Performance Management for Primary Schools

Training Manual for Headteachers and Supervisors

Developed By

QUALITY EDUCATORS' PROJECT- UGANDA

JULY 2011

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Table of Contents

List of Abbreviations

PAs   Performance Agreements
PM   Performance Management
CP   Competence Profile
PDP   Performance and Development Plan
UNATU   Uganda National Teachers Union
LABE   Literacy and Adult Basic Education
FAWEU   Forum for African Women Educationalists (FAWE) –Uganda
QEP   Quality Educators' Project
PM   Performance Management
MoES   Ministry of Education and Sports
PTC   Primary Teachers College

Acknowledgements

On behalf of the Quality Educators' Initiative Team and Steering Committee (FAWEU, LABE and UNATU), I would like to express our sincere gratitude to the many colleagues, too numerous to mention, who have helped to shape this Performance Management Manual for Headteachers and Supervisors for Enhancing Performance in Primary Schools.

Special mention goes to Oxfam Novib and Education International for their technical and financial support towards the development of this material.

We are also indebted to all the authors of published materials whose works we have cited here. The information in their works has greatly enriched the content of this manual.

Finally, heartfelt appreciation goes to my fellow Quality Educators' Initiative Team members: Martha Muhwezi, National Coordinator, FAWEU and Stellah K. Tumwebaze - Executive Director LABE; for facilitating the process of developing this Manual. To all Quality Educators' Steering Committee members, thank you very much for your valuable support.

Teopista Birungi Mayanja
CO-CHAIR, QUALITY EDUCATORS' PROJECT
General Secretary UNATU.

1.0 Introduction

Performance Management (PM) is a collaborative framework used by an organization in setting and measuring the desired outcomes and activities of its individual staff who contribute to the achievement of the goals of that organization.

Performance Agreements were introduced by the Ministry of Public Service with an objective of providing full accountability and demonstration of commitment to the achievement of the country's strategic goals as spelt out in the National Development Plan (NDP). For the education sector, this would help in establishing a performance management system that links institutional strategy to school and individual objectives and action plans.

The introduced performance management system constituted the framework for delivering sustained success to schools by improving the performance of headteachers and their deputies and by developing the capabilities of individual teachers. Such assessments would provide the basis for the development, recognition and other management decisions related to an individual's performance.

The PM system ensures that individuals, teams and ultimately the organization, know what they should be doing and how they should be doing it; and take responsibility for what they achieve. It emphasises managing, supporting and developing staff at all levels within the organization. PM embraces monitoring performance, rewarding excellent performance and challenging underperformance; and is a multilevel process that starts with an overall strategy and cascades to individual performance management and appraisal.

The Government of Uganda, through the Ministry of Public Service found it necessary to put in place a mechanism for performance improvement. In the education sector, in particular, there was a need to address the challenges of improving the quality of education at the primary level. The Performance Agreements were therefore introduced with a purpose of creating a fair, transparent and verifiable system for determining whether or not stakeholders matched the performance expectations of their roles.

The Quality Educators' (QE) Project is an initiative of a joint venture between Oxfam Novib (ON) and Education International (EI) aimed at addressing the major and chronic crisis underlying the problems of Access and Quality in the Public Education system. QE is working in partnership with Forum for African Women Educationalists (FAWE) Uganda Chapter, Literacy and Adult Basic Education (LABE) and Uganda National Teachers' Union (UNATU). These organisations operate under the acronym QEP-UGANDA- and are also referred to as the Initiative Team.

The Initiative Team, together with a team of experts, has compiled this manual with a purpose of sensitizing, educating and equipping all the stakeholders to ensure a common perception and understanding of the Performance Agreements. It is envisaged that this will create better support and understanding at all levels of implementation.

The manual contains the case for Performance Management, a detailed role profile of the headteachers and their deputies and all the processes and systems involved in implementing and sustaining a performance culture. It is intended to be used by the headteachers and those involved in supervising them.

The Performance Agreements embrace formal and informal measures adopted by schools to increase team and individual effectiveness and continuously develop staff knowledge, skills and competences. The system has always been challenged by the lack of knowledge and clarity on the part of headteachers, their supervisors and staff, about the functionality of the Performance Agreements. There have been conflicting views and opinions about the system's principles, processes and purpose. The responsible stakeholders have not appreciated the rationale for the system resulting into low levels of commitment to its implementation.

It is against this background that the Quality Educators' Project Uganda has come up with this performance management training manual to address the existing gap, support the headteachers and complement the government's efforts.

The training manual will guide/support headteachers and their deputies to better understand the basic concepts of a performance management framework and the methods needed for building and implementing this framework.

Through the training programme, head teachers and their deputies will develop the skills they need to create more holistic and meaningful performance planning, monitoring and evaluation at the school level. They will be able to:

    i)   draw up and provide support supervision to the implementation of the termly and annual school performance plans;

    ii)   translate the annual plans into performance indicators and targets;

    iii)   conduct performance reviews and feedback sessions with their teachers;

    iv)   conduct meaningful performance evaluations and make recommendations that are in line with staff expectations, school requirements and best practice;

    v)   implement and monitor performance recommendations made to staff.

The manual contains the different training modules that all headteachers and their deputies will need to go through in order to understand the process.

2.0 Key Elements of Performance Management

This section provides an overview to the concept of Performance Agreements and how the performance management system can be effectively implemented.

Performance Agreements conform to the view that the performance of the headteacher is determined on the basis of a number of laid down key result areas that are specific, quantifiable and hence measurable.

There are a number of performance management systems that headteachers can use to implement customized performance targets. These systems may range from occasional informal chats with the teachers about how their work is going on to multi-page appraisal forms for different levels of the teachers with different performance ratings in a school.

However, the performance management process we envisage will be useful in helping headteachers and their deputies implement and achieve their Performance Agreements in a performance management system.

This system is a continuous self-reflection cycle, flexible and non-bureaucratic. It focuses on continuous feedback regarding teacher performance and regular effective communication between the headteacher and teachers.

In the process of implementing the performance management system, the teachers and the headteacher must agree on the performance cycle that takes place in four stages:

    a.   Performance planning;
    b.   Performance monitoring and review;
    c.   Performance appraisal;
    d.   Managing performance appraisal results and recommendations.

The Performance Management Cycle

PM cycle

Performance Planning → Performance Monitoring → Performance Reviewing → Management Of recommendations → Performance Planning
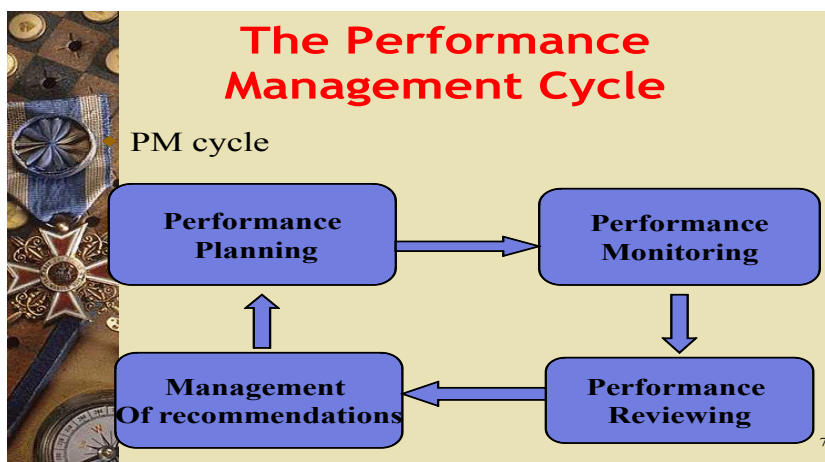
2.1   *Performance Planning*

Performance Planning is the starting point of the Performance Management cycle. It involves a joint discussion between headteachers, deputies and their respective supervisors, whereby roles, objectives and performance standards are agreed on. A Performance Agreement is then drawn and signed by the two parties. It defines clearly the performance expectations in terms of results, skill, knowledge and expertise required to attain the results. It also details how supervisors will provide the support and guidance the supervisees need.

