



GMASHRM HR Toolbox Session

HR's Role in Leading and Coaching for Performance *Beyond Evaluation*



With
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Lucas Point, Monterey

A photograph of a sunrise over the Santa Lucia Range. The sun is low on the horizon, partially obscured by a mountain peak, creating a lens flare effect. The sky is a clear, deep blue. In the foreground, several tall, thin stalks of grass with feathery seed heads are silhouetted against the bright light. The middle ground shows a range of mountains with some mist or low clouds. The overall scene is peaceful and scenic.

Sunrise over the Santa Lucia Range

What factors enable
GREAT employee
performance?

Our Learning Agenda . . .

- ◆ Explore the *purposes* of performance management.
- ◆ Identify a framework for guiding *great* performance.
- ◆ Define performance coaching and the *goals* of coaching.
- ◆ Introduce the *Performance Coaching Conversation* model.
- ◆ Discuss HR's role in strengthening the Partnership for Performance.

Administrative/Organizational

1. Establish performance goals and measures for determining success in meeting desired performance outcomes.
2. Align employee performance with corporate vision, strategy, goals, and values.
3. Differentiate levels of performance fairly and objectively.
4. Identify the knowledge, skills, and abilities required of a performer to achieve desired performance outcomes.
5. Ensure that the performer is in the “right seat” on the bus.
6. Identify system barriers to employee performance.

Administrative/Organizational

7. Link compensation, rewards, and incentives to performance.
8. Use performance-based rationales for layoffs and downsizing.
9. Align job descriptions with changing and emerging circumstances and expectations within and outside the company.
10. Document performance "gaps" that support discipline up to and including termination.
11. Diagnose (understand root cause of) employee performance problems.
12. Achieve value-added performance results that benefit the company and its customers.

