

Managing People

Learner guide



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Version

28/08/20

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K-Pell photography

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1. WELCOME

COURSE DETAILS

This course is designed to provide participants with an overview of the motivators for staff and how to manage performance.

LEVEL

Intermediate

AUDIENCE

Managers with direct reports (mostly APS6 – EL2)

DURATION

1 day -2 half day webinars

PREREQUISITES

1. The Contemporary Manager
2. Herman Brain Dominance Instrument (HBDI) 1.5 hrs + survey completion

PROGRAM

Management Development Program consists of:

1. The Contemporary Manager (half day webinar)
2. Herman Brain Dominance Instrument (HBDI) 1.5 hrs + survey completion
3. Managing People (2 x ½ day webinars – this is Day 2)
4. Coaching @ work – e-self directed
5. Managing for Outcomes (2 x ½ day webinars)

CONFIRM PARTICIPATION

There is no assessment for this course. You must complete the entire module for your records on ATO SAP Portal – My Professional Development to be updated.

2. INTRODUCTION

A moment of fun



Learning Outcomes

L&D

Program Description Would you like to motivate and manage your staff effectively? This managing people module will help you to have early performance conversations and get the most out of managing your people through practical application

What will we do?

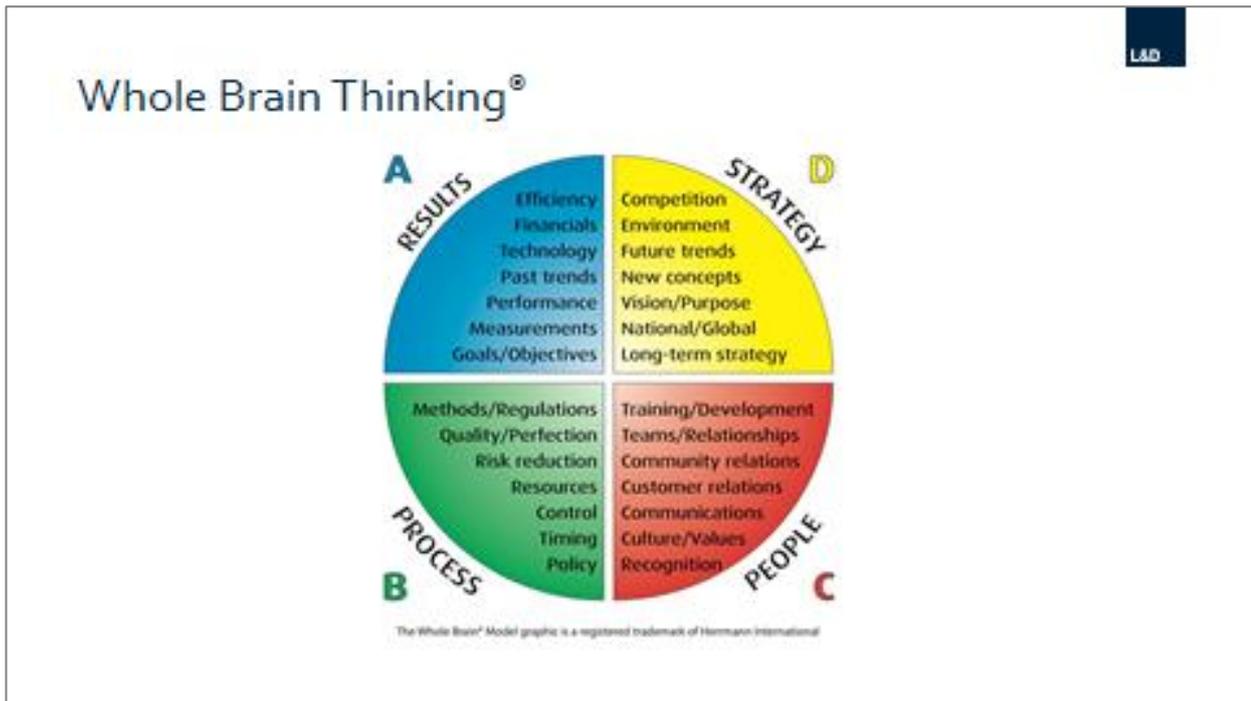
- ❖ Use Whole Brain Thinking® to flex your communication and collaboration for greater influence
- ❖ Examine why performance management is crucial to your role
- ❖ Identify the keys to resilience

Review and Homework

L&D



3. WHOLE BRAIN THINKING



Activity – The ATO picnic (10-minute group activity)



Discussion – What do you notice as the value of different thinking styles?



