



Ohio Association of County Boards
Serving People with Developmental Disabilities

Managing Staff for Maximum Performance

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Today's Objectives

- Utilize SCARF
- Connect to the “Why”
- Strengthen being “fully present”
- Set performance expectations
- Coach
- Give feedback
- Develop talent

Norms

- Engage; dialogue; ask questions
- Bring your experiences into conversation
- Be willing to reflect, write, practice
- Be mindful of the time
- Leave the room for cell phone call(s)



Your Colleagues, p. 2

Who are the ones:

- Who consistently exceed expectations?
- Who consistently meet expectations?
- Who are not meeting expectations?

Employee Engagement

Engaged employees are more:

Productive	Fun to be around
Profitable	Likely to stay
Customer-focused	Safer

What might you add to the above?

Employee Engagement, pp. 4-5

- Spend 5 or so minutes, alone, answering the questions on pp. 4-5.
- Discuss with your table mates the answers you gave on pp. 4-5. Take 20 minutes for this discussion.

SCARF, D. Rock, p. 6



Maya Angelou Quote

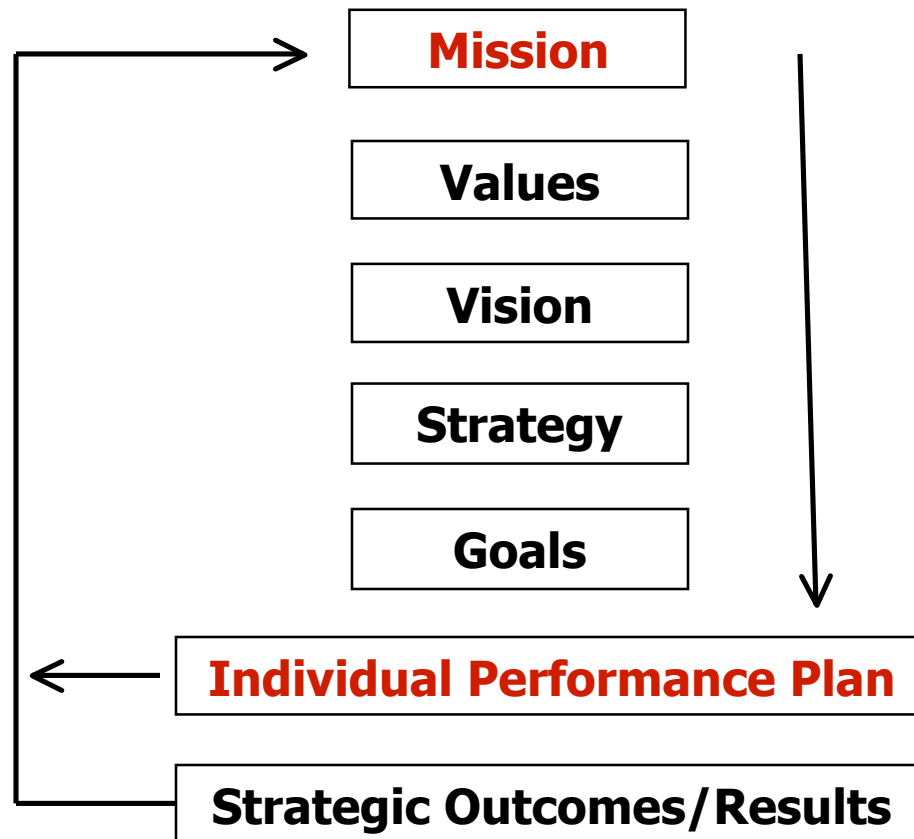
“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Listening, p. 7



- Partner with someone at your table.
- Agree on a question you will both speak about – see bottom of page 7.
- Decide who will speak first and who will listen first.
- Speaker: Speak for the entire time.
- Listener: Just listen; don't say anything.
- Start when you get the signal to start.

Line of Sight, p. 8



Performance, p. 9

Performance = how + what

How = behaviors; the input

What = results; the output

How/Behaviors	What/Results
Trainer collaborated and incorporated experiential learning	90% of participants were satisfied or very satisfied
Strategic plan not considered when budget was developed	Budget was submitted on time and in the new format
Your example?	