The Performance Planning process involves the review of key performance objectives, developing and agreeing on performance targets and setting key performance indicators as measures of performance.

2.2   *Performance monitoring and review*

The above concept entails assessing progress and achievements so that action plans can be prepared and agreed upon to provide a basis for performance rating. Performance review focuses on three key elements namely:

  a.   Contribution,
  b.   Capability, and
  c.   Continuous development.

During performance review meetings, the primary performance monitoring (PM) elements to focus on are measurement, feedback, positive reinforcement and exchange of views. Performance review is important because it enhances employee motivation by providing feedback, recognition for good performance, praise and opportunity for growth. It clarifies expectations and empowers workers by encouraging them to take control of their own performance and development.

Performance review provides a basis for developing and broadening capabilities relevant both to the current role and future role that the employee may have the potential to carry out. Performance review also serves as a two-way channel for communication about roles, expectations, employee relationships, work problems and aspirations.

During the performance review meetings, headteachers should prepare by referring to a list of agreed objectives and their notes on performance throughout the year. They should then create an environment which allows openness and friendly exchange of views. Headteachers should begin with praise for some specific achievement; but this should be sincere and deserved.

2.3   *Performance Appraisal*

On the part of the appraisals, the appraiser should:

    a.   Let the individual appraisee do most of the talking;

    b.   Invite self-appraisal from the appraisees.

However, most people tend to underestimate themselves; and so the headteacher should ask questions such as:

    (i)   How well do you feel you have done?

    (ii)   What do you feel are your strengths?

    (iii)   What do you like most about your job?

    (iv)   What don't you like about your job?

The main focus during performance review meetings is performance, not personality, of the teachers. The discussion should be based on factual evidence in comparison with agreed performance measures and not opinion.

Headteachers should encourage analysis of performance and not merely hand out praises or blame. Together with the teachers, the headteacher should objectively analyze why things went well or badly, and what should be done to maintain a high standard or avoid problems in future.

Finally, the performance review meeting should come up with measurable objectives and a plan of action for the next performance cycle.

2.4   *Managing Performance Appraisal results and recommendations*

The above entails a manager setting direction, monitoring and measuring performance, as well as taking action accordingly. It also calls for continuous assessment of teachers' performance which can be done on a termly basis in a year, depending on the agreement you may have established with the teachers and other staff in the school.

Performance management must not be imposed on the head teachers as something special they have to do; but it should be treated as a natural function for them as good school managers to carry out.

To ensure that a performance management culture is built and maintained, it has to have the active support and encouragement of the top management/school management committees.

3.0 Headteachers/Deputy Headteachers' Competence Profile (CP)

3.1 Introduction

This section explains the main concept of competence profiling for performance management in relation to headteachers and deputy headteachers of government primary schools. The concepts of key result areas, competence, and role definition are explained. The topic is summed up by providing a sample Competence Profile (CP) for the headteachers. This Competence Profile is meant to help the headteachers better appreciate the process that is used to derive the Performance Objectives, Indicators and the desired Critical Outputs in a given performance area.

The CP can also be used in future for:

- identifying the training gaps that can form the basis for staff development;
- recruitment and selection since it clearly spells out the core competence associated with the role of the headteachers.

Effective performance measurement is dependent on clarity of the key result areas (KRAs), capability, competence and role of the position. This role clarity provides direction and guides the incumbents in those positions to focus on the key tasks required for successful operation of their schools.

Training Objectives

The objective(s) of this session include:

(i) Enabling participants to define the concepts of key result areas, role and competence;
(ii) Identifying and outlining the key result areas of Headteachers/Deputy Headteachers;
(iii) Developing a CP for the Headteachers.

3.2 Key Result Areas (KRAs)

KRAs describe the job holders' primary responsibilities and are areas where the job holder must get results. While stating or writing down a key result area, you are expected to start

with an active verb and express specifically in one sentence what has to be achieved. For example:

a. Prepare teachers' work plans that support the achievement of school targets for quality students' output and results in line with the schemes of work and the syllabus;
b. Plan and provide training programmes that meet defined needs of teachers in line with the teacher development guidelines.

KRAs are expressed as statements of outputs required of the role and are stated beginning with active verbs, e.g. 'Develop', 'Maintain', etc.

Each KRA should have a standard and defined using SMART words, i.e systematic, measureable, achievable, realistic and time-bound. The competence profiling model helps to analyze each KRA in terms of the Knowledge, Skills and Capabilities that one must know if one is to successfully execute that KRA.

3.3 Job Role

Job role defines the purpose for which the position exists in the organization. It defines an individual's unique contribution to the organization.

3.4 Competence

This refers to the minimum standards for the achievement of set tasks and activities, expressed in ways that can be observed and assessed with a view to certification. It is a description of something that people in a given work area should be able to do. It is the ability to meet performance expectations and deliver required results. It is a combination of knowledge, skills and behaviours necessary for job performance.

3.5 Competence Profile for Headteachers

The Competence Profile is an assemblage of the competences, core actions and the expected critical outputs associated with a given role.

Below is a sample Competence Profile for Headteachers and Deputies.

SAMPLE COMPETENCE PROFILE

COMPETENCIES

	What You Need To Know	What You Need To Be Able To Do	
Example: Learning achievements	• Know) staff competencies • Content scope • Development and learning needs of the pupils • Background of the learners • Government policies and related issues • Institutional resource base • Learning environment • Attitudes of the teachers • Attendance trends • Parental support and commitment • Assessment (tools) standards and procedures • Global learning trends	• Conduct needs assessment for the key actors • Develop an action plan to respond to the needs • Supervision • Mentoring etc • Acquire study and internalize the current content scope	• Needs assessment reports • Action plans • Progressive reports • Minutes • Up-to-date talking office • Time tables • Attendance reports
Group 2: 1. Human Resource Management	• Teachers' competencies and background • Behavioural competencies / tendencies / personalities of staff (attitude and commitment) • Development needs of staff • Labour laws (Employment Act, HIV workplace policy, Act on disputes, Workman's Compensation etc • Human Resource Management Policies (Training Policies, Standing Orders etc)	• Conduct a needs assessment for staff, community and other stakeholders • Develop action plan to respond to the needs of training, meeting mentoring, conduct CPDs • Initiate supportive activities for staff welfare (meals, income generating activities) • Consult, negotiate, network and receive feedback • Implement policies and administrative instruments	• Progressive reports • Work plans • Economic projects benefiting teachers • Consultative reports and minutes of meetings • Performance appraisal instruments and reports

