



My.Performance

A Colleague's Guide to Performance Management

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Introduction

Welcome to the Performance Management Colleague's Guide

We are progressing on our journey in building a High Performance Culture to effectively manage, support and develop our colleagues to drive improved Co-op success.

Managing the performance of our people is fundamental to the future improved success of The Co-op. As we Rebuild via our purpose and goals, we have a unique opportunity to set new standards, define new ways of 'Being Co-op' and achieve great things to bring the magic back.

Our Performance Management framework known as My.Performance, provides a way for us to engage, develop and grow people, maximise potential, build a truly inclusive culture, and rebuild our organisation to be better than ever.

It's not just about WHAT we do. It's also about HOW we do it. Achieving goals by any means necessary isn't healthy or sustainable. How we conduct ourselves, privately between colleagues and more publicly with our customers, suppliers and stakeholders is just as vital to Rebuilding the Co-op as hitting targets, budgets and KPIs.

This Guide aims to help to make the Performance Management framework easy, transparent and integrated into every-day work. It aims to give you the confidence to own your performance at work and in turn your development. 'Performance Management' happens everyday and is in the main, informal, via 121s, over coffee – not just documented twice a year.

As people have different roles, work in different circumstances, have different challenges and have different support systems, we can't simply apply a formula and expect the 'right outcome' to materialise. Instead, we need to identify goals that will allow you to contribute to the business in a way that is both appropriate and motivational, provides support and challenge as you work towards those objectives and make assessments that are fair to all.

As such, this Guide outlines:

- key things that we must all do
- why we must do them
- some guidance about how to do them as well as models, useful hints, tips and other resources
- your responsibilities and those of others in the organisation



Processes don't manage performance: People do.

The Performance Management Process

Overview

Our Performance Management framework links overall organisational goals to individual goals so that everyone is working towards the same outcome: to Rebuild our organisation and pave the way to Renewal. In simple terms, this consists of:



With the exception of setting overall organisation goals, all of these steps should be a 2-way process between managers and colleagues – colleagues should take responsibility for their own performance management and development but managers are critical in supporting and guiding you. Performance management is primarily about setting and managing goals and having regular conversations about how those goals are being met, and what opportunities there are for you to improve. The documentation is merely a way of recording those conversations and agreed actions.

From mid-year 2016, colleagues in the Support Centre, GI and CLS will record their performance progress on our new online system - My.Performance Online. Colleagues in these areas should use the transitional template to set their goals, and should transfer these online when they receive their login details.

Through 2016, we will invest in our performance capability and in particular access to technology, which we know is a challenge in field-based locations in Retail and Funeralcare. These areas will go live in 2017.



The Performance Management Process

Benefits: Why do we do it?

When integrated into every-day life at work, performance management shouldn't feel like extra work. It should make things easier and be based on real-time experience. There are many benefits to having a performance management framework integrated into everyday life including:

Benefits to Colleagues

- Clarity about how you contribute to overall goals and strategy – gives you a purpose
- Understand how you are doing against agreed objectives
- Increased motivation and self esteem (due to recognition of your achievements/efforts)
- Focus energy and effort on the things that make a difference
- Understanding how your behaviour supports the Rebuilding and Renewal of the Co-op
- Objective identification of strengths and development areas in real-time
- Planned development in areas where you could be stronger
- The opportunity to discuss career development and future development needs
- It is transparent, which should give you confidence that you are being managed fairly
- Ability/opportunity to take control, drive own performance, reward and progression



Benefits to Managers and Leaders

- Increased confidence in their own capability so they can empower people and support individuals no matter where they are on the performance spectrum
- Improve the performance of the team as a whole by understanding how all work together
- Frees up more time to manage and be pro-active, rather than fire-fighting and problem solving
- A more agile team who are able to share the workload fairly
- Enables you to support diversity and inclusion, meaning that talent is less likely to be overlooked – colleagues and requirements are better understood
- Better able to plan the future work of the team
- Lower colleague turnover – a more stable team
- Able to succession plan and spot/nurture the talent of the future
- More open communication leading to better teamwork and respect for each other – opens gates for managing less formally in time, enabling better working relationships
- Higher engagement and performance from team



Benefits to the Co-op

- Focus on common goals and strategy in pursuit of our group purpose
- Actively drives the Vital 5 and Winning 10 to secure our future
- Improved business performance as we Rebuild to create a solid foundation for the future
- Retention of talent and as a result, reduced costs relating to recruitment
- It enables a more inclusive culture and ensures we are treating everyone fairly
- Improved succession planning and promotion from within
- Increased collaboration rather than competition (everyone is working towards the same overall goal)
- Consistency in expectations
- An engaged and motivated colleague workforce
- Continuous improvement in all key areas
- Reduced time and costs spent on disciplinarys and investigations as all expectations clear and consistently applied to all
- Consistent demonstration of key behaviours, driving a values-based culture



The Performance Management Process

Responsibilities

In order for our Performance Management framework to be meaningful and add value for colleagues, managers and organisation as a whole, all parties need to play their part.

Responsibilities of Colleagues

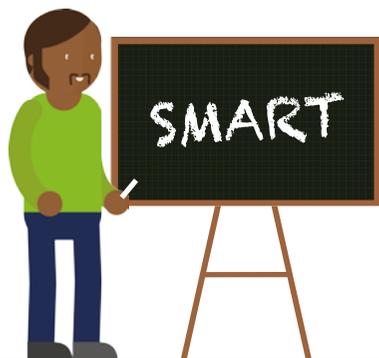
- Take ownership and drive setting of stretching SMART performance goals, agreeing expected behaviours and development needs
- Be honest about your own performance
- Record progress made against goals, collect examples and evidence of performance by seeking and acting on feedback
- Create development plans that build your capabilities for both your current role and possible future opportunities
- Take responsibility for completing development actions agreed
- Prepare for and fully contribute to informal 1:1 and formal Performance Review discussions
- Identify and initiate discussions for where you need more support

