



Managing performance

*Change for Good
Coaching and
Consulting*

Purpose, outcomes, process

Purpose: To build supervisor performance management skills

Outcomes:

1. You will understand the importance of soliciting feedback and the barriers that impact our ability to hear feedback well
2. You will be familiar with the performance management continuum and have strategies for managing performance all along the continuum
3. You'll have the beginnings of a plan to bring more intentionality to your organization's performance management practices

Process (agenda):

1. Welcome and reconnecting
2. Why solicit feedback?
3. Receiving feedback
4. The performance management continuum
5. Other performance management practices

Community agreements



Participate fully



Listen for understanding



Limit distractions;
offer grace



It's ok to speak in first draft



Stories stay



Focus on ourselves



Take care

Soliciting and receiving feedback

Change for Good Coaching and Consulting

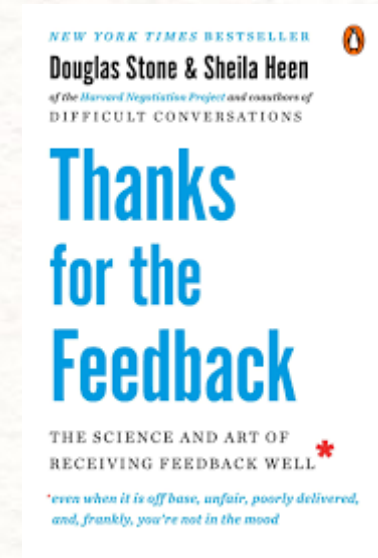
Why not solicit feedback?



- Not wanting to hear what needs to change
- Fear of looking “unconfident”
- Concerns about implicit (or explicit) bias
- What else?

Why solicit feedback?

- Soliciting feedback is linked to higher job satisfaction, greater creativity, faster adaptation to change, and lower turnover
-Stone and Heen
- Seeking constructive feedback from supervisors correlates to more positive relationships and higher job performance
*-Journal of Applied Psychology;
Chen, Lam, and Zhong*
- Soliciting feedback is an integral part of a learning culture
- When supervisors solicit feedback they model behavior for direct reports, peers, and even their own supervisor



How to receive feedback

- Recognize inherent conflict



- Look for the kernel of **truth**

- Remember, you control the effectiveness of this conversation



The three feedback triggers

#1: Truth trigger

- Is a reaction to the **content**
- We view information as irrelevant, inaccurate, unhelpful



The three feedback triggers

#2: Relationship trigger

- Is about the person giving us the feedback
- May be conscious or unconscious
- Could be related to our history with the person
- Might also be about real and perceived differences in power and identity

The three feedback triggers

#3: Identity trigger

- Is all about us
- Has little to do with the person giving the feedback
- Feedback conflicts with our beliefs about ourselves
- May cause us to question our sense of self
- Might magnify internalized negative self-perceptions and “catastrophic” thinking



Managing the triggers

1. **Listen** deeply for understanding: Shift from “No, but...” to “tell me more..”
2. **Diagnose:** Identify which trigger(s) is being activated
3. **Describe:** Share what is happening for you
4. **Propose:** Ways to get your needs met
5. **Probe** for understanding: Use appreciative inquiry
6. **Problem solve** and create possibilities: Plan for doing better or differently next time
7. **Affirm and appreciate:** People prefer receiving feedback over giving it (Forbes Media)



Partner activity

Using **Worksheet #1**, take turns sharing a time you received feedback that didn't land well.

Which of the triggers got in the way of your ability to receive the feedback?

Were your identities or those of the person providing feedback a factor in how you received the feedback?

Can you identify the kernel of truth?