Activity – Complete the Strengths and Frustrations list in your workbooks (page 7)

Applying the profile to strengths and frustrations

Although there are no good, bad, right or wrong preferences, there are consequences of our thinking—both positive and negative. Tick the strengths and frustrations you experience below.

Strengths

<ul style="list-style-type: none"> <input type="checkbox"/> Gathering facts <input type="checkbox"/> Analysing issues <input type="checkbox"/> Arguing rationally <input type="checkbox"/> Forming theories <input type="checkbox"/> Measuring precisely <input type="checkbox"/> Problem solving logically <input type="checkbox"/> Financial analysis and decision making <input type="checkbox"/> Understanding technical elements <input type="checkbox"/> Performing critical analysis <input type="checkbox"/> Working with numbers, statistics, data and precision 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading the signs of coming change <input type="checkbox"/> Seeing the big picture <input type="checkbox"/> Recognising new possibilities <input type="checkbox"/> Tolerating ambiguity <input type="checkbox"/> Integrating ideas and concepts <input type="checkbox"/> Challenging established policies <input type="checkbox"/> Synthesising unlike elements into a new whole <input type="checkbox"/> Inventing innovative solutions to problems <input type="checkbox"/> Problem solving in intuitive ways <input type="checkbox"/> Simultaneous processing of different input
<ul style="list-style-type: none"> <input type="checkbox"/> Finding overlooked flaws <input type="checkbox"/> Approaching problems practically <input type="checkbox"/> Standing firm on issues <input type="checkbox"/> Maintaining a standard of consistency <input type="checkbox"/> Providing stable leadership and supervision <input type="checkbox"/> Reading fine print in documents/contracts <input type="checkbox"/> Organising and keeping track of data <input type="checkbox"/> Developing detailed plans and procedures <input type="checkbox"/> Articulating plans in an orderly way <input type="checkbox"/> Keeping financial records straight 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognising interpersonal difficulties <input type="checkbox"/> Anticipating how others will feel <input type="checkbox"/> Intuitively understanding how others feel <input type="checkbox"/> Picking up the non-verbal cues of interpersonal stress <input type="checkbox"/> Engendering enthusiasm <input type="checkbox"/> Persuading, conciliating <input type="checkbox"/> Teaching <input type="checkbox"/> Sharing <input type="checkbox"/> Understanding emotional elements <input type="checkbox"/> Considering values

Frustrations

<ul style="list-style-type: none"> <input type="checkbox"/> Inarticulate, off the track communication <input type="checkbox"/> Excessive 'chatter' <input type="checkbox"/> Vague, ambiguous approaches or instructions <input type="checkbox"/> Illogical comments <input type="checkbox"/> Inefficient use of time <input type="checkbox"/> Lack of facts or data <input type="checkbox"/> Inappropriate informality <input type="checkbox"/> Overt sharing of personal feelings <input type="checkbox"/> Impression of not knowing the right answer <input type="checkbox"/> Fear of challenge or debate 	<ul style="list-style-type: none"> <input type="checkbox"/> Repetition <input type="checkbox"/> Being too slow paced <input type="checkbox"/> Playing it safe or by the book <input type="checkbox"/> Overt structure, predictability <input type="checkbox"/> Absence of humour and fun <input type="checkbox"/> Lack of flexibility, too much rigidity <input type="checkbox"/> Inability to get concepts or metaphors <input type="checkbox"/> Being drowned in detail <input type="checkbox"/> Too many numbers <input type="checkbox"/> Dry boring topic or style
<ul style="list-style-type: none"> <input type="checkbox"/> Unknown or absence of a clear agenda <input type="checkbox"/> Lack of organisation <input type="checkbox"/> Hopping around from subject to subject <input type="checkbox"/> Too many ideas at once <input type="checkbox"/> Unpredictability <input type="checkbox"/> Being too fast paced <input type="checkbox"/> Unclear instructions or language <input type="checkbox"/> Too much beating around the bush <input type="checkbox"/> Incomplete sentences <input type="checkbox"/> Lack of closure 	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of interaction <input type="checkbox"/> Lack of eye contact <input type="checkbox"/> Impersonal approach or examples <input type="checkbox"/> Dry or cold, unenthusiastic interaction <input type="checkbox"/> Insensitive comments <input type="checkbox"/> Lack of time for personal sharing <input type="checkbox"/> All data, no nonsense <input type="checkbox"/> Lack of respect for feelings <input type="checkbox"/> Overly direct or brusque dialogue <input type="checkbox"/> Critical attitude

Notes:

4. MANAGING PERFORMANCE

Managing Performance

Effective people management on an ongoing basis is the most valuable tool in increasing team members' performance.

