

ROLE CLARITY

1. JOB CONTENT ANALYSIS

Source: Hay Consulting

Job Holder's Name:

Job Title:
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1. Job title, brief job description and job grade

Job title

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Brief job description (In one paragraph, briefly describe your job).

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2. Purpose of the job statement

In one paragraph, describe the major purpose of your job i.e.:

- a) Why it exists and
- b) Its expected end results.

Your statement should answer the following questions:

Why was this job created?

What is this job's unique contribution to the organisation?

What would not get done if this job did not exist?

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b)

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3. Major challenges and problem solving

a) Explain the greatest challenges in your job.

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b) State typical problematic situations in your job and how these are or can be resolved.

Typical problems	How are these resolved?

6.2 INPUT PHASE – ASPECT TWO: Knowledge and skills required in your job

Minimum School Standard:

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Post Matric qualifications:

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Previous working experience:

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Personal qualities/other abilities:

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6.3 PROCESS PHASE – ASPECT THREE: Decision-making required in your job

Prioritised key decision-making areas of your job	Example of final decisions from your key area (list decisions for which you are responsible	Consequences of incorrect decisions

Notes

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2. KEY PERFORMANCE AREAS AND INDICATORS

Biographical information

Name:	Company/Control Number:
Job title:	Job Level:
Section:	Line Manager:
Company:	Division:

A. Agreed summary of Vision and Corporate Goals:

Top Ten Priorities

B. Agreed summary of the Divisional Charter:

Agreed summary of the Department and Team Charter:

Agreed summary of my role & key challenges in current year:

Agreed Review dates:

Interim 1:	Interim 2:	Interim 3:	Final & Appraisal:
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Signature & Date:

<i>Employee:</i>	<i>Date:</i>
<i>Line manager:</i>	<i>Date:</i>

I am accountable for the following KPA's and Values:

Strong Message People and Change Management Coaching Forum

Mario Denton – marden@mweb.co.za Cell +27 82 88 29903 Webpage: <http://www.strongmessage.co.za>

KPA's (Key Performance Areas)	KPI's (Key Performance Indicators)	Weight
		30
		35%
		10%
		5%

KPA Rating Descriptors

1	2	3	4	5
Poor	Marginal	Competent:	Outstanding	Star Best of
Unacceptable	Needs	Effective	Excellent	the Best
<i>Does <u>not meet</u></i>	improvement	<i>Meets <u>all job</u></i>	<i>Meets <u>all</u> &</i>	<i>Exceeds <u>all</u></i>
<i>job requirements</i>	<i>Meets <u>some</u> job</i>	<i>requirements</i>	<i>exceeds <u>some</u> job</i>	<i>job</i>

Role Clarity: Self assessment

After you have read each statement, please decide the degree to which the statement accurately describes your own situation and your own feelings, using the following scale:

1. Completely disagree (CD)
2. Mostly disagree (MD)
3. Slightly disagree (SD)
4. Undecided (U)
5. Slightly agree (SA)
6. Mostly agree (MA)
7. Completely agree (CA)

	1	2	3	4	5	6	7
	CD	MD	SD	U	SA	MA	CA
1. I am clear on my accountabilities.							
2. My manager and I share the same goals for my work.							
3. I know what I must achieve in my work.							
4. I am clear on the objectives I must meet.							
5. The critical performance areas of my job have been explained to me.							
6. My work objectives are clearly defined.							
7. I am not clear on my authority in this team.							
8. My work group is clear on the work to be done and objectives it must achieve.							
9. One of the positive aspects at our workplace is the fact that every worker knows exactly what he should or should not do.							
10. I am clear on how I am supposed to perform my work.							
11. In this organisation there is sufficient clarity on every person's function and responsibilities.							
12. In this organisation it is always clear who has the formal authority to make a decision.							
13. Team members do not understand what is expected of them.							
14. My manager ensures that we have a clear understanding of our duties and responsibilities.							
15. I know what my job requirements are.							

