

**CPUT**

# PERFORMANCE LEADERSHIP & ENGAGEMENT (PLE)

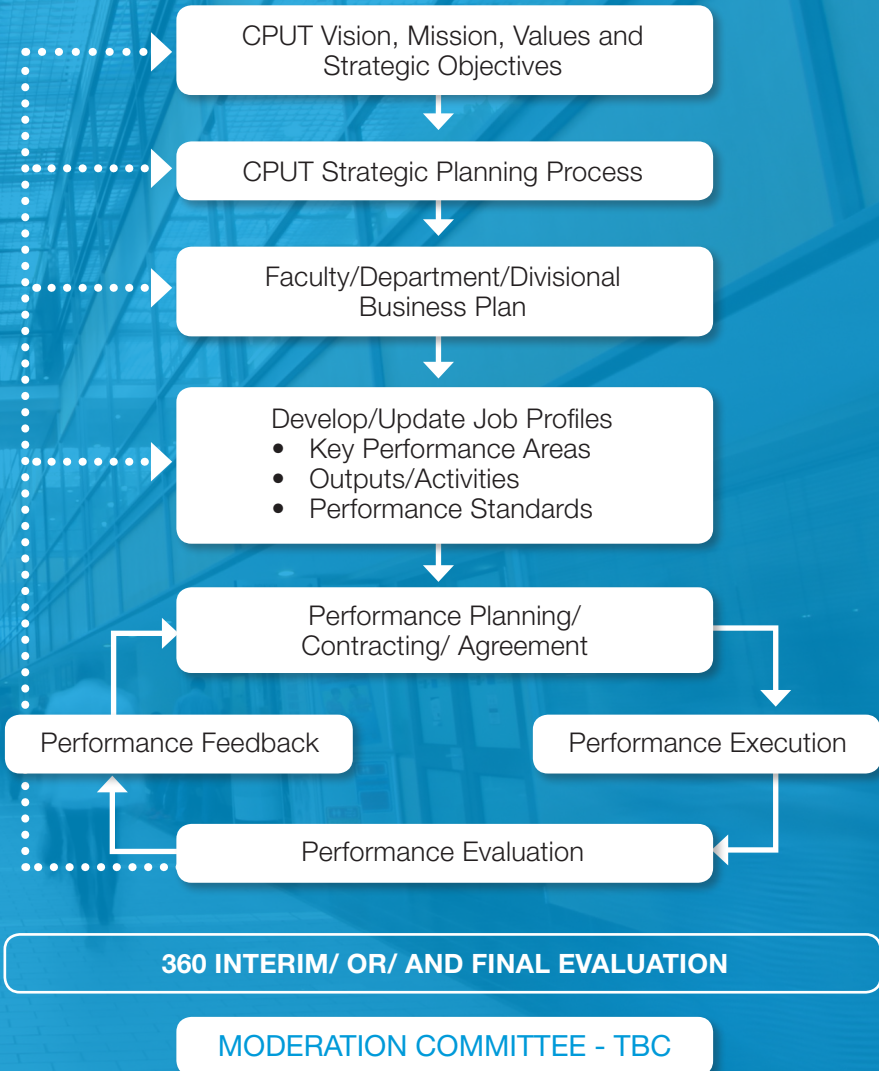
Guidelines for Staff

creating futures



Cape Peninsula  
University of Technology

# CPUT Performance Leadership & Engagement Strategy



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Every effort has been made to ensure the accuracy of the information in this booklet; however the University reserves the right at any time, if circumstances require making changes to any of the published details.

# 1 Purpose of Performance Leadership & Engagement

- This process is both aligned and an action to shift towards the desired work values expressed by the participants of the cultural survey; engagement, recognition, accountability, transparency, leadership, efficiencies and building trust.
- To implement the Strategic Plan of the institution. To ensure that individual objectives are aligned to strategy, culture and achievement of objectives are tracked, measured and feedback takes place.
- To provide a vehicle for culture change as it facilitates a shift towards becoming more accountable and responsive to changing circumstances.
- To provide input into other human capital systems such as the training and development of staff, organisation design and remuneration practices.
- To ensure performance leadership is applied fairly and objectively. To ensure that managers and employees understand, accept and own the system.