Performance management



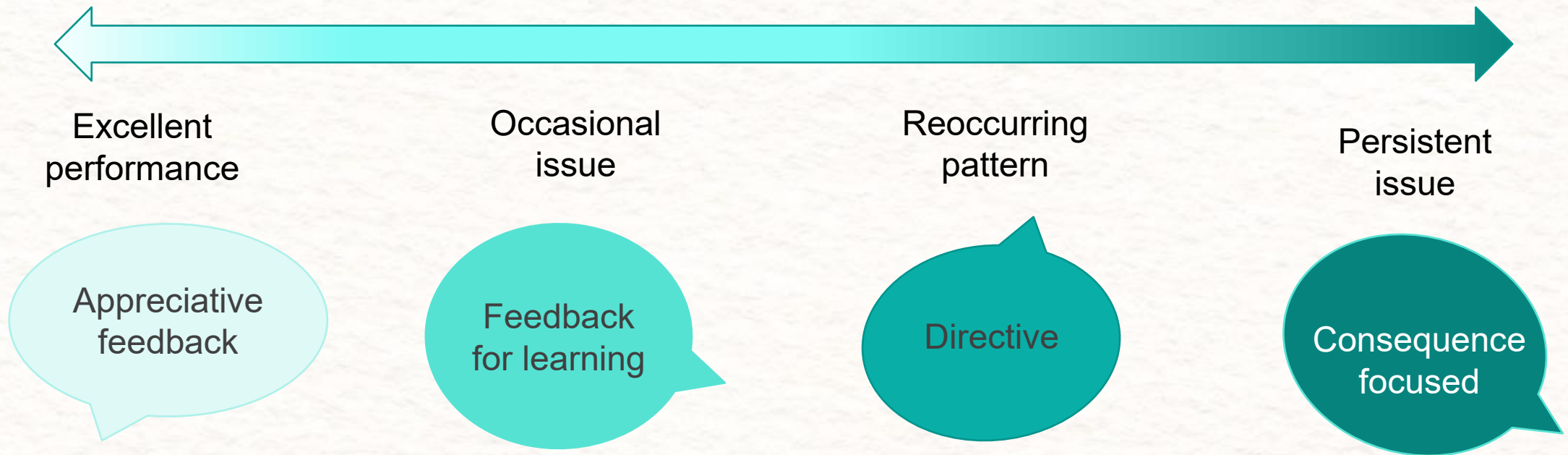
Change for Good Coaching and Consulting

Staff performance



Change for Good Coaching and Consulting

Performance continuum

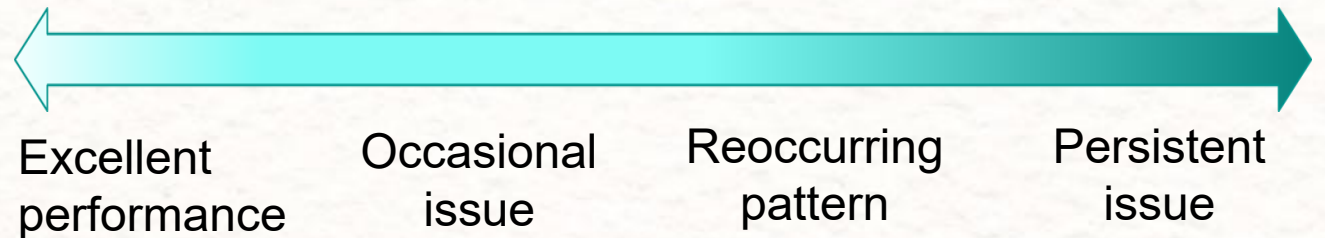


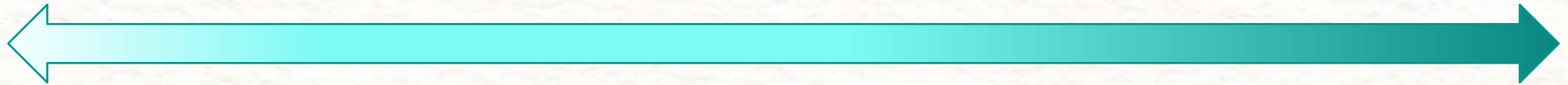
Activity: Locating performance on continuum

Change for Good
Coaching and Consulting

In small groups:

Read each case study, one at a time, and identify where you would place this person on the Performance Continuum





Excellent
performance

Appreciative
feedback



Specific observation + context + impact



Excellent
performance

Occasional
issue

Appreciative
feedback

Feedback
for learning



Ask open-ended, empowering
questions



Feedback for learning

Is an approach to having conversations about performance that:

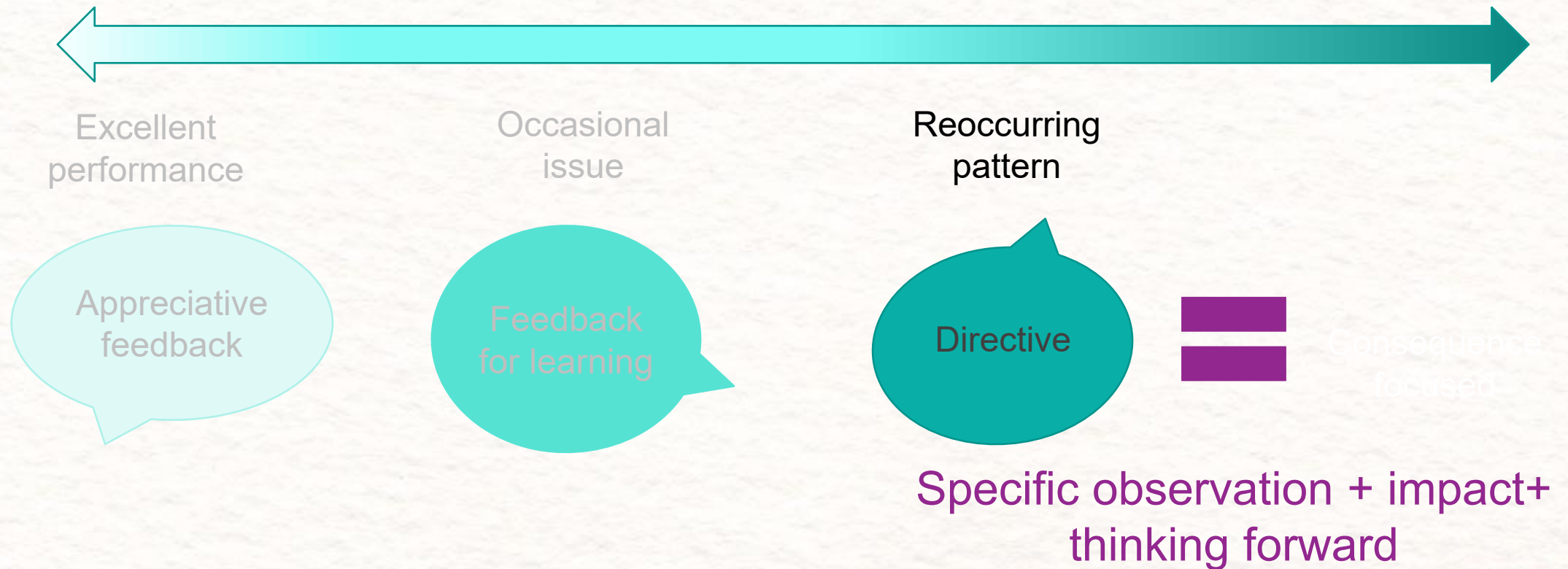
- Leverages a coaching approach that positions the person providing the feedback as a facilitator of the conversation and a thought partner
- Assumes inherent wisdom
- Encourages reflect and self-discovery
- Uses intentional inquiry and a strength-based approach

Ask empowering questions to:

- Increase understanding
- Explore options and set goals
- Motivate action
- Overcome barriers
- Elicit wisdom



Performance continuum



Intent \neq impact

It is so inconsiderate that you are always late for meetings!

The way you interrupt is so rude!

You are too impatient and get frustrated too easily!



Thinking forward



You are always late!

You interrupt too much!

