Developing People for High Performance

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ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.
Session objectives

The session today will include content and hands-on activities to:

• Explore engagement as a driver of high performance
• Understand in practice how to drive high performance by:
  • Setting clear expectations
  • Providing effective feedback
• Know the difference between Skill and Will in leading for high performance
• Identify leadership actions to drive high performance in your day-to-day role
Use your phone to access Menti
How many years experience do you have giving performance conversations?
Do you currently have written performance goals / expectations for your role?
we have a commitment to ensuring you know how you are performing. This is in part, why we place the expectation on managers, that performance, career, and development conversations are frequent and meaningful.

Griffith University Performance Management :
Professional Staff Performance Review (griffith.edu.au)
Employee engagement drives high performance

In a recent study*, businesses with high employee engagement outperformed those with low engagement in many crucial performance outcomes:

- **10%** HIGHER customer ratings
- **17%** HIGHER productivity
- **21%** HIGHER profitability
- **70%** FEWER safety incidents
- **41%** LOWER absenteeism

* Building a High-Development Culture Through Your Employee Engagement Strategy, p. 5, Gallup Inc, 2019
Engagement requires employees’ key needs to be met

**Basic needs**
- Focus me; free me from unnecessary stress

**Individual recognition**
- Know me; help me see my value; care about me; help me grow

**Teamwork**
- Hear me; help me see my importance; help me feel proud; help me build mutual trust

**Growth**
- Help me review my contribution; challenge me; develop me
Two core actions from leaders are required to meet the needs of employees and drive high performance.

1. Clarify performance expectations
   - What does ‘high performance’ look like, and how will it be assessed?
   - How do we move toward agreement on performance expectations?

2. Provide ongoing feedback
   - How well is a person performing against expectations?
   - How is strong performance recognised, and areas for improvement promptly and constructively communicated?

The actions have the most impact on performance and engagement if the immediate leader delivers them.

Gallup, 2016.
Clarifying performance expectations
Performance expectations should answer two questions:

1. What does my immediate leader expect me to deliver?

2. How will my performance be evaluated?

If you can’t explain it simply, you don’t understand it well enough.
– Albert Einstein
Clear expectations are best thought of as outcomes with indicators of successful achievement.

The expected outcome or thing to be delivered

- An outcome to be achieved, or the purpose of an activity
- Linked to a business priority or a functional accountability

Indicators of successful achievement

- An indicator of the successful achievement of the intent of the objective
- Measurable, or able to be evidenced as ‘objectively’ as possible
- Achievable within the performance cycle
- Use lead and lag indicators to guide action
Let’s look at an example

The expected outcome or thing to be delivered

Increase team engagement levels over the next 12 months by 15%

Indicators of successful achievement

- Within 4 weeks, share results with team and gain team feedback on current strengths and opportunities for improvement
- With team, create Team Engagement Plan, and meet monthly to track progress
- At 12 months, re-measure team engagement level

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Activity: Write a performance expectation

Think of a person who’s performance you are accountable
(a person who reports to you)

Step 1: Write down one outcome they are expected to deliver.

2 minutes

Step 2: In pairs, brainstorm together what the indicators or measures of successful achievement might be.

Swap after 5 minutes to discuss your partner’s performance expectation.

2 x 5 minutes
Leaders cannot determine performance expectations in isolation

**Organisation Expectations:**
- Strategic plan
- Position Description
- Line leader’s Performance Objectives
- Unit / Team targets
- Leadership capability framework

**Iterative Conversations:**
- confirm understanding of priorities
- agree on key steps and contribution of others
- confirm resource implications
- check against over-promising
Provide ongoing feedback
How often do you give individuals feedback on their performance progress?
How effective would you rate your last feedback conversation?
Regular informal feedback positively impacts engagement.

Impact of Informal Feedback on Engagement

- **Daily**: 7.5%
- **Weekly**: 5.1%
- **Monthly**: 2.5%
- **Every Few Months**: 1.8%
- **Yearly**: 2.3%
- **Never**: 9.4%

Corporate Executive Board Engagement Research Survey
Overcoming challenges in providing feedback

Peer teach back activity

In groups...discuss one ‘barrier’ to providing effective feedback.