Responsibilities of Managers

- Discuss expectations, and agree SMART goals that are in line with those of the Co-op
- Be specific about the behaviours expected to deliver performance goals (the 'how')
- Monitor performance against goals and give clear, timely feedback so there are no surprises in formal reviews
- Collect evidence from a range of sources, all year round
- Provide appropriate support to team members to deliver goals and develop themselves
- Tackle under performance before it becomes a problem
- Recognise and reward success to encourage high performance
- Support and enable team members to fulfill their potential
- Conduct regular informal 1:1 meetings and half year / end of year formal review discussions
- Provide an accurate assessment of performance that is supported by specific evidence
- Calibrate the performance of team members against others in the organisation

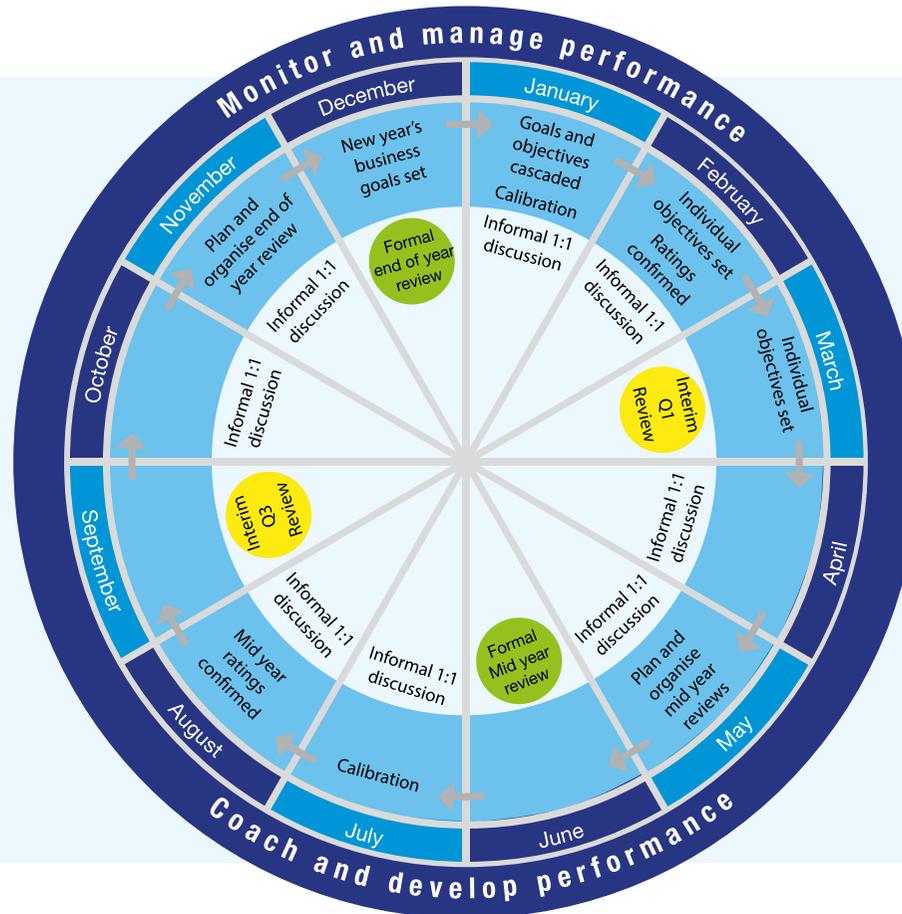
Responsibilities of the Co-op leaders

- Set clear goals for the business and communicate/cascade these in a timely manner for colleagues to align to
- Provide expectations for Performance Management Framework and guidance on how it will be delivered
- Provide opportunities for people to develop within their roles and beyond in order to define clear career pathways and promote talent
- Calibrate performance ratings to ensure consistent view across all business areas
- Use outputs of the performance framework in setting business goals, mapping talent and inform reward decisions



The Performance Management Cycle

Performance Management is a continuous process. There isn't a start and end date although there are key milestones that you need to be aware of. These may vary slightly across the Co-op due to business peaks.



Please note: Exact timings may vary slightly across the organisation due to business priorities.

The Performance Management Cycle

Bringing the Performance Framework to Life



Delivering Performance

SMART Goals

What needs to happen at this stage?

A set of stretching SMART goals, aligned with those of the organisation should be agreed to ensure you have a clear line of sight as to how you contribute to the Rebuilding of the Co-op. Goals should specify *what* should be achieved (outcomes) and *how* (behaviours); these should be recorded on the 'My.Performance' paper template or on My.Performance online. Goals should enable you to identify your purpose at work.

Why is it important?

- Goal setting provides focus. It helps you to understand what is expected of you, how you contribute to our strategy, and how you will achieve it.
- Well-defined goals maximise the chances of great results being achieved.
- Clear goals ensure that everyone is pulling in the same direction and demonstrating the right way of working.
- You cannot measure performance if you don't have a standard to measure it against.

When should it be done?

Goals should be set in Q1 but should be under continuous review and be kept live to take into account circumstances, individual roles and organisation priorities change, over the year.

Who is responsible for what?

The organisation and each business area is responsible for cascading top-level goals and ways of 'Being Co-op'. Team goals are set by managers and directly support the achievement of the organisation's goals. You must agree what you can do to help achieve the team goals and improve your own performance (continuous development) in line with longer term plans.

How should this be done?

Best Practice and What Good Looks Like

- Good goals are SMART i.e.:
- Specific and Stretching
- Measurable and Motivating
- Achievable and Agreed
- Realistic and Relevant
- Timed and Trackable

Specific & stretching The goal needs to be simple, clear and concise. Stretching goals should be challenging to achieve and should develop the person. To create a specific and stretching goal, consider:

- WHAT:** What exactly should be achieved?
WHY: Why should it be done (the benefits)?
WHEN: When will the outcomes be achieved?
WHO: Who needs to be involved?
HOW: How will the outcomes be achieved?
 How will I know when it has been achieved?

Measurable & motivating Having defined criteria for success makes it easier to see precisely what needs to be achieved. Suitable measures are quantitative (numbers-based) or qualitative

(feedback-based). A clear vision of success also makes it more motivating.

Achievable & agreed Goals should have some stretch and be challenging but not daunting. Stretching goals are motivational, but if they are too difficult, the individual will not feel engaged to work towards them.

Realistic and relevant Goals must be within the control of the individual and clearly link to the overall goals of the organisation. This helps people feel that they are making a valuable contribution to the Co-op.

Timed & trackable Clear deadlines and target milestones for larger goals help focus effort on the timely completion of the objectives.