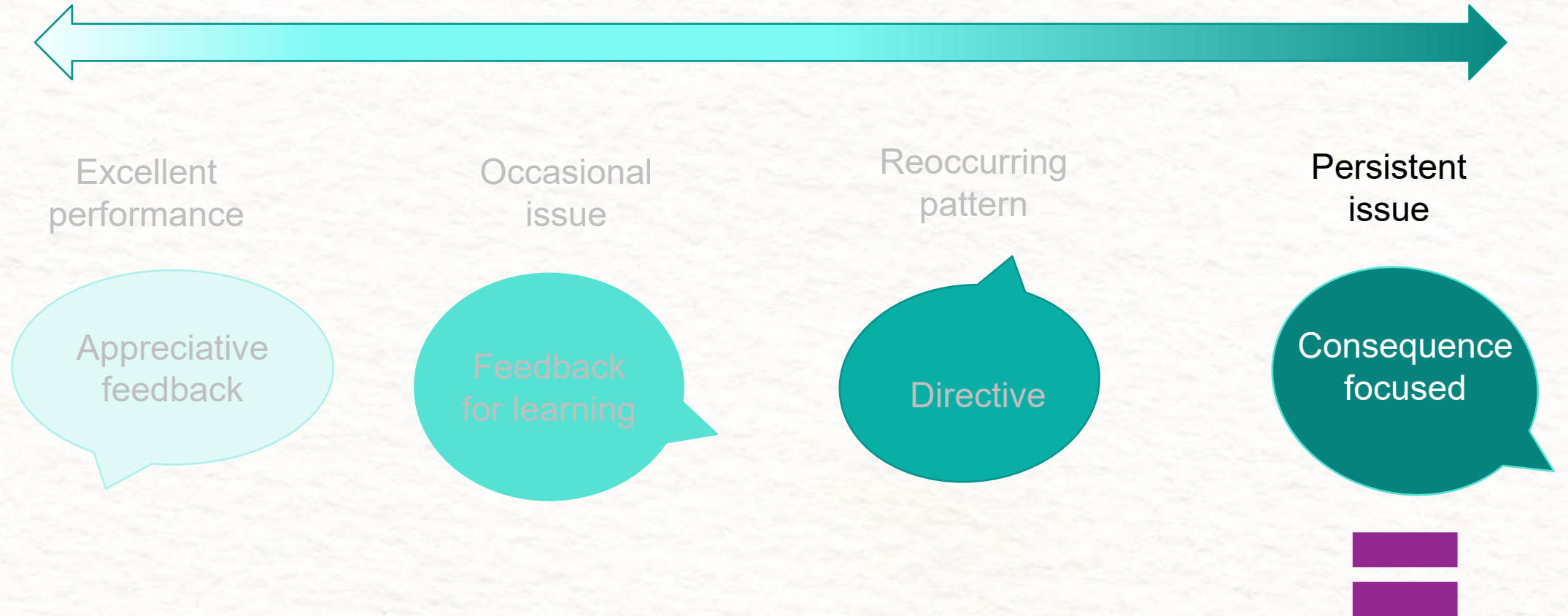
You are too impatient and
get frustrated too easily!



Steps for giving directive feedback

1. **Approach with commitment to other person's growth and learning**
2. **Pay attention to timing**
3. **Consider cultural and identity differences (unconscious bias)**
4. Describe problematic behavior (be specific, not general; descriptive not evaluative)
5. Name impact
6. Describe what you want to see instead
7. **Check for understanding**