A Performance Plan (p. 10)

- Describes how an employee's work contributes to "what matters," "the why."
- Includes:
 - Key job functions – from job description.
 - Competencies or values - behaviors.
 - Goals – outcomes with beginnings and ends.

Performance Plan, p. 11

- Create a performance plan for someone you identified as “meeting expectations” on page 2. Spend 10 minutes doing this alone.
- Take 5 minutes sharing the performance plan you created with someone at your table.
- Spend 5 minutes listening to someone at your table share a performance plan he/she created.

Measurable Goals, p. 12

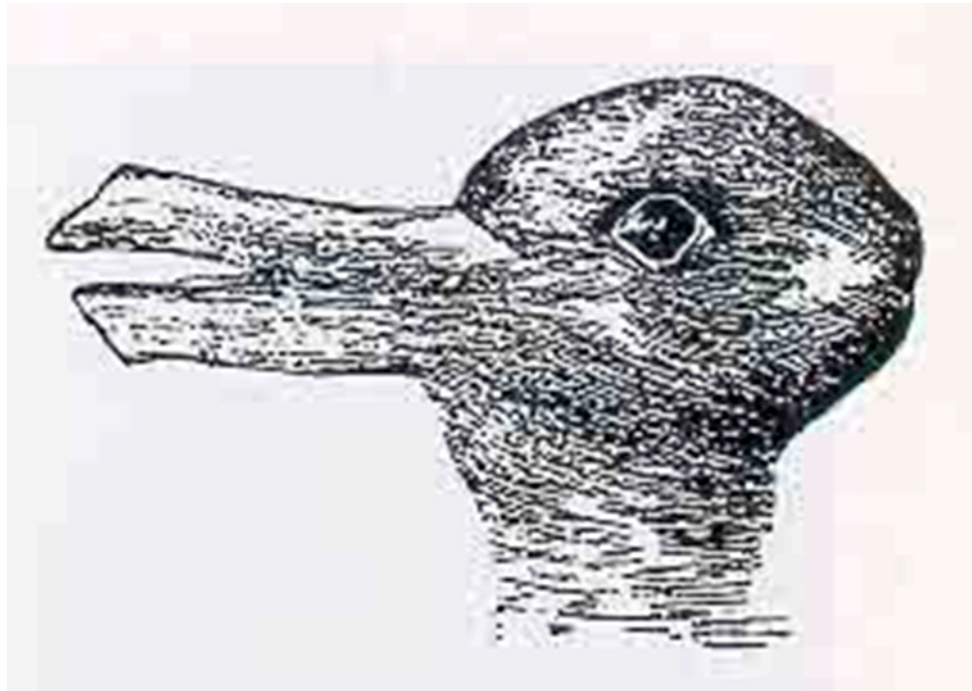
SMART Goals are:

- **S**pecific – detailed
- **M**easurable – objectively states the result
- **A**ttainable – feasible
- **R**elevant – tied to organization's mission
- **T**ime-framed – specific end date attached

What Do You See?



What Do You See?

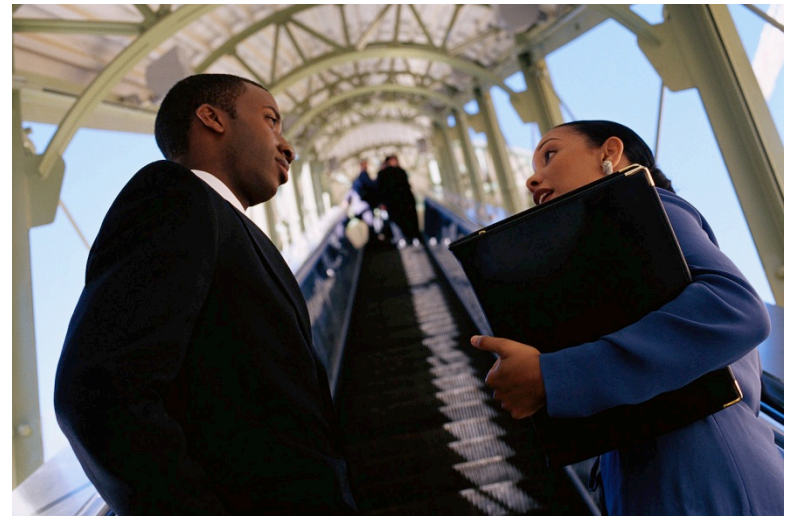


Perspectives/Selective Perception

- Perspective = How people process knowledge and experience.
- No two people have the same perspective.
- (Unconscious) filters create our perspectives.
- We believe we see the “whole” picture!
- Different perspectives are key in coaching.