Performance Management Survey

After you have read each statement, please decide the degree to which the statement accurately describes your own situation and your own feelings, using the following scale:

1. Completely disagree (CD)
2. Mostly disagree (MD)
3. Slightly disagree (SD)
4. Undecided (U)
5. Slightly agree (SA)
6. Mostly agree (MA)
7. Completely agree (CA)

	1 CD	2 MD	3 SD	4 U	5 SA	6 MA	7 CA
1. People know enough about our organisation's strategy to understand why their contributions are important.							
2. People understand their departmental goals and how they are aligned with those of the organization.							
3. People generally understand what makes us competitive in our industry.							
4. People identify with and are motivated by the goals and objectives of our department/organization.							
5. Our strategic objectives are regularly measured so that people know how we are doing as a department/organization.							
6. People have a clear sense of their roles and their overall purpose.							
7. People participate in defining their roles and aligning them with wider objectives.							
8. People have a clear sense of what they can contribute and how their performance will be measured.							
9. Careful attention is paid to the attributes and competencies which people required to reach their objectives.							
10. Development plans are formulated to cultivate the attributes and competencies required to improve people's performance.							
11. People feel committed to their objectives as a result of having negotiated them with others.							

12. Individual and team objectives are clearly aligned with departmental and organizational strategy.							
13. Objectives are generally challenging, achievable and time-based.							
14. People see performance planning as a normal process routinely undertaken by management.							
15. People have a clear sense of <u>what</u> their key outputs are as well as <u>how</u> they should be achieved.							
16. Objectives are regularly reviewed and updated on the basis on people’s ongoing performance.							
17. A continuous interest is shown in how people perform throughout the year and regular feedback is provided about both successes and failures.							
18. Changes in departmental strategy are translated into redefined objectives for individuals or teams on an ongoing basis.							
19. Coaching is regularly provided to help people improve their performance or extend their capabilities.							
20. There is a constructive developmental climate in which people are encouraged to learn from their experiences.							
21. Counselling is regularly provided where people are hindered by emotional difficulties in reaching their potential.							
22. Poor performance or non-performance is generally identified promptly and confronted.							
23. Poor performance is generally dealt with constructively.							
24. Feedback tends to focus on work issues and problems rather than on personal matters and is generally accepted rather than rejected.							
25. People feel recognized and supported by management in their daily work.							
26. Performance appraisals are seen as an opportunity for constructive dialogue about the achievements of the preceding year and plans for the future.							
27. Performance appraisals help motivate those who are receiving feedback about their performance.							
28. Performance appraisals are integrated into an ongoing process of feedback and are seen as routine events rather than uncomfortable occasions.							
29. Where participants are rated in performance appraisals							

the documented results are seen as valid rather than merely subjective.							
30. People prepare themselves carefully for appraisals.							
31. People take responsibility for improving their own performance through self development.							
32. Training needs are identified regularly as a result of performance-related feedback.							
33. Developmental opportunities are identified by appraisals.							
34. Experienced people are able and willing to share their skills and know-how with others.							
35. We are skilled at acquiring new competencies and in applying them.							
36. There are systematic attempts to improve performance in this department.							
37. People share high expectations about performance.							
38. Performance improvement is the focus of most management activity.							
39. People communicate freely about performance.							
40. People are committed to performance improvement.							