	• Administrative instruments (Circulars, DEO, Local Government) • How to motivate staff (motivational strategies) • Effective leadership skills • Effective communication, negotiation, conflict resolution, stress management skills • Interpersonal relationships • Know life skills and values • School environment (culture, values, norms and beliefs) • School routine activities • Global trends • Clear workload and staff available • Teamwork and effective delegation • Appraising staff • support supervision, mentoring and coaching skills • guidance and counselling • performance management • staff welfare expectation • teacher professional code of conduct • terms and conditions of service • teachers' scheme of service	• Initiate and mobilize resources • Be available at school • Mobilize, allocate and use resources efficiently • Inspire and encourage team spirit • Share school responsibilities • Be a role model (time management, regular attendance, lesson preparation, observing school core values) • Encourage transparency and accountability • Conduct regular staff appraisal (plan performance, appraise staff, review performance) • Support staff development (training, promotion) • Avail relevant literature to staff for their information • Encourage adherence to professionalism (discipline, ethics) • Recognize and reward good performance • Conduct regular staff meetings and school management • Provide support supervision and mentoring	• Roles and responsibility charts • Attendance reports • Personal files for all staff • Attendance reports • Duty rosters • List of outstanding teachers • Certificates and trophies for best performance • Project proposals • Number of partners networked with
Group 3: 2. Records management	• Different types of essential records they should have as reflected in the Minimum Standards Book. • Filing system	• Compile an inventory of items in the institution/school • Have files and store them properly • Updating the records	• Well maintained up-to-date inventory report • Up-to-date and easily accessible records

	• Know Staff Competencies on records management system and standards	• Keep copies of all correspondences • Identifying/assigning knowledgeable persons in records management • Continuous professional development on records management • Carry out needs assessment • Designing data collection tools	• Copies of correspondence and reports kept • Records of minutes of various meetings in place and easily accessed • Records on performance and assessment in place
3. Mitigation of HIV/AIDS in schools	• Government policies on HIV/AIDS • skills of conducting Guidance and Counselling services	• create awareness on HIV/AIDS among the school community • draw action plan • promote government policies on HIV/AIDS in schools • conduct CPDs on Guidance and Counselling to all staff • carry out G&C sessions • institutionalize the interventions on HIV/AIDS • global interventions	• records and reports on CPDs • availability of Action Plans • Reports on talk shows, general assemblies, drama activities • reports and records on G&C sessions
4. Assets management	• School assets available and recorded • Government policy on Public Procurement and Disposal of Assets (PPDA)	• Compile an up-to-date inventory of assets • Keep and maintain a stock register • Sensitize staff on government policy and implementation	• Report on assets and quality available • Available up-to-date stock register • Report on sensitization activities on assets
Group 1 5. Learning achievement	• Know staff competencies • Content scope (Curriculum) • Development and learning needs of the pupils	• Conduct regular staff meetings • Conduct needs assessment for the lay staff actors	• Needs Assessment reports • Action plans/workplace • Peer review reports

	• Know the type of pupils recruited • Background of the pupils • Related government policies and related issues • Institution resource-based • Learning environment • Behaviours and attitude of teachers • Attendance trends of both the teachers and pupils • Parents' commitment and support • Assessment standards and procedures • Global learning trends	• Develop an action plan to respond to the needs, i.e. supervision, mentoring etc. • Study, internalize, analyze current content scope • Consult, engage, network and get feedback • Mobilize, place and allocate resources • Monitor, evaluate the learning programme and initiatives • Prepare and submit progress reports for all classes to DIS/DEO	• Functional timetables • Developed needs assessment reports in place • Minutes from the meetings • Talking office (developed up-to-date) • Attendance reports
7. Effective teaching	• The scope of the curriculum for all classes • The physical set up of the environment • The different T/L methods • Teacher/Pupil ratios (Recommended ratios, classroom ratios, TPR & PT & R • The assessment needs of teachers and training programmes • Have teacher development skills, i.e counselling, guidance, supervision • Influence of the implementation of UPE policies, L1,)	• To effectively teach • Improvisation of T/L • Mat with low-cost materials or no cost at all. • Design and set up conducive learning environment • Conduct guidance/counselling supervision etc • Implement government policies • Conduct workshops • Engage with teachers, parents and get feedback	• Copies comprehensive scheme of work and lesson plans on place with recommended time bounds • Availability of locally improvised Teaching/Learning material in place in the hands of the children • Evidence of safe and friendly learning environment with materials that cater for different learning needs in place

8. General Management and Leadership	• Primary school management systems and policies • Minimum standards and guidelines for educational institutions in Uganda with emphasis on primary schools and ECD centres • Procedures and mechanisms of developing a school development plan • Knowledge of different positive reinforcement mechanisms for school discipline • Required Management and Leadership qualities of an effective Headteacher	• Enforce primary school management systems and policies • Enforce UPE, ECD, gender in education, school health, school assessment, legal policy etc • Mobilize resources • Conduct participatory planning • Consult all stakeholders • Talking the work plans through different levels of approval • Enforce and apply the various different positive reinforcement mechanisms for school discipline • A role model as far as discipline is concerned	• Functional school management systems and plans in place • An operational school development plan in place • Minutes of planning meetings in place • An effective learning environment • Minutes of departmental meetings held • Documented shared responsibilities
9. Financial management and control	• Have knowledge of budgeting and accounting processes • Knowledge of financial guidelines • Knowledge of basic financial accounting books	• Use the provided guidelines to budget and account for the available resources at the school level • Develop the school budget • Monitor the utilization of the budget • Produce financial reports within the recommended time	• Financial records in place • Functional financial committees in place • Audited books of account available • Financial books of account in place • Budget performance reports in place

4.0 Performance Planning

4.1   Introduction

Performance Planning requires the determination of the goals and objectives of an enterprise and the selection, through systematic consideration, of alternatives for achieving them.

Objectives

By the end of the session, participants will

i.   Have leant the need for Performance Planning and the context in which it is done;

ii.   Appreciate the purpose of Performance Planning and the benefits it brings to the process;

iii.   Appreciate the levels of Performance Planning at the school level.

Performance Planning means setting goals and determining what needs to be done to reach those goals. It also refers to setting performance expectations and goals for groups and individuals to channel their efforts towards achieving organizational objectives.

It is one of the basic and very important steps in the Performance Management process. It is an activity that focuses people on what has to be done, how it should be done and what is to be achieved. The ultimate end of this activity is a Performance and Development Plan aimed at developing people (employees) and providing them with the support they need to perform well at their jobs, both at the current time and in the future.

It also leads to the establishment of action plans and frame of reference for setting expectations, reviewing and evaluating performance throughout a performance period.

Performance Planning is the starting point of the Performance Management cycle. It involves a joint discussion between headteachers and their respective supervisors and SMCs whereby roles, objectives and performance standards are agreed on. A Performance Agreement is then drawn and signed by the two parties. It defines clearly the performance expectations in terms of skill, knowledge and expertise required to attain the results. It also details how supervisors will provide the support and guidance supervisees need.

The Performance Planning process involves the review of key performance objectives, developing and agreeing on performance targets and setting key performance indicators as measures of performance.

4.2   Objectives of Performance Planning

Conducting performance planning will clarify the operational strategy for achieving the stated goals, as well as helping the school realize the following;

a)   Individual objectives that are to be achieved during a performance period (term);

b)   Key competencies for successful performance for each objective. This provides benchmarks for employees to measure their performance throughout the appraisal cycle;

c)   The resources needed to meet performance expectations;

d)   How performance will be monitored, reviewed and evaluated throughout the period;

e)   A general understanding of the development activities that may be needed to meet performance expectations.

4.3   Benefits of Performance Planning

a)   Performance Planning fosters a better understanding of the employees' roles and how they contribute to the accomplishment of organizational and unit/team objectives.

b)   There is more accurate information on the employer's expectations of employees and vice versa.

c)   Performance Planning provides better understanding of how individual and unit/team performance will be measured.

d)   It leads to enhanced employee morale due to opportunities for input, resulting in greater employee acceptance and trust of the process.