Top Tips

1. Take responsibility for writing your own goals with support and guidance from your manager
2. Stagger the goals, and mix short and long-term priorities
3. Use the 'My.Performance' template as a living document to refresh goals as organisation needs and demands evolve during the year

Delivering Performance

Development

What needs to happen at this stage?

Clear development intentions and supporting actions that will help you to meet your goals or improve your performance, need to be agreed and written down and taken forward as part of the goal setting.

Why is it important?

You should leave a goal setting/planning discussion thinking about the future and having a clear plan about what good looks like and what is required of you to deliver high performance. It is motivating to focus on the future and better for colleagues, managers and the organisation as a whole to progress and feel like you are moving forwards.

In order to rebuild the Co-op, it's vital that we possess the right capabilities. Taking a proactive approach to development means we are more likely to have a workforce that is ready and able to achieve this.

When should it be done?

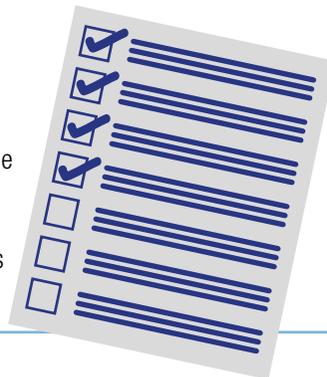
A clear development plan should be drawn up at the start of the year when initial goals are agreed, and at the end of each formal review. Development plans should evolve over time and be regularly updated.

Who is responsible for what?

Key actions should be agreed jointly between you and the colleague.

Think about whether the proposed development actions will help you to deliver against your role and/or your goals. You should also ensure that the proposed actions are realistic and can be supported/resourced by the organisation or your manager if you're not sure.

You should make sure that you are committed to the development actions and agreeing what is within your control.



How should this be done?

Best Practice and What Good Looks Like

Good performances balances the development needs in relation to the current role, preparing for future demands of the role and organisation, and longer-term career aspirations.

Development actions should be varied and include lots of different types of activity. Personal development can be planned or unplanned, formal or informal, but must link to individual objectives.

Broadly, there are three types of personal development activity:

- **Experience** – stretching 'on-the-job' experiences, projects and secondments, as well as the 'day job'.
- **Informal Learning** – interaction, often informal, with the right people through; buddying, mentoring, coaching, networking, manager and peer support.
- **Formal learning** – workshops, courses, qualifications, reading.

As a general rule:

- 70% of development should be from 'on-the-job' experience.
- 20% of development should come from informal learning.

- 10% of development should come from more formal learning.

Try and make sure that development plans reflect this as much as possible.

See [Agreeing Development Actions](#) for ideas how best to select activities to improve/stretch performance.

Complete the '[My.Performance](#)' template or print off the online form during the meeting when you are both fully focused on it.

Top Tips

1. Think creatively about personal development – there is a huge range of informal development activities that can support performance and career aspirations
2. Encourage learning from others – Managers, colleagues and other stakeholders are a valuable source of ideas, feedback and support
3. Focus on the 'outcomes' of development activities specified – identify what exactly will be done differently?
4. Keep the 'big picture' in mind. It's important to align development to organisation goals as well as individual career aspirations

Delivering Performance

Support and Follow-Up

What does this involve?

It's important to feel that your performance matters and you are being supported to enable you to perform to the best of your ability.

Try to have regular conversations with your manager and ask for support when you need it. These conversations should be informal and take place in 121s, over coffee etc.

In addition, the 'My.Performance' template should be continuously reviewed and updated whether this is online or on paper, depending on your business area. It should be a living document, not something that is dusted off twice a year.

Why is it important?

Measuring and rating performance alone or in isolation will not support improving performance. Your performance will only be improved if you are ready and willing to give and receive feedback at regular intervals based on where you are now, and where you need/want to be so that you know how you are doing and what is expected of you at any given point

When should this happen?

At least monthly, but ideally more frequently than that. Informal 1:1s form part of the support and follow-up, but you could spot and take opportunities for development at any time.

Think about taking responsibility to schedule these and how to get the most out of your manager's time.

Who is responsible for what?

You have the power to ask for support and development whenever you think you need it and this should be a two-way conversation.

How should this be done?

Best Practice and What Good Looks Like

1. Engage in feedback conversations with colleagues on a daily basis.
2. Listen to feedback with an open mind.
3. Be honest! Admit if you are struggling or something didn't go well.
4. Ask for clarification of any feedback that is vague or doesn't make sense.
5. Ask for feedback and coaching when you feel you could do things better.
6. Give feedback to others when it is requested, and make sure it is fair and balanced.
7. Keep your 'My.Performance' document live.
8. Revisit your 'My.Performance' document with your manager on a regular basis (aim for quarterly).
9. Actively seek to learn from others, regardless of their role, function or grade.
10. Be brave and stretch yourself.

Top Tips

1. Think about giving and receiving effective feedback and how you should discuss this with your manager.
2. Do as you would be done by: If you were providing feedback, support or challenge, how would you like the other person to react? Actively seek out and be open to development opportunities, however small, from whatever source.
3. Book in regular 121s with your manager and prepare in advance.

Delivering Performance

Prepare for Discussions

What needs to happen at this stage?

Whether it is an informal 1:1 or the end of year review, both parties need to know what they will discuss. Being clear about your own views regarding performance and having evidence to back them up is what 'preparation' is all about.

When should it be done?

It's good practice to make notes and gather supporting information continuously. Summarising what you want to discuss at a review meeting should ideally be done around 2 weeks in advance for formal reviews and a few days in advance for informal 1:1s.

Who is responsible for what?

You should:

- Gather evidence – make sure you have supporting information from a range of sources so you can talk about all of your achievements
- Balance qualitative and quantitative information
- Make sure you have and are familiar with the paperwork for formal discussions
- Write down what you want to discuss in advance to structure the conversation
- Think about any questions you have

Why is it important?

Without preparation the discussion will lack structure, clarity and is likely to be a waste of time for everyone.

How should this be done?