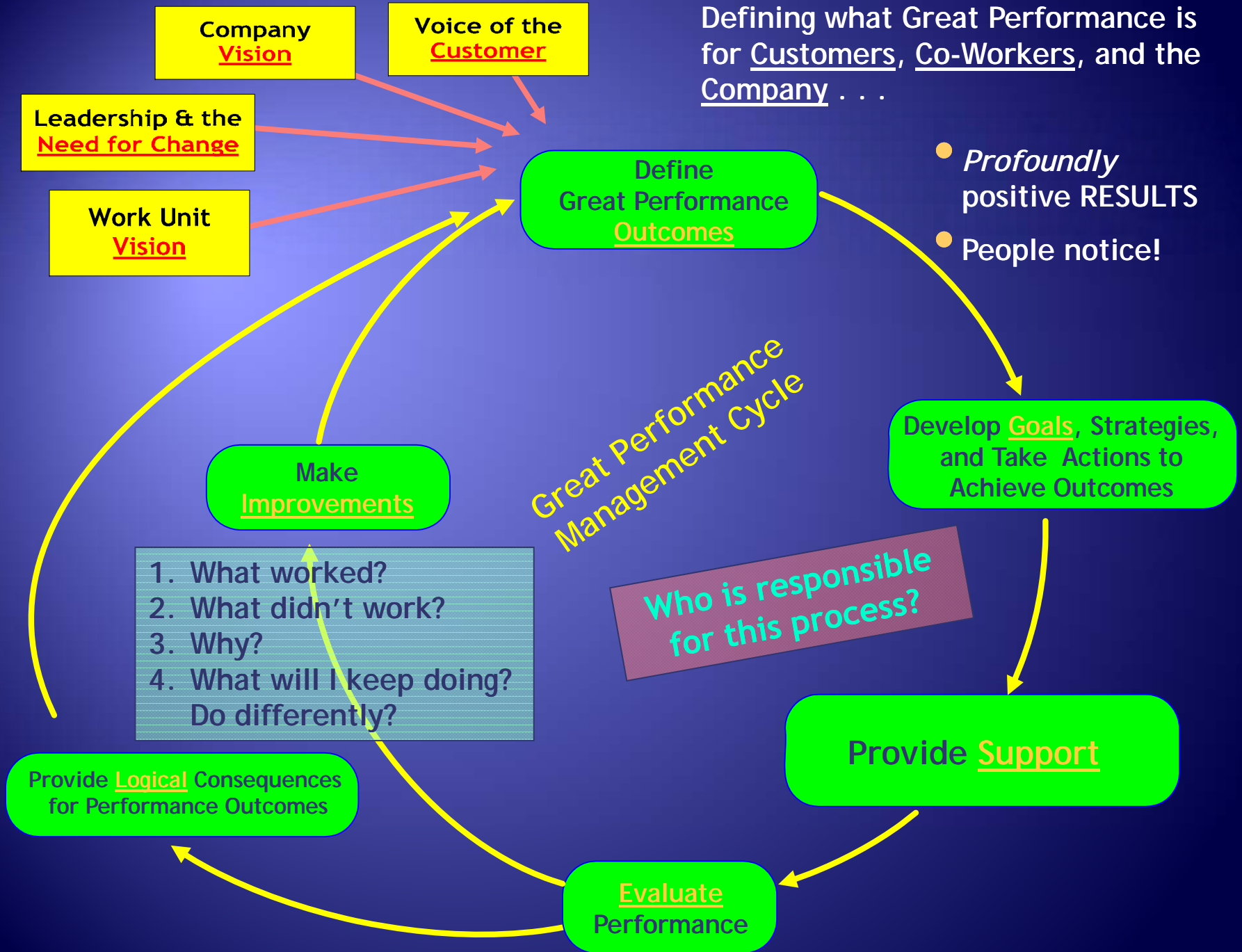
Developmental/Performer

13. Provide performance feedback to the employee.
14. Assess employee's performance-related skill and knowledge strengths and areas for improvement.
15. Identify employee career goals in relation to current and future jobs within the company.
16. Drive performance improvement planning.
17. Identify on and off-the-job training and development strategies to address opportunities for improvement or career planning.

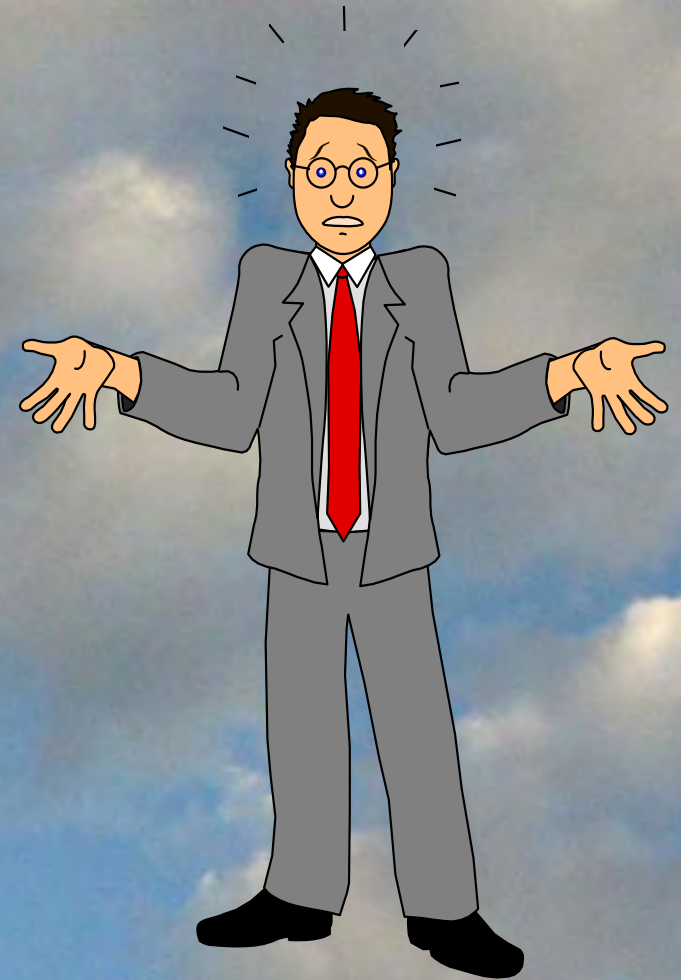
Developmental/Performer

18. Identify and document the performer's potential for promotion or advancement.
19. Motivate the performer to higher levels of performance.
20. Establish and strengthen a performance coaching partnership between the employee and his/her manager.
21. Strengthen employee job ownership and self-management.
22. Create meaningful outcomes for the company, customers, and co-workers.