4.4 Performance Planning at School Level

4.4.1   Identify School strategy

At a school level, it is critical to identify the main actions which are important for taking the school to the desired level of performance. The School Strategy is concerned with the overall purpose and scope of the school to meet stakeholder expectations. This is a

crucial level since it is heavily influenced by expectations of the various stakeholders in the school. The school strategy should cover all the accountabilities as stated in the customized performance targets. It is the headteachers' role to ensure that their schools have a well developed School Strategy. This strategy forms the basis for all activities that have to be implemented in a given academic year.

4.4.2 Define Mission and Vision

The school's success depends on how well the vision is articulated by the chief executive/headteacher and supported by the School Management Committee. It makes concrete the leader's view of the direction and purpose of the school. For many headteachers/leaders, it is a vital element in any attempt to motivate teachers/employees and to give them a sense of priorities. For a vision to have any impact on the employees of the school, it has to be conveyed in a dramatic and enduring way. The most effective visions are those that inspire, usually asking employees for the best, the most or the greatest.

A mission statement should be a short and concise statement of goals and priorities. In turn, goals are specific objectives that relate to specific time periods and are stated in terms of facts. The primary goal of any business is to increase stakeholder value. The most important stakeholders are shareholders who own the business, employees who work for the business and clients or customers who purchase products and/or services from the business.

4.4.3 Define strategic objectives

Strategy is the direction and scope of an organization over the long term: which achieves advantage for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder expectations.

Objectives refer to things that are to be accomplished. They clearly state what organizations are expected to achieve over a period of time. Setting objectives involves a continuous process of research and decision-making. Organizational objectives are reviewed periodically in order to establish whether they are still valid or need to be changed.

4.4.4 Salient features of Objectives

Good objectives must meet the following criteria:

- be focused on a result, not an activity
- be consistent

- be specific
- be measurable
- be related to time
- be attainable.

When defining strategic objectives, you must indicate:

(i)   What must be accomplished;
(ii)   Who is responsible for what (responsibility centre);
(iii)   Who is expected to be involved;
(iv)   The standards for performance;
(v)   Any significant constraints, limitations or requirements on the activities.

By doing this, the headteacher provides clear guidelines on how to achieve long/short-term goals and help in the drawing up of a roadmap towards achieving the school's objectives.

4.4.5   Identify outputs required to achieve strategy

Outputs are important for measuring internal work performance and are indicative to a degree as to how much progress has been made in as far as achieving strategic objectives. Those involved in the planning process should lay out clearly the activities and the end outcomes, i.e. the ultimate results or desired end hoped to be achieved. These should be directly related to the school's mission and objectives. These outputs should be expressed in a qualitative and quantitative manner.

It is important to point out the following at the planning stage:

a.   when (time),
b.   how (method),
c.   how much (quantity),
d.   production cost and quality.

Defining the outputs will help focus the school on what needs to be achieved (desired outcomes), how to achieve them and a performance reporting/tracking system to inform on their success.

4.5   Performance Planning at Departmental Level

In the Primary School sector, we basically have the Lower (Primary 1 to 3) and Upper (Primary 4 to 7). As the headteacher takes responsibility to deliver on the elements of the school strategy, heads of department/section are expected to develop their performance

plans from the main elements in the school strategy and to ensure that all those below them pursue the same strategy.

4.5.1   Identify Departmental/Section Plans

This calls for the identification of the departmental and sectional plans to determine critical priorities for the unit and identify work activities that need to be done to support the plans according to the categorization. Then the head of department/section can generate specific ways in which to contribute to the overall achievement of the school's goals and objectives.

4.5.2 Documentary Review

For performance planning purposes, supervisors/heads of department and supervisees/ subject teachers should review the most recent performance documents: the Annual Departmental Plans, Performance Appraisal Reports, the Interim Performance Reviews, or the Performance Improvement Plan.

Reviewing these documents can help to determine:

- Strengths of the departments/sections/ employee, i.e. skills, knowledge and abilities that need development;
- Overall performance trends as observed over a period of time;
- Areas that need improvement, those to be monitored and the frequency of coaching and feedback that may be needed;
- Review of existing resources and how to optimally allocate them;
- A realistic idea of the contribution the employee can make to the unit's Annual Operating Plan for the performance period; and
- Realistic, yet challenging, objectives for the coming performance period.

4.5.3   Define Work Outputs/Performance Framework

This stage should address the questions:

- What will be the main performance areas for the next year/appraisal cycle?
- What constitutes fully successful performance in each area?
- How will results be tracked and measured?
- What behaviours are needed to demonstrate core values?
- What competencies are needed to perform satisfactorily?
- What kind of support and resources are required for successful performance?

● What needs to be done to bolster skills and abilities for moving forward?

4.5.4   Develop Individual Performance

During performance planning, it is critical to identify areas for development. To do this, the supervisor should review previous appraisals, obtain feedback from reliable sources, make personal observations and ask the employee.

The purpose of personal development is to increase the employee's learning, growth, performance and satisfaction in his/her current job. Professional development ensures that the employee has the skills, knowledge and capabilities to perform fully and satisfactorily in all areas of the current position. If it is determined that a change to the employee's job responsibilities or a change in position is likely to occur, then the supervisor must determine what future capabilities will be needed.

The Employee is equally responsible for his/her performance and should therefore, in a discussion with the supervisor, point out the following:

(i) Suggest key development needs to enhance current performance;
(ii) Recommend approaches to address key needs;
(iii) Negotiate roles, responsibilities and communication tools/channels;
(iv) Identify remaining issues for future discussion;
(v) Identify and discuss other support needs;
(vi) Summarize for agreement.

4.6   Evaluation of the Performance Planning Process

At the end of the planning process, the participants, i.e. supervisor and the supervisee, should establish that the following have been discussed and are in place:

a) Employee performance plans are jointly agreed by the supervisor and the individual/supervisee;
b) Provision is made for monitoring and reviewing progress;
c) Individuals are empowered to implement the agreed plan;
d) Supervisors encourage the individual to formulate for him/herself a performance improvement/development plan and provide whatever support is required through coaching and counselling;
e) The plans should indicate the success criteria clearly specifying how the supervisee and the supervisor will know that the desired results have been achieved.

5.0 Setting Objectives

This section will enable participants to:

(a)   Set performance goals and define objectives for their different tasks;
(b)   Link school objectives with their departmental/sectional and individual objectives;
(c)   Each individual should monitor performance progress and evaluate performance basing on agreed set goals and objectives;
(d)   Have a clear focus of what is expected of them in the school.

5.1   Definition

An objective is a descriptive statement which defines a measurable activity or the step needed to get to where we want to be. It describes something that has to be accomplished, a point to be aimed at. Objectives and goals are concepts which are interchangeably used. They define what organizations, departments and individuals are expected to achieve over a period of time.

Objective and Goal setting are part of performance planning for the school, departments, groups and individual teachers which provides both the supervisor and the supervised with the criteria needed to objectively discuss, monitor and evaluate performance. Since employee objectives tie in with the objectives of the departments/sections and, ultimately, those of the school, performance objectives act as the cornerstone of effective performance management. Clear objectives prevent surprises during Performance appraisal and development discussions.

In the context of a school, objectives can be work-related - referring to the results to be attained or the contribution to be made to the achievement of the overall. They can also be functional or team goals.

Objectives can also be personal in form of developmental or learning objectives which are concerned with what individuals should do to enhance their knowledge, skills and potential, and to improve their performance in specific areas, conditions or circumstances under which one must perform.