Coaching, p. 14

- An exchange between two people.
- Intended to facilitate learning and change; enhance performance.
- Different contexts:
 - Performance coaching
 - Coaching the coach
 - Coaching up



Coaching, p. 14

- Is conversational.
- Includes powerful questions to shift thinking and open up possibilities.
- Is supportive.
- Focuses on learning/growing as well as results.
- Is future- and solution-oriented.
- Explores alternative perspectives so coachee might change how she relates to something.

Beliefs – Behaviors – Results, p. 15

Belief: If I want it done right, I have to do it myself.



Consequence: I better keep doing things myself; I can't count on them.



Behavior: I do it myself or micromanage how others do it.



Result: No innovation, no creativity, disengaged employees.



Coaching Skills, p. 15

- Building relationships + rapport
- Engaged, “fully present” listening
- Asking questions
- Giving feedback
- Gaining commitment for action

Engaged Listening, p. 16

- Being fully present, with heart and mind
- Putting distractions aside
- Clarifying what is being said
- Listening beyond the spoken words
- Intuiting what is not being said

Asking Questions, p. 17

- Use open-ended questions
- Use neutral, non-judgmental questions
- “What” and “how” questions are most powerful
- Ask questions that invite exploration and deep thinking



Practice, p. 17

- Find a new partner
- Each partner take 5 minutes to share about an employee who is on your “not meeting expectations” list on page 2.
- Share about the expectations not being met and what you have done in the past to resolve the situation.
- Coach – utilize one or more question from p. 17 that will help your partner gain insight into the situation.

Feedback Principles, p. 18

- Feedback can be appreciative and constructive/strengthening
- Focus on specific behaviors
- Use caring and direct language
- Be timely
- Avoid “never” and “always”
- Use “I” statements
- Give 1-2 example, no more



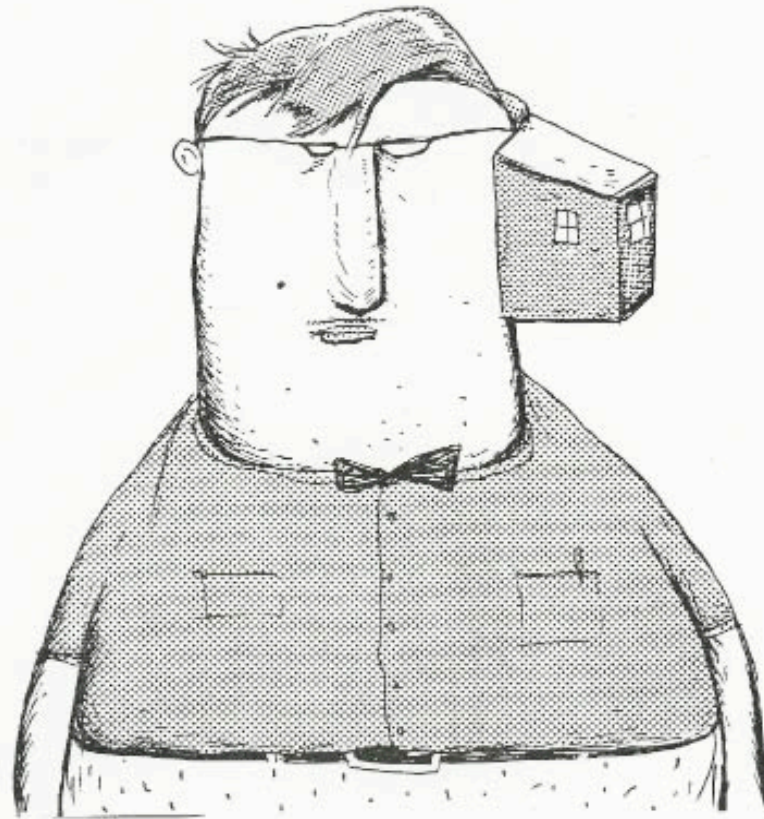
Feedback, p. 18

What I appreciate about you is...

