

UNIT -3

PERFORMANCE COUNSELING

3.1 INTRODUCTION

Managers have a range of responsibilities to provide feedback to staff on their standard of work and conduct and to effectively manage performance issues by providing performance counseling. However receiving feedback or counseling can lead to occupational stress and lowered morale in staff, particularly if it is not provided effectively and sensitively. Managers need to be aware of the possible consequences when undertaking performance counseling with their employees and seek to minimize the possible risks associated with these processes.

The Practice Statement, Policy Guideline – Performance Management- for Individuals and Teams is the key document outlining how performance management should be conducted within Customs. The policy describes a Performance Management Framework (framework) and performance counseling fits into two components of that framework:

- Ongoing feedback – informal counseling is one component of this; and
- Performance Issue Management – formal counseling is one component of this.

Performance counseling, along with the other components of the framework, aims to improve the performance of individuals and teams, and ultimately the overall effectiveness and productivity of Customs through the development of a high performance culture.

The policy is important for performance counseling as it:

- Clearly outlines the roles and responsibilities for managers and staff in performance management;
- Describes where, and how, counseling fits with other elements of the framework;
- Specifies several underlying principles to guide counseling;
- Reinforces the importance of, the Values and Code of Conduct in performance counseling; and

- Provides some advice and guidance on conducting it, including a list of additional supporting resources.

All managers and staff need to undertake and meet their roles and responsibilities as outlined in the policy. Where these are met, the potential risks associated with performance counseling will be minimized.

1) Effective Informal Performance Counseling

A cooperative approach will frequently achieve the best result. Employees are more likely to respond to concerns about their performance in a positive manner and seek to improve their performance if feedback is balanced and constructive. Informal performance counseling builds on ongoing feedback by providing an opportunity to explore an issue in more detail in a face-to-face meeting.

2) Effective Formal Performance Counseling

Formal counseling is conducted either where there has been no improvement in performance or conducted following an informal counseling session or the performance issue warrants immediate formal action due to the importance or severity of the issue. This may relate to under performance, absenteeism, or a code of conduct breach.

There is little difference between an informal counseling meeting and a formal one as the underlying principles apply to both, although the formal process will be fully documented and there may be witnesses or support persons present.

3) Advice on Conducting Performance Counseling

There is abundant information and material available to help managers conduct performance counseling relevant content area for your counseling session (misconduct, poor performance, attendance). This material is also useful for staff being counseled and for anyone wanting to provide performance feedback.

4) Occupational Stress Arising From Performance Counseling

All workers experience some degree of stress. Whether occupational stress makes a person ill, however, depends on a range of factors, including how their workplace is managed.

Counseling and providing negative feedback to staff can be stressful for both employees and managers. Being prepared in advance for possible staff reactions to feedback and counseling can greatly assist the effective management of staff. Planning the discussion and trying to anticipate the staff member's reactions and their response can be helpful to address many stress related issues such as:

1. Workplace stress including conflict, job demand, support;
2. Traumatic stress;
3. Financial problems;
4. Alcohol and/or other drug problems/dependency;
5. Domestic problems;
6. Grief; and/or

7. Health/disability problems
8. Fitness and employment
9. Rehabilitation and return to work
10. Harassment
11. Poor performance, misconduct
12. Attendance, Absenteeism

3.2 PURPOSE OF PERFORMANCE COUNSELING

The primary purpose of counseling is to define organizational mission and values, discuss individual job expectations and performance, reinforce good performance / work related behavior, correct problem performance / work related behavior, and enhance the rate's ability to set and reach career goals. The best counseling is forward looking, and reaches career goals. Counseling is forward looking, concentrating on the future and what needs to be done better. Counseling should be timely. Counseling only at the end of the rating is too late since it should be timely, so that misunderstandings of performance and work related behavior can be resolved in time for improvement before the next annual rating. Counseling should be begin with feedback from the employee and about his / her performance before giving the feedback

3.3 OBJECTIVES OF PERFORMANCE COUNSELING

Counseling helps a person to overcome emotional problems and weaknesses relating to performance, It aims at developing the counselee fully.

It involves the following (Pareek and .Rao).

1. Help him realize his full potential
2. Help him understand his strengths and weaknesses
3. Gain insight into his behavior and analyze the dynamics of such behavior
4. Help him understand the work environment better
5. Provide an empathic climate where he can discuss his tensions, conflicts, concerns and problems
6. Increase his personal and inter-personal effectiveness through prompt feedback about his behavior
7. Prepare action plans for improving his behavior and performance.

3.4 NEED FOR PERFORMANCE COUNSELING

Quite often organizational policies, such as counseling associated with an evaluation or counseling required by command or unit policy, focus the session. However, managers may conduct developmental counseling whenever the need arises for focused, two ways communication aimed at subordinate development. Developing subordinates consists of observing the subordinates performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

3.5 PROCESS IN PERFORMANCE COUNSELING

Palus et al., (2003) offered a model of Performance counseling is a comprehensive process that should form a primary component of all training and development. It typically involves the trainee and supervisor meeting a discuss past performance and develop plans for future performance objectives. When facilitated effectively, it can enrich the training experience and dramatically improve outcomes.

Performance counseling process

In planning a performance counseling session it is useful to follow a 3-phase process consisting of:

- 1. Preparation**
- 2. Conduct**
- 3. Review**

Through following a phased process, the supervisor is encouraged to incorporate relevant information and use it effectively, without overlooking detail or content. It allows for simpler replication and promotes objectivity.

These phases should be followed as a means of augmenting the Performance Management Plan for the trainee and should provide a structure for including outcomes from assessments and performance objectives into the counseling process. In order to be effective, performance counseling. should always be prepared, conducted and reviewed in a professional manner. Following such a process ensures that the supervisor considers all data,

formulates reasoned assessments, and provides an appropriate opportunity to discuss those assessments with the trainee in a developmental framework.

Phase 1 Preparation

The preparation phase involves gathering and reviewing information, formulating objectives, identifying the time, place and resources for the interview, and advising the trainee.

Step 1 Information gathering

Information gathering is a critical building block of the interview. The supervisor must study the trainee's past record and most recent performance evaluation, together with any other data that can be obtained regarding their situation. This step allows the supervisor to form preliminary expectations and objectives for the interview. At this step, all information from the trainee's record should be reviewed as appropriate, including mini-CEX, DOPS and other assessments.

Step 2 Planning for the Interview

The supervisor must determine the reason for interview and the structure that it will take, and clearly formulate interview expectations and purpose. It is important to provide enough time for the interview and identify a suitable venue. If possible, additional attendees may be identified to attend the interview as supports and objective reviewers. This information should be communicated to the trainee with enough time to enable them to prepare.

In completing this process, an interview guide should be constructed to provide a carefully structured overview of topics and issues to be discussed

during the interview. Such a guide ensures that all information is substantiated by background data, that each topic or issue of relevance is covered during the interview, and that enough time is allocated. It also enables the supervisor to formulate goals and objectives for future review.

The interview guide is used to support the interview process itself and should reflect the emphasis of the Performance Management Plan. As such, assessments should be reviewed in detailed the guide and any outcomes from the interview are then built back into the overall plan.

