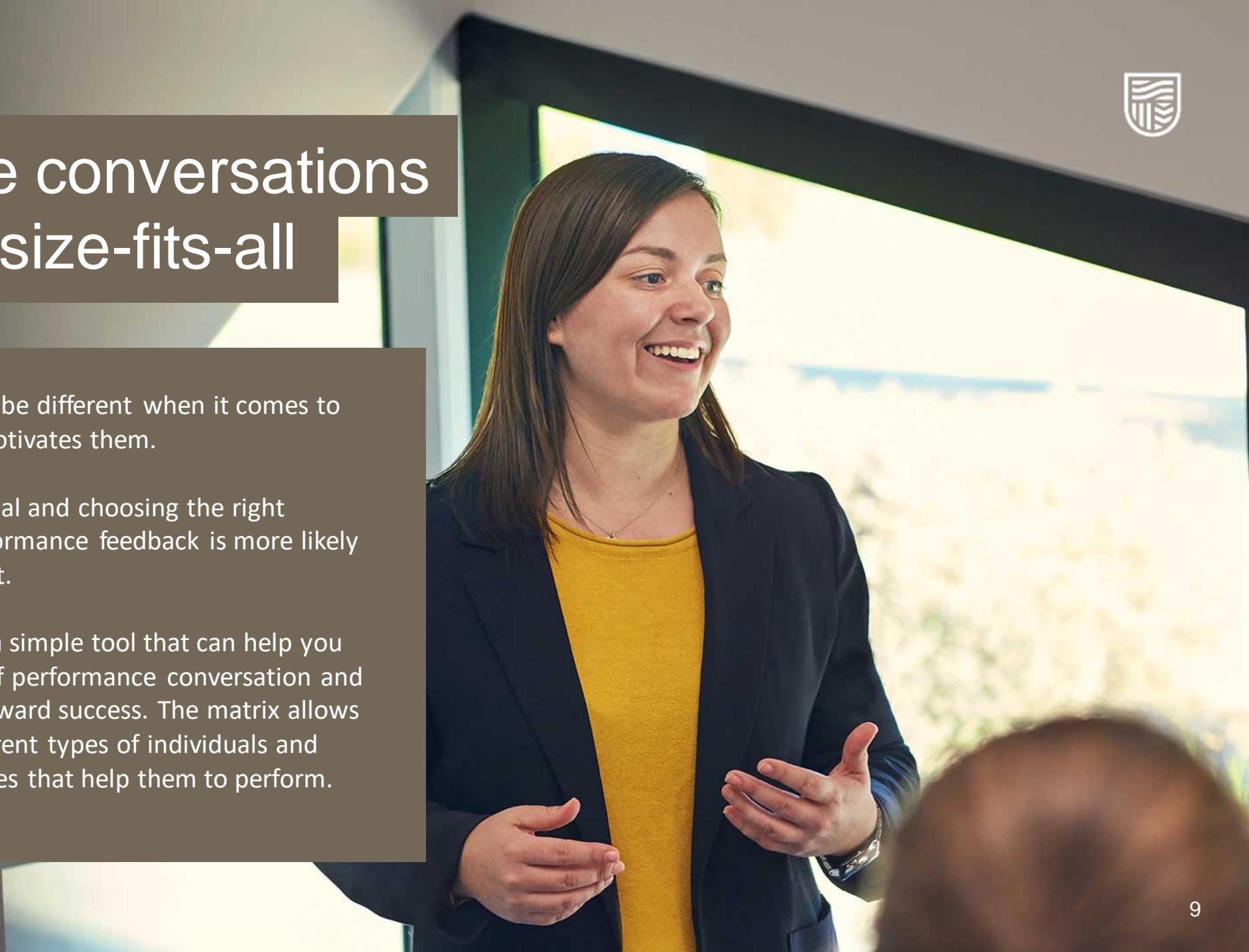
- Consider the physical aspects of the meeting and whether its conducive to feeling safe e.g. having a support person present
- Starting with recognition before leading into constructive space
- Giving employees control of feedback exchanges using the employee-led approach
- Leveraging existing meetings or interactions as opportunities to provide feedback
- Providing just-in-time guidance at moments of uncertainty
- Framing feedback in the context of the University Strategy, our Values, or Capability Framework