Best Practice and What Good Looks Like

For formal reviews:

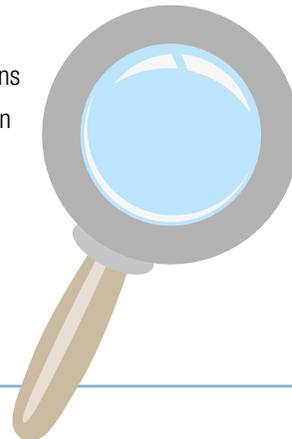
- Link previous review/feedback discussions.
- Collate evidence from a range of sources.
- Gather additional feedback and evidence.
- Be clear in your own mind what the key points to discuss are.
- Think honestly about your strengths and areas for development.
- Ask for clarity when you need it, particularly if you don't understand.
- Accept that others may have a different perception.

For informal 1:1s:

- Identify which goals, behaviours or other aspects of performance you wish to focus on and discuss with your manager.
- Make sure you have something specific to contribute.
- Prepare questions that will lead to a meaningful discussion and proper exploration of progress/difficulties.

Top Tips

1. Gather evidence on a continuous basis. Write things down when they happen
2. Differentiate between fact and opinion. Opinions are valid as long as you can provide evidence and are willing to change your mind



Delivering Performance

Have an Informal 1:1 Discussion

What needs to happen at this stage?

Take advantage of these to understand how you are progressing in terms of goals, behaviours and your overall performance in job role. It isn't necessary to review all goals at an informal 1:1 discussion, sometimes just focusing on one or two specific things is sufficient. For example, you might want to discuss or ask for help with a particular situation you are finding difficult.

Why is it important?

'What gets measured gets done'. By revisiting performance goals on a regular basis, you are much more likely to progress. It also makes the formal reviews a lot simpler for everyone as they will take less time to prep for and feel less administrative.

When should it be done?

Ideally, you should be having 1:1s on a monthly basis, but you may need more or less than this. Sometimes discussions may be 20 minutes, other times an hour – it depends on the focus and content of the discussion.

Who is responsible for what?

An informal 1:1 can be driven by either you or your manager. Agree together how long should be set aside and think about how you can best take advantage of the time.



How should this be done?

Best Practice and What Good Looks Like

An informal 1:1 discussion should be a [coaching conversation](#).

Focus should be on helping you to move forwards towards your goals and helping you to overcome any difficulties you may be facing.

In a 1:1 informal discussion, you should do most of the talking.

Answer questions honestly – this will help you develop and grow.

Don't rake over old problems, unless it is to learn for the future.

Although the outcomes of the discussion don't need to be formally recorded, making notes of key actions so you can refer back when you need to.

For more information on coaching:

- LDZ
- Ashridge Virtual Learning Environment

Top Tips

1. Take responsibility for driving the discussion.
2. Accept that your manager has valuable insights too, so listen to what they say with an open mind, suspending judgement.
3. Think about questions posed and answer honestly. You may be surprised what you learn from your responses.
4. Take specific actions as a result of the discussion.

Delivering Performance

Your Formal Reviews

What needs to happen at this stage?

Progress towards all goals needs to be measured and performance levels agreed. Development needs should also be discussed and agreed. The 'My.Performance' template should be updated to document conversations you've had –online or on paper, depending on your business area.

Why is it important that formal performance management should happen?

While every day informal conversations about performance should be a way of life, twice-yearly formal reviews allow you to 'draw a line in the sand' and discuss your performance, behaviours and contribution to the organisation's goals over a given period. It also allows us to compare performance levels across the organisation via calibration, which links to reward and Rebuilding the Co-op.

When should it be done?

Twice a year. Formal reviews will take place around June and December every year, unless you are on extended absence, in which case it should be done before your absence if it is planned.

Who is responsible for what?

A performance review is a **joint conversation** with **shared responsibility** for a successful outcome. Great performance conversations happen when the discussion is focused on the right things.

Both parties are responsible for making sure the 'My.Performance' documentation is completed accurately and in line with the mid or end of year review timeline.

Make sure you give yourself enough time to prepare your thoughts, evidence and questions in advance.

How should this be done?

Best Practice and What Good Looks Like

Good performance review discussions have a **balanced agenda**, covering past achievements, future goals, successes as well as areas for improvement, and your career aspirations.

A good review explores what has been achieved and **how** it was achieved.

Give **balanced** feedback about your views on what you have achieved.

Good reviews contain **no surprises**.

Effective performance reviews, conducted with integrity, are **motivational** and build trust.

Good reviews are **two-way** – you should do 60-70% of the talking.

Good reviews are **well structured**. **WASP** can be useful to ensure a balanced conversation.

Welcome: To get relaxed and set the scene about what you're going to discuss.

Ask: An opportunity for you to share your achievements and difficulties over the period, prompted by your manager's questions.

Supply: Your manager's opportunity to share their views on your performance.

Plan and part: Discuss and agree achievements and areas for improvement to build commitment and engagement

Top Tips

1. Take responsibility – book in your review.
2. Be willing to talk in detail about your achievements and difficulties. The more specific you are, the fairer and more productive the conversation will be.
3. Avoid the temptation to make excuses about things that didn't go to plan, or be overly modest when you have performed well. Focus on the facts, and move forward from there.
4. Make sure the 'My.Performance' template accurately reflects the discussion

Delivering Performance

Assessing Performance

What needs to happen at this stage?

Performance over the period to date needs to be summarised and assigned a rating that most accurately reflects how you have performed **over the whole period** in relation to your own goals, behaviours and day job, as well as colleagues in similar roles, and the organisation in general.

Why is it important?

In order to get the best out of our colleagues, we need to make a judgement about how they are performing now. Colleagues operating on different parts of the performance spectrum will need different support and have different development needs, so it's in everyone's interest that your manager makes an assessment that is fair and objective.

When should it be done?

Twice a year. Performance is rated each time there is a formal review around June and December.

Who is responsible for what?

Both parties need to:

- understand characteristics of different ratings and what they look like in practice.
- provide evidence that supports their judgement for the assessment to be objective.
- consider performance in the wider context, not just in relation to personal goals.
- be willing to have an objective and 'adult to adult' conversation to explore any differences of opinion.



How should this be done?

Best Practice and What Good Looks Like

Performance ratings should be agreed based on the whole review period, not just recent performance.

Performance ratings take into account WHAT has been achieved and HOW it was achieved in terms of your day job, goals as well as your behaviours.

In an organisation of our size and given our recent performance, a 'normal' distribution of ratings is achievable in groups of 30 colleagues or more.

