

## Developing The Right Roles for the Right People

Outline:

### Learning Objective

- It is not about performance *review*,
- it's about *managing* performance

### Learning Outcomes

- Discover who is responsible for managing performance
- Discover what "Management Malpractice" is
- Determine a system for evaluating your style and what might need to change
- Learn how to be "SMART" in goal setting
- Practice what we learn

You probably work with one or two incompetent or obnoxious people

- How do they manage to keep their jobs?

### The Firm Teaching/Learning Model

- What quadrant do your employee's fit into?

People don't perform for many reasons

- They don't know what is expected
- They don't have the tools, space, authority
- They don't get feedback about performance quality
- They're punished when they do it right
- They're ignored whether they do it right or wrong
- They don't know how to do it

But... WHO is ultimately responsible for employee performance?

"The price of greatness is responsibility."

- Winston Churchill

### Management Malpractice

- Skill Levels
  - Not listening – Cutting people off
  - Negative and blunt feedback
  - Standoffish and not relating to employees
  - Seeming to avoid developing relationships
- Attitudes
  - Indifference and disinterest

- Acting superior to employees
- Showing favoritism to buddies
- Employees are expendable
- **Management Behaviors**
  - Not providing expectations
  - Not giving feedback
  - Ineffectively delegation
  - No interest in employee development
  - Being impatient
  - Criticizing personal factors
  - Changing priorities and work requirements
  - Creating fear

**“The successful person has the habit of doing things failures don’t like to do.  
They don’t like doing them either, necessarily.  
But their disliking is subordinated to the strength of their purpose.”  
- E.M. Gray**

**Why do managers fail to solve people performance problems?**

#### **Faulty Assumptions**

- **Stereotyping – hasty generalization based on category or class**
- **Halo effect – complex picture of someone based on very limited information, either positive or negative**
- **Attribution – assigning a reason or motive to someone’s behavior without further evidence**
- **Failure to determine the true problem.**

#### **Fundamental Attribution Error**

- **Assuming that others do contrary things because it’s in their makeup, or that they actually enjoy doing them, and then ignoring any other potential motivational forces.**

**What are the best solutions of performance problems?**

#### **WIIIFM....**

##### **What is In It For Me?**

- **People are motivated by Self-Interest**
- **Pronounced “wiff em”**
- **Why are you working so hard on your goals? Your certification?**
- **Intensity of desire (valence) – Expectancy Theory**

## **Goal Setting**

### **Effective Goal Setter**

- 1. Mutually identifies key job tasks**
- 2. Mutually establishes goals for each task**
- 3. Agrees on established deadline**
- 4. Allows active participation**
- 5. Assists with prioritizing goals**
- 6. Rates goals for difficulty and importance**
- 7. Builds in feedback mechanisms to assess progress**
- 8. Commits rewards contingent on goal attainment**

**How can we provide feedback and build trust?**

### **Three Types of Feedback**

- Neutral – Do you know that you frequently interrupt people when you speak at staff meetings?**
- Positive – Hey, I see that you got all of your reports in on time. Keep up the good work!**
- Negative – You better get rid of your obnoxious attitude and stop treating people like idiots (interrupting)**

## **In Providing Feedback**

### **Most Effective Training Approach**

- Commitment to the need for improved performance**
- Observing someone doing it the right way**
- Using an analysis approach to identify the real performance problem**
- Guide for procedural steps to conduct coaching or performance interview**
- Thinking through what will be said in the interview and preparing a plan (a script)**
- Practice, practice, practice in role play – safe setting**