A goal is a descriptive statement which defines an ideal future state of being. In other words, it is where we want to be.

Objectives should be stated in a way that defines performance criteria, i.e. how well one

must perform (standards of performance). Objectives are used to determine whether or not we are successful in achieving the goal. Objectives can be expressed as targets - which are the quantifiable results to be attained. These can be measured in terms of returns on capital, output, level of service delivery, cost reduction tasks or projects to be completed by a specified date to achieve defined results.

5.2   Importance of setting objectives

Setting objectives is critical to any organization in enhancing performance and staff development in the following ways:

a.   Provides an upfront objective, mutually understood and accepted basis for reviewing and discussing performance results;

b.   Clarifies on the standard of performance results that is expected of an individual and provides a focus on what is really important;

c.   Specifies each employee's role in accomplishing targets that are important for the work unit and the organization to achieve strategic and operational plans;

d.   Helps the employee to monitor his or her own progress by providing clear performance targets to aim at;

e.   Objectives are used as an assessment tool. Once the objectives are defined, they become the foundation for one's grading or assessment policy, i.e. objectives focus the supervisee and supervisor as the basis for performance assessments;

f.   Provides a vehicle for professional development and training; and encourages continual improvement in performance.

5.3   Types of Objectives

There are different types of objectives; and at the beginning of each Performance Appraisal period, it is important that supervisees and supervisors consider what type of performance objectives are most appropriate for the employee's specific job.

a.   Short-range objectives can be accomplished within the performance cycle— often within a few weeks or a few months, e.g. a school term.

b.   Long-range objectives might require a full performance cycle or longer to complete (and will probably have to be divided into two or three objectives, or spread over several "milestones"),e.g annual plan; Routine or maintenance objectives will help you maintain performance at currently acceptable levels, or keep things at a minimum standard.

School objectives contribute directly to the wider setting, such as establishing a new procedure within departments; Problem-solving objectives can be set to improve performance that has slipped below acceptable levels; Innovative objectives are created to stimulate creativity or new thinking, or take a fresh approach; Personal development objectives are meant to enhance the employee's development and his/her long-term performance results; Individual performance objectives indicate specific results to be achieved by a staff member

for the given period. Performance objectives are discussed by the supervisee and his/her supervisor.

5.4   Components of objectives

A well-written performance objective must have three basic components:-

- It should be action-orientated: e.g usage of action words like, to make, to complete, to adjust etc.
- It must specify a measurable indicator - for instance, quantity, rate, expense, quality, degree of accuracy.
- Realistic and time-bound

5.5   Defining objectives

Schools, individuals, departments and business units can derive their objectives and finally integrate them into the mainstream institutional goal through the following ways:

a)   Evaluate and list the main tasks or the most important things that an individual, team, department, unit or section does.
b)   Outline what you believe are expected to be achieved in each of these areas.
c)   State how you will know whether or not you have achieved them. These are the performance indicators or measures.

5.6   Integration of Objectives in the School

Cascading institutional objectives from the higher hierarchy to the lowest ranks has the following importance to individuals and the school as a whole:

1   It provides opportunity for everyone to make an appropriate contribution to the attainment of team, departmental and institutional goals and to uphold the core values.
2   It helps in achieving a shared understanding of performance requirements by all departments, sections, units and individuals.
3   Downward and upward cascading of objectives and goal-setting give opportunity to individual employees to contribute to the formulation of their own objectives and those of their teams, functions and ultimately the school.

5.7   Characteristics of good objectives and goals

Objectives should cover major performance accountabilities of the job. The following are the major characteristics of performance objectives which are abbreviated as 'SMART'.

a.   **Stretching and Specific**
Objectives must be clear, focused and on a specific area, unambiguous,

straightforward, understandable, challenging and based on verifiable evidence of work outputs (performance measures) and behaviour.

b.   Measurable
Goals and objectives must be given specifying quality, quantity, time and cost so that employees know if they have been achieved. Measuring sticks may be qualitative or quantitative. Both qualitative and quantitative measures can be used to address the same objective.

c.   Ambitious and Achievable
Performance goals and objectives should be challenging but within the reach of a competent and committed person. They have to be realistic and achievable within the resources that are available to the school, departments and sections.

d.   Relevant
Performance objectives and goals being set should be aligned to the institutional objectives and goals.

e.   Time frame
Goals and objectives have to have an agreed time frame within which they have to be completed.

f.   Actionable
Objectives and goals should be based on something over which one has control. "SMART" objectives define what is to be accomplished, who is responsible, who is expected to be involved, the standards for performance, any significant constraints, limitations or requirements on the activities.

5.8   Derivation of Good Objectives

Objectives can be derived from a process of reflection and analysis. The common areas of analysis at the workplace which yield objectives include people, processes, problems and products.

(a)   Problems and opportunities
Different workplaces have different challenges which affect work. But they offer fruitful grounds for derivation of objectives. Failure in the work processes and achievement of results may call for a critical analysis of the problem and designing of a new strategy and objective to attain a required goal. For example, low levels of student enrolment can be attributed to the annual school performance in exams. So teachers may come up with the objective on improving on the examination results.

(b)   Processes
Work processes offer a fruitful ground for deriving objectives, especially for ongoing or continuous work improvement effort. For example, every teacher

MUST develop schemes of work and lesson plans every term. These schemes and plans need to be audited regularly to ensure that the process achieves the desired objectives. An example of an objective related to this would be to: To improve the instructional planning.

(c)   Practices

The area of work methods and procedures is one where reflection and analysis can be done to derive meaningful objectives. For instance, institutional re-engineering of the work practice to cut costs or enhance performance may call for designing new methods and setting new objectives.

(d)   People (Pupils, Teachers, Parents etc)

People can be a source of objectives. Their development needs and requirements provide objectives; their needs may be identified through need assessment. Besides, they can be asked to derive their own objectives.

(e)   Services

Institutions that are working towards providing a service to meet the demands of their customers can use those services as a source of objectives. For instance, in a bid to meet or surpass the targets, the institution can design and set new objectives which are cascaded down to all the different departments, sections and individual employees.

5.9   Role of Supervisors in setting Performance Objectives

Setting effective performance objectives requires the input of the Staff/Headteacher and the immediate Supervisor/School Management Committee. The following are some of the roles a supervisor plays in creating supervisees' performance objectives:

a)   Assisting the headteachers to develop performance objectives that are linked to the school priorities and to their personal and professional priorities. There is need for the supervisor to provide staff members with the relevant information they need to consider when drafting their performance objectives.

b)   Prior to writing objectives, the supervisor has to consider what he/she believes is most important to focus on in the coming appraisal period taking into account career and professional aspirations.

c)   The supervisor has to ask the staff to draft their own performance objectives, considering what they want to achieve in the short term or in the longer term by looking at the priorities for the department/work team for the coming appraisal period.

d)   Supporting the revision of objectives where necessary due to unforeseen circumstances or changed priorities. (These could be personal or professional and within or outside of the staff member's control.)