Performance conversations are not one-size-fits-all

- Each team member will be different when it comes to aspirations and what motivates them.
- Adapting to the individual and choosing the right approach to giving performance feedback is more likely to have a greater impact.
- The **Skill Will Matrix** is a simple tool that can help you identify the right type of performance conversation and lead your employees toward success. The matrix allows you to understand different types of individuals and apply relevant techniques that help them to perform.



Skill-Will Matrix

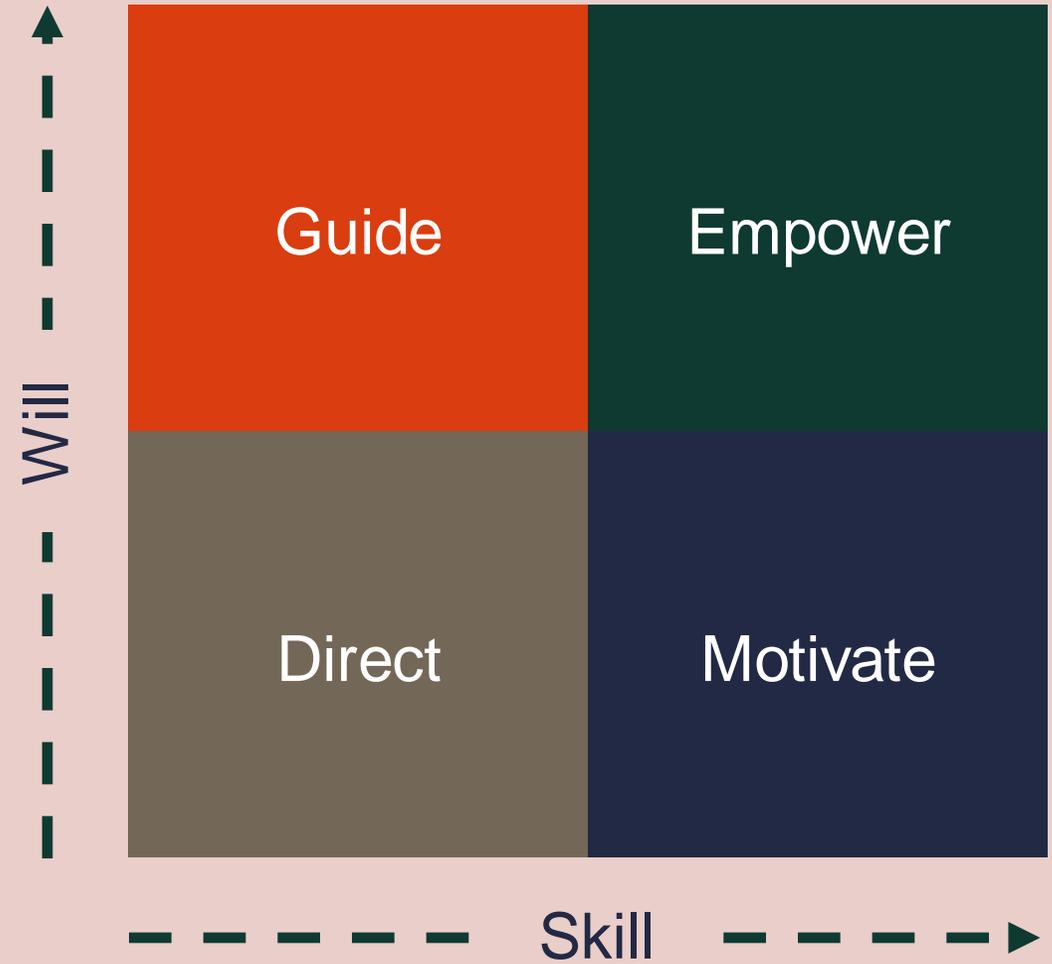


The matrix assesses two dimensions: Skill and Will

Skill: An individual's capabilities based on his or her experience with the role, training, knowledge, and natural ability.