The ratings are:

Unacceptable Significant shortfalls against most of the role requirements and objectives, constantly under-performing and displaying poor behaviours.

Partially Achieving Not fully performing in role, and work to be done on the behaviours; could do more in comparison to peers.

Achieving Likely to be achieving against goals and demonstrating the appropriate level of competence and appropriate behaviours. Will also have shown a level of pro-activity in the way they perform in role.

Exceeding Likely to have exceeded against goals, have demonstrated some competencies above level required and have operated above and outside their role on a frequent basis.

Outstanding All goals will have been surpassed, demonstrates consistent level of competency above own role. Individual likely to be ready for promotion or a new challenge. Pro-actively focuses on work outside of immediate team/department. Considered a role model by peers.

Top Tips

1. Try to view your performance through the eyes of an impartial observer, who doesn't have your insights and feelings. What do your accomplishments and behaviour alone look like?
2. Remember that final ratings won't be given until after calibration
3. Remember that 'achieving' is good performance. You should be happy with this rating.

Delivering Performance

Peer Review Calibration

What needs to happen at this stage?

Peer Review Performance Calibration is a process in which your manager and their peers come together to agree on a consistent definition of each performance rating so that these may be applied fairly to each colleague. At the end of the calibration process, we'll know that 'good' looks the same wherever you are in the business or which role you have.

Why is it important?

Calibration serves a number of purposes including:

- Helping us to Rebuild and develop a more robust performance culture where assessment is fair and consistent across all business areas.
- Helping leaders to gauge capability, skills, strengths and gaps across the organisation to provide appropriate levels of support.
- Providing a sense check of whether the distribution curve reflects the functional and organisation performance.

When should it be done?

Calibration occurs twice a year: Around the mid-year and end of year reviews.

Who is responsible for what?

Leaders:

- Chair calibration meetings and make final decisions for any ratings changes
- Provide organisation context
- Challenge managers to achieve the right result

HRBPs:

- Circulate performance rating templates
- Advise managers on the calibration process
- Facilitate calibration meetings

- Use performance data to work with business and inform other decisions e.g. talent/reward

Managers:

- Complete and submit performance template with accurate performance data
- Actively prepare to participate in the calibration meeting
- Openly challenge and listen to others
- Own end decision and rationale for calibrated performance rating



Key Skills and Ratings

Feedback

Feedback is an ongoing process and should not be reserved for occasions where 'something has gone wrong'. Praising good performance is also feedback. As colleagues we all have a responsibility to give and received feedback to one another on an ongoing basis: It is the foundation for building a high performance culture and will help rebuild our brand.

Delivered effectively and constructively, feedback has the power to increase self-awareness, motivate people to improve, and enhance performance of individuals and the organisation.

Delivered poorly or at the wrong time, feedback can de-motivate, and adversely impact engagement and well-being.

If not delivered at all, it may mean that people continue to make the same mistakes again and again, or not recognise the things they do well. Feedback is essentially about communicating information in an open, honest and constructive way. Effective feedback is evidence-based, sincere, and has a positive intent.

Giving regular constructive feedback means that there will be no surprises at performance reviews.

Giving Feedback

Providing feedback is an integral part of your day-to-day role. Plan to give powerful feedback by preparing and delivering your feedback using the suggested BOOST structure:

- B**alanced
Include positive elements as well as reflecting on areas for improvement. Give the person you are giving the feedback to the chance to speak and ask questions to help their understanding. Consider asking for feedback yourself also.
- O**bserved
The feedback you give should be based on something that you have seen, rather than through hearsay or even your own opinion. What you have seen them do or heard them say; focus on behaviour not personality.
- O**bjective
The feedback should be based on what actually happened rather than your idea or opinion of how the person is. Focus on providing feedback on the the task or activity that was taking place. Both parties must own the feedback for it to be useful and actionable.
- S**pecific
Try to keep feedback as specific as possible and provide examples of what and when the behaviour occurred, so it is clear and understandable.
- T**iming
Pick the appropriate time to give feedback – do not always wait for a formal review, but always ensure that it is given in the right environment and in an atmosphere of trust. The sooner it is the more likely the person will remember and act upon it.

It is suggested to ask the individual how they think they are doing to give you a sense of how to position the feedback.

Key Skills and Ratings

Receiving Feedback

Our powers of self-perception only go so far. People around us notice things, both good and bad, which we don't, and we could learn from their views. Feedback is essential for personal development and organisational improvement. However, it is often the case that we don't react well to feedback given. Common reactions may be:

- Embarrassment
- Defensiveness
- Selective hearing
- Making judgments about the other person
- Making excuses
- Anger or frustration

Here are some key points to receive feedback graciously.