5.10   Key Steps to Objective Setting

A school's effectiveness and efficiency is greatly affected by the way the school, department, section or individuals set goals. The following guidelines are pertinent:

a) **Specifying tasks**
This is the first step in the objective setting process; it shows work that must be accomplished. Tasks specification may be done through the institutional team, departments and sectional performance plan. Tasks or behaviours an employee is to demonstrate in the achievement of goals must clearly be described.

b) **Set target level of performance**
It is better to set objectives that are clear and challenging but possible to achieve because it produces a higher level of performance than if no goal, or a vague goal, had been set. Higher goals when achieved bring recognition of one's real worth and enhance performance.

c) **Develop clear performance measures**
This is vital to help individuals; teams and the organization have successful performance management. It may be attained through having a credible measure of performance so that teams know how their performance is measured. If measures cannot be qualitative or quantitative, they should at least verify whether the goal was achieved.

d) **Employee Participation**
Employee participation and involvement throughout goal-setting can optimize its benefits and those of performance planning.

e) **Prioritize objectives**
Where you have multiple objectives, this will help to avoid being overwhelmed by too many, and helps to direct one's attention to the most important one. The employees should be aware of and agree on the priority-ranking.

f) **Precision**
Be precise when setting goals, by putting in time frames and costs so that the achievement can be measured. Operational goals, short term/routine goals should be kept small and achievable. If a goal is too broad, then the assessment of progress cannot be possible. Keeping goals short-term and incremental gives one the opportunity for revision when need arises.

5.11   Principles of Objective-setting

There are a number of general principles that objective-setting can be based on, and these are:

a) **Set performance, not outcome objectives**
You should be careful to set goals over which you have as much control as possible. Goals based on outcomes are extremely vulnerable to failure because of things beyond your control like bad weather, injury, bad business environment. If you base your goals on the assessment of personal performance, skills or knowledge to be acquired, then you keep control over the achievement of your goals.

Example: Increase school enrolment by 20% annually; rather than; Improve primary school education.

b) **Set specific goals**
Setting specific and measurable objectives contributes to their achievement. If one consistently fails to meet measurable objectives, there is need to adjust them or analyze the reason for failure and take appropriate action.

c) **Set realistic Objectives**
Setting realistic objectives calls for having sufficient information that enables one to have clear, realistic understanding of what one is to achieve and the skills and knowledge to be mastered. Insufficient information makes it difficult to set effective and realistic goals.

Example of an unrealistic objective: Increase the number of first grades from the current 10% to 90% in the 2009 PLE results.

d) **Set stretching/high Objectives**
Stretching objectives are those that would almost seem too aggressive, too optimistic; but are really challenging and show strategic intent. Stretching objectives are very important in helping an organization retain talent and stay in front of the competition.

5.12   *How to Measure Performance Results*

Objectives must be given specifying quality, quantity, time frame and cost so that employees know if they have achieved their objectives. Each key performance indicator should reflect the objectives. Below are the definitions of the various measurement categories.

5.13   *Precautions to take while setting Objectives*

When setting performance goals, it is important to put in to consideration the limitations to proper objective setting and how to go about them.

(a) **Excessive risk-taking**
Setting high but achievable objectives improves performance, but one should bear in mind that there are risks of failures. It is therefore important to carry out risk analysis of the possible negative consequences of the given course of action, the seriousness of those consequences and mitigation measures.

(b) **Increased stress levels**
Setting high/ambitious objectives sometimes increases employee stress levels. Stress levels at the workplace may not completely be eliminated but may be decreased through setting realistic objectives. To mitigate on increased stress levels, you need to train employees to acquire skills; allow employees more control over the way they do their work; make specific objectives to avoid goal ambiguity; and, implement employee participation in objective-setting.

(c) **Fear of failure**
There are negative consequences that come up when employees are penalized for not achieving their objectives -- for instance, low self-esteem, anxiety about the future, anger or depression. This may be avoided when goals are treated as guidelines for effective performance, not as tools to punish those who fall short of the goals. Team leaders and team members should treat failure to meet goals as a problem to be solved rather than blame one another. Goals should not be used as a device for punishments.

(d) **Objectives as ceilings**
Objectives can easily turn into ceilings on performance, meaning that when objectives are achieved, performance improvement efforts cease for fear that it would work against the employees' interests in the long run. Realizing set objectives means that you have to raise the bar or mark beyond the previous objective.

(e) **Ignoring non-objective areas**
Most people tend to ignore work for which objectives are not set. It is important, therefore, to set goals for work areas that are critical to solve that problem.

(f) **Short- range thinking**
There is a tendency for managers and employees to take shortcuts because of the short time frame of goals. Although short-term results may look good, the strategy used may not be a good one. Managers and employees could be appraised not only on the achieved actions or outcome but also on the quality of the particular tactics and strategy used to achieve them; besides, long-range goals with short-term sub-goals could be set.

(g) **Dishonesty and cheating**
At times some teachers manipulate pupils' performance to make it look like they are achieving their objectives. This is detrimental to the institution and those involved. This can be solved by valuing honesty and integrity in the institution. Teachers need to be open to negative information and willing to act on it.

5.14   Performance indicators

Performance indicators are a means by which a staff member and supervisor can assess whether the objectives have been achieved, demonstrate progress and separate real from perceived change.

Performance indicators answer the question; 'How will I know when I have gotten there?' Performance indicators provide a measure of performance. Indicators often relate to Quality, Rate, Timeliness, Expense/cost and Quantity.

5.15 Way forward

When setting performance objectives, the Headteachers and Teachers should make sure the following are adhered to.

(a) Tie the individual objectives to the objectives of the organizational unit, department, division and section. Objectives should be jointly discussed by both the supervisor and the supervisee and the supervisee should be made aware that objectives can be revised if the situation changes. Gain the supervisee's understanding and acceptance on each performance objective and competence.

(b) Develop specific, measurable challenging yet realistic objectives. Set a manageable number of objectives. Do not set objectives that are too easy or too difficult under the circumstances. Discuss the importance of each objective and prioritize each objective according to importance.

(c) Discuss the competences the individuals would need in order to demonstrate or achieve performance objectives. Ask individuals to suggest action plan for achieving complex objectives. Do not set complex performance objectives without discussing the individual's plans to achieve the objectives

(d) Set check-points to review progress on objectives. Agree on the criteria for successful achievement of objectives. Use a process for Periodic Progress Review: Keep a written record of objectives, action plans and progress discussion.

(e) Set objectives that can improve future performance. Keep individual developmental needs in mind when you set objectives. Do not forget that continuous employee development is an important outcome of performance and development system.

(f) Provide the necessary management and technical support to the one performing the job. Technical support is critical in case the employee realizes their full potential

5.16 Conclusion

Setting objectives as part of performance planning for groups and employee facilitates the accomplishment of the organization's mission and goals. When used appropriately, objectives and goals can inspire employees and enhance their levels of achievement; but if inappropriately used, they may hamper organizational, group and individual achievements.

6.0 Performance Measures

6.1 Definition

This is a descriptive and verifiable statement defining a framework within which an employee

is to handle the expectations in a given Performance area. The statement needs to embrace quantity, quality and time where applicable. Performance measures are sometimes referred to as Key Performance Indicators or Outputs. They are a means of verifying that what was set out to be done has actually been done.

6.1.1 Quantity

Quantity refers to the unit sales, contribution, new accounts; and in the case of a school, quantity is related to issues like number of lessons one would be able to teach in a given time frame or number of pupils registered.

6.1.2 Quality

Quality refers to the level of service provided to customers in terms of response to requests for after-sales services. In the school's context, quality may refer to accomplishing a work assignment in accordance with the due provisions of the syllabus, organizational procedures and standards.

6.1.3 Timeliness

Timeliness refers to achievement of work tasks within set time frames.