Step 3 Preparing an Interview Schedule

Performance counseling sessions should be supported by an interview schedule. The interview schedule enables the supervisor to plan the content and sequencing of the interview, and to pre-determine questions and possible outcomes. The interview schedule is essentially an elaboration of the interview guide and provides a template by which to conduct the interview itself.

The content of the interview schedule is typically seen only by the supervisor and may include highly detailed steps. However, it may be appropriate to include options for both supervisor and trainee to sign the document.

Phase 2 Conduct

The conduct of the interview is the primary determinant of success and an interview schedule can provide a reliable framework. The factors impact on the effective conduct of the interview and considerations include rapport, orientation, questions used, participation and the overall flow of information.

In general terms, all performance interviews should consist of two elements:

1. A retrospective analysis and discussion of performance
2. An appreciation of future performance objectives and plan of action

Most performance interviews should tend toward the second element as this avoids over-scrutinizing past performance and allows the sentiment of the interview to remain developmental and positive.

The manager should follow a clearly defined process of interview which includes an opening, body and closing:

1. Opening this will typically include an explanation of purpose and statement of roles and expectations for the interview. The opening is best achieved by implementing a two step process, consisting of rapport and orientation. Which of these steps comes first is determined by the interviewer according to their own preference.

- a. Rapport is simply the process of establishing or maintaining the relationship between supervisor and trainee by engendering feeling of goodwill, trust and openness. Rapport consists of greetings and small talk which enable the trainee to gauge the supervisor's attitude and feeling towards them. The process can be brief and never should be too long.

- b. Orientation usually forms the second step in the opening and typically explains the purpose, duration and format of the interview and how any information will be used in the future.

At the end of a successful opening, each party should be aware of the purpose of the interview, attitudes and feelings toward the purpose, the roles of each party and the expected outcomes. Each party should also have an understanding of the level of trust, expectations of control and the general sentiment that is likely to pervade the interview.

2. Body

The body of the interview provides the supervisor and trainee the opportunity to discuss all content areas and must include the following:

- a. Review of past performance issues The supervisor should engage with the trainee and encourage their input regarding their performance, aiming for the trainee to self-appraise as often as possible. Effort should be made to explore the reasons for trainee performance in a non-judgmental and positive manner. Argument should be avoided and the focus must remain on facts and the performance issues being discussed. The trainee should not be compared with others and the discussion should not introduce information that is a surprise to the trainee
- b. Agreement on performance objectives and plan of action Agreement should be reached regarding future performance objectives together with the resources and actions required to achieve these. This information should be built into a timeline and overall plan of action.

Because performance is always greatest when trainees set their own goals, the interview should act as a means by which the trainee is able to recognize or identify further performance objectives in accordance with

expectations. The trainee should be made to feel that they are taking part in their own development plan.

Performance goals should always be few in number, specific, well defined, practical and measurable.

3. Closing

The closing is typically brief although it is a significant determinant of the success of the interview as a whole and the ongoing relationship between supervisor and trainee. The supervisor should therefore remain positive and ensure that the interview closes without ambiguity or uncertainty on the part of the trainee.

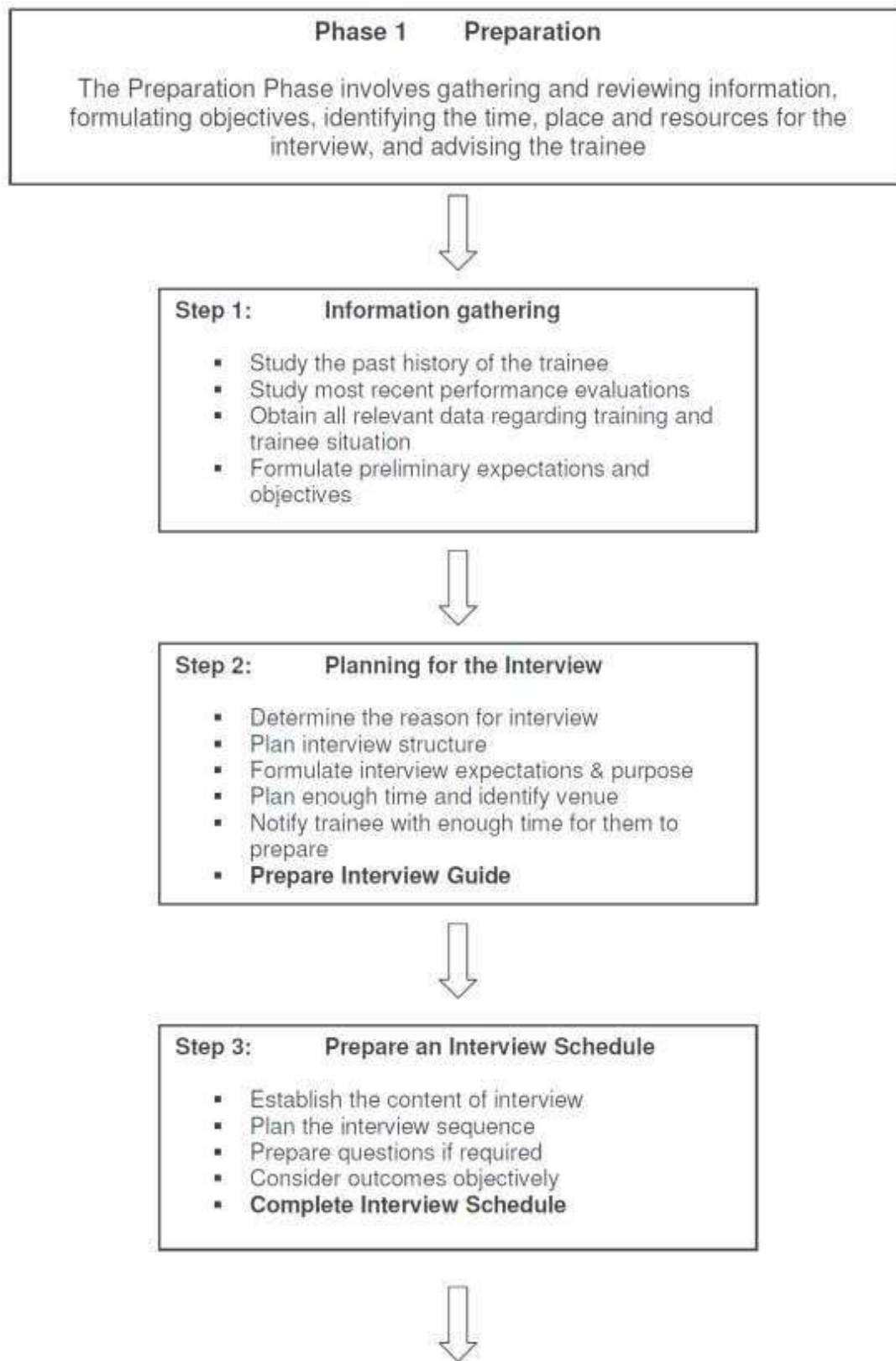
If the performance interview has not been successful, the closing should focus on containing the interview and establishing further actions and undertakings.

Phase 3 Review

The review phase includes consolidating information from the interview and ensuring that the objectives of interview have been met, that the trainee has achieved understanding of the interview objectives and that supervisor and trainee have reached agreement on outcomes.