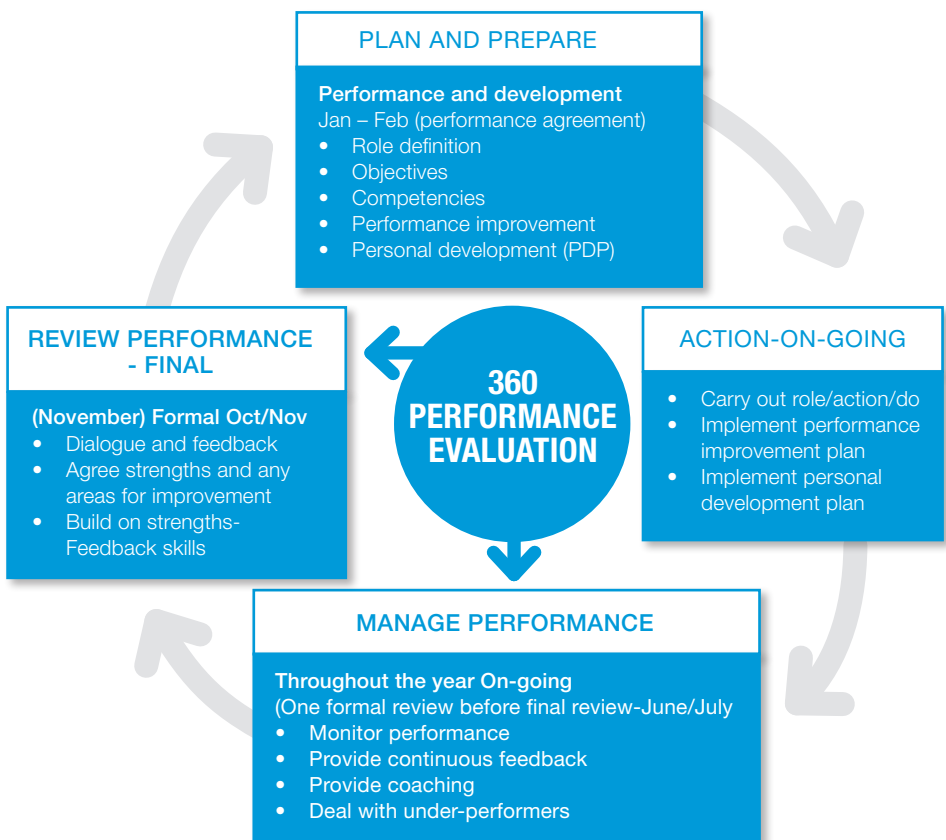
## **The goals of the Performance Leadership & Engagement system at the Cape Peninsula University of Technology are:**

- To formulate a meaningful personal development plan for every member of staff.
- To reach agreement on individual outputs that are aligned with institutional and faculty/department goals.
- To develop individual performance measures aligned to institutional quality assurance measures
- To enhance participation of staff in the day-to-day, job-related problem solving processes.
- To ensure that developmental, meaningful, performance discussions will become an ongoing way of managing, not one short annual event.
- To enable managers and individuals to identify performance barriers that hinders the achievement of objectives.
- To formulate effective (where applicable) action plans to deal with these barriers.
- To guide and recognise staff objectively, consistently and equitably and to ensure succession planning.

## 2 Performance Agreement/ contract

- An agreement between a manager and an employee about the employee's objectives and responsibilities (agreed role) and behaviour during an assessment period (Key Performance Areas - KPA's).
- It is a management method used to determine and monitor performance and behaviour expectations, manage development and align employees with the desired work values, institutional goals and strategies of the institution.

## 3 The Performance Leadership & Engagement cycle



## BEFORE THE MEETING

### At the start of the cycle:

- The manager and staff member will meet to engage and establish individual objectives for the period ahead and identify requisite attitude/ behaviors/skills/knowledge (i.e. competencies) which will facilitate the achievement of objectives.
- The manager and staff member will also discuss what development plans could enhance performance in the current job or future jobs, and how, when and by whom performance will be tracked and measured.
- The manager will also invite feedback on how they may add more value to support an individual optimally.