6.2   Table Showing Performance Measures Framework

Parameter	Consideration	Sample performance measure
Quantity	How much/many	• Attain 45% proficiency in literacy by the end of the year • Two mistakes per page typed by the Secretary • Produce three reports per week
Quality	How good/well	• Use of explorative learning methods that optimize pupil reasoning.
Timeliness results	By when/deadlines or dates	• Submit mark sheets for monthly tests by the 3rd of the following month • Make payroll changes by the 7th day of each month.

Measures should always:

   a.   Be verifiable – provide evidence that will confirm the extent to which role expectations have been met.
   b.   Provide a sound basis for feedback and action.
   c.   Be as precise as possible in accordance with purpose of the measurement and available data.
   d.   Focus on measurable outputs and accomplishments for which evidence can be made available.
   e.   Be related and relevant to the objectives and accountabilities of the individuals or teams concerned.

6.3   Why have Performance Measures?

"If you can't measure it, you can't manage it" and "what gets measured gets done". Performance measures form the basis for:

   1   Providing and generating feedback;
   2   Identifying where things are going well to provide the foundations for building further success;
   3   Indicating where things are not going so well, so that corrective action can be taken.

In general, measures answer two fundamental questions: "Is what is being done worth doing?" and "Has it been done well? In more specific terms, measures are a tool for accountability and provide a basis for feedback and performance reviews, which are central to any performance management system.

6.4   *How to Arrive at a Measure*

1   What is the purpose of this Objective?
2   Are there any set time frames within which I am expected to deliver results in this Objective?
3   Are there any specific standards that need to be met in this Objective?
4   How many (work units) or how much (value) is expected of me to produce in a given period.

6.4.1   Measures for Routine Activities

The measures for routine activities define how one is to handle a given responsibility on a continuous basis. Samples are provided in the tables below.

6.5 *Table Showing Sample Measures for Routine Activities*	
Performance area (KRA)	**Statement of measure**
Prepare the school budgets in line with the departmental guidelines	Prepare and submit the school budget a month before the start of every term.

6.6 *Table Showing Sample Measures for Non-Routine Activity*	
Performance area (KRA)	Statement of measure
Review and advise management on the storage and management of records.	Study the procedures/systems of information management under the DOS's Office (Specify any problematic areas) and generate a comprehensive report by end of term one 2011.

6.7 *Table Showing the KRAs for Headteachers*		
Performance area (KRA)	**Basic Activities**	**Measures**
Managing performance of subordinate staff in line with HRMM (**all Supervisor**s)	• Draw up performance agreements • Allocate duties • Monitor and record critical incidents as they occur • Evaluate and give feedback • Provide guidance to staff • Appraise staff	Define performance expectations of the assigned staff, provide feedback monthly and objective performance rating by the end of the appraisal period

7.0 Key Success Factors in Performance Management

7.1   Introduction

The overall role of the Headteacher is to plan and coordinate all elements of the school strategy and ensure that everybody in the school fully understands it. This module is therefore intended to show that for the headteachers to achieve results, they must cascade and communicate the overall school objectives/targets to the rest of staff and other stakeholders. It will also highlight the key elements that support successful management of implementation of Performance Management. Headteachers must therefore learn and approach performance management from a holistic perspective.

Successful management of the implementation of PM requires that every staff in the school will be appraised against pre-defined performance targets. It also requires that the need for PM is clearly communicated to all staff in a coherent and consistent manner. The system should encourage open communication and negotiation of performance targets. A conducive and supportive environment should be created to allow free interaction between the supervisor and the staff.

Objectives for the Module

By the end of this module, participants will be able to:

(a)   Understand the Key Success Factors for Performance Management;
(b)   Demonstrate how Performance Management can be successfully rolled out to teachers;
(c)   Enable headteachers to identify skill gaps and how to bridge them in order to develop teachers and improve overall performance;
(d)   Explain how results can be managed.

7.2   Key considerations in Performance Management

7.2.1   Change Management

Introducing Performance Management is a major initiative in any institution and as such

requires that mechanisms to win staff hearts and minds are put in place. This may be more difficult in an organization that may have a deep-rooted culture of lack of performance accountability. Intervention requires a systematic and stepwise approach to challenging the status quo. All efforts must be harnessed to ensure total stakeholders' engagement and focus on the desired end. The implementation of the CPTs will need that all key players who may affect the eventual performance of headteachers are fully involved.

7.2.2 Management Commitment

The success of CPTs will call for total commitment of Government and all those who hold management positions in the education hierarchy. The leaders must demonstrate full knowledge and commitment to support the CPTs.

7.2.3 Effective Implementation

The results of the staff/teachers must be managed by considering how well the teacher has performed the set key result areas at the end of the agreed performance cycle, e.g. after every term. The headteacher and the staff must know the performance rating levels as defined by the appraisal forms provided by the Ministry of Public Service and the different actions that might be taken at each level - for example, training, counselling, and disciplinary action, among others. Proper management of the appraisal results is as important as completing the whole process. This is because employees tend to have perceived expectations the moment they complete their performance reports with their supervisors.

To ensure the total success of the PM system, the following procedure may be followed.

    i.   At the end every the year, the headteachers/heads of department/subject will issue appraisal forms and remind the staff below them to appraise themselves.

    ii.   The subordinates will appraise themselves and submit their appraisals to their supervisors and the two will agree on a date for a joint review. The joint review should take place within seven days from the date the appraisal process begins, i.e. by the 20th day of that month.

    iii.   The review will use the performance agreement book, quarterly feedback form, critical incident notes, and work plans to award scores which should be supported by clear verifiable facts as evidenced in the various guidelines mentioned above.

    iv.   During the review the supervisor and supervisee will identify the knowledge and skill gaps of the subordinate and will systematically record them, clearly identifying how these will be handled in the next six months.

    v.   The two will also sign a new performance agreement that they will use in the

ensuing six months and agree on the subordinate's work plan which will be used to monitor and review performance at the end of the performance period.

vi. The heads of department/subject will compile the results of all the staff below them and submit them to the Headteacher by the 27th of the appraisal month. The report shall have the copies of the elaborately filled appraisal documentation (including the agreement and Quarterly feedback form).

vii. The departmental/subject head shall vet the appraisals and make comments on the conduct of the appraisal.

viii. The Human Resources Officer will consider the reports from the departments and generate performance management reports.

ix. The Headteacher shall, before the end of the appraisal cycle, communicate to each employee the decision about the appraisal recommendation.

x. Based on the appraisal review of all employees, the Headteacher will prepare the annual training plan every year

7.2.4   Measuring the right outputs and outcomes

Successful performance management requires that the school strategy be broken down into meaningful performance objectives and targets that different actors will be measured on. This calls for a combination of performance measures that best describe the desired outputs and outcomes. The generic performance objectives in the CPT should therefore be performed with respect to the context of a given school.

7.2.5   Defining roles and responsibilities of the different parties

Successful implementation of PM requires that all parties fully understand the roles and the responsibilities of the different parties (supervisor and supervisee) in the performance management process.

7.2.6   Roles of a Supervisor

A supervisor in the context of PM is somebody who has the responsibility to define and monitor the performance of a given group of people who may be reporting to him/her. The Headteacher in the context of the school is a supervisor and is therefore required to perform the following roles and responsibilities:

(i) Review the role and the KRAs of the subordinates to ensure that they are in the right context;

(ii) Discuss and jointly agree on the performance expectations of subordinates which are detailed in the performance agreements;

(iii) Monitor the performance of subordinates and ensure that all employees have an opportunity to receive performance feedback at least annually;

(iv)   Conduct performance reviews at the end of the agreed period regarding the agreed upon goals and objectives between the employee and his supervisor or manager and make appropriate recommendations for the employee.
After holding such discussions, the two will document the performance targets to be achieved by the staff in the next performance period.

