

Elective 3: BSBMGT502A: Manage People Performance

This unit covers the ability of managers to manage the performance of the staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. The following chart outlines the study program to be undertaken and provides a guide to assessment.

References: Course Manual, Dwyer, J. and Hopwood, N., 2010, Management Strategies and Skills; Sport and Recreation Victoria, 1995, Municipal recreation Planning Guide

Unit Element	Performance Criteria	Study Program	References	Assessment Criteria	Work Evidence
1. Allocate work	1.1 Relevant groups and individuals are consulted on work to be allocated and resources to be deployed	1. Identify relevant colleagues, stakeholders and community groups to be involved in the planning study	Manual, Ch., 3; Sport & Rec. Vic, 1996, Ch. 3; Dwyer & Hopwood, 2010, Chs. 4., 6, 7	Students will: 1. Identify a listing of relevant colleagues, stakeholders and community groups and allocate provisional tasks or roles for them to undertake in a recreation planning study	1. A chart listing relevant colleagues, stakeholders and community groups and the provisional tasks or roles they will undertake in a recreation planning study
	1.2 Work is allocated in accordance with operational plans	1. Allocate work	Manual, Ch., 3; Sport & Rec. Vic, 1996, Ch. 3; Dwyer & Hopwood, 2010, Ch. 8	Students will: 1. Indicate who will be given particular tasks to undertake and why	As part of above
	1.3 Allocation of work is cost effective and appropriate in terms of the use of internal/ external labour	1. Assess the comparative costs of using internal or external staff to undertake planning studies	Dwyer & Hopwood, 2010, Ch. 6	Students will: 1. Prepare a SWOT analysis of using internal or external staff to undertake planning studies	1. A chart that provides a SWOT analysis of using internal or external staff to undertake planning studies
	1.4 <i>Performance standards, Code of Conduct</i> and work outputs and processes are confirmed prior to commencement	1. Research performance standards and workplace codes of conduct	Dwyer & Hopwood, 2010, Ch. 6	Students will: 1. Identify workplace performance standards and codes of conduct that apply in their selected organisation. Discuss their relevance to a recreation planning study. Where these do not exist, identify workplace performance standards from another agency (eg: union, municipal /local government association) that may be applicable to a recreation planning study	1. A listing of workplace performance standards and codes of conduct and a discussion of their relevance to a recreation planning study. OR if these do not exist, a listing of workplace performance standards from another agency and a review of their applicability to a recreation planning study
	1.5 <i>Performance indicators</i> are developed for key result areas and agreed to prior to commencement of work	1. Research performance indicators	Dwyer & Hopwood, 2010, Ch. 10	Students will: 1. Prepare a draft set of workplace performance standards applicable to a recreation planning study	1. Provision of a draft set of workplace performance standards

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	1.6 <i>Risk analyses</i> are undertaken in accordance with the organisational risk management plan and legal requirements	1. Research risk analysis in the selected organisation	Dwyer & Hopwood, 2010, Ch. 17	Students will: 1. Identify relevant risk analysis processes, risk management plans and legal requirements associated with these in their selected organisation. Identify and review issues that may be applicable to a recreation planning study	1. A listing of risk analysis strategies and processes that may be pertinent to undertaking preparation of a recreation plan and a discussion of how these might be most effectively addressed
2. Assess performance	2.1 <i>Performance management</i> and review processes are designed to be consistent with organisational objectives and policies	1. Read Dwyer, J. and Hopwood, N., 2010, Ch. 6 2. Consult with HR staff in your selected organisation	Dwyer & Hopwood, 2010, Ch. 6, 7	Students will: 1. Identify and summarise performance management and review processes in their selected organisation	1. A summary of performance management and review processes in their selected organisation
	2.2 Participants in the performance management and review process are trained	1. As above	Dwyer & Hopwood, 2010, Ch. 6, 7	----	As part of the above
	2.3 <i>Performance management</i> processes are implemented in accordance with planning and timelines	1. As above	Dwyer & Hopwood, 2010, Ch. 5, 6.4, 7, 14	Students will: 1. Review any documented process by which performance management and review processes are to be undertaken in their selected organisation. Discuss their application from the personal perspective of the student	As part of the above
	2.4 Performance is monitored and evaluated on a continuous basis	1. As above	Dwyer & Hopwood, 2010, Ch. 14.8	As part of above	1. A written description of any continuous performance analysis conducted in their selected organisation OR an explanation of how this might be applied to recreation planning staff and/or projects
3. Provide feedback scheme	3.1 Informal feedback is given in a regular, timely manner	1. As above	Dwyer & Hopwood, 2010, Ch. 2.2, 6	Students will: 1. Provide a brief commentary on if and how informal feedback is given on good and bad performance and on the job coaching is undertaken in their selected organisation and on how the processes might be improved 2. Summarise any processes used to document performance reviews and feedback	1. A written commentary on if and how informal feedback is given and documented on good and bad performance and on the job coaching is undertaken in their selected organisation and on how the processes might be improved