## AFTER THE MEETING

### Interim review:

At least twice, but ideally more often during the year, the manager and staff member should meet formally to review progress against the objectives discussed at the beginning of the cycle. Informal reviews should take place as often as required.

At least twice a year (formal during June/July)

### At the end of the cycle/ final evaluation:

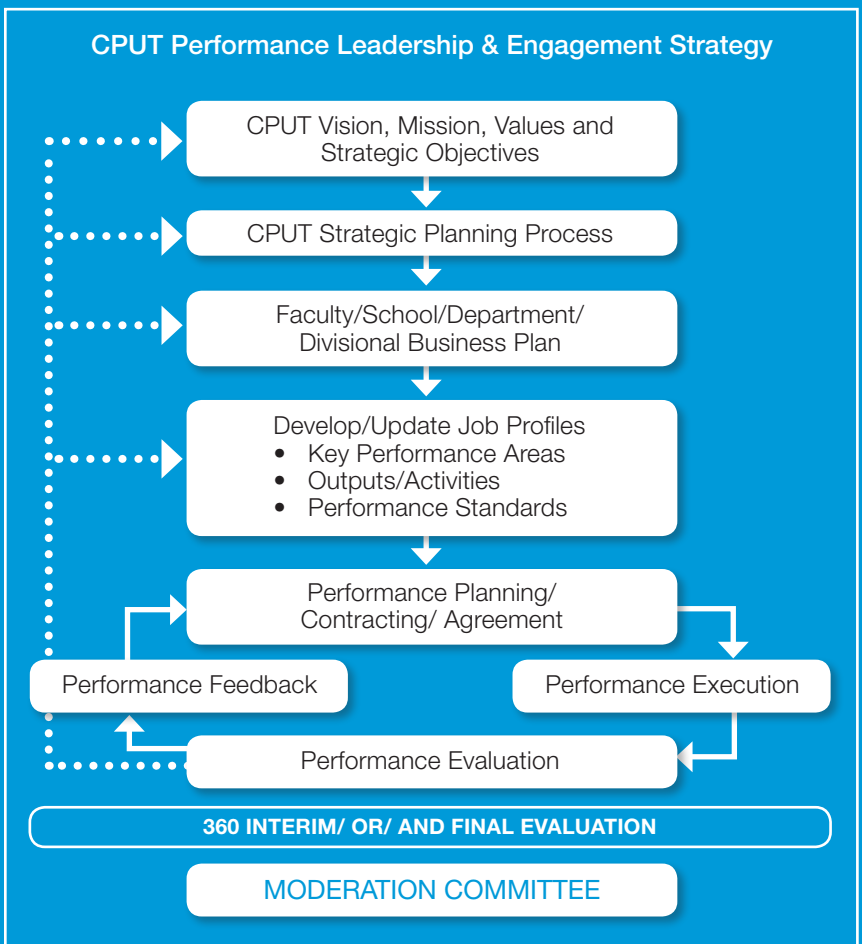
At the end of the cycle, the annual Performance Evaluation is conducted.

Notes from progress review meetings in the course of the cycle should be used to assist in the performance evaluation of each objective.

Progress made against the development plan is also a critical part of the evaluation.

# 4 Department Goals and Measures

Each faculty/ department must compile its own plans and measures aligned to the Institutional Strategic Plan and Measures. These plans should be referred to prior to engaging in the individual performance leadership process. Faculty/ Department plans offer clear guidelines around objectives, measures and allocation of responsibilities. These guidelines inform the content of the performance leadership process of the individual level.



# 5 Levels of Performance

## **OUTSTANDING PERFORMANCE**

Performance far exceeds the standard expected of a staff member at this level. The performance evaluation indicates that the incumbent has achieved exceptional results against all performance criteria and indicators and maintained this in all areas of responsibility throughout the year.

