



# CHA Tenancy Management Capability Framework

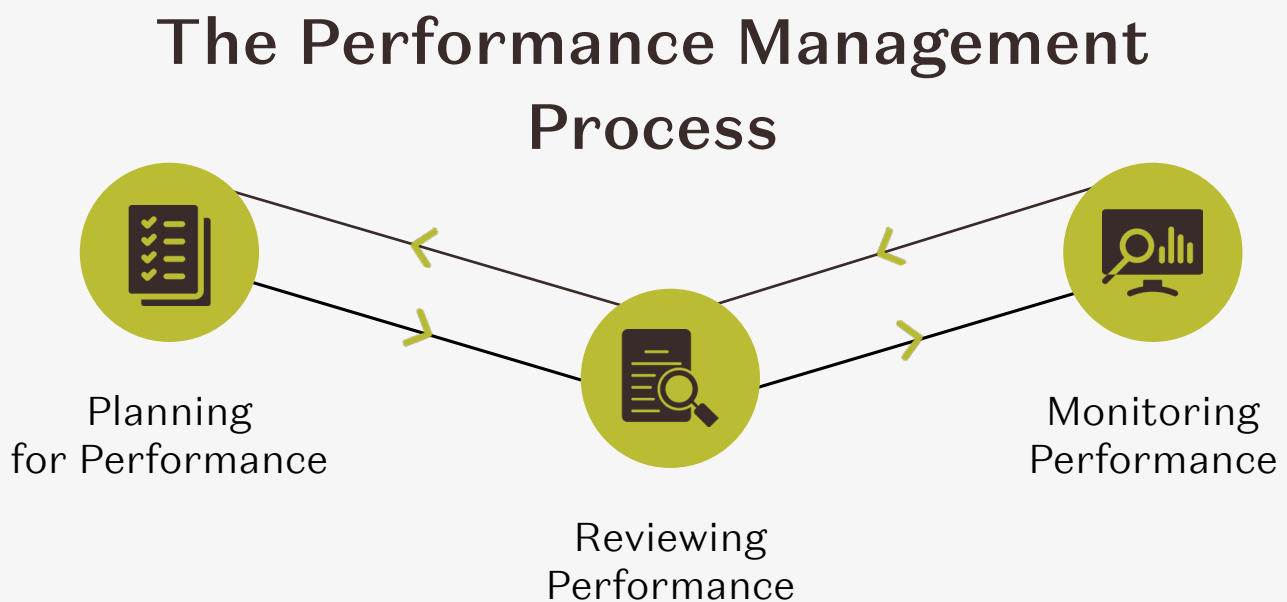
Performance  
Conversation Guide

# About Performance

‘Performance’ is the term we use to describe how someone is doing their job, and how they are behaving at work. It refers to the quality of their work, the level of skill they have, how well they work independently and in a team, how they approach tricky situations and problems, and so much more.

Every job role in every team in every organisation is different in some ways – what is meant by ‘performing’ or ‘high performance’ differs depending on the accountabilities of the role, its risk level, the ways in which the role contributes to the organisation, the level of skill that needs to be demonstrated, and how complex the main tasks of the role are. Then there’s the behaviour element of performance – how well does the person get on with their colleagues, how do they manage conflict, how do they participate in organisational life, what is their attitude like, how do they handle stress, how do they demonstrate the organisations values and key behaviours... the list goes on.

It is the people leader (manager)’s role to ensure that the person in the role understands what is required of them, and what good looks like. The manager supports the staff member to overcome any difficulties in attaining the required performance level, and if the performance requirements change then the manager is responsible for supporting the person to develop the capability to meet those requirements.



# Planning for Performance

Planning for performance means taking the time to consider what is required of the role and the person in the role in the coming performance period, which is usually a year. The manager and staff member should have a conversation about what is coming up in the year ahead, and in particular what the staff member's responsibilities and tasks are. A performance planning conversation should result in a performance plan being documented and agreed to by the manager and staff member. A performance plan should include:



What are the key things that the staff member needs to achieve in the coming year ('deliverables')



What does 'good' look like when it comes to delivering what is required



When the staff member needs to have things completed by (this can be broken down into milestones)



What resources or support the manager or organisation will provide to the staff member

It's a good idea to identify which of the capabilities from the framework will be particularly required by the staff member in the coming year, or what they need to strengthen in order to be successful in delivering what has been agreed. This should be informed by the capability assessment tool, and subsequent conversations, as detailed in the guide.

The performance plan is a living document -it should be reviewed regularly and updated if things change. Ensure both the staff member and the manager always have the most recent version of the performance plan, and a record of why and how it was changed.

# Performance Monitoring



Performance monitoring is an ongoing process. Managers should be giving regular feedback, both positive and redirective (corrective, constructive), so that staff members always know how they're doing and how their performance is perceived. Equally, staff members should be given the opportunity to reflect on their own performance, and to ask for help, clarification, or redirection if they need it. Informal performance monitoring conversations are likely to happen at regular one-to-one meetings, and feedback can be delivered at that time, or where an issue or event of concern has arisen, the feedback will need to be delivered reasonably quickly to ensure the staff member understands the impact and has an opportunity to resolve the situation, wherever possible. Spontaneous praise and affirmation is always welcome, too!

Sometimes, a manager will need to provide coaching to help a staff member overcome a performance problem, or connect them to someone who can help them. This should be provided as soon as practicable so that the performance issue doesn't grow worse, so that delivery gets back on track or relationships are restored, and to provide the staff member with a sense of support and 'having their back'.

All performance monitoring conversations should be recorded with notes and updated performance plans if required, and the staff member should have a copy of or access to any notes regarding performance: so nothing is a surprise when it comes to formal conversations. Any agreed actions, such as coaching, training, or resources to be provided, should be noted along with whose responsibility it is, and what the agreed timeframes are.



## Performance Review or Appraisal

Performance review or appraisal refers to the formal conversation held at the half way point and end of a performance period, usually a year. This conversation should be two- way, with the staff member given an opportunity to reflect and report on how they see their performance from the period, what they've learned and what they want to work on. The manager should then build on that by sharing their own observations, evaluations or reflections, and providing a clear assessment of the level of performance, sometimes known as a 'rating'. The 'rating' shouldn't be a surprise to the staff member because of the regular performance monitoring that will have happened throughout the performance period.

# The Link Between the Capability Framework and Performance

The capability framework is designed to clearly state what is required of someone in a tenancy management role, and what that looks like on the job. The behaviour descriptors all include verbs (action words), so that any two or more people can objectively discuss whether something has happened, and how it happened (or to what standard etc).

The framework gives a common and neutral language to use when discussing what is expected and required, and to clearly show where there is a strength or where there is a gap (development area) for a staff member. It ties well into coaching conversations or formal training, because the coaching or training can be targeted to build the specific capability as described in the framework.



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