THE PEAK PERFORMANCE MODEL

Questions to think about

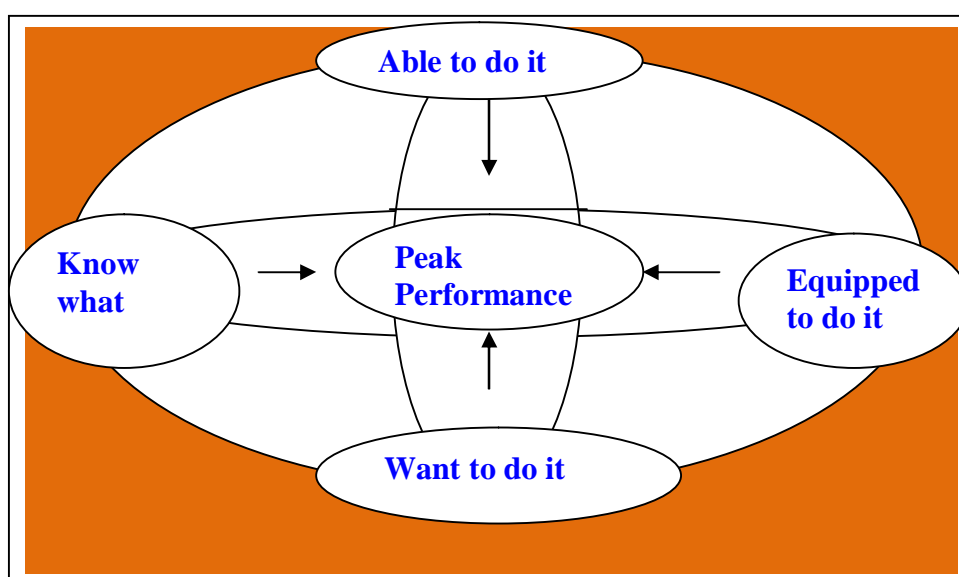
1. Describe a time when compelling communication allowed you and another person to connect and work together exceptionally well. What was the situation? What was it about you, the other person, and the communication that made this possible?
2. Describe a time when you were part of an exceptional cooperation with a customer or customer group. How did this happen? What made it so special? What did you learn from the experience?
3. When you reflect on your time with this organization, what is the greatest contribution it has made to you and your life?
4. Where in the organization is participatory decision-making at its best? What contributes to it? How does it work?
5. Tell me about a time that was particularly fun at work. What was the high point of this time? What made it fun?

6. When people are in leadership positions, what two or three things can they do that will help you be the best you can be?
7. If positive energy were the flame of the organization, how would you spark it? How would you fuel it to keep it burning bright?
8. What trends and changes are you seeing in the world that excite you and give you a sense of the confidence in the possibilities for the organization's future?

Be proactive and complete the following assessment with each staff member.

THE PEAK PERFORMANCE MODEL

The Peak Performance Model is a simple, four-element tool that captures the natural rhythm of successful management and integrates performance management and the daily work. It helps managers to focus their energies on managing the context and conditions of work, so that employees can thrive in the performance partnership and perform optimally.



Source: Butteriss

QUESTIONS ON PEAK PERFORMANCE

The questions below require more intensive work as they can only be answered if the business's strategic plans are known and available to all staff. Working through this, information can be gained that can be used in the actual performance management process).

1. Do I know what to do?

- 1.1 Where is this organization going and how is it going to get there?

- 1.2 How do my work and my work unit fit into the big picture?
- 1.3 What contribution will I make to the overall goals of the organisation?
- 1.4 Do I see the connection between my work plan and the vision and goals of the organisation? Do I understand how I fit in?
- 1.5 Do I know what success looks like? Will I know when I have achieved it?
- 1.6 Am I clear about how I should conduct business and what is valued in this organisation?
- 1.7 Do I know what I am being held accountable for?

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2. Am I able to do it?

- 2.1 Do I have the "intellectual capacity" to perform this level of work?
- 2.2 Do I have the knowledge and skills required to deliver on the commitments I have made?
- 2.3 Do my innate traits and characteristics match the needs of the work I am taking on? Do I fit in my job?
- 2.4 What other job in the organization might better capitalize on my strengths?
- 2.5 Do I have the knowledge and skills for the career I aspire to in the future?
- 2.6 Have I arranged for the coaching and learning support that I need to guide my own success and growth?
- 2.7 Am I taking care of my physical, mental and emotional well-being so that I can stay healthy and productive?
- 2.8 Am I keeping my life balanced?

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3. Am I equipped to do it?

- 3.1 Do I have the authority to pursue the accountabilities and priorities defined in my work plan?
- 3.2 Do I get the information I require to do my job efficiently?
- 3.3 Do I get the measurement data I require with regard to my progress and the effectiveness of my efforts?
- 3.4 Do I have the tools, equipment, job support and other resources I require to succeed?
- 3.5 Are there effective and efficient work processes to follow? Are there clear procedures?
- 3.6 Do I have sufficient time to successfully deliver on my commitments?

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4. Am I recognised for my contribution?

