Performance Management

Middlebury College Management Training
Winter 2012
Review

- Effective hiring is critical
- Performance documentation is a must
- One on one communication builds work relationships
- Feedback encourages effective behavior & results
- Know the progressive discipline process
- Coaching supports individual improvement
What is sticking with you?
Session Goals

1. Define the performance management cycle and the roles and accountabilities both manager and employee

2. Identify team and individual priorities and write clear SMART performance goals

3. Establish collaborative expectations between manager and employee that define how they will engage and support one another throughout the performance cycle

4. Apply the techniques of Situational Leadership in assessing the development levels of employees and the appropriate management style to use in managing their performance
Session Agenda

• Performance Management cycle and work relationship

• Writing SMART performance goals

• Deciding how best to manage performance

• Delegation

• Coaching
Employment is a Behavioral Rental Agreement

In exchange for the opportunity and compensation, an individual agrees to engage in behaviors that advance the mission and goals of the organization.
Employee & Manager Relationship

- Whenever you hire anyone there is an implied need to delegate

Delegation: To entrust a person with the authority and accountability to act for others
The Challenge of Performance

You have 20 balls to Juggle
Delegation

• Delegation is a way to build capacity towards sustained growth and development

• Delegation relies on accurately identifying and assessing the skills, knowledge and abilities of the employee and depends on the manager’s willingness to trust others with achieving results for which they can be held accountable

• This work relationship requires building a collaborative environment of candor and openness that establishes general operating and situational expectations of performance and behavior
### ABC’s of Performance Management

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<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<td>A</td>
<td>B</td>
<td>C</td>
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<td>What you do to pave the way for successful performance (i.e., set clear goals and expectations).</td>
<td>What people say or do - how they act with you and others</td>
<td>What you do as a leader to shape their performance, i.e., positive or negative consequences</td>
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Performance Management Cycle

- Set Goals & Expectations
- Monitor Progress
- Informal Review
- Formal Review
- Merit Review
- Career Development
Core Manager Skills

- Stepping toward other’s styles
- One on one communication
- Feedback
- Situational Leadership
- Setting expectations & goals
- Delegation
- Coaching
Set Shared Performance Expectations

• What do we need from each other to support our shared success?
• What information is important for each of us to know from each other?
• What is important to each of us?
• Help I need or don’t need from you (manager) is?
• Help I can give you (staff member) is?
SMART Goals

S  Specific
M  Measureable
A  Aligned with the organization
R  Realistic
T  Time bound
SMART Goals Examples

Provide a monthly service request report by the last business day of each month. Include what was requested, was done, and by when. Provide a summary of feedback that was received from students, staff and faculty.
SMART Goals Examples

Design a 2 hour orientation program for incoming students to be offered during the first week of each semester. The program will introduce our services and support, in order to clarify and encourage use of our department resources. Participation should be track and documented.
Writing SMART Goals activity

1. Identify someone who works for you, to reference for this activity

2. Consider one or two goals that you want to better define as accountabilities for that person

3. Using the SMART method, draft a version of those goals

4. Share your draft goal(s) with a colleague at your table for review

5. When reviewing the goals, refer to each of the SMART elements and determine if what is written meets those criteria
Manager Choices

- Over supervise people
- Under supervise people
- Provide what they need, when they need it
Effective performance management depends on your understanding and diagnosing the readiness of your employee......

and then applying your task management style as appropriate to their demonstrated WILLINGNESS and ABILITY
Readiness Level is a combination of

**Willingness:** the amount of confidence, commitment, and motivation demonstrated.

**Ability:** the amount of knowledge, experience, and skill that a person is currently demonstrating for a task.
Readiness Level is Task Specific

(R) = Readiness Level

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Readiness Level is Task Specific
Leadership Style is a Combination of

• Directive Behavior
  – Structure
  – Organize
  – Teach
  – Supervise

• Supportive Behavior
  – Listen
  – Ask
  – Explain why
  – Praise
  – Facilitate
**High Directive Behavior**

**Supportive Behavior**

- **Supporting S3**
  - Low Directive
  - High Supportive Behavior

- **Coaching S2**
  - High Directive
  - High Supportive Behavior

- **Delegating S4**
  - Low Directive
  - Low Supportive Behavior

- **Directing S1**
  - Low Directive
  - Low Supportive Behavior
Situational Leadership Model

- **Supporting**
  - \( S3 \): Low Directive, High Supportive Behavior
- **Coaching**
  - \( S2 \): High Directive, High Supportive Behavior
- **Delegating**
  - \( S4 \): Low Directive, Low Supportive Behavior
- **Directing**
  - \( S1 \): High Directive, Low Supportive Behavior

**Readiness Levels**

- \( R4 \): Able, confident, willing
- \( R3 \): Able, unsure; able unwilling
- \( R2 \): Unable, willing
- \( R1 \): Unable, unsure
Identify the Management Style Needed

To determine the style with highest likelihood for success:

1. Review and confirm the performance goals.
2. Take each goal and diagnose the Willingness and Ability of the employee for that specific goal.