## **ACHIEVED PERFORMANCE EXPECTATIONS**

Performance fully meets the standard expected in all areas of the job. The performance evaluation indicates that the staff member has achieved effective results against all significant key performance criteria and indicators and may have achieved results significantly above expectations in one or two less significant areas throughout the year.

## **DOES NOT MEET PERFORMANCE EXPECTATIONS**

Performance does not meet the standard expected of the job. The performance evaluation indicates that the staff member has not met one or more fundamental requirements and/or is achieving results that are well below the performance criteria and indicators in a number of significant areas of responsibility. The staff member has failed to demonstrate the commitment or ability to bring performance up to the level expected in the job despite management efforts to encourage improvement.



# 6 The Individual Performance Leadership components

## 6.1 Performance Planning

It is the direct manager's responsibility to initiate (in January/February) the Performance Leadership Process (PLP) by calling for an individual meeting with each of their staff to discuss, and agree on key performance areas.

## 6.2 Key Performance Areas

In determining the KPA's for the period, documents that will assist in this process will be the Job Description and the previous year's Planning and Review Form once the PLP (a template provided) has been in operation for over a year.

Once KPA's have been identified (typically no more than 5 to 8), objectives must be set. When objectives are set (and objectives are more common, the more senior the job) the following guideline may assist. Where possible, objectives should be:

- Specific; say exactly what will be done
- Measurable; include the standards to which it will be done
- Action orientated; ensure that an end result is specified (outcome)
- Realistic; ensure that the goal is achievable
- Time-based; include time deadlines
- Controllable; achievement of objectives should be within the individuals' control.

## 6.3 Competencies

The manager and staff member should identify those behaviours and skills that they believe will facilitate the achievement of objectives

## 6.4 Performance Tracking

The purpose of tracking performance is to accurately and objectively collect concrete evidence of progress towards the achievement of objectives against the specified performance measures.

This includes evidence of barriers to the attainment of objectives. Tracking performance is the joint responsibility of the staff member and their immediate manager. However, the primary responsibility for tracking rests with the individual staff member.

Evidence of performance should be recorded on a continuous basis so that a

record of outputs is maintained. Individuals should guard against unnecessarily elaborate tracking methods and rather focus on existing sources of information.

Only where no reliable source of information exists, should new tracking sources be considered.

## 6.5 Performance Evaluation

The Performance Planning session also needs to address how individual performance will be evaluated during the cycle. Each individual is entitled to know in advance how their performance will be judged and should offer their own input around this.

The Performance Leadership Process is not intended to result in volumes of paper work. However, it is intended to elicit feedback from more than one source around how an individual is performing. Managers and individuals should try to incorporate existing feedback mechanisms into their Performance Plan.

## 6.6 The Final Evaluation Meeting

The manager needs to consult with others to whom the staff member has reported for certain tasks/responsibilities where this is appropriate.

The final evaluation  
needs to be completed  
at the END OF A  
12 MONTH CYCLE

The evaluation meeting should be a two-way process with the exchange of views.

Ratings levels should be substantiated with the use of examples where possible. Consider also any special circumstances that may have affected performance e.g. factors beyond the individuals control.

Ideally agreements on levels should be achieved, but this is not a negotiation, and the manager's evaluation is required by the process, substantiated by reference to the achievement or otherwise of objectives and performance measures. Rating levels should be consistent with the qualitative statements written during the year

All supervisors or managers should also be evaluated (both by their Line Managers) after taking into account feedback from subordinates on their management and leadership skills in addition to other objectives.

Both parties should comment on the development plan and the progress made.

Finally, an overall rating level must be decided using the levels provided.