- 4.1 Do I feel valued at work?
- 4.2 Do I value my job?
- 4.3 Do I receive the recognition I need to stay energised and excited about my work?
- 4.4 Do I make a difference?
- 4.5 Am I challenged with meaningful tasks?
- 4.6 Do I feel that I am being fairly rewarded for my contribution?
- 4.7 Am I happy with the nature and extent of my contributions?
- 4.8 Do I get helpful feedback and support?

5. Based on the above four sets of questions do a synopsis of your job and how you see your future within the organization.



Mario Denton MBA; M.Econ; PhD;

PHASE ONE: OBTAINING CORPORATE EXPERIENCE-LEARNING THE ROPES

Has 17 years' experience in human resources management in the corporate world, started with SANLAM and moved on to METROPOLITAN LIFE in Organisational Development and end this phase as **Group Manager: Human Resources** PROTEA ASSURANCE, during this period completed a MBA, MEcon as well as **registered industrial psychologist**

PHASE TWO: ESTABLISHMENT OF BUSINESS SCHOOL ACADEMIC-SHARPENING THE SWORD

- From 1997-2007 teaching in Organization Behaviour and also International Human Resource Management, People and Change Management, High Impact Leadership, Management Consulting, Emotional Intelligence, Executive Coaching at the University of Stellenbosch, Graduate School of Business. **During this period completed my PhD and register Strong Message Business Consultancy in 1997**
- Presented People Management practices 44 times consecutively to MBA students without being absent for even one day and trained around 3000 participants in Emotional Intelligence
- Academic project manager and coordinator for 22 international groups doing their international electives at the USB
- The area of Advanced Leadership, Making Human Capital the differentiating factor Facilitating perpetual and complex change for REIMS France (11 times), University of

Antwerpen,, University of Cape Town, Dortmund and Leipzig HHL Germany (8 times) Aarhus Denmark, Graz, Austria, Maastricht, University of Indonesia, University of Central Oklahoma and the University of Cuttington Liberia., Europa-Universität Viadrina Frankfurt (Oder), Bangalore Management Academy in Bangalore and Poddar/Wellingker College in India, Leipzig, Mauritius, Marseilles

- International papers and conferences in London, Amsterdam, Oxford, Antwerp. Geneva Switzerland, Australia, Shanghai and published nine books, six international articles, two case studies and a chapter in a book, has successfully being the study leader/supervisor for 160 completed MBA research projects

PHASE THREE: TAKING UP THE CHALLENGE OF BUSINESS CONSULTANT, VISITING LECTURER, IMPACT PLAYER AND EXECUTIVE COACH- PRACTICE WHAT YOU PREACH

- **Strong Message Business Consultancy:** I am a very experienced business consultant both in private and public sector and recognised impact player in organizational effectiveness and renewal and have been involved in several major strategic and corporate initiatives. Have done business consultancy for organisations including but not limited to Sanlam, Santam, First National Bank, Eben Donges Hospital, Oceana, Department of Health Overberg Region, Western Cape Department of Education, SCIR, APL Cartons, Cape Union Mart, Desmond Tutu TB Centre, Consol Glass, SPAR, Barloworld. XSTRATA, Tiger Brands, SA Navy, Nedcor, Old Mutual, FNB, DE Beers, Government, Kumba, Clickatell, Coca Cola Sabco, Karsten Boerderye, Water and Sanitation of City of Western Cape, City of Windhoek, FNB Namibia, Lumber City. .
- Have done training in Cairo, Egypt, being trained as a Character First Consultant in Oklahoma and have done this training in Namibia, Ghana, Uganda, Nigeria, Malawi, done a presentation on the 29th FCCI Marketplace conference in Denver, USA, train 400 students including executive students in Kumasi Ghana, talking to the Crown Board in Nigeria, attending a strategic thinking session in Toronto, Canada and FCCI conference in Naples, Florida, Haggai Advanced Leadership Programme, Maui, Hawaii, trained as a Faculty member in Singapore for the Haggai Institute, lecturing in Maui on personal leadership and goal setting 3 times

Contact details

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Meet the person; Mario is married with Mariene (his first love) since 1979 and has three sons Du Wayne, Desmond and Marinus and two granddaughters. He spends time reflecting at his holiday house at Pringle bay. He is a servant leader.