Will: An individual's desire to complete a particular role based on attitude, incentives, confidence, and personal feelings about completing the task.

- 1. Empower Quadrant** – a person who has both skill and will to perform their role. This is often an experienced person who is looking for more opportunities to grow and develop.
- 2. Motivate Quadrant** – a person who has the skill, but not the will and motivation to complete the task. This is often a skilled, experienced person who may have hit a plateau and needs a new challenge.
- 3. Direct Quadrant** – a person who has neither the skill nor the will to complete the task. This is often a person who has started a new task that they did not desire. However, this may also be a beginner to a task who has low confidence and who is afraid to fail.
- 4. Guide Quadrant** – a person who has the desire to complete their role but lacks the necessary skills. Typically, this is a person new to a particular task who is enthusiastic, but lacks the skills or knowledge needed.





Guide

This group is typically composed of people who are new to a particular task. They are often enthusiastic, but lack the skills or knowledge needed. Therefore, invest time early on in building the skills.

Suggestions for guiding:

- Identify and provide necessary training and tools to complete the tasks
- Set clear expectations
- Create a risk-free environment to allow for learning
- Find “teachable moments”
- Check for understanding
- Provide frequent feedback
- Praise, recognise and reward success

Empower

Often this is an individual who is looking for more opportunities to grow and develop. Therefore, the goal of this style is to empower and stretch employees.

Suggestions for empowering:

- Provide freedom in completing tasks
- Encourage them to take responsibility
- Involve them in decision making
- Ask for his or her opinion
- Praise, recognise and reward success

Direct

This is often a person who has started a new task that they did not desire. However, this may also be a beginner to a task who has low confidence and who is afraid to fail. Therefore, it is important to first identify the reason(s) they fall within this category.

Suggestions for directing:

- Determine the reason for low will and low skills
- Discuss what motivates them before building skill sets
- Develop intrinsic and extrinsic motivations and incentives
- Identify and provide necessary training and tools to complete the tasks
- Set clear expectations and provide frequent feedback
- Praise, recognise and reward success

Motivate

This group is often composed of experienced people who may have hit a plateau and need a new challenge. They have the skills and ability but are not motivated. Many of those in this group have been motivated at some point, but over a period of time lost that motivation. It may be due to boredom, frustration, lack of recognition, or other reasons. Therefore, it is important to first identify the reason(s) for the low motivation.

Suggestions for motivating:

- Discuss what would motivate them
- Develop intrinsic and extrinsic motivations and incentives
- Praise, recognise and reward success

A Model for Behavioural Based Feedback

S

Situation

Describe the situation. Be specific about when and where it occurred

B

Behaviour

Describe the behaviour. Don't assume you know what the employee was thinking at the time.

I

Impact

Describe the impact and what you thought or felt in reaction to the behaviour

www.linkedin.com/learning/communication-within-teams/how-high-performing-teams-communicate?autoplay=true&u=2096756



Difficult Conversation Tips

Listen deeply to what the other person is saying and don't talk over them

Be clear about how you feel and what your expectations are

Try to see things from their perspective

Take a break if you need as these conversations can be exhausting

You don't have to agree, just respect and acknowledge their perspective

Also look after yourself

www.linkedin.com/learning/having-difficult-conversations-a-guide-for-managers/leadership-skills-and-mindsets-for-difficult-conversations?autoplay=true&u=2096756

When a more formal approach may be required

- Have multiple performance conversations occurred in the previous ~12 months?
- Has any related support or development been provided in the previous ~12 months?
- Is there any documented / supporting evidence of the above having occurred?

If all criteria are 'yes', then it may be time to initiate a more formal process under the Charles Sturt University Enterprise Agreement.

Please contact your DPC Business Partner to discuss further.