The supervisor should undertake a reflective analysis of their own performance during the interview for self development purposes. If a peer has attended the interview, their feedback should also be sought during this process.

Interview process Flowchart



Phase 2 Conduct

The Conduct Phase of the interview is the primary determinant of success and an interview schedule can provide a reliable framework, with additional considerations including rapport, orientation, questions used, participation and the overall flow of information



O P E N I N G	<p>The aim of the opening is to ensure that each party has an understanding of the level of trust, expectations of control and the general sentiment that is likely to pervade the interview</p>
	<ul style="list-style-type: none">▪ Explanation of purpose▪ Statement of roles and expectations▪ Establish Rapport▪ Orientate the interview
	<p>Rapport:</p> <ul style="list-style-type: none">▪ establish or maintain relationship▪ engender feelings of goodwill, trust & openness▪ includes greetings and small talk▪ should never be too long
	<p>Orientation:</p> <ul style="list-style-type: none">▪ explains the purpose▪ establishes duration & format▪ explains use & treatment of information



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The body of the interview provides the supervisor and trainee the opportunity to discuss all content areas

- **Review of past performance issues**
- **Agreement on performance objectives & plan of action**
- **Use of the GROW Model**

Review of Performance:

- engage the trainee & encourage input
- aim for self-appraisal
- explore reasons for performance
- remain non-judgmental & positive
- avoid argument
- focus on facts & issues
- do not compare trainee with others
- information presented should not be a surprise

Agreement on Performance Objectives & Plan of Action:

- performance objective should always be few in number, specific, well defined, practical & measurable

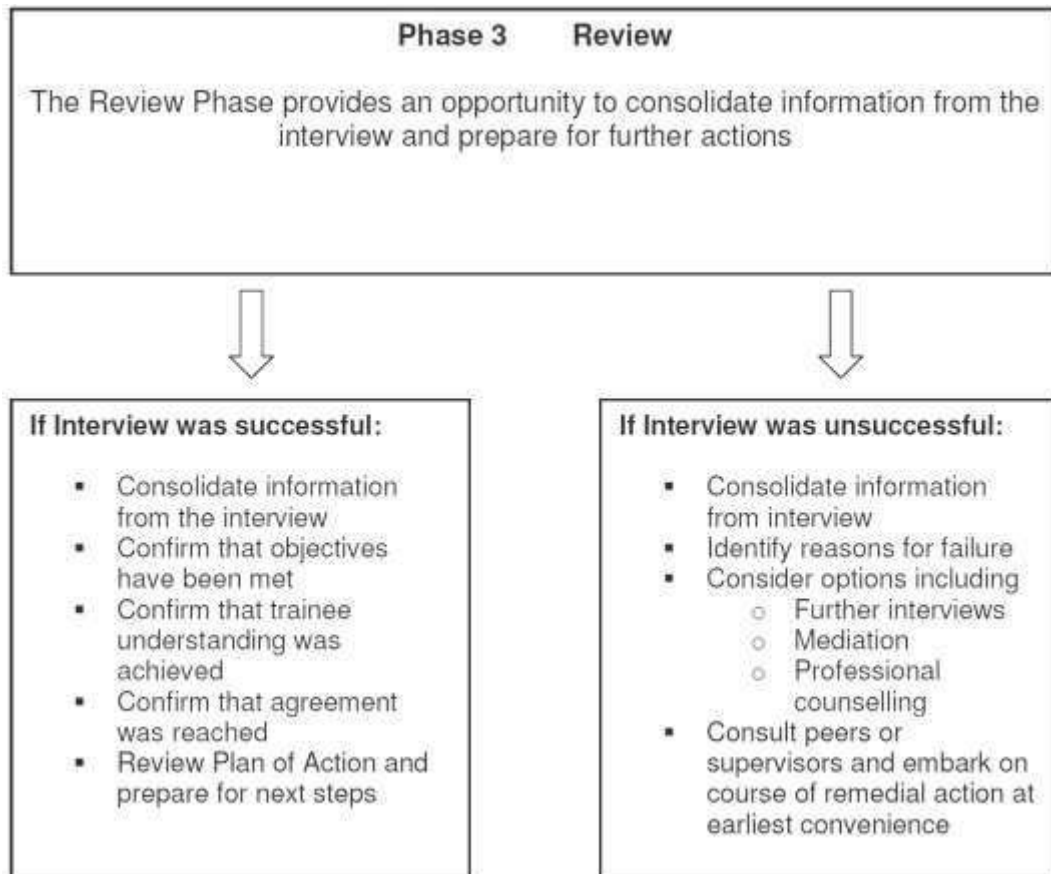
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The closing must ensure that mutual understanding has been achieved and that both parties are committed to a plan of action

- **Summarise outcomes & agreements**
- **Remain positive**
- **Avoid ambiguity or uncertainty**
- **Keep it brief**

If the interview has been unsuccessful:

- use the closing to contain the content
- establish further actions



3.6 TYPES OF COUNSELING

We shall look at some common types of counseling. With the exception of depth counseling **which should be used only by trained professionals**, the lay counselor, with some training could be of help in these areas.

Supportive Counseling is most often used with people who have difficulty standing alone amid their problems. At frequent intervals these persons may need sustained guidance. In supportive counseling, the goal is not to create a chronic dependency upon the counselor, but to give temporary support and help the person to gain strength and the resources to cope.

Confrontational Counseling seeks to point out to the client his or her actions. The counselor guides the counselee into seeing what misdeeds were committed and to realize the hurt that might have been caused to others. The idea is that hiding one's immoral actions only creates guilt, frustration, and anxiety. As a Christian, the counselor must help the client to confess, forsake his sins, and accept the forgiveness of a loving Savior.

Educative Counseling focuses on teaching the client. Undesirable learned behavior may have to be unlearned. The counselor in this case is a teacher. People may come to the counselor with questions on social issues, religious issues, or even career problems. Often some clients may need help in making certain critical decisions.

Preventive Counseling is used to stop problems before they start or to prevent things from getting worse. Areas like —How to Keep Healthy,|| —How to Prepare for Retirement,|| or sessions in premarital counseling are examples of preventive counseling.

Spiritual Counseling is a great necessity counseling is not for the layperson. They do not play around with depth counseling if they are not a professional therapist.

Informal Counseling takes place in a casual setting. Perhaps on a hospital visit, or during an informal home visit, the counselor may be drawn into a conversation where their help might be asked for. Or you may meet a friend on the street and ask, —How are you today?|| Then you may be told of a problem that he or she is experiencing. Your time and concern could be of help at that

time. Informal counseling may not seem very important, but it has helped many.

3.7 APPROACHES IN COUNSELING

The classical approaches to counseling. We do not stick to one approach. Perhaps blend the different ideas that appeal to us. There are some theories that we may not agree with. However, it is educationally beneficial for us to know them. Taking an idea from one approach and another idea from another approach to form our own counseling method is what is often done.

The following are the basic counseling approaches:

1. Psychoanalytic Therapy
2. Adlerian Therapy
3. Existential Therapy
4. Person-centered Therapy
5. Gestalt Therapy
6. Transactional Analysis
7. Behavior Therapy
8. Rational-emotive Therapy
9. Reality Therapy

1) Psychoanalytic Therapy

Psychoanalysis is a method of psychotherapy and personality theory with a philosophical approach to human nature. Sigmund Freud (1856-1939) was the originator of psychoanalysis. According to Freud, human beings are basically determined by psychic energy and early experiences. People's

behavior is influenced by unconscious motives and conflicts. One is driven by sexual and aggressive impulses.