Defining what Great Performance is for Customers, Co-Workers, and the Company . . .



What does it
mean to be a
"coach?"



What is a “coach?”

Coach is derived from the Hungarian term for a carriage that carried people between Budapest and Vienna:

Kocsi czeker (car of Kocs)

In 1849 students at British universities began using “coach” as a slang term for:

“someone who carries you through an examination or challenge.”

An Effective Coach . . .

- ◆ **Guides, facilitates, and supports a person toward realizing his or her potential.**
- ◆ **Helps a person overcome challenges by enabling the person to perform at his or her best.**
- ◆ **Enables the performer to see his or her way through failures and setbacks toward learning and performance.**

“When you need me, but do not want me,
then I must stay.

When you want me, but no longer need me,
then I have to go.”

— Nanny McPhee

Character in the movie *Nanny McPhee*.

Screenplay adaptation by Emma Thompson from
the *Nurse Matilda* books by Christianna Brand

The Role of a Coach is to . . .

1. Guide and facilitate a person toward achieving his or her potential.
2. Encourage his/her personal and professional growth.
3. Increase an employee's long-term commitment to the organization.
4. Assess an employee's competence and confidence levels.
5. Discover and utilize an employee's talents and skills.

The Role of a Coach is to . . .

6. Discover and address performance problems and vulnerabilities.
7. Explore the root causes of performance problems.
8. Recognize — and celebrate — employee performance.
9. Challenge performers to push beyond their comfort zones.
10. Facilitate employee self-management.