Managing the performance of your staff is a mandatory requirement of the APS Performance Management directions.

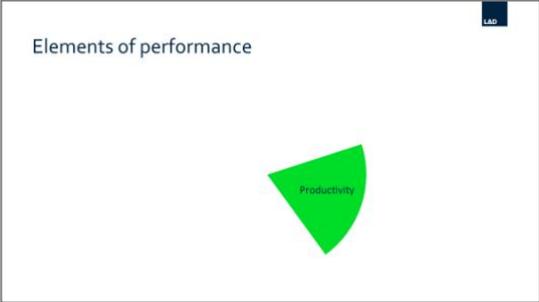
A photograph showing the silhouettes of several business professionals in a meeting. They are standing in a room with large windows, and their reflections are visible on the polished floor. The scene is backlit by the windows, creating a bright, high-contrast effect.

5. MANAGING UNDERPERFORMANCE

Performance - What is it?

A stylized, colorful illustration of several runners in motion. The runners are depicted in various colors (green, blue, orange, red) and are shown in a dynamic, forward-leaning posture, suggesting speed and competition. The style is modern and graphic.

Elements of performance



Managing Performance

Strategies:

- Have early and meaningful conversations which motivate, empower and support staff
- Communicate performance expectations
- Build positive relationships
- Give constructive, timely feedback
- Monitor performance
- Model high performance behaviours
- Recognise employees their contributions and achievements.



Managing the performance of your staff is a mandatory requirement of the [APS Performance Management](#) directions. Paragraph 39A of the direction for the obligations of managers is in your workbook – have a quick read of your obligations.

Paragraph 39A of Australian Public Service Commissioner's Amendment (2019 Measures No. 1) Direction 2019

39A Achieving effective performance—supervisors

A supervisor of an APS employee upholds APS Employment Principle 10A(1)(d) by doing the following:

- (a) promoting and fostering effective performance by the APS employee;
- (b) conducting, at least annually, career conversations that deal with the APS employee's performance, potential, aspirations, organisational fit and future opportunities;
- (c) ensuring that the APS employee has a performance agreement that is consistent with the Agency's corporate plan and the work level standards for the APS employee's classification;
- (d) ensuring that the APS employee is provided with clear, honest and timely feedback about the employee's performance;
- (e) managing and assessing the APS employee's performance in accordance with the Agency's performance management policies and processes;
- (f) working to improve the supervisor's capability in effectively managing the performance of APS employees, including through appropriate training;
- (g) promptly and actively managing unsatisfactory performance by the APS employee in accordance with the Agency's performance management policies and processes, including by:
 - (i) identifying the nature of the unsatisfactory performance at the earliest opportunity; and
 - (ii) maintaining appropriate records; and
 - (iii) engaging with the APS employee and other relevant persons (including the Agency's human resources area and the supervisor's manager) to discuss the unsatisfactory performance, and facilitate a collective understanding about the nature of the unsatisfactory performance.

Note: Paragraph 10A(1)(d) of the Act provides that the APS is a career-based public service that requires effective performance from each employee.

Early and meaningful conversations

Early and Meaningful conversations

L&D

The approach focusses on:

- setting both work outcome and development goals
- giving and receiving regular, timely and constructive feedback, and
- conversations that support staff to **'be the best they can be'**.



Performance levels

L&D



Managing Underperformance



Clause 91 of the 2016 ATO Enterprise Agreement

Closing Performance Gaps

<p>91.1</p>	<p>If a manager forms an opinion that an employee’s work performance is at risk of falling, or has fallen, below the standard expected for that particular job, the manager will discuss this concern with the employee. The discussion will consider any issues that may be affecting performance and determine any action that needs to be taken to address the situation.</p> <p>If action taken under this subclause does not lead to a satisfactory level of performance then action should be taken under subclause 91.2.</p>
<p>91.2</p>	<p>Employees should be given help to improve their work performance to a satisfactory level through fair procedures that protect the interests of the ATO, its employees and its clients.</p> <p>Those procedures may take the form of a Performance Improvement Plan that includes role clarification (including the manager’s expectation of the role) and/or training, and/or some other support or development activity.</p>
<p>91.3</p>	<p>The employee may be assigned alternate duties if there is available work that the employee is capable of performing and that is in the interests of the employee and the ATO.</p>
<p>91.4</p>	<p>If the employee has not achieved a satisfactory performance level within a reasonable period of time then the manager should recommend action be taken under clause 92. The employee will be counselled as to the likely consequences if the employee does not reach the standard expected.</p>
<p>91.5</p>	<p>Where in the past six months an employee has had action taken in relation to clause 91 and the manager forms the opinion that the employee is again at risk of falling below the general standard expected for that particular job, the manager will again discuss their concerns with the employee before taking action under this clause or clause 92.</p>

6. SATISFACTORY PERFORMERS VS HIGH PERFORMERS VS HIGH POTENTIAL



In general, most of your employees will be satisfactory performers, a few may be high performers and others may fit someone in between. Some may have high potential.