Freud stresses the importance of early development and developmental stages referred to as **psychosexual** stages: the oral stage (the first year of life), the anal stage (ages 1-3), the phallic stage (ages 3-6), the latency stage (ages 6-12), the genital stage (ages 12-18), the genital stage then continues throughout the rest of a person's life.

The counseling profession gives credit to the psychoanalytic theory for providing the tools for an in-depth understanding of a person's development. Freud contends that feelings of love and trust, dealing with negative feelings and developing a positive acceptance of sexuality, are social areas that are all cemented in the first six years of life. Later, personality development is built on this period of life.

Erik Erikson built on Freud's ideas and by extension stressed the social aspects of a person's development. These are called **psychosocial** stages: infancy (trust versus mistrust), early childhood (autonomy versus shame and doubt), preschool age (initiative versus guilt), school age (industry versus inferiority), adolescence (identity versus role confusion), young adulthood (intimacy versus isolation), middle age (generativity versus stagnation), and later life (integrity versus despair).

2) Adlerian Therapy

Alfred Adler (1870-1937) was not in agreement with Freud's basic theories. He thought that Freud was too narrow in his emphasis on the

biological and sexual determination. Like Freud, however, Adler believed that the first six years of life influenced an individual. He did not focus on past events like Freud did. He was more interested in how one interpreted his past and its continuing influence on him.

Adler was basically opposed to the theories of Freud. It was Adler's belief that humans are motivated primarily by social urges rather than sexual urges.

3) Existential Therapy

The existentialist view leads us to be able to reflect and decide. This is made possible through our self-awareness. There is no single founder of the existential approach, but Viktor Frankl, Abraham Maslow, and Rollo May are key figures. Existential therapy is more of an approach to counseling than a theoretical model.

4) Person-centered Therapy

The original founder of person-centered therapy is Carl Rogers (1902-1987). Because Rogers placed much emphasis on how people get, share, or surrender power and control over themselves and others, his theory became known as the person-centered approach. He developed what is known as non-directive counseling. Non-directive counselors do not share a great deal about themselves with their clients. They focus on reflecting and clarifying the verbal and non-verbal communications of clients.

According to the person-centered therapy, the relationship of the therapist and client is very important. Basic techniques include active listening, reflection of feelings, clarification, and —being there for the counselee.

5) Gestalt Therapy

Frederick S. Perls (1893-1970) was the originator and developer of the Gestalt theory. This is an existential approach that stresses that people must find their own way in life and accept personal responsibility for maturity. By developing an awareness of what they are doing, clients can use this understanding to bring about change.

Much of the focus is on dealing with unfinished business from past traumatic experiences in the life of the client. Techniques include confrontation, dialogue with parties, role playing, reliving, and re-experiencing unfinished business in the forms of resentment and guilt. The emphasis of this therapy is on doing and experiencing rather than merely talking about one's feelings.

6) Transactional Analysis

The theory of transactional analysis was founded by Eric Berne (1910-1970). This therapy is very different from others in that it focuses on decisions and contracts made by the client. The basic philosophy is that the client has the potential for choice. A contract made by the client clearly states the directions and goals of the therapeutic process. Transactional Analysis (TA) therapy teaches that the personality is made up of Parent, Adult, and Child. Other

keywords used in TA include game, decision, life script, re-decision, stroke, and discounting.

7) Behavior Therapy

Behavior therapy is the most studied and most familiar of all the counseling approaches. There are a number of key figures associated with this theory: Arnold Lazarus, Albert Bandura, B.F. Skinner, M.J. Mahoney, David L. Watson, A.E. Kazdin. Behavior therapy uses many action-oriented methods to help people take steps to change what they are doing and thinking.

Terms that are frequently used in this therapy are behavior modification and behavior therapy. The focus is on overt behavior, precision in specifying the goals of treatment, and the development of specific treatment plans. The therapist is active and directive and functions as a teacher or trainer in helping clients to work on improving behavior.

8) Rational-Emotive Therapy (RET)

Albert Ellis (b.1913) is the founder of Rational-Emotive Therapy. This therapy is a form of cognitively-oriented behavioral therapy and is based on the assumption that human beings are born with a potential for both rational or straight thinking, and irrational or crooked thinking.

Taking for granted that people are fallible, RET attempts to help them accept themselves as people who would continue to make mistakes, yet at the same time learn to live with themselves and be at peace with themselves. RET emphasizes thinking, judging, deciding, and doing.

Ellis stresses that people choose to be disturbed rather than be conditioned by external forces. It is the tendency of people to invent disturbing beliefs and keep themselves disturbed by these beliefs. RET also assumes that people have the capacity to change their cognitive, emotive, and behavioral processes; they can choose to react differently from their usual patterns and refuse to become upset, and train themselves so that their life pattern will be one of minimal disturbance.

9) Reality Therapy

William Glasser (b.1925) founded Reality Therapy. This therapy is a short-term approach with a focus on the present. The focus is on a person's strength and stresses that a client can learn more realistic behavior and therefore achieve success. Reality therapy assumes that we choose our behavior and are therefore responsible not only for what we are doing but also for how we think and feel.

The task of the counselor who employs this type of therapy is to establish an involvement with the client, which encourages him or her to assess the current style of living. By a process of honest self-examination, it is believed that the client can improve his or her quality of life.

3.8 BENIFITS

Performance counseling takes a positive approach. The underlying philosophy is quite simple: People can grow and improve their competence and performance with timely help and proper coaching. _An effective counselor-manager is one who helps his employees to become more aware of their

strengths and weaknesses and helps them to improve further on the strong points and overcome weaknesses'. Counseling, generally speaking, offers the following benefits to the counselee:

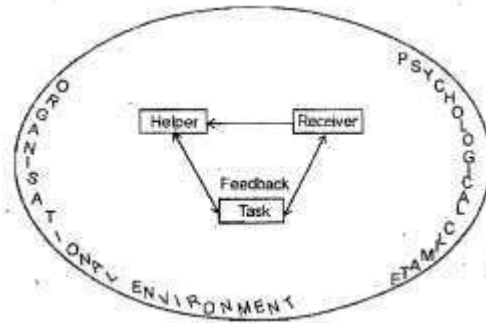
- He learns to respond and adjust more positively to people and situations
- He is able to improve his personal effectiveness
- He is able to clear the mind of emotional irritants; overcome his personal weaknesses and work more effectively.
- He feels more relaxed when he is able to share his concerns and problems with a trusted friend, the counsellor who assures confidentiality and extends a helping hand readily.

3.9. HELPING RELATIONSHIP IN COUNSELING

Helping

Counseling is essentially helping. According to Carl Rogers, a helping relationship is one in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other' helping can be reactive or proactive. When help is given to someone who seeks help (or seen as requiring help) it is reactive behavior. On the other hand, when help is given because of the helper's need to give, helping is proactive) In the Indian context, when the receiver's need is dominant it is called Biksha, but if the need of the giver is more important, it is called Daan. In Biksha the giver has the upper hand, whereas in Daan the recipient has a higher status (because he obliges the giver by accepting help). In

the western literature, of course, the helping relationship is examined from the point of view of the recipient (recipient's needs, aspirations etc.)