AND

What I believe might make you ***even*** more effective is...

People were always telling Franz
he had room for improvement.. so he
decided to build on a sun porch.



Hickerson

Feedback to Improve Performance, p. 21

- Plan; clarify your intention.
- See 7 prompts on p. 21.
- Talk this through with the same partner you coached earlier. Use the same employee situation you discussed earlier.
- After talking it through conceptually, engage in a role play so that you each “try out” a feedback conversation to improve performance.

Talent Development, p. 23

Development:

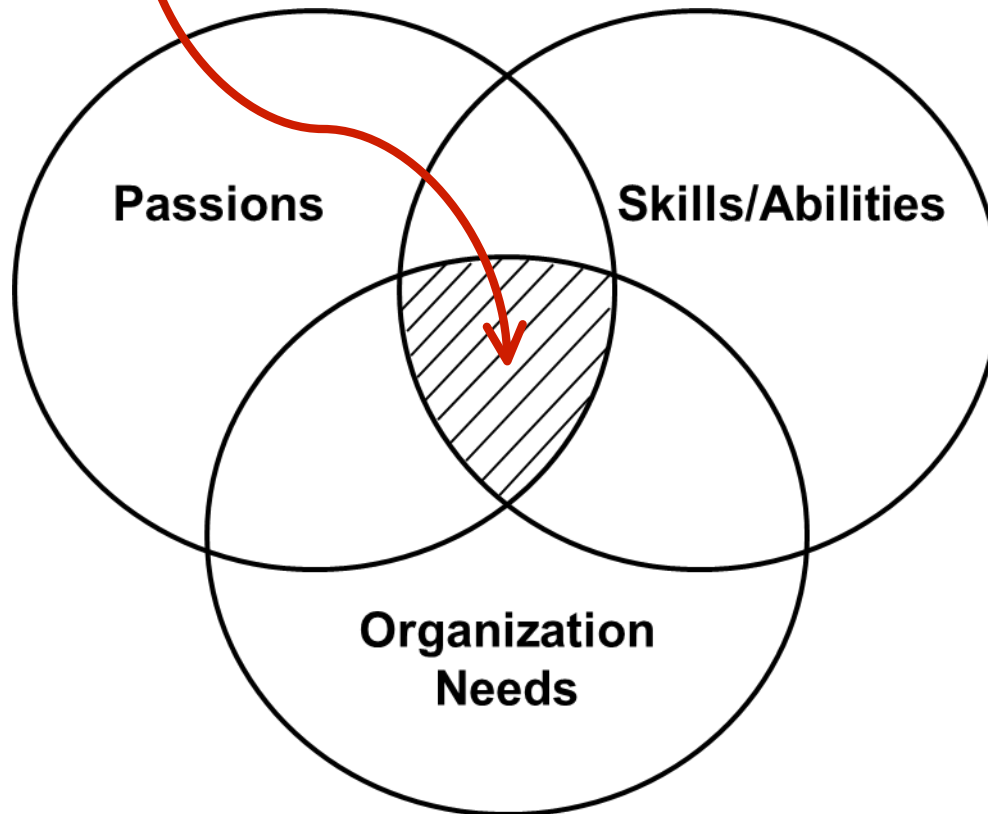
- Short-term: current focus
- Long-term: future focus

Outcomes:

- Upgrade skills + knowledge
- Boost confidence
- Promote willingness to take risks

Ideal Talent “Picture”

The “sweet spot” = where employees’ passions and skills match the needs of the organization. Ideally, all “sweet spots” flourish.



Development Activities, p. 24

- Structured learning = classes, degrees.
- Experiences:
 - Assignments/projects
 - Job shadowing/job rotation
 - Volunteer work
- Relationships:
 - Informational interviewing
 - Mentoring

Reflection, p. 6

- What had significance for me?
- What will I do differently?
- What do I need to support my new efforts?

- Consider tearing off p. 28 and putting it somewhere to review in 3 days, again in a week, and in two weeks.