**Willingness:**

- High: 4, 3, 2, 1
- Low

Behavioral Evidence:

**Ability:**

- High: 4, 3, 2, 1
- Low

Behavioral Evidence:
Use this *with* your people

1. Share the model
2. Set shared expectations
3. Agree on
   - Readiness level
   - Leadership style
Share the Model

• Take 15 minutes to prepare as if you are planning to share the model with a direct report

• Consider explaining:
  – What it is
  – Why is important
  – How you will use it together

• Be prepared to share with a partner
Share Performance Expectations

• What do we need from each other to support our shared success?
• What information is important for each of us to know from each other?
• What is important to me (the manager) about this goal or task?
• What is important to me (the staff member) about this goal or task?
• Help I need or don’t need from you (the manager) is?
• Help I can give you (the staff member) is?
Use the Model to Discuss and Agree

• What is the person's readiness level?
  ▪ Willingness
  ▪ Ability
• What is the appropriate leadership style:
  ▪ What is the best combination of directive and supportive behavior?
• Discuss how that may play out
• Agree on
  ▪ how often you will check
  ▪ how you will reassess
Steps of Successful Delegation

1. Define the task
   Confirm the task considered suitable to be delegated.

2. Select the individual or team
   Why delegate this task to this person or team? How does this benefit them or you?

3. Explain the reasons
   Explain why the task responsibility is being delegated. And why are you delegating to them?

4. Define required results
   What must be achieved? Clarify understanding? How will the task be measured? Define what success looks like.
Steps of Successful Delegation

5. **Assess resources required for success**
   Define task requirements to get the job done. Consider the resources available and/or needed.

6. **Agree on deadlines and other expectations**
   When must the task be completed? If an ongoing responsibility establish priorities and review dates. Agree on monitoring methods and control. What information is important for you to get?

7. **Apply Situational Leadership**
   Determine readiness level and agree on initial leadership style (the right amount of direction & support)
Steps of Successful Delegation

8. Support and communicate
Inform others about this delegation so everyone is aware who may be affected by this change. Review any awkward matters of politics or protocol. Inform your own manager if the task is important, and of sufficient profile.

9. Monitor and provide feedback on results
Monitor their progress and provide appropriate feedback. You will have to accept responsibility the consequences of failure or pass on the credit for success.
Benefits and Drawbacks of Delegating

Benefits
• Develop talent/capacity
• Share the work load
• Reward performance
• Allows you to refocus
• Generate new ideas & approaches/methods
• Motivational
• Supports retention

Drawbacks
• Trust others to perform
• Share authority
• Less direct control
• Creates expectations for others
• Can feel like dumping
• Outcomes may be different than YOUR way
Delegation Practice

- Identify a real task to delegate
- Identify the person
  - Also try to identify if they are assertive or reserved and people or task focused
- Write down what you would do for each step
- You will share with a partner
Coaching

*What:* Encourage improved capability

*How:* Goal oriented self improvement
Coaching

- Coaching demands development
- To develop, you don’t have to train
- Your directs are responsible for their own improvement
- You CAN coach every direct during your one on ones

Goal

Plan

Act

Resources
Set a Goal

• What does the person want – or need - to do?
• Set goals
  – What are you coaching them on?
  – By when? (date)
  – And how you will know? (to what standards)
Document the Goal

Write the goals down

– “By 2/24, you’ll chair weekly staff meeting: prepare agenda, start/stop on time, with notes”

– “By 5/22 you’ll produce the monthly report, on time, error free”
Brainstorm Resources

• *Ask:* What are all the potential resources?
  – Make a list together
  – Go for quantity
Plan

• Pick a resource
• Let them have significant input
  – They will be doing the work
  – Let them choose the path
  – Consider their DiSC style and other preferences
  – List some sequential tasks for using the resource
  – Establish due dates
Plan

- Identify small, frequent & do-able steps
  - Early success leads to more success
  - Follow up with more small steps
Act!

- Your direct implements the plan
- Your direct reports to you on weekly progress
- If goal met – give feedback
- If goal not met – give feedback
- Adjust the plan as needed
Coaching Cycle

- If you need more resources – go back to the list and pick a new one, then plan & act.
Practice

Your direct wants coaching on presentation skills

• Find a partner
• Work together
  – Set a goal
  – Brainstorm resources
  – Pick a resource
  – Plan one action step with a deadline
Review

• The Performance Management cycle
• Set expectations and goals
• Work *with* your people to determine the right about of directions and support to provide on goals or tasks
• Use Situational Leaderships to delegate and coach
Homework & Next Session Overview

• Reading on Moodle
  – Read the Team Development Guide (See “Session 4 Homework”)

• Next week
  – How to develop effective teams