# 7 Roles and Responsibilities

## THE ROLE OF THE HUMAN CAPITAL DEPARTMENT

The Human Capital Department plays a facilitative role in the implementation and maintenance of the Performance Leadership & Engagement System (PLES) by:

- Providing training to all staff on the Performance Leadership & Engagement System.
- Developing training and information material on the Performance Leadership System.
- Providing on-going advice and consultation to all Faculties/Divisions.
- Providing advice and assistance in the identification of key performance indicators
- Providing assistance in the development of guidelines

## THE ROLE OF EXECUTIVE DEANS/ DIRECTORS/ EXECUTIVE MEMBERS

Executive Deans/Directors/ Executive members are accountable for the following in respect of the Performance Leadership & Engagement System:

- Ensuring that staff attend the training on Performance Leadership Engagement
- Advocating the value and benefits
- Role- model the process
- Ensuring that the Performance Leadership & Engagement System is implemented in their Faculty/Division and is appropriately applied

## THE ROLE OF HOD/LINE MANAGER

HoD/line manager are accountable for the following in respect of Performance Leadership & Engagement:

- Ensuring that role clarities/profiles and objectives are developed for all staff members reporting to them
- Ensuring that appropriate and clearly defined performance and development objectives are set for their staff members and methods of assessment are clearly defined in the performance agreements at the beginning of the review period when the performance indicators are set.
- Ensuring that an interim review and final review is conducted
- Providing feedback to staff members in a constructive manner
- Evaluating performance in an objective manner

### THE ROLE OF THE STAFF MEMBER

Staff members are accountable for the following in respect of Performance Leadership:

- Developing draft performance and developmental goals to support their role clarity and in accordance with the strategic priorities of their Faculty/Division
- Immediately alerting their HoD/ Line Manager in the event of circumstances beyond their control preventing/potentially preventing them from achieving their performance or developmental objectives
- Demonstrate self-insight objectivity and self-evaluation of their achievement of their performance and developmental objectives
- Submitting failures to reach consensus with their HoD/Chairpersons for review, where appropriate.
- Take self-responsibility to engage with manager around performance areas and discussions (management of self)



## Characteristics of Performance Leadership & Engagement (PLE)

### SMART GOAL MODEL

<b>S</b>	<b>SPECIFIC/TESTING</b> clear, unambiguous, understandable and challenging
<b>M</b>	<b>MEASURABLE</b> in terms of quantity, quality, time or money
<b>A</b>	<b>ACHIEVABLE</b> challenging but within the reach of a competent and committed person
<b>R</b>	<b>RELEVANT/REALISTIC</b> to organizational objectives so that they and the individual's goals are aligned
<b>T</b>	<b>TIME-FRAMED</b> to be completed within an agreed timescale

## 8.1 Guidelines for preparing the Line Manager for a successful Performance Engagement Process

### Before the meeting

- Communication is important to specify what, when, where and how.
- Provide a standard email communication to all relevant employees which will outline the aim of the Performance session, objectives.
- It is important to set appointments using formal outlook meeting planning to allow sufficient time for the manager and employee preparation.

### Preparing for the discussion

- Prepare the draft performance agreement (guideline or design as agreed template provided), as well as measurable outputs required.
- Clearly define the faculty/department's targets and expected output
- Provide the employee a soft copy to review and add note and comments in preparation for the meeting
- Keep all relevant templates ready for guidance, such as the Performance Development Plan (PDP)
- Gather data such as projects, work records, feedback from customers, input from peers

## PLANNING PHASE

### Planning (Crucial) Stage – Manager and Employee Meet

#### On the day of the meeting:

- Establish a comfortable undisturbed environment.
- The planning phase is an opportunity for the manager and employee to discuss the Performance Leadership 'Engagement' process.
- To clarify the role - how your role contributes to the institutional plans and strategy, why your job exists, how your role fits into the team/ dept./faculty/institution, your key performance areas (KPA's) or outcomes, the critical behaviours that support the required outputs - role clarity can either be one on one between manager and an employee, or team discussion.
- Discuss and agree upon the objectives of the meeting, to create a performance development plan (PDP).