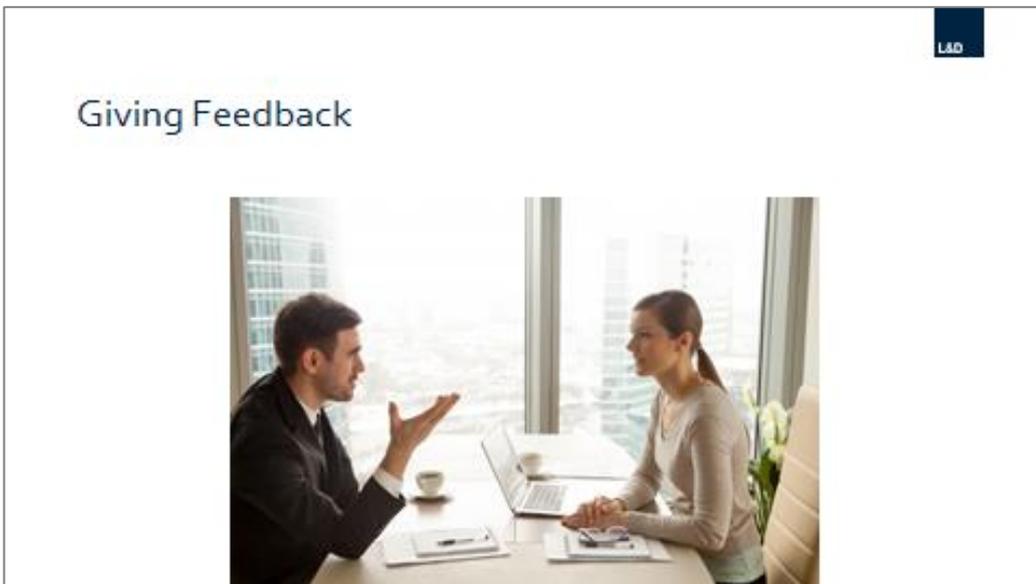
Satisfactory performers: Satisfactory performers are those who are 'on track' to meeting your expectations and are doing their job well. Unlike high-performing employees, they tend not to consistently exceed their employer's expectations.

High Performers: Not all employees will be high performers and that is okay. The achievements of a high performer will be well above the expectations established by their manager and exceed the stated demands of their role.

High Potential: High potential employees have the ability, aspiration, and engagement to rise to and succeed in more senior, critical positions. It is important to note that there is a difference between someone who is a high performer and someone who has high potential. Some high performers do not have aspirations, and that is okay. Whilst someone with high potential may not be a high performer now, with right support and development can achieve both high performance and their career aspirations.

Notes:

7. GIVING FEEDBACK



BIFF is a feedback model you might find useful.

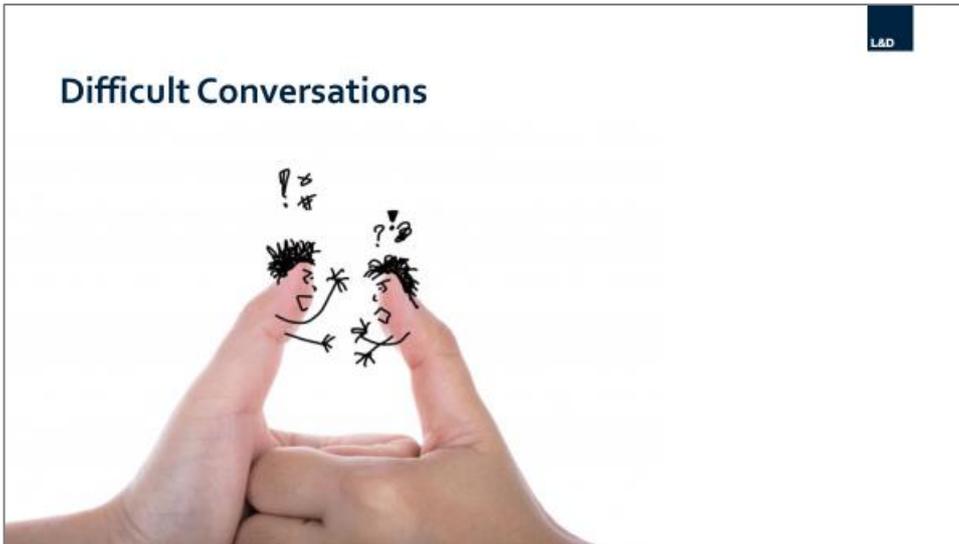
B – Behaviour: the specific description of what the person receiving the feedback has done.

