Development Suggestions for Developing Others

<u>Suggested Readings</u>

Title	Author/Publisher	Learning Mode
On the Level Performance: Communication that Works	McLagan, Patricia A. and Peter Krembs / 1995 / Berrett-Koehler Publishers	Book
Encouraging the Heart	Kouzes, James M. and Barry Z. Posner/ 2003/ Jossey-Bass	Book

<u>Activities</u>

1. When a new person comes into your unit, implement a structured orientation process for his or her first few months on the job. Use other employees to help with the orientation, and establish follow-up processes to keep the orientation process on track.

2. When faced with a performance issue, follow the three steps that will help you to analyze the performance problem:

   a. Define the problem.
   b. Identify possible reasons for the performance problem.
   c. Identify possible directions or strategies for minimizing or eliminating the problem.

3. When defining the performance problem, consider the following factors:

   − The indicators of the problem – A good performance indicator is specific, objective, and measurable, and affects performance.
   − The current and expected levels of performance – Compare how well the person is doing to how well the person should do.
   − The impact on the organization in terms of tangibles (i.e., time and/or money) and intangibles (i.e., customer dissatisfaction) – The impact illustrates the importance of correcting the problem.

Development Suggestions for Developing Others, continued

4. Once you have defined a performance problem, use a "Reasons Matrix" to help you identify the reasons for the problem. The matrix looks at both the work environment and the person in terms of information, resources, and motivation. An example of a "Reasons Matrix" is given below.

	Information	Resources	Motivation
E N V I R O N	**1 Expectations and Feedback** • Does the employee know what is expected? • Has the employee received feedback?	**2 Resources & Tools** • Does the employee have the necessary resources and tools?	**3 Incentives** • Are there appropriate incentives for the employee to perform well? • Are there negative consequences when the employee performs poorly?
P E R S O N	**4 Skills & Knowledge** • Does the employee have adequate skills and knowledge to do the job?	**5 Capacity** • Could the employee learn to do the task if his or her job depended on it?	**6 Motives** • Does the employee care about the job and the incentives?

5. Develop a plan that minimizes or eliminates the reasons for the performance problem. Return to the "Reasons Matrix" and develop possible directions or strategies that will address each of the reasons identified in each cell of the matrix.

6. Review the **Staff Development** topic in the *Supervisory Resource Center* linked to the Leadership Development Program website.

Tips

1. When a position is vacant on your team, define in advance the hiring criteria that will guide the selection process. The hiring criteria should be aligned with the goals and needs of your unit.

2. Develop job descriptions highlighting the knowledge, skills, and abilities required for each of the positions in your organization. Make sure that you and the people in those positions have read and understand them.

3. If employees consistently encounter performance problems or fall short of goals, meet with them immediately to determine root causes and to offer assistance and solutions.

4. View promotions among your employees as a credit to your development skills, rather than as a loss of valued employees.

5. Create meaningful rewards that will motivate your employees. Ask your employees to suggest rewards.

6. If an employee has performed a task poorly, follow up immediately. Express your concerns, try to understand the root causes, offer solutions, and set clear expectations on how the performance is to be corrected, and by what date.

7. After discussions with the relevant employee, document significant incidents of poor performance or corrective/disciplinary actions taken, sending a copy to the employee.
8. Compare your performance appraisal techniques with those of your peers.

9. In cases of disciplinary action, get the employee to agree that a problem exists. Then discuss alternate solutions and mutually agree on the best action to take to solve the problem.

10. Follow up on the employee's behavior after taking corrective action.

11. Document all corrective/disciplinary actions taken.

12. Ask subordinates for feedback about the appraisal session.

13. Consider asking the employee to complete a self-appraisal, listing strengths, areas for development, significant accomplishments, and new goals. This self-appraisal can be used as input into the feedback discussion and/or formal review process.

14. At each appraisal interview, set measurable performance goals for the next period, and establish timelines for each of the goals and interim goals.

15. Be consistent in applying all organizational rules and policies; avoid making exceptions.

16. Schedule performance discussions with each employee at least once every 6 months. Set aside uninterrupted time for this.

17. Explain to employees how you reached the performance appraisal conclusions, and encourage them to present their points of view when you meet with them individually.

18. Set up standards of performance to use to evaluate results and specific times when reporting and evaluating will take place.

19. Set up a way to track how each employee is progressing toward the goals established in the performance plan.

20. Incorporate the voices of both internal and external customers into the employee performance appraisal and feedback process. Reward your employees when they receive positive feedback from customers.

21. Provide feedback to employees; meet individually with subordinates and discuss both your and their performance expectations. Explain how their performance will be evaluated and when they will receive evaluations.

22. Encourage employees to set ambitious goals. Reward effort and achievement.

23. Meet individually with subordinates and discuss performance expectations, both yours and theirs. Explain to them how their performance will be evaluated and when they will receive evaluations.