- The staff member discusses the achievements and progress accomplished during the period.
- The staff member identifies ways in which to further develop performance, including learning and development (training), new challenges and so on.
- The line manager discusses performance for the period and suggests ways in which the staff member might further develop performance.
- The line manager adds and or confirms the developmental interventions reflected in the PDP
- Discuss areas of agreement and disagreement, and reach consensus
- Examine job responsibilities for the coming period and in general
- Agree upon standards for performance for the key job responsibilities

### **Set goals for the period**

- Discuss how the goals support the accomplishment of the institution vision, values, human capital strategy, and faculty / dept. strategy
- Discuss and Agree upon a measurement for each goal
- Assuming performance is satisfactory; establish a PDP – performance development plan (guideline template) with the staff member, to help grow professionally and in all required areas
- If performance is less than satisfactory, develop a written performance improvement plan, and schedule more frequent feedback meetings. Remind the employee of the consequences for poor performance. The line manager and employee discuss the employee feedback and constructive suggestions for improvement
- Discuss anything else the manager or employee would like to discuss, maintaining positive and constructive environment and atmosphere
- Mutually sign the performance agreement and development plan to indicate the discussion took place
- End the meeting in a positive and supportive manner. The manager expresses confidence that the employee can accomplish the plan and that the manager is available for support and assistance
- Set a timeframe for the 1st formal review
- Remember to set SMART goals (SMART Criteria)
- Emphasise the values of the institution, the behaviours e.g. customer service care, respect
- Ensure employee understands what value their position adds to the organisation and stakeholders.

## 8.2 Competencies

### COMPETENCIES

A competency is the specific behaviour, knowledge and motivation that an individual must demonstrate in order to be effective in a given job or role (Deloitte HC Competencies) e.g. customer focus; developing others.

CUSTOMER FOCUS	DEVELOPING OTHERS
<p>Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.</p>	<p>Planning and supporting the development of individuals' skills and abilities so that they can fulfill current or future job/role responsibilities more effectively.</p>
KEY ACTIONS	KEY ACTIONS
<p><b>Seeks to understand customers</b> - Actively seeks information to understand customers' circumstances, problems, expectations, and needs.</p> <p><b>Educates customers</b> - Shares information with customers to build their understanding of issues and capabilities.</p> <p><b>Builds collaborative relationships</b> - Builds rapport and cooperative relationships with customers.</p> <p><b>Takes action to meet customer needs and concerns</b> - Considers how actions or plans will effect customers; responds quickly to meet customer needs and resolve problems; avoids overcommitments.</p> <p><b>Sets up customer feedback systems</b> - Implements effective ways to monitor and evaluate customer concerns, issues, and satisfactions and to anticipate customer needs.</p>	<p><b>Collaboratively establishes development goals</b> - Works with individuals to identify areas of development, understand need for improvement, and set specific development goals.</p> <p><b>Collaboratively establishes development goals</b> - Works with individuals to identify options for meeting development goals; explores environmental supports and barriers to development; jointly determines appropriate development activities.</p> <p><b>Creates a learning environment</b> - Secures resources required to support development efforts; ensures that opportunities for development are available, offers assistance to help individuals overcome obstacles to learning.</p> <p><b>Monitors progress</b> - Gives individuals specific feedback on their performance related to established goals; highlights key positive and negative performance issues; adjust plans to ensure development.</p>

### 8.3 SUPPORTING DOCUMENTATION TO BE USED: *(these are examples)*

✓ Role profile and /'job description' as some people know it	✓ Faculty Strategic plans
✓ Competencies and Key performance areas (KPA's) for job	✓ Quality Management document
✓ Vision 2020/ 2030	✓ HEQC Report per faculty
✓ Human Capital Strategy	

### 8.4 CHECKLIST *(some points to check if you have done the most important aspects), did you*

ACTION POINTS	COMMENTS
Clarify competencies, actions and behaviours required to achieve desired standards and targets.	
Discuss and document support the employee will require in order to achieve the standards and targets.	
Clarify and review the process?	
When will we review progress and check in?	
How often will the formal review process occur?	
Which documents will aid the process (various templates?)	
Did I set aside time to engage?	

#### After meeting:

- Hand copy over to employee and keep original and set date for the formal review

#### Be reminded to:

- Emphasise where the employee makes a contribution and why they and the job they do is important
- Discuss those behaviours which encourage and produce excellence and what best practices are
- Review the support the employee requires to achieve measurable output
- Set aside time to engage.