I – Impact: What outcomes this behaviour has had on you, colleagues, clients or performance.

F – Future: What you expect in terms of behaviour or performance.

F – Feelings: An insight to where the feedback receiver is emotionally after receiving the feedback.

Difficult Conversations



Activity – Identify a difficult conversation you need to have, one that you may hypothetically need to have. Use the table on Page 17 to create a template for your conversation.

Using the template and the BIFF framework have a practice in having that difficult conversation with the other person.

DEALING WITH DIFFICULT CONVERSATIONS – HOW TO DO IT WELL

Think of a conversation that you have been putting off. Use the following templates to help you consider some steps to take prior, during and after a tough conversation.

TOUGH CONVERSATIONS: PREPARE FOR YOUR TOUGH CONVERSATION		
<i>Steps to take...</i>	<i>Things to consider...</i>	<i>Prepare for your tough conversation...</i>
1. Clarify outcome	<ul style="list-style-type: none"> • What would be an ideal outcome? • What would be a satisfactory outcome? • What would be worst case scenario? • What do you want for yourself? For the other person? For the relationship? 	
2. Challenge assumptions	<ul style="list-style-type: none"> • What are you assuming about the outcome? • What are you assuming about their intent? • What do you assume about the other person? 	
3. Know yourself	<ul style="list-style-type: none"> • What are your emotional triggers? • Which ones could be activated in the conversation? • What are your strategies to manage them? • What is your style under stress? • What are your needs and fears 	
4. Know the other person	<ul style="list-style-type: none"> • How would they be thinking about the situation? • What are their needs and fears? • Are they aware of the problem? 	
5. Choose your attitude	<ul style="list-style-type: none"> • What attitude would a wise person take? • What attitude would someone who is not emotionally involved in the issue take? • What are five different attitudes you could adopt that would be productive? 	
6. Identify how you contributed to the problem	<ul style="list-style-type: none"> • What have you done (or not done) to contribute to the problem? 	

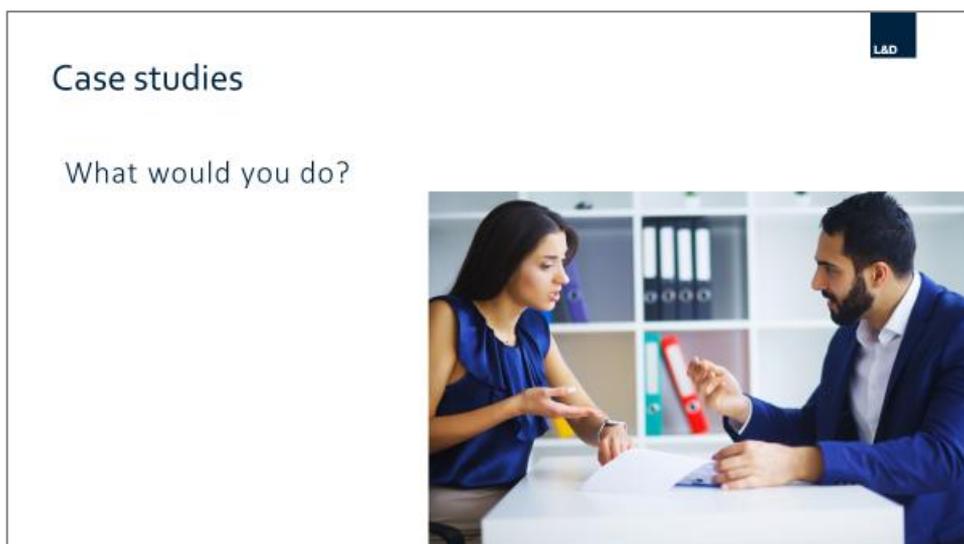
DIFFICULT CONVERSATIONS: HAVING THE CONVERSATION