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	3.2 Poor performance is identified promptly and brought to the attention of the appropriate person	As above	Dwyer & Hopwood, 2010, Ch. 6	As part of 3.1	As part of 3.1
	3.3 On-the-job coaching is provided when necessary, both to improve performance and confirm <i>excellence in performance</i>	As above	Dwyer & Hopwood, 2010, Ch. 2.2, 6.7, 9.3, 13.5, 18.6	As part of 3.1	As part of 3.1
	3.4 Documentation of performance is in accordance with the performance management system	As above	Dwyer & Hopwood, 2010, Ch. 6	As part of 3.1	As part of 3.1
	3.5 Formal structured feed-back sessions occur as necessary and in accordance with organisational policy	1. As above	Dwyer & Hopwood, 2010, Ch. 6.6	As part of 3.1	As part of 3.1
4. Manage follow-up	4.1 Performance improvement and development plans are prepared in accordance with organisational policies	1. As above	Dwyer & Hopwood, 2010, Ch. 6	Students will: 1. Consult with HR staff to identify performance improvement and development plans that are in place that are relevant to recreation planning. Summarise these, including those applicable to 4.2- 4.10 following 2. Summarise processes in place for recognising excellence and providing feedback; for providing individual support services and counselling; for applying disciplinary procedures, or for terminating employment 3. Identify whether performance feedback systems and staff selection, induction and training systems are evaluated and revised on a regular basis and if so, how and how regularly	1. A listing and summary of any performance improvement and development plans in place in their selected organisation or another organisation 2. A written description of the processes followed to apply performance improvement and development plans with this description to also cover the items listed in 4.2- 4.10

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	4.2 Assistance is sought from human resource specialists where appropriate	1. As above	Dwyer & Hopwood, 2010, Ch. 15	As part of 4.1	As part of 4.1 above
	4.3 <i>Excellence in performance</i> is reinforced through recognition and continuous feedback	1. As above	Dwyer & Hopwood, 2010, Ch. 2.2	As part of 4.1	As part of 4.1 above
	4.4 Individuals not meeting expectations are provided with the necessary <i>coaching</i> and re-training and monitored closely	1. As above	Dwyer & Hopwood, 2010, Ch. 13.5	As part of 4.1	As part of 4.1 above
	4.5 Support services are provided to meet individual needs and circumstances	1. As above	Dwyer & Hopwood, 2010, Ch. 15	As part of 4.1	As part of 4.1 above
	4.6 Individuals who continue to perform below expectations are counselled and, where necessary, placed within the disciplinary process	1. As above	Dwyer & Hopwood, 2010, Ch. 16.5	As part of 4.1	As part of 4.1 above
	4.7 <i>Terminations</i> occur where serious misconduct or on-going under-performance occurs	1. As above	Dwyer & Hopwood, 2010, Ch. 16.5	As part of 4.1	As part of 4.1 above
	4.8 <i>Terminations</i> are in accordance with organisational and legal requirements	1. As above	Dwyer & Hopwood, 2010, Ch. 16.5	As part of 4.1	As part of 4.1 above
	4.9 Performance feedback systems are evaluated regularly and revised as necessary	1. As above	Dwyer & Hopwood, 2010, Ch. 2.2	As part of 4.1	As part of 4.1 above
	4.10 Selection, induction and training systems are evaluated regularly and improved	1. As above	Dwyer & Hopwood, 2010, Ch. 16.1, 16.4	As part of 4.1	As part of 4.1 above