Helping relationship

The Task

There are basically two ways of approaching the task from the recipient's angle, i.e., whether he is able to accomplish the task independently or not. If the recipient is incapable of handling assigned tasks independently, the helper (as an expert) treats the recipient as a patient (‘assistance’ approach or ‘medical’ model of helping) takes note of all symptoms, makes a diagnosis and comes out with alternatives. In the other approach, called ‘educational approach’, the helper knows that the client is capable of doing things independently and hence, acts as a facilitator only (who works with the client in the client's frame of reference) laying strong emphasis on the client's problem solving skills.

The Helper

Effective helpers focus attention on task accomplishment and are less concerned with controlling the other person. Ineffective helpers, often, do not act in the client's best interests. They do not allow the client to develop a

personality of his own. They are inward working and are more concerned with their own needs to feel superior and try to peer over the shoulders of clients from close quarter.

In the final analysis, the effective helper is one who is sensitive, empathic, non-threatening and one who is willing to influence but not dominate. If he is brash, over-confident and inward looking he will only instill feelings of passivity and rebellion in the client's mind.

The Helping Climate

Helping behavior is a function of both the person (receiver as well as helper) and the environment. A climate of trust and openness should be there. Empathic attitude of the helper coupled with uninhibited participation of the recipient improves the helping climate considerably. Both parties should be willing to exchange notes, opinions, feelings through a process of dialogue. The discussion should focus attention on how to achieve assigned goals, taking behavioural and situational factors into account.

3.10 CONDUCTING A COUNSELING SESSION

When conducting a counseling session, there are several guidelines you should follow in order to minimize the potential conflict. Most importantly you should not view the session as an opportunity to scold the employee or as a means to threaten the employee with disciplinary action. Your purpose is not to punish or reprimand someone, but to determine the cause of the circumstances about which you are concerned. In this light, you should view counseling as a problem-solving exercise.

Where an employee's performance has consistently fallen below standards, it may be necessary for you to advise the employee that failure to respond to the counseling and perform adequately may result in disciplinary action.

Additionally, there are a number of other guidelines which are helpful to understand when counseling employees.

1. Be prepared. Spend time reviewing the facts and defining your objective for the session. You may find it useful to prepare a set of —talking points in advance to help you be clear about the issues and point you wish to make. These talking points do not become the counseling memo.
2. Counseling sessions should always be conducted in private. If you have an office, perhaps that is the best place to schedule the meeting. If not, you should seek another private room away from an employee's co-workers or the people being served by the agency. Failure to provide a private surrounding is likely to create a feeling of humiliation for the employee, which may manifest itself in more, rather than fewer, violations of rules.
3. Never schedule a counseling session with an employee when you are rushed with other duties. It will leave the impression that your concern is minimal if you are frequently interrupted, must constantly look at your watch, or you rush the employee out after only a few minutes and before your discussion is complete.

4. When an employee enters your office, act in a manner consistent with your normal demeanor. If you are normally relaxed with an employee, be yourself. Otherwise, the employee will believe that the discussion implies a personal conflict. This should be avoided.
5. Consider setting ground rules. For example, tell the employee that you are hoping for a conversation to work out the issue. You may say something like —Please hear me out without interruptions, and then I will listen to you and your point of view without interrupting you.¶ If it is true, let the employee know you expect to be able to resolve the issue in a positive way.
6. Be direct and candid. After greeting and making the employee comfortable, go directly to the reason for the meeting. Do not make —small talk.¶ Avoid chatting or asking general questions like, "Anything interesting happen today?" Questions such as these simply make employees suspicious of your motives.
7. In broaching the issue(s), you should explain the exact nature of your concern, making clear what has been observed and why it is important. For example, you might say: "I received a report today that you were rude to two customers. Obviously, the report concerns me. I want to take this opportunity to discuss the report with you and hear from you what happened." If you already know the names of the two customers involved, you might have added that to the introductory remarks. You should present your concerns directly and openly to the employee.

8. Where employees are cooperative, your job will be confined to determining what the employee's view of the incident is. For example, if the employee responded to your statement, by saying, "Yes, that is true," you should follow-up by asking: "Could you give me the details from your point of view? How did this come about?"
9. Some employees may be hostile. In those cases, you should remain calm, speaking in measured voice. Because someone yells at you, it does not mean that you must yell back. You are the supervisor and to control the meeting you must control your emotions and reactions. Rather than reacting to the employee's hostility, you should redirect the employee's attention to your concern: -What occurred in the incident or issue being discussed?|| -Why did it happen?|| —How can we improve performance to ensure it does not happen again?|| If the employee continues to behave in a hostile or abusive manner toward you, you should calmly advise the employee that such behavior may result in disciplinary action. If the behavior continues, you should halt the session and discuss the matter with your supervisor or the employee relations or personnel office. It should be noted that merely disagreeing with the facts as presented is not necessarily hostile behavior on the part of the employee.
10. Focus on the behavior of the employee, not the employee's "character" or "morality." An employee is more likely to understand that he or she has behaved incorrectly in a particular circumstance than to accept a supervisor's assertion that his or her basic character is unacceptable. For

example, it is appropriate to say, —Your behavior on the ward today was rude, but it is never appropriate to say, —You are a rude person.

11. Be a good listener. Give the employee the opportunity to explain his or her version of the incident or circumstances about which you are concerned. Don't interrupt the employee while they are talking.
12. Keep an open mind during the counseling session. If the discussion raises a question or reveals that your information was incorrect, or the employee's explanation is satisfactory, say so to the employee. Even where the employee's explanation is not satisfactory, the employee is more likely to accept your judgment if you have given him or her the opportunity to explain.
13. In listening to the employee's version of the incidents, a number of possible explanations may emerge. After hearing the employee's explanation, you must decide whether other actions may be appropriate in addition to reinforcing to the employee what the rules are. For example, the employee may need additional training, or perhaps reassignment so a supervisor can give closer instruction. You may not wish to make those decisions at the time of the counseling, but ask to see the employee at a later date after you have considered the options with other supervisors in your unit.
14. If the employee indicates that the problem is personal, or if you have some indication that the problem is other than work related, tell the

employee about available assistance, such as the Employee Assistance Program (EAP), which can help employees deal with personal problems.

15. Reach an understanding on the corrective action which will be taken and set a definite follow-up date.

16. At the conclusion of the counseling session, you should thank the employee for seeing you and extend yourself to the employee should further problems of this nature arise. Ultimately you want the employee to know that you are available to assist in solving such problems before they erupt into the types of incidents which prompted the counseling session.

17. If you intend to confirm the session in writing, inform the employee that you intend to write a counseling memo and that a copy will be placed in their personnel file.

3.11 HOW TO COUNSEL

As per Donald H. Blocher Performance counseling normally results in a plan of action that helps the subordinate achieve individual goals and objectives. Performance counseling is a two person effort. The counselor's role is to assist a subordinate in identifying strengths and weaknesses, creating a plan of action, and then support the subordinate throughout the plan's implementation and assessment. The subordinate must be forthright in his commitment to improve and candid in his own assessment and goal setting.