<i>Steps to take...</i>	<i>Things to consider...</i>	<i>Prepare for your tough conversation...</i>
1. Opening Statement	<ul style="list-style-type: none"> • Third party approach – not me, not you. Focus on the situation. 	
2. Extend an invitation to discuss and agree on...	<ul style="list-style-type: none"> • What is the purpose and outcome you would like? • What is the process or structure for the conversations you are suggesting? • The underlying principles that will apply to the conversation e.g. respect, seeking resolution. 	
3. Seek to understand their side	<ul style="list-style-type: none"> • Ask questions to explore their side of the situation • Ask to clarify when required. • Listen! Remember two ears one mouth! • Skills to use here are enquire (be curious), paraphrase and acknowledge. • Confirm you have understood – only move on when you have an empathetic yes. 	
4. Seek to be understood	<ul style="list-style-type: none"> • Start at the heart of the matter, succinctly state why this is really important for you/your team/the organisation. • Be honest. • Be respectful. • Make you language clean and constructive rather than judgmental and destructive. 	
5. Partner on a way forward	<ul style="list-style-type: none"> • Before embarking on a solution, ensure that the outcome is still relevant and mutual. • Come up with options and put into action. • Get clear on first steps. Workshop this thoroughly and agree on actions. 	
6. Close	<ul style="list-style-type: none"> • Thank the person and acknowledge their contribution. • Keep communication lines open and keep talking. 	

DIFFICULT CONVERSATIONS: AFTER YOU HAVE HAD THE CONVERSATION

<i>Steps to take...</i>	<i>Things to consider...</i>	<i>Plan for actions and follow-up</i>
1. Plan for any actions	<ul style="list-style-type: none"> Organise yourself immediately after the conversation to make sure you remember to honour your end of the deal. Identify any obstacles that you think may get in your way. Whatever you decided was the first step, get out there and take it sooner rather than later. 	
2. Evaluate conversation	<ul style="list-style-type: none"> What worked well? What didn't work so well? Ideas for improvement. 	
3. Follow-up conversation	<ul style="list-style-type: none"> If there is going to be another conversation, make sure you leave time to prepare in the same way you did for last conversation. It is the preparation that will make the difference. 	
4. Any residue to clean up?	<ul style="list-style-type: none"> Do you have any negative feelings such as resentment, anger, upset, frustration, disappointment? Consider how to address this. 	

8. CASE STUDIES



WHAT WOULD YOU DO?

Would you:

- A) Let it go...
- B) Have an informal meeting...
- C) Arrange a business meeting in the office...
- D) Involve a Third Party...

	Workplace Scenario	What would you do? (A, B, C or D)
1	Peter has recently been missing work and tends to call in at the last minute, there seems to be a pattern developing on Mondays and Fridays. You know that Peter has been in rehabilitation in the past for drug and alcohol abuse. You manage Peter remotely.	
2	Praya transferred into your team 5 months ago and keeps very private. Praya has high unplanned leave with no ongoing health issues. Prayas' work output is higher than staff who aren't taking the same leave (approx. 6 days per month). This may be an indicator of not completing work appropriately/correctly and not achieving quality outcomes which impacts on our client experience.	
3	Tasmin, an experienced team member who usually keeps you up-to-date and in the loop, has failed to keep you informed of several important project issues.	

	Workplace Scenario	What would you do? (A, B, C or D)
4	Last month you selected Ali, from the Mobility Register. Ali detailed proficiencies around Data Literacy. However, co-workers who are located in the same site as Ali have contacted you with complaints about Alis' work and abilities. You are not located in the same site as Ali.	
5	You noticed that one of your team members, Kelly, appeared to be very distracted and pre-occupied on Tuesday. This is not usually the case. Kelly kept going to an interview room all day and making non work related calls.	
6	One of your team members comes to you and complains about Pat's unpleasant body odour and explains how difficult it is to work in the same area. This is not the first complaint you have had about this issue.	
7	Dustin, an experienced and conscientious team member, was dismissive and slightly irritable in a recent teleconference with the team. Dustin didn't contribute as much as usual. Normally Dustin is a high performer who usually contributes valuable information and ideas.	
8	Bastian is starting late quite often. You have tolerated it for the past three months, but your workload has increased and you need all the help you can get, especially at the start of the day. Due to Bastian coming in late, your project has started falling behind.	
9	Some of your team works in close quarters with little physical separation between work stations. Drew is not in your team but is located nearby. You have received complaints that Drew tends to sprinkle conversations with rather crude and vulgar references.	
10	Prior to launching an event, your director's stress levels were at an all-time high. Unwanted physical contact (finger pointing in the chest) was made towards one of your team by your director in an attempt to make a point.	
11	One of your project team, Kashvi, submitted a late project report. The report did not meet the required standard and had numerous errors. This is the second time this occurred, which has delayed the overall project.	
12	One of your best performers Michelle has been calling in sick and turning up late to work. Michelle's standard of personal presentation has declined and Michelle appears stressed. The behaviour is certainly out of character and it has been this way for 2 months. Other team members notice as Michelle has been rude to them.	
13	Walking by, you notice a team member quietly crying whilst talking to another team member in the corridor.	