Performance continuum



Specific observation + impact+ thinking forward + consequence

Consequences

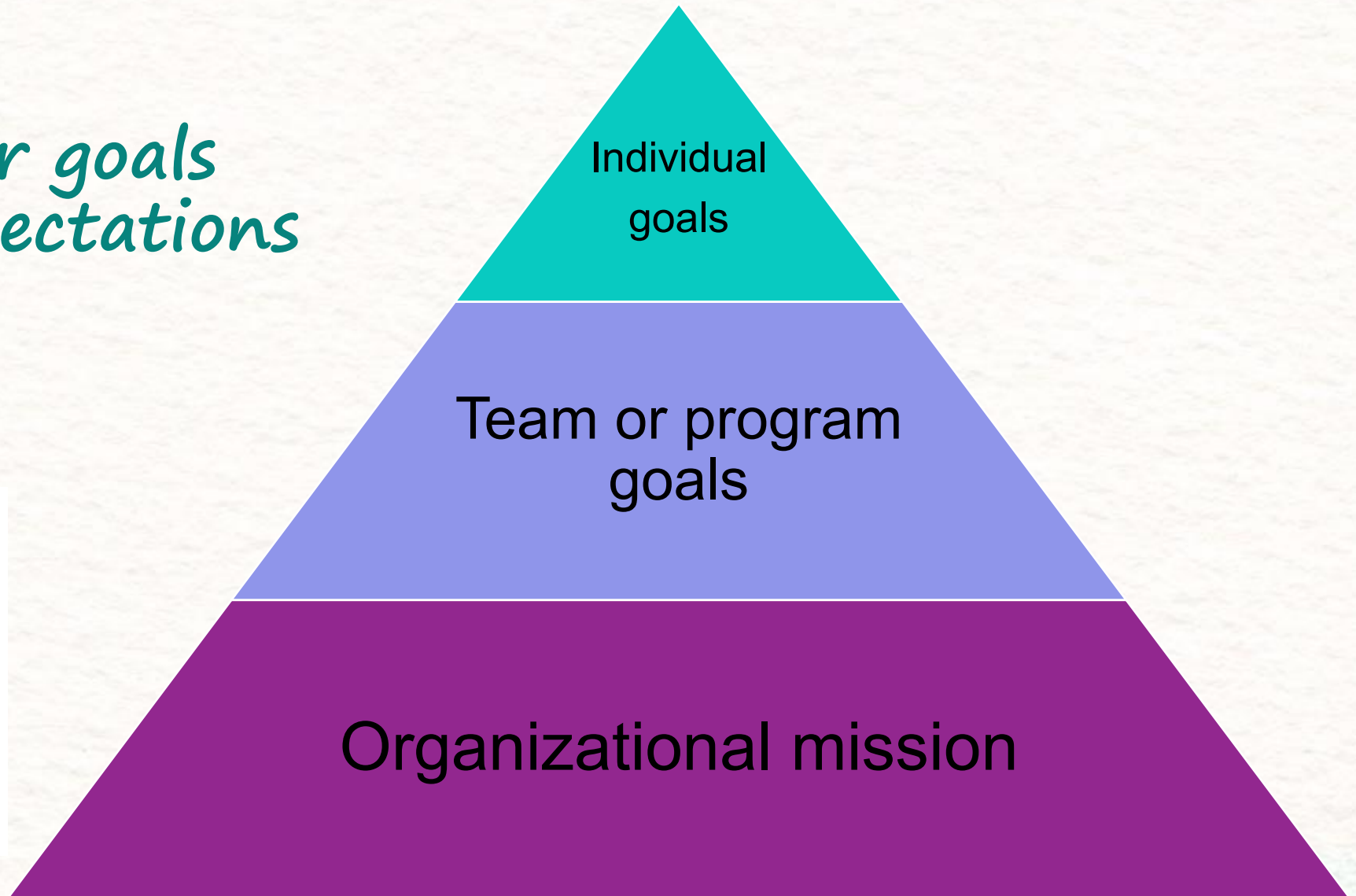
CONSEQUENCE



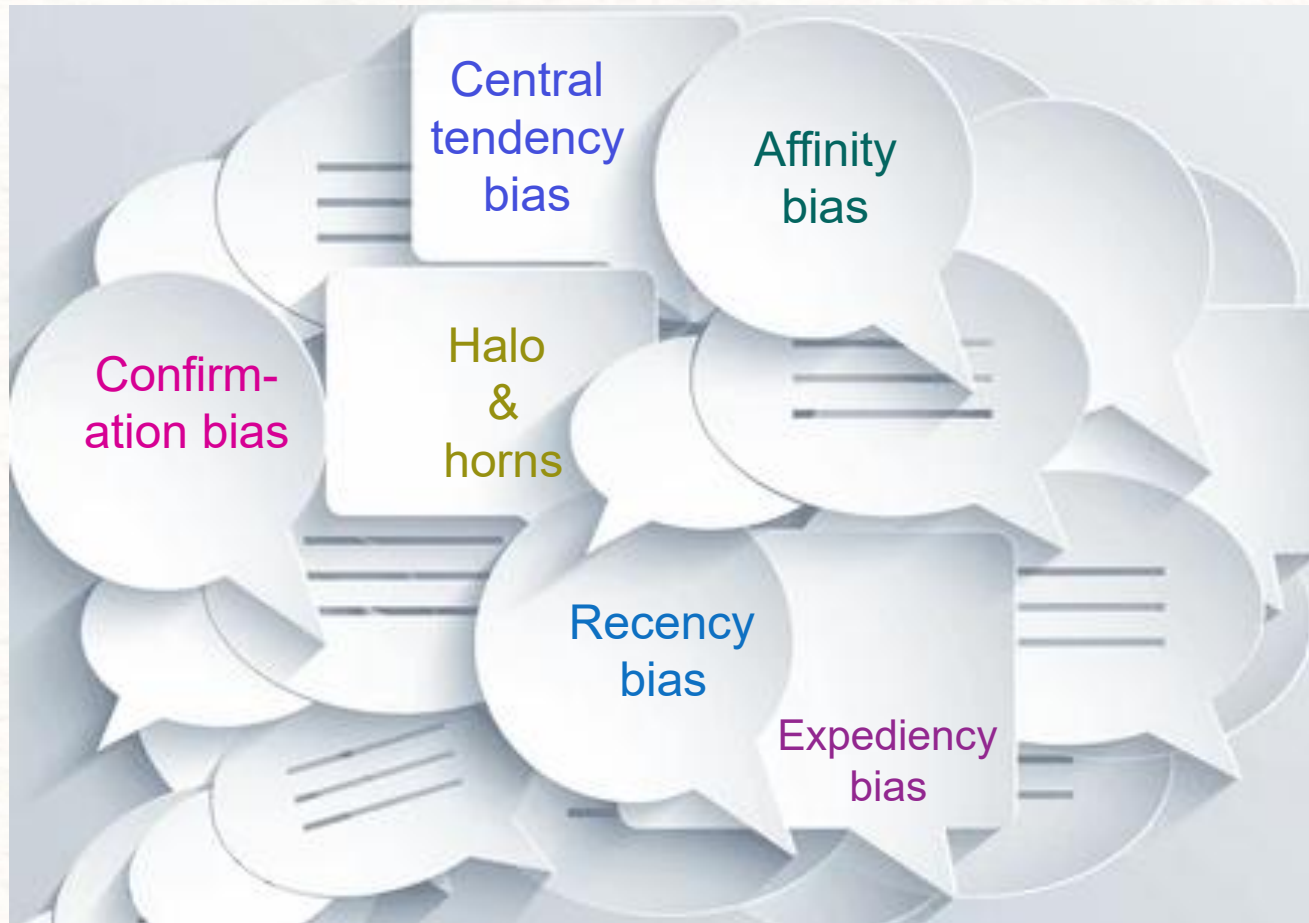
G. W. Smither

- Different from impact
- Consult HR
- Examples?

*Set clear goals
and expectations*



Mitigate implicit bias



Change for Good Coaching and Consulting

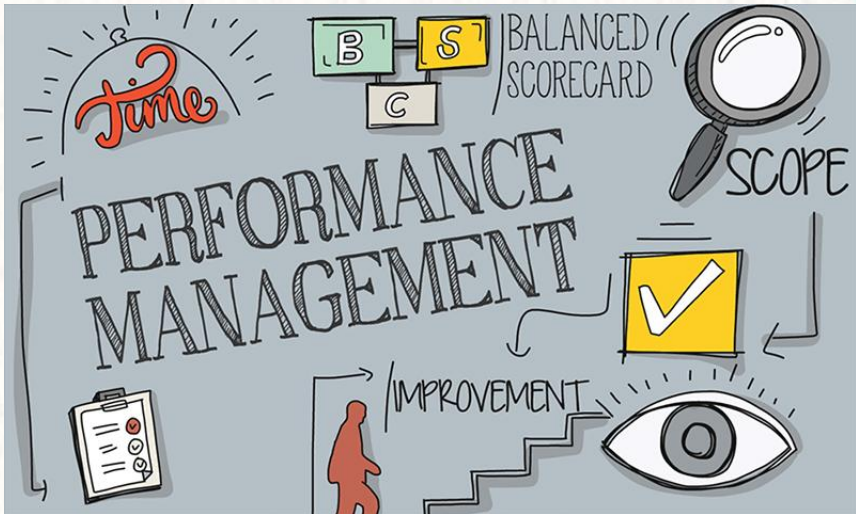
Meaningful performance reviews

1. Are tied to organizational values
2. Comply with the rule of no surprises
3. May include peer and/or upward feedback
4. Look back and forward
5. Usually encourage self-reflection
6. Include discussion about career goals and professional development
7. Are free from implicit bias

SURPRISE!



Partner activity



With your partner:

Use **Worksheet #2: Performance management application** to reflect on changes you might make to your organization's performance management practices and systems.

THANK
YOU!