As per George Ricky and Christiania Therese Performance Counseling is not appropriate for documenting counseling concerning misconduct or poor

performance. Counseling performance does however; provide a useful framework to prepare for almost any type of counseling session. It can assist counselors in mentally organizing issues and isolating important, relevant items to cover in the session.

As per Brammer and Shostrom Empathy is the action of being understanding of and sensitive to the feelings, thoughts, and experiences of another person to the point that you can almost feel or experience them yourself. Counselors with empathy can put themselves in their subordinate's shoes, they can see a situation from the other person's perspective. By understanding the subordinate's position, the empathetic leader can help a subordinate develop a plan of action that fits the subordinate's personality and needs, one that works for the subordinate.

Adler 1923 Counselors achieve credibility by being honest and consistent in their statements and actions. Credible leaders use a straightforward style with subordinates. They behave in a manner that subordinates respect and trust. Counselors earn credibility by repeatedly demonstrating their willingness to assist a subordinate and being consistent in what they say and do counselors who lack credibility with their subordinates will find it difficult to influence them.

In addition Adler (1926) sometimes counseling is tied to specific instances of superior or substandard duty performance. Subordinate perform or not the performance met the standard and what the subordinate did right or

wrong. The key to successful counseling for specific performance is to conduct it as close the event as possible.

As per Ansbacher and Ansbacher (1956) Counsellors focus counseling for specific instances on poor performance and miss, or at least fail to acknowledge, excellent performance. You should counsel subordinates for specific examples of superior as well as substandard duty performance. To measure your own performance and counseling emphasis, you can note how often you document counseling for superior versus substandard performance.

As per Sweeney and Wither (1991) Counselors should counsel subordinates who do not meet the standard. If the subordinate's performance is unsatisfactory because of a lack of knowledge or ability, the counselor and subordinate should develop a plan to improve the subordinate's skills. Corrective training may be required at times to ensure the subordinate knows and achieves the standard. Once the subordinate can achieve the standard, the counselor should end the corrective training.

According to Mjers and colleagues (2000) Counselors must counsel new team members when they report in. This reception and integration counseling serves two purposes. First, it identifies and helps fix any problems or concerns that new members have, especially any issues resulting from the new duty assignment. Second, it lets them know the unit standards and how they fit into the team. It clarifies job titles and sends the message that the chain of command cares. Reception and integration counseling should begin

immediately upon arrival so new team members can quickly become integrated into the organization.

According to Wiedenfeld, O'leary, Bandura, Berasa, and Levine Resalae 1990, performance counseling conducts a review of the subordinates duty and performance during a certain period. The counselors and subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, counselors should focus the session on th subordinates strengths, areas needing improvement, and potential.

According to Parmer and Rogers (1997), counseling at the beginning of and during the evaluation period facilitates the subordinate's involvement in the evaluation process. Performance counseling communicates standards and is an opportunity to establish and clarify the expected values, attributes, skills, and action.

As per Young and Lambie 2007 Performance counseling includes planning for the accomplishment of individual and professional goals. A counselors conducts this counseling to assist subordinates in achieve organizational and individual goals. During the counseling, the counselor and subordinate or client conduct a review to identify and discuss the subordinates strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling is not normally event-driven.

However, According to hattie, Myers and Sweeney (2005) performance growth counseling, a leader may choose to discuss and develop a -pathway to successl with the subordinate. This future – oriented counsel in establishes

near and long term goals and objectives. Every persons needs are different, and counselors must apply specific courses of action tailored to each client.

NONDIRECTIVE

The nondirective approach is preferred for most counseling sessions. Leaders use their experienced insight and judgment to assist subordinates in developing solutions. The leader partially structures this type D counseling by telling the subordinate about the counseling process and explaining what s expected.

During the counseling session, listen rather than make decisions or give advice. Clarify what is said. Cause the subordinate to bring out important points, so as to better understand the situation. When appropriate, summarize the discussion. Avoid providing solutions or rendering opinions; instead, maintain a focus on individual and organizational goals and objectives. Ensure the subordinate's plan of action supports those goals and objectives.

DIRECTIVE

The directive approach works best to correct a simple problem, make on-the-spot corrections, and correct aspects of duty performance. The leader using the directive style does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

Choose this approach when time is short, when you alone know what to do, or if a subordinate has limited problem-solving skills. It is also appropriate when subordinate needs guidance, is immature, or is insecure.

COMBINED

In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what is best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making responsibilities.

With your assistance, the subordinate develops his own plan of action. You should listen, suggest possible courses, and help analyze each possible solution to determine its good and bad points. You should then help the subordinate fully understand all aspects of the situation and encourage the subordinate to decide which solution is best.

	Advantages	Disadvantages
Nondirective	<ul style="list-style-type: none">• Encourages maturity.• Encourages open communication• Develops personal responsibility.	<ul style="list-style-type: none">• More time consuming.• Requires greatest counselor skill.
Directive	<ul style="list-style-type: none">• Quickest method.• Good for people who need clear, concise direction.• Allows counselor to actively use his experience.	<ul style="list-style-type: none">• Does not encourage subordinates to be part of the solution.• Tends to treat symptoms, not problems.• Tends to discourage subordinates from talking freely.• Solution is the counselors, not the

		subordinate's.
Combined	<ul style="list-style-type: none"> • Moderately quick. • Encourages maturity. • Encourages open communication. • Allows counselor to actively use his experience. 	<ul style="list-style-type: none"> • May take too much time for some situations.

3.12. COUNSELING SKILLS

Redman (1995) sees managers as on-going counselors who regard counseling as part of a manager's everyday life, —We all have been counseled at some time. We all have been counseled by somebody else. It probably hasn't been called that, it was just something that happened as part of two people talking.... you have probably realized that you do some counseling.

The Institute for Personnel Management Statement on Counseling in the Workplace has tried to address this issue by explaining that -Much workplace counseling is not counseling in the modern definition of the term but relates to situations which require the use of counseling skills (1992).

1) Communication Skill for the Counselor/manager

The manager can use his/her communication skills and tools in the workplace for the purpose of counseling the troubled employee. Effective communication will enable a manager with better understanding of why employees behave as they do. This will help him identify the factors that motivate and prevent the undesirable behavior and interaction of an employee.

This also improves communication and essential feedback mechanisms that allow employees to communicate with managers. It enhances the loyalty of the employees as they feel they are cared and listened to in a supportive environment. This ultimately results in their commitment to organizational goals and job performance. Counseling helps in regaining the self-esteem and motivation of the employees, reduces the levels of workplace conflict, stress and moreover, workplace miscommunication. Counseling has been a powerful impact on the staff. The manager-counselor must show the following qualities in order to counsel effectively.

2) Respect for employees:

The manager has to be aware of an employee's individuality, must recognize his skills, special attributes, unique values. As he aims to bring a positive change in his people with counseling, he must not project his own values onto them. Respect can be shown by listening to his story in a genuine effort to understand him better. Though respect is correlated to understanding, the same can be generated by accepting his/ her uniqueness. This can be expressed through warm gestures and comforting tones. Sometimes respect can be expressed through anger also.