	Workplace Scenario	What would you do? (A, B, C or D)
14	A staff member took a much longer lunch break than usual (came back to the office after 2pm). This isn't the norm for this person however, it is a very busy time for the team.	
15	Steven, an average performer in your team, is booked on a productivity course arranged by L&D. Fifteen minutes after the course commencement time Steven is still at the work point chatting to colleagues about the weekend.	
16	You arrive at the office early to get some work done, but find that Kylie-Anne, who always works incredibly hard, arrived at work before you. Kylie-Anne is sitting at the desk fast asleep, head on arms. Yesterday evening Kylie-Anne sent you a text message from home at 11.30pm to ask a technical question.	
17	Krishna works in the contact centre and client based work usually finishes at 4:45pm, when you check off the timesheet for the last fortnight you see that the finish/end times are all around 6:30pm or after in Krishna's time sheet	
18	Brodie works in your team as a graduate. Brodie is always watching videos, checking Instagram or scrolling through Facebook. You have already had a conversation with Brodie about leaving the phone in the desk drawer or bag in work hours. However, whenever you return to the team from being away Brodie is always using the mobile.	
19	Melissa has been transferred to your team on site due to low work outputs and failure to deliver on several pieces of work allocated by your director. Melissa socialises a lot on the floor and she is the social club coordinator. Melissa takes long lunches and has been rude, abusive or dismissive in the past when you have asked for information or work updates (as well as refusing to attend weekly catch ups). You asked Melissa for an update on an allocated project. The response was Melissa yelling at you and telling you to do it yourself. Melissa also told you not to approach the work point. Melissa demanded that you must request permission in writing via Cisco, Jabber first.	
20	Kate has worked for the ATO for 13 years, and has told you that the ATO will be the last job before retirement. Kate indicated that she doesn't have enough superannuation to retire but is "over it" and wants to leave. Kate complains every time work is allocated and is venting to others about processes, procedures and changes so is constantly disrupting the team. Kates' work performance is poor because she is spending so much time venting.	

9. RESILIENCE FOR MANAGERS

Practicing resilience

The ability to bounce back from failure can be learned.

Make the most of existing strengths and master new skills to thrive in difficult situations



As a manager you will have amazing days and tough days, we want to support you to get the best out of yourself and to increase your resilience so that you can thrive in difficult situations.



How to strengthen your resilience.docx

The key points from Alexa Davda's article How to strengthen your resilience are:

- Resilience is vital for leaders who typically have to deal with everything from challenging projects and conflict among colleagues to office politics and personal criticism on an almost daily basis.
- Our ability to cope with or adapt to stressful situations or crises is not a fixed trait that is present in some people and lacking in others.
- The ability to bounce back from failure can be learned
- Resilient people tend not to dwell on failure; they acknowledge the situation, learn from their mistakes and move on.
- The ability to respond in a resilient way is influenced, but not determined, by personality
- To develop resilience you need to adopt strategies to ensure that you make the most of your strengths and actively manage your risks.
- The key to improving resilience is to recognise what stressors you react to, when your natural response will serve you well, and when to adapt your approach to suit the different challenges you face.

Boost your resilience

Building support networks
 Meaning making
 Mastery motivation
 Self-awareness
 Self-regulation skills
 Problem solving skills
 Keep on learning
 Adaptability
 Purposefulness
 Confidence