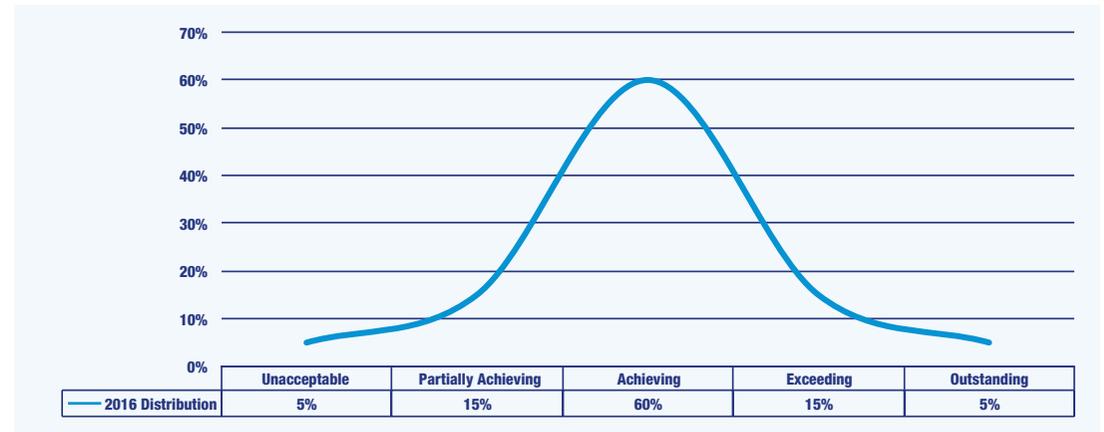
1. Have an open mind	Don't anticipate what is going to be said, and try to suspend judgment. By listening to feedback you learn about yourself and how your actions are interpreted by others.
2. Listen actively	Make eye contact with the speaker, and give them your full attention. Don't interrupt. Ask probing questions to clarify your understanding.
3. Don't get defensive or be overly modest	Accept that the feedback reflects another person's perception, which may be different from your own. Playing down positive feedback or trying to justify or defend more negative feedback means you aren't taking it seriously and can't learn from it.
4. Focus on the facts	Although the feedback may feel uncomfortable, focus on the facts. The feedback relates to specific instances, so you can make a judgement about its relevance and have the opportunity to do something about it.
5. Respect the other person	It has probably taken a lot of courage for someone to give you feedback, even if you have requested it. Remember, we all have different perspectives, and just because theirs does not match yours, doesn't mean it is invalid. Seek clarification if you are unclear about certain aspects.
6. Don't over-react and get emotional	If feedback is unexpected, give yourself some space from the person, allowing you to consider the feedback as a rational adult.
7. Don't keep going over it	Avoid the temptation to re-enact the conversation to others: It may get blown out of proportion and become something it's not (regardless of whether the feedback was positive or negative).
8. Put the feedback into context before responding	Feedback sometimes tells you more about the person saying it than it does about you. Consider the situation and emotions at the time and bear in mind that although the feedback may be true in that instance, it may not be true more generally.
9. Thank the person for their feedback	Even when you don't agree with everything that has been said, there will be some good ideas – accept them. This shows respect for the other person, and recognises the fact that they have been prepared to help you.
10. Retain the right to use the feedback as you want to	Feedback can allow you to grow and develop as a person, in a job, or in a relationship. But some feedback is not useful and you may choose to disregard it. It is ultimately your choice how to act, or not, upon feedback received.

Key Skills and Ratings

Assessment Ratings

When rating performance, it's important to use the WHOLE SCALE so that across the organisation, the ratings form a normal distribution.

Your manager should consider the WHAT and the HOW in terms of delivery of goals, behaviours and overall performance in the role to decide on the rating given.



Outstanding

Goals: Performance can typically be considered 'outstanding' when a colleague consistently and significantly surpasses the requirements of goals.

The colleague adds significant value to the organisation, and is recognised for significantly exceeding the behavioural, quality, cost and time standards associated with the goal. In delivering the goal, the colleague is recognised outside the team as a Co-op role model for their exceptional contribution to the organisation.

Overall Performance: Taking into account overall contribution over the period, a colleague in this category:

- Is recognised as a role-model for the organisation's values and competencies, and demonstrates an ability to inspire and influence others through their behaviour
- Exceeded all goals, behavioural competencies, and role requirements at a higher level than is expected for the role
- Delivered success in unexpected areas

Exceeding

Goals: Performance can typically be considered 'exceeding' when a colleague surpasses the requirements of the goals. The colleague adds value to the organisation by consistently exceeding the behavioural, quality, cost, and time standards associated with the goal. In delivering the goal the colleague is recognised outside the team as a role model for 'Being Co-op'.

Overall performance: Taking into account overall contribution over the period, a colleague in this category has consistently:

- Demonstrated and role-models 'Being Co-op' in the way they work
- Delivered all goals, behavioural competencies and role requirements at a higher level than is expected for the role

Achieving

Goals: Performance can typically be considered 'achieving' when a colleague makes a valuable and effective contribution to the organisation by fully and consistently meeting the requirements of the goals. The colleague achieves the behavioural, quality, cost, and time standards associated with the goals, requiring a minimum amount of management guidance/support.

Overall performance: Taking into account overall contribution over the period, a colleague in this category has consistently:

- Demonstrated 'Being Co-op' in the way they work
- Delivered all goals, behavioural competencies and role requirements

'Achieving' performance should be viewed as good performance.

Key Skills and Ratings

Assessment Ratings

Partially Achieving

Goals: Performance can typically be considered 'partially achieving' when a colleague has achieved some, but not all requirements of the goals. Some elements of satisfactory performance have been demonstrated but the colleague has not consistently met all the behavioural, quality, cost and/or time standards associated with the goal.

Overall performance: Taking into account overall contribution over the period, a colleague in this category has:

- Occasionally, but not consistently demonstrated the organisation's values and competencies in the way they work
- Delivered some, but not all goals, behavioural competencies and role requirements

Unacceptable

Goals: Performance can typically be considered 'unacceptable' when there are shortfalls against all or most aspects of the goals. The colleague fails to meet the behavioural, quality, cost and/or time standards associated with the goal, requiring management support and direction to improve.

Overall performance: Taking into account overall contribution over the period, a colleague in this category has:

- Failed to demonstrate the organisation's values and competencies in the way they work
- Delivered little, or none of their goals, behavioural competencies and role requirements

Nil Ratings

In the first instance, colleagues should be awarded one of the above ratings. Where there is not enough evidence, a 'nil' rating may be used for one of the following reasons:

(A) New to Role: A new starter colleague who has recently commenced their role within the organisation and there is insufficient information for a fair assessment of their performance to be made. This rating should only be used where colleagues have been in the business for less than three months.

(B1) Career Break: Colleague has not been in role a sufficient time to award a rating. If there is sufficient evidence to award a rating one should be issued.

(B2) Maternity: Colleague has not been in role a sufficient time to award a rating or there is insufficient evidence. If there is sufficient evidence to award a rating one should be issued.

(C) Long Term Sickness: Colleague has not been in role a sufficient time to award a rating. If there is sufficient evidence to award a rating one should be issued.

(D1) Leaver: Colleague has left the Group and has not been in role a sufficient time to award a rating. If there is sufficient evidence to award a rating one should be issued.

(D2) Leaver (Redundancy): Colleague has left the Group through redundancy.