3) Empathy:

It means being compassionate innately. It makes the leader understand his employee's situation. The travels with his employee's emotion, identifies the situation he is in and then develops a strategy to improve it. Empathic understanding has long been recognized as an important element in counseling.

In Rogers definition –Empathy is an accurate, empathic understanding of the client’s world as seen from the inside. To sense the client’s private world as if it was your own, but without losing the ‘as if’ quality – that is empathy.

4) Winning Trust:

The counselor-manager can win the trust of his employees with his honesty in his statements and actions. He has to prove his credibility so that he can earn his sub-ordinate’s trust and respect forever. The manager has to understand that this is not a one-time event but a process.

5) Understanding of self:

The manager, before counseling, has to understand himself first. He should be aware of his own values, needs and prejudices so that he will be careful before projecting his feelings onto his employees. He has to understand that counseling is not a trick nor it is simple. It is not easy to see things from another person’s point of reference. Moreover, the manager has to be fully convinced of the benefits of counseling, its short-term as well as long-term effects.

6) Establish a Connection

In counseling, what matters most is the extent of help a manager-cum-counselor can show to establish a connection with the troubled employee. As a practical matter he/she is trying to figure out what is going on in the other person’s head without worrying or assigning any psychological labels during the process of counseling. Counseling can be fruitful only when the troubled employee feels a connection with the manager. He might cross the bridge or

barrier for better behavior since he understands that his behavior is undesirable, not him. He comes to realize that the manager desires to do some good for him and his career.

7) Connection through Communication

To have communication is to have co-unity, to have oneness with each other. When message passes through the perceptions of the sender and the receiver, it is a complex process riddled with many internal barriers. There are many barriers to communication that can affect the manager's ability to get his/her own message out. When we have trouble with communicating with our spouses and relatives, communication with the troubled employee should be handled sensitively and delicately. The barriers should be overcome to make the process effective.

8) Language of the Manager

A manager has to be aware of the inherent language fallacy while communicating. He should also be aware of the fact that, other people may have vocabulary or linguistic limitations. Managers have to understand that generally they have more education and exposure than their employees. They use more advanced and sophisticated language and concepts about the business. So, they should choose the words, phrases or terminologies which are to be understood by the people. The counselor manager's use of appropriate style or words in language is of immense help.

9) Questioning and Listening Skills

Since problem employees are often emotionally troubled, supervisors or managers should allow them to verbalize or talk out their problems, thus

providing them the opportunity to open up with their concerns. Both the parties, in this sense, use questioning and listening skills during the process of counseling. The manager should ask more of open-ended questions to send a signal like —I want to know more. This process of asking question and listening actively indicates acceptance.

With active listening skills, a manager gives the signal that he/she is going along with the troubled employee. While listening, restating or rephrasing techniques can be applied to say that he understands what the other person intends to say. In the process of echoing the employee, the manager should be careful not to parrot every word that the person utters. It can be annoying and might not be effective at all. Paraphrasing gives the manager a chance to summarize what he has understood. A manager should come up with encouraging responses at the time of listening. Although the employee is communicating, he/she needs a little encouragement to go on.

3.13 THE CLIENT/COUNSLEE

Clients go into counseling for various reasons.

Some clients are ordered by the court. Prisoners or other offenders are sent so that they might receive help. Potential divorcees are sent for marital counseling by the court also. Others, upon examining their situations, feel the need for help or an improved life-style. Still some are referred for academic or vocational counseling. Others are driven by a crisis.

All clients have expectations of varying levels. Some clients expect rapid help and change. Others go into counseling with a mindset that nothing

will make a difference in their outlook and behavior. They go in order to satisfy a requirement or to stifle a potential feeling of guilt.

One of the most difficult clients to work with is the reluctant client. The reluctant client is one who does not want to receive counseling but finds him or herself in the counseling situation. The conscious resolution not to cooperate makes change and results difficult to achieve.

Resistance need not be always viewed as negative. According to Dyer and Vriend, —Resistance is an unavoidable process in every effective treatment, for that part of the personality that has an interest in the survival of the pathology actively protests each time therapy comes close to inducing a successful change.‖

Reluctance may sometimes manifest itself in hostility of the client, absenteeism, non-cooperation, strained civility, and other creative forms. Some clients are reluctant because of suspicion. Others are reluctant because they do not want to change. Still others are afraid to admit to any possible flaws they might have.

Strategies for Dealing with the Reluctant Client

There is the temptation to feel rejected if a client does not cooperate with the counseling process. It is important not to allow feelings of personal rejection to surface. The following are some suggestions for dealing with reluctance on the part of the client:

1. Refuse to consider yourself the target of the reluctance. This will affect your approach to counseling the client.

2. Show confidence and do not be intimidated.
3. Do not ignore the feelings of the client. Try to find out why he or she is reluctant.
4. Try to interpret the reasons for the reluctance and use these as an opportunity for teaching the client greater self-understanding.
5. Show the client that counseling helps one to deal with feelings even if they are uncomfortable.
6. Patient exploration of the client's behavior can help reduce the reluctance.
7. Go straight to work on eliminating barriers. Ask the client, -Are you ready for us to do some things together to make your current life a happier one? Another approach is —Can we set up a goal for you to tell everything about yourself that is really disturbing you?

Realize that you will encounter many reluctant clients. The test of your strength is in keeping calm and showing that you will not take the responsibility of doing it all by yourself. You are committed to helping him or her, but only if you are allowed to. Above all, be professional in your behavior at all times.

3.14. A COUNSELOR IN COUNSELING

One does not become an effective counselor by merely being a good person. There are some characteristics that all counselors are expected to have:

Have an identity. A counselor must know who he or she is. Know what you want out of life and what you believe. Stick to your values and Christian principles. A wavering personality is not able to help others effectively.

Appreciate the worth God has placed upon you. A counselor who recognizes that he or she is —of more value than many sparrows¹¹ is an asset to the cause. With your name engraved in the palm of God’s hand, how could you not respect and appreciate yourself?

Be open to change. Do not be satisfied with your present state. Strive to learn more and be an investigator. Take risks and find out new methods. There is a wide world of opportunities and learning.

Develop your own counseling style. Use your strengths and skills to develop your own counseling style. Study appropriate material thoroughly. Read and view videos. Always, remember to be the best counselor you can be.

Be open, sincere, and honest. People recognize and hate insincerity. Let your words and actions coincide. Operate with integrity.

Develop your sense of humor. Laugh, especially at yourself. It helps you to put things in perspective.

Be sensitive to people’s culture. Note that people are different and that is all right. Respect and have a high level of tolerance for people who are different from you.

Be an optimist. No one likes to be around a pessimist. We are sustained by the hope that we believe in. With Christ in our hearts, hope is always there.

Enjoy life. Learn to leave the problems behind and enjoy your own life. Do not perpetually carry around the cares and problems of clients. You need to experience your own periods of refreshing. This will make you more effective.

Have a caring spirit. Show a sincere interest in others. This concern must be based on respect, care, trust, and a valuing of others.

Have a reputation for confidentiality. A counselor must practice to have tightly-closed lips. No one wants a counselor who spreads information. A counselor's #1 quality is confidentiality. Clients like the assurance that their issues are not being discussed casually with others.