7.2.7   Roles of the Subordinates

These may be people who are directly supervised by the Headteacher in a given school and whose performance directly affects the performance of the Headteacher.

(i)   Engage the supervisor in agreeing on the performance goals and objectives;
(ii)   Both the supervisors and their appraisees are expected to note the negative and positive critical incidents during the appraisal period;
(iii)   Document and bring to the attention of the supervisor any of the issues that may be affecting his/her performance.

7.2.8   The responsibilities of the HR Officer

The HR Officer or any other person designated to handle staff issues in the school shall have the following responsibilities:

i.   Review the recommendations of the supervisors and submitting concrete recommendations to the Headteacher;
ii.   Identify the best staff of every job family for the six months and liaise with the Finance Committee for special recognition;
iii.   Make any recommendations required for the improvement of the performance management system;
iv.   Submit the recommendations to the Headteacher to review and make recommendations that may improve the system.

8.0 Performance Documentaton and Feedback

Module Objectives

By the end of this training module, participants will:

(i)   have appreciated the need for performance documentation and feedback;
(ii)   gained knowledge and skill on how to document performance and to give constructive feedback.

8.1   Definition

Feedback is the art of giving, seeking and receiving information about performance and past behaviour. It is an instrument intended to develop an employee and to manage and control performance. In other words, it is information given to appraise and assess whether he/she is on or off target and the magnitude and action to be taken. During the performance monitoring process, all employees must receive regular feedback both formally and informally.

Documentation of the monthly accomplishments should be done at the beginning of the term. Every staff is expected to fill the appraisal form at the beginning of the term after performance planning and agreement between the appraiser and appraisee.

Documentation of monthly accomplishments is a basis upon which monthly feedback is given. Poor documentation renders the intention of feedback unattainable It is important to document performance on a termly basis in order to be able to have complete annual performance information.

8.2   Performance documentation should focus on the following:

(i)   Action of the appraisee, i.e. what the appraisee did/activities;
(ii)   Results of job performance, i.e. the impact of one's performance;
(iii)   Verifiable work accomplishments and behavioural disposition of the appraisee putting into consideration quality of work done, quantity, cost-effectiveness and timeliness;
(iv)   Critical Incidents: Actions that show a definite existence or lack of competence.

Such incidents reinforce performance ratings and provide the basis for development, re-deployment, sanctions, rewards and recognition. The critical incident has a definite impact on the performance or image of the school

Example: A student in a given school died at the start of the term but the headteacher realized that all teachers had given marks to the dead student yet the parents had communicated to the school about the death of the student. This incident shows that the concerned teachers had a definite lack of concern for such information and may point to the fact the whole set of results is suspicious.

8.3 Objectives of documentation

(i)   Appraiser's remarks help in analysis of appraisee's strengths and weaknesses essential for planning, training and improvement purposes. Therefore, appraisers need to be honest and confident when giving feedback.
(ii) Proper documentation of performance and feedback helps in justification of performance scores when it comes to performance rating essential in making administrative decisions.
(iii) It provides a clear course of action for the appraiser and appraisee in following up agreed actions.
(iv) Timely documentation of feedback helps improve one's performance.
(v)   Helps in resolving litigation cases (point of reference).

8.4 Performance feedback

Feedback should be based on facts not opinions and it should be presented in a way that enables individuals recognize and accept its factual nature.

Benefits of performance feedback:
(i)   Encourages and enhances positive performance;
(ii)   Encourages development of skills;
(iii) Builds stronger relationship based on trust honesty and respect;
(iv)   Helps staff to grow and learn;
(v)   Creates a supportive environment;
(vi)   Increases effectiveness and job satisfaction of all staff in the team;
(vii) Feedback closes performance gaps;
(viii) Giving timely and regular feedback helps staff to understand what is expected of them and to improve their performance where necessary.

8.4.2   Principles for giving performance feedback

For feedback to be effective, it must be:

(a)   Specific
Feedback must be based on observable behaviour, verifiable evidence of work outputs but not one's feelings or the conclusions drawn from the behaviour.

(b)   Timely
Feedback should be given in a timely manner to enable both parties recall the specific behaviour involved. This helps the parties involved to be able to take action and remedy.

(c)   Measurable
Goals and objectives must be given in SMART terms so that both parties will know if the goals are achieved.

(d)   Achievable
Performance measures should be realistic and within the resources that are available to the subordinate.

(e)   Actionable
Feedback should be based on something over which a person has control. When necessary, the supervisor should identify ways to improve performance.

(f)   Balanced
Positive and negative feedback should be given but tip the balance in the positive direction, at least on a 4:1 ratio as suggested by the Centre for Creative Leadership. First Praise in the open but reprimand in the private where necessary.

(g)   Develop a progressive plan
Be clear about the specific changes in behaviour and work performance that you expect in a specific period of time, and follow up as scheduled. All agreed positions in the feedback sessions should be counter-signed by all parties involved.

(h)   Establish a dialogue
The effective feedback session is not one-way communication. The supervisor should ask the subordinate if he/she fully understands what is being said and then listen carefully to the response. The appraisee should have an opportunity

to seek clarification on some of the issues raised. During the feedback sessions, the appraiser should talk less than the appraisee.

(i) Non-evaluative

Opinions, perceptions, and reactions should be differentiated from facts.   Do not psychoanalyze; avoid interferences and interpretations. Avoid labels.

8.4.3 Things to avoid in giving performance feedback:

(a) Giving negative or positive feedback long after the event has occurred;

(b) Giving feedback over mail or telephone;

(c) Giving negative feedback in public;

(d) Criticizing performance without giving suggestions for improvement;

(e) No follow-up;

(f) Irregular performance review meeting;

(g) Appraisees giving themselves feedback when they fail to get appraiser's feedback. This does not reflect staff level of performance and justification for the agreed scores;

(h) Avoid general comments like "performed expectedly"; instead describe what he/she did that makes one an average performer;

(i) Speaking only when things are wrong.

Feedback is an effective tool upon which employee and institutional performance can be harnessed.

9.0 Training Module on Employee Performance Appraisal

This is the process of assessing staff performance for the particular appraisal period.

Objectives of the training module

This section/ session will help participants to:

(i)   Refresh themselves about the basic components of each stage of the employee performance appraisal process;
(ii)   Learn why and how performance evaluations are made;
(iii)   Learn how to score an appraisal instrument and to justify the agreed scores;
(iv)   Learn how to link the Key Performance Indicators, Monthly feedback & Critical incidents to the Appraisal Instrument.

9.1   Performance Evaluation and Appraisal

The performance assessment is based on verifiable work accomplishments and the staff's behavioural disposition while performing a particular job. These are crosschecked against the established performance standards, and employee performance is agreed.

Demonstrated competencies identified are also assessed to identify strengths on which to build future assignments and weaknesses to be addressed.

9.2   Why do we appraise performance?

(a)   To create a culture of developing uniform business practices that keep everyone focused on the organization's mission, business needs and objectives;
(b)   To promote desired managerial styles;
(c)   To encourage teamwork by showing how the appraisal role is linked to organizational objectives and peer roles;
(d)   To encourage customer care, care for colleagues and subordinates by reviewing the impacts of behaviour (+VE or –VE) on others;
(e)   To encourage individuals to be accountable for their performance and take personal responsibility for decisions, actions taken and their impact on work;
(f)   To develop individuals so that they maximize their contribution to the business of the education sector.

References

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