# 9 Purpose of 360 Performance Evaluation

(Implemented for Grades 1 - 4, other grades to follow)

## INTRODUCTION

For the purpose of performance leadership aimed at reinforcing the desired work values identified by staff who participated in the work values survey; as well as the concepts from our Vision 2020, and moving towards the 2030 Vision.

**The 360 Performance Evaluation shall be conducted every 2 to 3 years.**

The 360 Performance Evaluation method is a performance assessment methodology that is analogous to the multiple points on a compass, providing each targeted employee the opportunity to receive performance feedback from his or her supervisor/ line manager, peers, staff members (subordinates) and customers. As a multi-source performance feedback tool, it solicits performance feedback from all who observe and are affected by the performance of a candidate, and it typically incorporates performance feedback from the following sources:

- o Self-evaluation
- o Superior/ Line Manager evaluation
- o Subordinate evaluation
- o Peer evaluation
- o Customer evaluation (when required)

A 360 Performance Evaluation process is used as a method that provides a better balanced evaluation of an employees' performance, as it is based on the opinion of different groups of reviewers who interact in different formats and capacity with an evaluated employee.

### 9.1 Philosophy/principles:

- Culture is mainly experienced through the person we report to
- The 360 focusses on the climate that is influenced by how we make one another feel at work; indicating the climate we create together; as well as the actions and behaviours of the leadership that influences culture. We therefore collectively take responsibility for the climate we create.

### 9.2 In general Performance Leadership aims to:

- Treat the management of performance as a way of life
- Keep it simple
- Advocate enthusiastically and communicate benefits
- Involve your staff in discussions
- Integrate performance leadership as a leverage to developing and growing staff; and cultivate a positive work climate.
- Manage performance in a consultative, supportive and non- discriminatory manner to enhance organisational efficiency and effectiveness, accountability for the use of resources and the achievement of results
- Performance processes shall link to broad and consistent staff development plans and align with the department's strategic goals
- Performance leadership processes shall be developmental. This is the first step to achieving staff engagement and recognition because employees do not feel included enough.
- Performance leadership should minimise the number of grievances, poor performance, identify training, fine tune strategy and structure or any other gaps.
- The system must be defensible

The 360 Performance Evaluation is an online internal CPUT customised survey which takes  $\pm 15 - 20$  minutes to complete

### 9.3 The most important work values to be evaluated are the following below (focussing on questions relative to the work environment):

- Employee engagement
- Accountability
- Transparency
- Recognition
- Client Centeredness
- Role modelling
- Continuous improvement

### 9.4 360 Reports

Summary steps to participants who will complete the 360

- Inform the staff member who will be evaluated that the 360 will be done
- Staff member and Line manager clarify any aspects before the roll-out of the surveys
- The staff who will complete the survey/s i.e. the peers and direct subordinates will be notified of the purpose of the 360 and how to complete the survey/s.
- The Line Manager will be assisted by the Human Capital Business Partner.
- On completion of the surveys, the data will be collated and prepared in a report to the Line Manager for discussion with the individual who was evaluated.
- The data will be treated with the utmost confidentiality

# 10 Performance Leadership & Engagment Skills

## WHAT IS THE TRAINING ABOUT (SKILLS PRACTICE DURING THE TRAINING)

### ***“Creating and Sustaining a High Performance and Learning Culture”***

# 1

#### Learning Outcomes

How to agree team and individual Performance Expectations which combine the requirements of the job from the organization's point of view and the individual's needs for challenge and growth opportunities.

How to communicate to a the team and individuals how they are performing against specific objectives and performance standards (including leadership practices) with the objective of ensuring continuous learning and achievement of objectives

How to ensure the development and growth of the team and individuals as they work towards achieving agreed expectations including giving guidance and direction, providing instruction and training, and working with individuals on how they can go about a certain objective or skill.

How to monitor performance against agreed expectations to provide information for use in recognising achievements, giving feedback and developing strategies to solve problems and to identify coaching opportunities.

# 2

#### Who should attend

All Staff, Managers, Team Leaders

Individuals required to influence the performance of others – individuals or groups e.g. Project Team and Task groups

# 3

#### The Skills

To develop the leadership skills required in the ongoing process of directing the activities of individuals and teams towards the achievement of agreed goals, which support the overall goals of the organisation.