Be sensitive to human relationships. Try to understand people's feelings.

Have an objective attitude. Learn to become emotionally detached. Also do not allow yourself to become overly sympathetic.

Do not display a passion to reform everyone. Some persons are on a campaign to change the world. This attitude could turn people away from you.

Be natural. People are attracted to people who are simple and easy to associate with. Clients like to feel comfortable.

Show confidence in people and in their potential for growth. People like to be told, —You can do it.‖

Be a listener. One cannot counsel effectively if he/she does not listen. Listen to what is being said and what is implied. Do not put words into the client's mouth or try to anticipate him or her. Listen wholeheartedly, without fidgeting around with papers and other distracting material. Do not be afraid of silence.

Sometimes the client will speak haltingly and make long pauses. Be patient and wait.

Observe boundaries. Keep a professional distance. Once you enter into a counseling relationship, your behavior must be strictly professional.

Keep God as your Guide. Claim the promise that God has given you. He has promised you wisdom. Just ask Him.

3.15 CONFIDENTIALITY IN COUNSELING

Confidentiality is both a legal and ethical issue. The counselor should let the client know the extent of confidentiality in the relationship. Confidentiality must be broken when it becomes clear that the client may harm himself or others.

The counselor is also legally bound to break confidentiality when there is child sexual harassment of the elderly, and dangers to others. Sometimes, information collected in a session may need to be discussed with others for professional purposes only and with persons who are clearly related to the case. Inform the client of this. Here are some circumstances that allow for the reporting of information:

- When clients pose a danger to themselves
- When the therapist believes that a client under the age of 16 has been the victim of rape, incest, child abuse, or some other crime
- When the counselor determines that the client needs hospitalization
- When information is made an issue in a court case

The importance of confidentiality cannot be overstressed. This is a pillar of the counseling relationship.

3.16. PERFORMANCE APPRAISAL AND COUNSELING

Merit Appraisal - a supervisor's annual evaluation of an employee used to determine annual salary increases.

Interim Appraisal - a supervisor's evaluation of a new employee during the probationary period and within six months after an employee changes jobs through transfer or promotion.

Counseling Report - a report which documents a discussion about an employee's performance that does not meet the supervisor's expectations and delays a merit pay increase until such time as the performance improves to a —meets level.

Counseling Memo - a memo which documents a discussion about less serious performance problems.

Performance Expectation - a behavioral description of how the job should be done.

Policy:

Performance appraisals are to be conducted fairly and honestly to ensure high productivity and efficiency of college personnel. Performance appraisals will be conducted in accordance with nondiscrimination policies; supervisors will be held accountable for completing and processing employee appraisals on time.

Performance counseling has been described by Blocher (1996) the supervisor should typically discuss performance problems with the employee as they occur. If the problem is not corrected within an appropriate period of time, the employee should typically be counseled again with the discussion documented as a counseling report.

Employee Performance	Supervisory Action
<ul style="list-style-type: none"> • Minor problem that needs correction. • Repetition of less serious problem (but overall meets expectations). • Major problem that needs correction to meet performance expectations. • Extreme problem and/or repeated problem. 	<ul style="list-style-type: none"> • Discuss with the employee and monitor performance closely. • Discuss again and follow-up with a Counseling Memo documenting the problem. • Discuss with employee and follow-up with a Counseling Report. • As the situation warrants, complete Counseling Report or terminate employment

3.17. EFFECTS OF POOR PERFORMANCE

A poor performance is usually something you see in amateur theatre – not in the workplace! Many employers – if not most – confuse poor performance with negligence, incapacity and even misconduct. This is because of a lack of understanding of the clear distinctions that separate the various

conditions – in other words, the employer does not know what the charge should be. He only knows that what is happening is unacceptable to him, and the employee must be dismissed as quickly as possible.

The result of this uninformed action is that the employee is charged with negligence, poor performance, incapacity, misconduct and, as if that is not enough, the charge sheet also states that the trust relationship has irretrievably broken down and that the employment relationship has become intolerable.

Poor Performance does not look at the behavior of the employee at work. Problems of behavior are addressed under misconduct. Poor Performance looks at whether the job, which the employee is being paid to do, is being done properly.

Misconduct or unacceptable behavior

Poor Performance results in investigation, counseling, meeting and discussion with the employee, training and so on, before dismissal is even contemplated.

Performance is all about how the employee does the job – i.e. quality.

The Remedy for Poor Performance

The first step is to hold a meeting (an informal affair) with the employee. Explain where the employee is falling short, what standard is not being met, and discuss the matter fully to see if the reason for the poor performance can be established.

It may be a domestic crisis that the employee or it may even be a work related problem, such as a supervisor who is victimizing the employee, harassing the employee in some way, and so on.

The important thing is to establish to cause – if you don't know the cause, you cannot treat the problem.

Just make sure that you follow the correct procedures:-

1. First and foremost, you must determine whether the employee's actions are due to poor performance or due to negligence.
2. In other words (and this is important) talk to the employee and find out why he or she is not performing to the correct standards.
3. If the employee KNOWS what to do but has failed to do it correctly... then it negligence and you can take the appropriate disciplinary action. If however you find out that the employee does NOT KNOW what he or she was meant to do, then its poor performance... this could be due to lack of skills, not being trained or even not being told properly what to do.. then you must do performance counseling – Not discipline.

Here's what to do when counseling for poor performance:-

1. Tell your employees what the required performance standards are – they must know what is expected of them.
2. These standards must be achievable and realistic.
3. You should give adequate support and regular counseling to the employees to help them achieve the standard.

4. Your employees must be given enough time and opportunity to perform at the required level.

If you have followed this process and they still do not perform at the required standard, then you can hold a hearing and take the appropriate action.

If however you find out that the employee does NOT KNOW what he or she was meant to do, then it's poor performance... this could be due to lack of skills, not being trained or even not being told properly what to do...., then you must do performance counseling – NOT discipline.

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4. Your employees must be given enough time and opportunity to perform at the required level.

If you have followed this process and they still do not perform at the required standard, then you can hold a hearing and take the appropriate action.

This is quite a tricky process. If you need help, or if you just need more information on this or any other employment issues, please don't hesitate to contact me..... just click on the button below.

Staff warnings / performance counseling

When the staff members are not performing to the required standard, not meeting productivity levels, not following company policy or procedures or involved in any form of misconduct etc then performance counseling needs to take place.

George Rickey and Christiania Therese

Counseling is a formal process, initiated by the first – level supervisor where an employee is provided with specific feedback on their performance. It involves advising the employee in advance that a discussion about their performance is to be held, arranging and holding the meeting, and documenting that meeting.

Important organizational benefits

- Managers equipped to handle those difficult staff situations needing confrontation skills.
- Performance and behavioral issues handled in a timely and professional manner before they get out of hand.
- Managers feeling more competent, confident, respected, and in control.
- Improved managerial assertiveness and effectiveness.
- A work environment where managers and employees know exactly what is expected of one another.
- A learning organization where mutual feedback is encouraged (and a feedback culture thus enhanced).
- Improved two – way communication.

- Increased use of praise and recognition – with resulting motivational benefits.
- Continual performance improvement and increased productivity.
- Staying on the moral and legal —high ground‖ when dealing with staff performance issues.