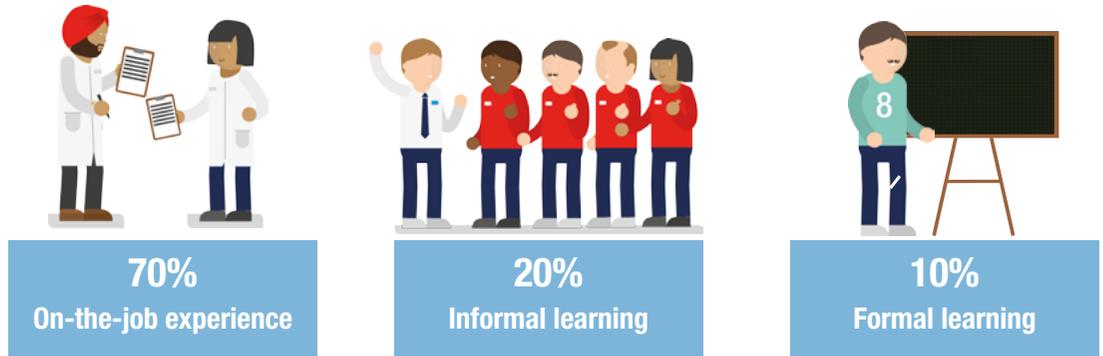
Please note:

Colleagues who have made a lateral move, moved into a lower-banded role, been promoted to a higher role band, or are on an internal secondment; in such cases the rating from the previous role (awarded in the current performance period) should be taken into account when determining a rating. NIL rating categories should not be used.

Key Skills and Ratings

Agreeing Development Actions

Development isn't just about completing qualifications, working through e-learning or attending workshops. Good development occurs 'little and often' through a variety of methods. Broadly, there are 3 types of personal development activity, and it has been found that the most valuable development for people in professional roles (after achieving initial qualification) is:



On-the-job experience:

- Delivery of your role
- Shadowing
- Projects
- Goal setting
- Cross functional working
- Asking for assistance
- Developing others
- Trying out new ways of doing things

Informal Learning

- Feedback & relationships
- Action Learning
- Development conversations
- Networking
- Coaching
- Social media
- Mentoring (internal/external)
- Internal champions

Formal Learning:

- Courses & workshops
- 360 feedback
- Conferences
- Personal profiling tools
- Research
- E-learning
- Books
- Videos
- Webinars
- Podcasts

When planning your development, make sure you consider ALL the options available and select the one(s) that are most likely to achieve the outcome desired.

Frequently Asked Questions

General

Do I really need to discuss performance more frequently than monthly?

The more you make discussing performance part of every-day conversations, the more 'normal' it will be. Regular discussions mean that your manager SHOULD know what you are working towards and what your strengths and development areas are, and so can better provide timely and appropriate support. It also allows potential problems to 'nipped in the bud' before they become big issues.

I'm not based in the same office as my manager. How am I supposed to have regular 1:1s?

Although it's best to have a 1:1 in person, you can have them over the phone or via video conference or similar technology.

What notes do I need to keep?

Whatever you think are appropriate. It is a good idea to keep a record of what is discussed even at informal 1:1s to make sure your conversation is captured, and so you don't keep going over the same things. If nothing else, you should make a note of action points that are agreed at the meeting.

What if I want to set goals/development actions that aren't directly relevant to my role?

Explain why you want to do this and make a decision together about whether it is appropriate to be included in the '[My.Performance](#)' template. Remember that there's nothing stopping you from completing extra development in their own time if it isn't relevant to our organisational goals or your role. However in work, you need to ensure that the goals you work towards support our goals.

Who can I contact if I have any queries about the process?

In the first instance, speak to your Manager. Alternatively, visit the My.Performance intranet pages.

How do I know that that this process is robust and fair?

All ratings are calibrated at mid-year and end-of-year. This process ensures accuracy and consistency in the application of performance ratings across the organisation.

Periodic governance activities are also undertaken. For example, a 'spot check' of goals helps assure the quality of objectives and identify where support/improvement may be needed.

Where can I find the necessary documentation?

Please go to the My.Performance intranet pages for further information. If you are using My.Performance online, you can access the link from here. The pages also hold the correct goal setting template for your business area if you are not yet live online. This is found in the goal setting section.

What happens to objectives if things change during the year and circumstances make them unrealistic to achieve?

The performance review process is a continuous process throughout the year. In a fast paced, changing environment it is likely that some goals will change during the year. This should be addressed by amending goals or in some cases replacing them completely. An agreement should therefore be reached between the colleague and manager regarding realistic level of achievement before and after the changes were made.

Why isn't there a 'development' goal any more?

All goals should require a colleague to develop, grow and stretch themselves. It is the only way we can develop as an organisation. Therefore, all goals should include a developmental aspect. However, some goals will require the colleague to complete more development activity than others.

Why is it important to discuss career aspirations?

This is a key aspect of not only performance review, but your overall employment with the Group. Career aspirations provide meaning and focus for your career, and help Managers to support performance and development in an effective way.

Frequently Asked Questions

Special Circumstances

What should I do when I have returned from maternity/extended paternity/adoption leave?

Where a fair assessment of your performance can be made (i.e. you have been in the workplace for the majority of the performance period) a rating should be given based on your time in role. However, you have been absent for the majority of the period, and you haven't been able to have that review, the previous period's performance rating should be used. Otherwise, a 'nil' rating should be applied.

What should I do if I am on a Career/Employment Break during the year?

For employees going on leave, as this is planned leave, you should have a review with your manager before you go off. For those who have returned from leave, where a fair assessment of your performance can be made, a rating should be applied based on the period of time you have been in the workplace. Where you have been absent for the majority of the performance period, a 'nil' rating should be applied.

What if I am a new starter?

Where you have recently commenced your role within the organisation and there is insufficient information for a fair assessment of your performance to be made, a NIL (A) rating may be used, provided you have less than three months service.

What if I am about to go on maternity/extended paternity/adoption leave?

Arrange to have a review with your manager before you leave so that this can be included in the half and end of year reviews.

I'm due to change jobs soon. What should I do?

Arrange to discuss your performance for the year to date with your current manager just before you move into your new role. This information can then be passed on to your new manager.

I only work part-time. How many goals should I be set?

The same number of goals as full-time colleagues. Colleagues who have part-time or flexible working arrangements still require the same number of goals as other colleagues, however the goals should take into account what is achievable within your working hours.

What if my contractual hours change during the performance year?

Assessing performance is based on what has been delivered and how, not the time worked. If you reduce or increase your hours or working days during the year, you should still have performance goals but they may need to be refreshed to ensure they are fair and achievable in the hours worked.