Mental Health continuum

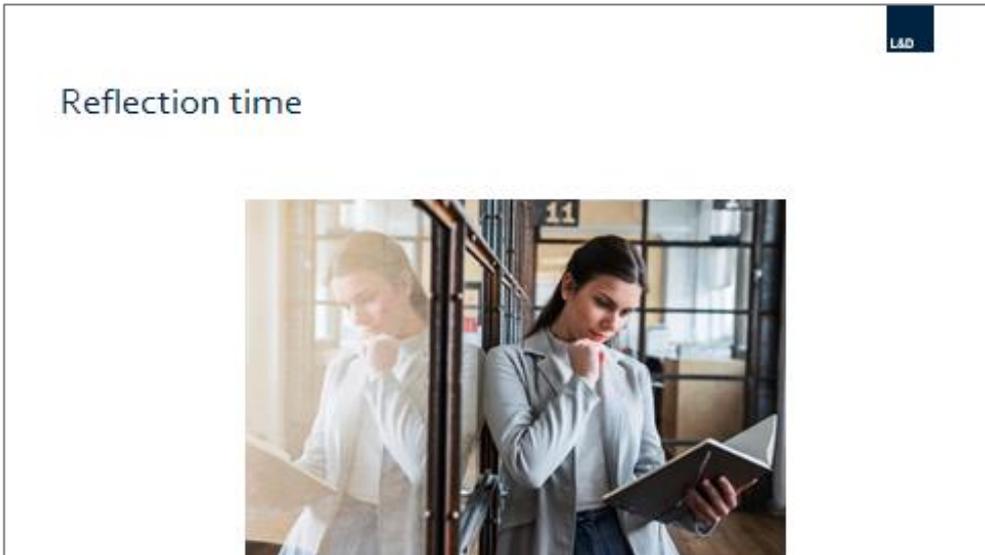
Mental Health Continuum model

HEALTHY	REACTING	INJURED	ILL
<ul style="list-style-type: none"> • Normal fluctuations in mood • Normal sleep patterns • Physically well, full of energy • Consistent performance • Socially active 	<ul style="list-style-type: none"> • Nervousness, irritability, sadness • Trouble sleeping • Tired/low energy, muscle tension, headaches • Procrastination • Decreased social activity 	<ul style="list-style-type: none"> • Anxiety, anger, pervasive sadness, hopelessness • Restless or disturbed sleep • Fatigue, aches and pains • Decreased performance, presenteeism • Social avoidance or withdrawal 	<ul style="list-style-type: none"> • Excessive anxiety, easily enraged, depressed mood • Unable to fall or stay asleep • Exhaustion, physical illness • Unable to perform duties, absenteeism • Isolation, avoiding social events

Support for managers

- Your own manager
- Work as a management team not an individual
- Resources on the intranet, incl managers' guides and the EA
- People Helpline 131550 - manager's option
- Use the managers helpline **1300361 008** (or EAP on the same number)
- Seek early support from the People Support Team (PST)
- Get a mentor and seek support/guidance
- Network and ensure your team networks
- Pursue your own learning, in particular *Enhancing Resilience* is recommended.

10. REFLECTION TIME



● Stop doing _____

● Continue doing _____

● Start doing _____

What is the **one thing** you are going to do?

11. THANK YOU, COURSE COMPLETED



12. ATTACHMENT A: CONSIDERATIONS FOR ENHANCING PERFORMANCE

What to consider if you have an employee who is performing well but not a high performer:

- Does this employee have the potential to be a high performer?
- What might motivate them to improve their level of performance?
- What might be impacting them to achieve higher performance?
- What does the employee think their current performance is – are you both on the same page?
- What support would be required to maintain and improve these employees through ongoing organisational change?

What to consider if you have an employee who is a high performer:

- What motivates them to achieve this level of performance?
- What might impact on them to continue to achieve this level of performance in the future and what can you both do about that?
- How do they like to be recognised?
- What does the employee feel their current performance is – are you both on the same page?
- What would you do if they leave or moved on – e.g. do you have a succession plan?

If you have an employee who has high potential, you should consider:

- What actions or activities will support capability development?
- What actions or activities will support career progression?
- What can they do differently?
- What can they do more of?
- What other experience do they need?
- What does the employee feel about their potential – are you both on the same page?

A high performer would normally demonstrate many of these characteristics (not an exhaustive list):

- Productivity and quality outcomes are above expectations and/or benchmarks
- Committed to and provides exceptional client service (internal and/or external)
- Keen to improve their own performance and capabilities and learn from their mistakes
- Highly motivated and engaged
- Steps up to a challenge
- Applies experience and creativity to craft tailored solutions that get the job done
- Strives to understand all aspects of the organisation rather than just their own job
- Takes initiative rather than waits to be told and requires little or no supervision
- Contributes to continuous improvement of their business and the ATO. They generate new ideas and innovation
- Positive influence on colleagues and morale – they can make everyone around them work and feel better and/or mentor and train others in the workplace
- Can articulate their goals, both long and short-term
- Have excellent time management skills