**Coaching is a relationship
not an event!**

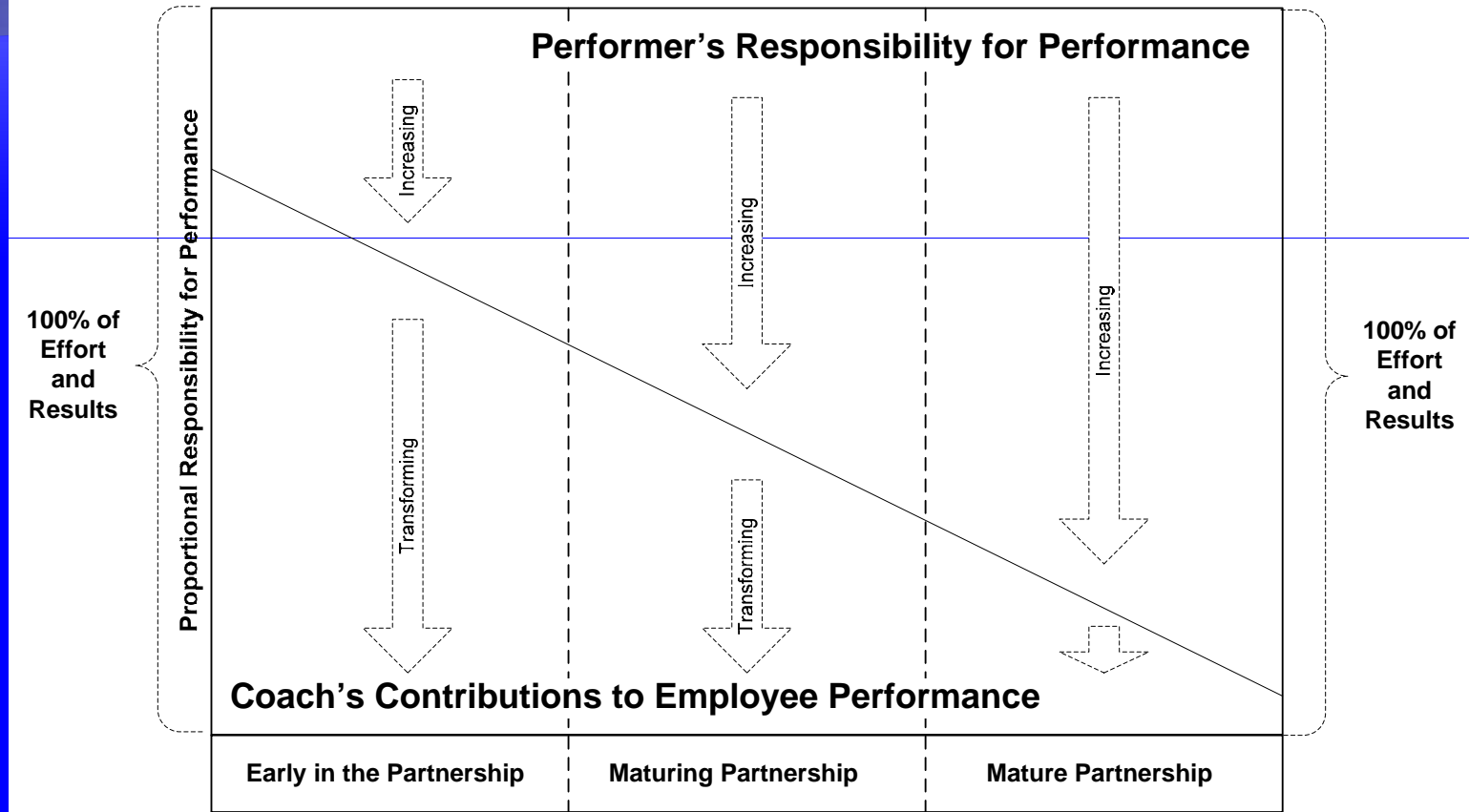


When is Coaching Appropriate?



The Dynamic Partnership for Performance

Low -----> High
The Performer's Competence and Confidence



Every Coaching Conversation

- ◆ An opportunity to *positively* influence employee behaviors and performance.
- ◆ An opportunity to *increase* employee commitment to the job and the company.
- ◆ Is framed by these questions:
 - ◆ *As a result of this coaching conversation, what do I hope the employee will do?*
 - ◆ *What is my goal for this conversation?*
 - ◆ *What goal do I want the performer to set for him or herself?*

Outcome Goals . . .



1. **Maintain Performance Strengths** — Areas where you want the employee to maintain.
2. **Improve Performance** — Areas where I want the employee to improve.
3. **Accept New Responsibilities** — Areas where I want the employee to accept new responsibilities.
4. **Grow/Move the Job to a New Level** — Areas where I want the employee to grow or move performance to a new level.

Process Goals

1. Build Greater Employee **Ownership** for performance.
2. Build Greater Employee **commitment** to the Job and the Organization.
3. Strengthen Our Performance **partnership**.
4. Identify System **Barriers/Challenges**.

Samish Bay Sunrise, Washington

Quality is impossible if people
are afraid to tell the truth.

– W. Edwards Deming

Toward a Higher Purpose!

Performance Review Problems

A Proposed Higher Purpose

One-way communication ↔ Two-way dialogue

Focus on the past ↔ Improvement for the future

Appraisal, evaluation, and judgment ↔ Learning and development

Focus on financial implications ↔ Learning and development

Focus on filling-in forms and checking boxes ↔ Developing understanding

Assumes that the manager knows and sees all ↔ Both parties to the review have knowledge and insight to share

Focus on the performance review as an event ↔ Performance management as a process

Over-reliance on some measurements while ignoring others ↔ Using an holistic approach to performance measurement

Being overly-influenced by recent events or personal characteristics ↔ Using objective data when analyzing and assessing performance

Unbundling the Process

- ◆ We need to separate the *coaching conversation* from the evaluation/appraisal process.
- ◆ Separate processes for different purposes:
 - ◆ *Performance Coaching Conversation* and the *Annual Performance Analysis and Planning Conversation*
 - ◆ *Performance Review*

Coaching Conversation . . .