1. What have you seen work well to overcome this challenge?

2. What advice would you give another leader to address this challenge?
Informal feedback should be ‘FAST’

**Frequent**
Leaders should provide feedback on an ongoing basis so that people have an accurate and up-to-date understanding of their performance strengths and development areas.

**Actionable**
Feedback should help a person *do his or her current job better*. Ensure recommended actions or behaviours are within the employee’s control in his or her current position.

**Specific**
Leaders should identify *specific actions* that person took or specific things that were appropriate or inappropriate.

**Timely**
Leaders should give feedback *as soon as possible* after the action or event. This will maximize the impact of feedback on the person’s performance and minimize the chances of resentment.
Structure the conversation around **situation, behaviour, impact**

- **Describe the situation** in which you observed the employee
- **Describe the behaviour** you observed
- **Describe the impact** of that behaviour on you or others that were present in the situation
Prepare for challenging feedback using the GUIDE model

Gather Verifiable Performance Examples
  • Clear and accurate examples of the issues to be addressed

Understand Results, Goals, and Actions
  • Clearly understand the expected goals or behaviours, and the road taken to achieve them

Identify Strengths and Weaknesses
  • Strengths, as well as weaknesses, help ensure a more impactful conversation

Develop Suggestions to Improve Weakness
  • Some thoughts regarding an improvement path help limit de-motivation and disengagement

Expect Negative Reactions
  • Think of how the person might respond, and then how you might react to that
Both Skill and Will are needed for high performance

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Conclusion

What action will you take?
The Leadership Capability Framework

- The Leadership Capability Framework outlines what Griffith expects of its leaders.
- The Day-to-Day Action Menu guides leaders to take action to build engagement and high performance.
- More information on the Framework will be released soon.
# Griffith’s Leadership Capability Framework

<table>
<thead>
<tr>
<th>Action opportunities menu</th>
<th>Purpose and direction</th>
<th>Accountability and delivery</th>
<th>Capability and growth</th>
<th>Culture and engagement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Business planning workshops</td>
<td>• Business planning workshops</td>
<td>• Team member capability assessment</td>
<td>• New starter on-boarding</td>
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<tr>
<td></td>
<td>• Business plan progress updates</td>
<td>• Business plan progress updates</td>
<td>• Individual development plans</td>
<td>• 1:1 meetings</td>
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<td></td>
<td>• New starter on-boarding</td>
<td>• Annual performance expectation setting processes for direct reports</td>
<td>• 1:1 coaching, on the job</td>
<td>• Feedback seeking and responding</td>
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<td>• Celebrations of successes</td>
<td>• Regular 1:1s</td>
<td>• Flexibility offerings</td>
<td>• Establishing team psychological safety</td>
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<td></td>
<td>• VC/EG visits and listening tours</td>
<td>• Regular informal and formal feedback</td>
<td>• Team charter development</td>
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Session objectives revisited

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Taking action

What is one thing you can do to drive high performance in your team in the next week, that you haven’t done before?
Performance Conversation guides and templates:

- Professional Staff Career Development
- Academic Staff Career Development

Articles of interest:

- What high performance workplaces do differently. (Gallup, 2019)
- Driving Performance through employee engagement. (Corporate Executive Board, 2004)
- Employee Engagement Hierarchy. (Gallup, 2016)
We value your feedback

Please complete the feedback survey before leaving the session today.

Thank you
About us

Lee Hecht Harrison helps companies simplify the complexity associated with transforming their leadership and workforce so they can accelerate results, with less risk. We do this by helping their employees navigate change, become better leaders, develop better careers, and transition into new jobs.

As the world’s leading integrated Talent Development and Transition company, we have the local expertise, global infrastructure, and industry leading technology required to simplify the complexity associated with executing critical talent and workforce initiatives, reducing brand and operational risk. Teams in more than 60 countries around the world leverage our proven programs and global experience to deliver tailored solutions to clients that align talent with the needs of their business.