## 4

**Performance Leadership – What it is**

Understanding Performance Leadership and the Managers / Team Leaders role in its implementation. The aims of Performance Leadership being to:

Agree job requirements, set individual and/or team objectives, performance and behavioural standards that align with the organization as a whole.

Empower individuals to perform optimally.

Gain role clarity.

Improve communication between team leaders and team members.

Agree and maintain acceptable levels of performance and behaviour.

Identify appropriate opportunities for development.

Give and receive continuous feedback on performance and development.

## 5

**Engaging for Participation**

Using appropriate interactive skills to explore with others the meaning of must know information and / or appropriate solutions to issues in a manner that encourages increased levels of participation, consciousness and capacity for action. How to apply these skills in performance leadership interactions with team members.

## 6

**Enabling for Performance**

Using appropriate interactive skills to create positive, safe environment while providing direction through guiding the group process to enable achievement of agreed objectives / goals / outcomes. It is about creating the initial conditions that lead to successful achievement. It is also about ensuring that individuals and teams are committed to achieve agreed goals and holding them accountable for delivery.

## 7

**Coaching & Feedback for Success and Growth**

Using appropriate interactive skills to assist individuals or a team in their development as they work towards achieving agreed outcomes. It involves giving guidance and direction, and working with them on how they can go about achieving a certain objective(s) or developing a skill(s).

# 11 Definition of Terms

## FOLLOWING ARE WORDS OR PHRASES USED IN THIS GUIDELINE.

Familiarity with the definitions will make it easier to understand the remaining pages.

<b>Accountabilities</b>	Specific job tasks that describe the work of the employee, plus the performance standards that specify what is required for acceptable performance. Accountabilities are defined jointly by the employee and manager, thereafter recorded on the PLP form. This handbook provides basic instructions on how to write Accountability statements.
<b>Behaviours</b>	Factors that influence overall job performance. They are: Customer Service Care, Teamwork, and Leadership.
<b>Coaching</b>	Activities involved when a manager is helping an employee improve their performance. Coaching may be conducted in brief (5- or 10-minute) discussions with the employee, or it may involve longer interactions aimed at bringing the employee's performance closer to the standards expected.
<b>Competencies</b>	A competency is the specific behaviour, knowledge and motivation that an individual must demonstrate in order to be effective in a given job or role (Deloitte HC Competencies) e.g. customer focus; developing others.
<b>Development</b>	The process of improving performance. Development may involve learning new skills or responsibilities, or improving current abilities. Coaching is one way to help an employee's development. An annual development plan is written during the Year-End Review.
<b>Formal Review 1</b>	A required, meeting between the line manager and employee for the purpose of going over the Accountabilities and Behaviours so that the employee knows where they stand before the end of the evaluation period. The Performance Leadership System is designed to be used on an annual basis, with the Mid-Year Review being conducted about six months into the year (the year begins whenever a new staff member commence, not necessarily tied to any calendar month). At Mid-Year.

## Definition of Terms (continued)

<b>Review</b>	The line manager discusses with the employee how they would be rated.
<b>PLP</b>	The abbreviation for the new Performance Leadership Process, a three-part process of Planning, Coaching, and Review. The PLP is an on-going process of interactions between the supervisor and employee, ending with the completion of the PLP form. This process is around development and feedback.
<b>Performance Standards</b>	Statements that are added to Accountabilities to specify what it means to “meet standards” for each Accountability statement. The guideline will give guidance on how to incorporate performance standards into the Accountability statements. (Ratings)
<b>PLES</b>	Performance Leadership & Engagment System, the whole process and elements forms part of the system, Performance Leadership in this context is around development.
<b>Planning</b>	This is the first step in the PLES. The line manager and employee
<b>Values</b>	The values of CPUT, (consult the website for further details)
<b>Line Manager</b>	Any person that manages others, can be one or more
<b>PDP</b>	Performance Development Plan, (a plan that captures the development areas to be achieved to meet the objectives and expectations

# The Performance Leadership & Engagement cycle



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