- ◆ Maximizing employee performance.
- ◆ Facilitating employee commitment to the job and organization.
- ◆ Creating performance improvement plans.
- ◆ Developing growth and development plans.
- ◆ Identifying employee support requirements.
- ◆ Identifying system barriers to performance.

Coaching Conversation . . .

- ◆ Building a strong performance partnership through *open and frequent communication* between the coach and the performer.
- ◆ An *employee-centered process* where the employee is expected to take the lead.



Performance Review . . .

- ◆ Review/appraisal “form” completed.
- ◆ Ratings given of overall performance and individual performance dimensions.
- ◆ Documenting performance outcomes.
- ◆ Documenting performance improvement plans.
- ◆ Ratings used for determining pay adjustments, promotions, sanctions, and administrative and other HR outcomes.

A Conversation Roadmap . . .

Performance Coaching Conversation Preparations
handout (salmon colored handout)

- ◆ Coach gives this preparation's handout to the performer in advance of a *Performance Coaching Conversation*.
- ◆ Asks the performer to reflect upon past performance and the implications for future performance.
- ◆ Serves as a conversation roadmap . . . Where the performer leads the way!

HR's Role in Facilitating the Coaching Relationship . . .

In your small group . . . Discuss specific ways in which HR can be helpful to the coach and performer throughout the year . . .

- ◆ **At the beginning of the performance cycle . . .**
- ◆ **Throughout the performance cycle . . .**
- ◆ **At the end of the performance cycle . . .**

At the Beginning of the Cycle

1. Define *great* performance outcomes for specific positions.
2. Guide a review of job descriptions to ensure that they accurately describe the job as it *should be* vs. what it once was or is now.
3. Define both behavioral and outcome measures that both the performer and the coach will use to gauge the employee's performance.

Throughout the Cycle

4. Identify methods and **strategies** for documenting employee performance behaviors and outcomes to support developmental and administrative performance management goals.
5. Identify on and off-the-job **training** and development opportunities to aid both the performer and the coach in developing key skills and knowledge.
6. Explore possible strategies for creating an **environment** for performers that taps into their internal motivators, fosters innovation, and moves them toward *great* performance.
7. Encourage **frequent** *Performance Coaching Conversations* throughout the performance period.

At the End of the Cycle

8. Explore root causes of performance problems — including the identification of system causes that may not be under the employee's control or influence.
9. Formulate outcome and process goals for performance improvement planning.
10. Role-play *Performance Coaching Conversations* between the coach and the performer.

At the End of the Cycle

11. Define the options and steps for progressive discipline if this becomes necessary.
12. Explore the need and options for making *reasonable accommodations* of employee disabilities if warranted.
13. Discuss how to offer the services of the company's *employee assistance program* to the performer if and when this seems appropriate.
14. Develop the coach's self-confidence in her or his ability to guide employees toward achieving their *great performance outcomes*.

Additional Tools . . .



- ◆ **Nine-Plus-One Common Causes of Performance Problems** — Diagnosing the causes of performance problems.
- ◆ **HR Checksheet for Facilitating Coaching Beyond Evaluation** — Assessing the “health” of your company’s performance management system and culture.

Lucia Sunset, Big Sur Coast

Sometimes I lie awake at night, and I ask,
"Where have I gone wrong?" Then a voice
says to me . . .

"This is going to take
more than one night."

— Charles M. Schulz
Charlie Brown in "Peanuts"

Pigeon Point Lighthouse

Thank you for attending this HR Toolbox Session!

- ◆ Send me an e-mail if you have questions . . .
- ◆ Complete the form for a **FREE** subscription to our newsletter — *Workplace Enhancement Notes*
- ◆ www.RussellConsultingInc.com