I have had a period of long-term sickness during the year? How am I assessed?

Where a fair assessment of your performance can be made, a rating will be applied based on the period of time you have been in the workplace. If you have been absent for the majority of the performance period, a 'nil' rating will be applied.

Frequently Asked Questions

Assessing Performance

What happens if things have changed during the year, for example, priorities shift, or the Line Manager leaves?

This should be addressed during the year by amending the goal or in some cases replacing it completely. An agreement should therefore be reached between each party regarding realistic level of achievement before and after the changes were made.

What is a 'Normal Distribution Curve' and what does that mean for ratings?

A normal distribution curve assumes that given any number of variables, the majority will always tend towards to centre ('average') with only a few being at either extreme of the possibilities available. A normal distribution is the spread of performance ratings that you would expect to see in a business that is achieving its targets. It means that the largest group of people will fall into the 'achieving' category, with only small numbers of people being 'outstanding' or 'unacceptable'.

When we rate the performance of colleagues as a whole, the largest group of people should be considered to be 'achieving'.

I work in a small team. Does my manager have to make sure someone is rated 'unacceptable' and 'outstanding'?

No. The point is that your manager should consider the WHOLE scale when agreeing ratings. In a group of around 30 people we would expect one of them to be at each extreme.

What happens if there is conflicting evidence about performance, or I don't agree with evidence from another source?

You need to explore the evidence in more detail and make a judgement about its accuracy, relevance and importance. Make sure you can explain why you think a piece of evidence is useful or not.

Can I have two performance ratings if I have had more than one role during the year?

No, you will have one overall performance rating, which takes account of your performance across the whole year, including feedback from previous Managers where relevant.

Why does the performance review documentation need to be signed off by my Line Manager's Manager?

This helps ensure consistency of approach, and alignment of goals with business priorities. Your Manager's Manager will normally have an overview of goals across the team, enabling them to take a view on whether or not the goals that have been set are sufficiently challenging, relevant and aligned.

Do I have to achieve ALL my goals to be considered 'achieving'?

Your manager will take a balanced and holistic view. It maybe that a you have 'exceeded' in one area but failed to achieve one of your goals. You need to discuss the reasons for that so your manager can make a judgement to decide on how performance should be rated taking everything into account.

When will I get feedback on my final rating?

Managers should not discuss indicative ratings with you at your performance review meetings and instead the discussion should focus on what has gone well, what could have gone better, as well as any development and support you might need moving forwards. The final performance rating should be confirmed with you in a 1:1 meeting after calibration meetings and overall business sign-off. They should also explain the reasons behind the rating given after calibration.

I don't agree with my performance rating – what do I do?

If you do not think your confirmed performance rating reflects the contribution you have made, you should firstly try to resolve this informally with your manager. Together explore the reasons for the rating and consider each others' points of view, as well as any feedback. Where possible, this should be resolved in this way, informally, however if this is not possible, you may wish to further challenge your performance rating. If you still feel your rating is not reflective of your performance, talk to your manager again about next steps. You should talk to your manager as soon as possible – please refer to the My.Performance intranet for local timescales. Your manager will refer to guidance on the My.Performance intranet pages or will speak to HR to confirm how this should be dealt with.

Key Points

Key points to remind yourself of regularly to help you to succeed...

1. Make sure you know what the Co-op goals and priorities are and how you can contribute to them, that you can communicate that.
2. Agree **SMART** goals in line with these goals, as well as the **Vital 5** and **Winning 10**.
3. Draw up a plan using the My.Performance paper or online template with your manager that outlines HOW you will achieve your goals.
4. Keep performance and development plans visible and live.
5. Engage in regular informal 1:1 discussions. They will help to keep things on track and provide valuable opportunities for feedback, coaching and other support.
6. Gather evidence about your performance continuously.
7. Be open to feedback.
8. Participate in coaching conversations to take responsibility for own development with your manager's support.
9. Driving your own performance development by actively seeking our learning opportunities from a range of sources.
10. Don't cancel your formal reviews, and challenge your manager if they try to.
11. Gather evidence from a range of sources, including quantitative and qualitative measures, and other people's views.
12. Contribute fully to formal review discussions to ensure they are two way, and decisions reached are reached together.
13. Use the documentation or My.Performance online to record the discussion, rather than to guide it.
14. Remember that an assessment of your performance should take into account the whole review period.
15. Accept that your manager may have a different view about performance than you. Explore these differences in an adult way.
16. Be clear about what the performance ratings are and when each should be selected.
17. Performance ratings must take into account how you achieved your goals and not just what you achieved.
18. Remember that 'Achieving' means you have performed well. Achieving is 'good' performance.
19. Use My.Performance online or the paper documents with the review process to draw up a meaningful development plan that will enable you to improve in your current role and prepare for future roles.
20. Ensure that development actions are relevant and follow the **70:20:10** model.

The template should be used by colleagues in Retail, Funeralcare and CFSMS. Colleagues in the Support Centre, CLS and GI should use the transitional template, found on the My.Performance intranet pages, ready to transfer these to My.Performance online when you receive your login details.

Name		Manager	
Job Title		Department	
Year		Grade	

Championing a better way of doing business for you and your communities

Please ensure the goal is **SMART** (Specific, Measurable, Achievable, Realistic, Time bound).

Individual Goals <i>What am I setting out to deliver and by when?</i>	Behaviours / Skills Demonstrated <i>How will I deliver this?</i>	Performance Measures <i>How will I measure success in the outcome?</i>	Development <i>What support for my development will I require?</i>	Delivery Outcome <i>My mid / end year assessment</i>
Goal 1 - insert text				
Goal 2 - insert text				
Goal 3 - insert text				



Please ensure the goal is **SMART** (Specific, Measurable, Achievable, Realistic, Time bound).

Individual Goals <i>What am I setting out to deliver and by when?</i>	Behaviours / Skills Demonstrated <i>How will I deliver this?</i>	Performance Measures <i>How will I measure success in the outcome?</i>	Development <i>What support for my development will I require?</i>	Delivery Outcome <i>My mid / end year assessment</i>
Goal 4 - insert text				
Goal 5 - insert text				
Goal 6 - insert text				

Example



Example

NB Comments should detail progress against goals, performance in role and behaviours displayed.

