



NHA Leadership Institute: Picotte Session

Analyzing Performance Issues

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Introductions

- Who am I?
- Why are we here?
- How are you doing?

How does an effective **LEADER**
get employees to perform?

Contingency Model: Leader-Member Exchange (LMX)

In-Group	Out-Group
More attention	Less attention
Challenging tasks	Redundant or menial tasks
More socialization	Formal reporting
More responsibility	Reliance on formal job structures
More communication	Need to know – and YOU don't need to know
More satisfaction	More resistance

Contingency Model: Situational Leadership

Unwilling and Unable	Unwilling and Able	Willing and Unable	Willing and Able
Decisions are made by the leader and announced, so communication is one way.	Decisions remain the leader's prerogative, but communication is much more two-way.	The leader facilitates the follower's participation in decisions, but control remains with the leader.	The leader is still involved in decisions and problem-solving, but control is with the follower.
Telling	Coaching	Participating	Delegating
Authoritative		Participative	

Analyzing Performance Issues

What's the difference between a **DISCREPANCY** and a **DEFICIENCY**?



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Performance Issues

1. Whose performance is at issue?
2. Why do I think there's a problem?
3. What is the actual performance issue?
4. What is the desired performance?

Performance Discrepancy Clues

- A. They don't know what's expected of them
- B. They don't have the tools, space or authority
- C. They don't get feedback about quality
- D. They're punished when they do it right
- E. They're rewarded when they do it wrong
- F. They're ignored whether they do it right or not
- G. They don't know how to do it

“Analyzing Problems or You Really Oughta Wanna,” by Mager & Pipe

Performance Discrepancies

1. They don't know why they should do it
2. They don't know how to do it
3. They don't know what they're supposed to do
4. They think your way will not work
5. They think their way is better
6. They think something else is more important

"Why Employees Don't Do What They're Supposed To Do and What To Do About It," by Ferdinand F. Fournies

Continued

- 7. There is no benefit/reward for doing it
- 8. They think they are doing it
- 9. They are rewarded for not doing it
- 10. They are punished for doing it
- 11. They anticipate a negative consequence for doing it
- 12. There is no negative consequence to them for poor performance

Analyzing Performance

Case Study 1

Review the Analyzing Performance Case Study in your groups and answer the following questions:

1. What was the performance discrepancy? Was there more than one?
2. What is a possible solution to the discrepancy?
3. What's the cost of the solution?
4. What's your action plan for implementing the solution?
Who's involved?

Analyzing Performance Case Study 2

The Case of the Stolen Sales

Leadership Execution

Begin with the end in mind

- What are the desired results/outcomes ?

Generate innovative solutions

- What is innovation?

Make sound decisions

- What happens if you make a bad decision?

Understand business operations

- Could you be a leader in another department?

Increase productivity/improve processes

- How/what impediments?

Results-Oriented Leadership

Define execution.

- Execution is a discipline integral to strategy
 - It's the major job of the business leader
 - It must be a core element of culture
-
- Can you identify gaps between performance and execution?

Three Core Processes

Number One:
The People Process

Three Core Processes

Number Two:

The Strategy Process

- Levels of Strategy:
 - corporate
 - divisional
 - functional

[Strategy Video](#)

Three Core Processes

Number Three:

The Operations Process

- Where's the disconnect between operations and strategy?

...to achieve results.

- Clear goals – goal attainment is foremost!
- Proaction
- Cooperation
- Proper priorities
- Organizational coordination
- Adaptable organization
- Accomplishment
- **High reliability organizations**

BREAK

Group Discussion:

Motivating Performance

- How do managers motivate employees?
 - What do managers get in return? What do they want?
 - A happy employee is a productive employee, right?
 - Can a leader really motivate an employee?
-
- Does money motivate? We'll find out.

Motivation Theories

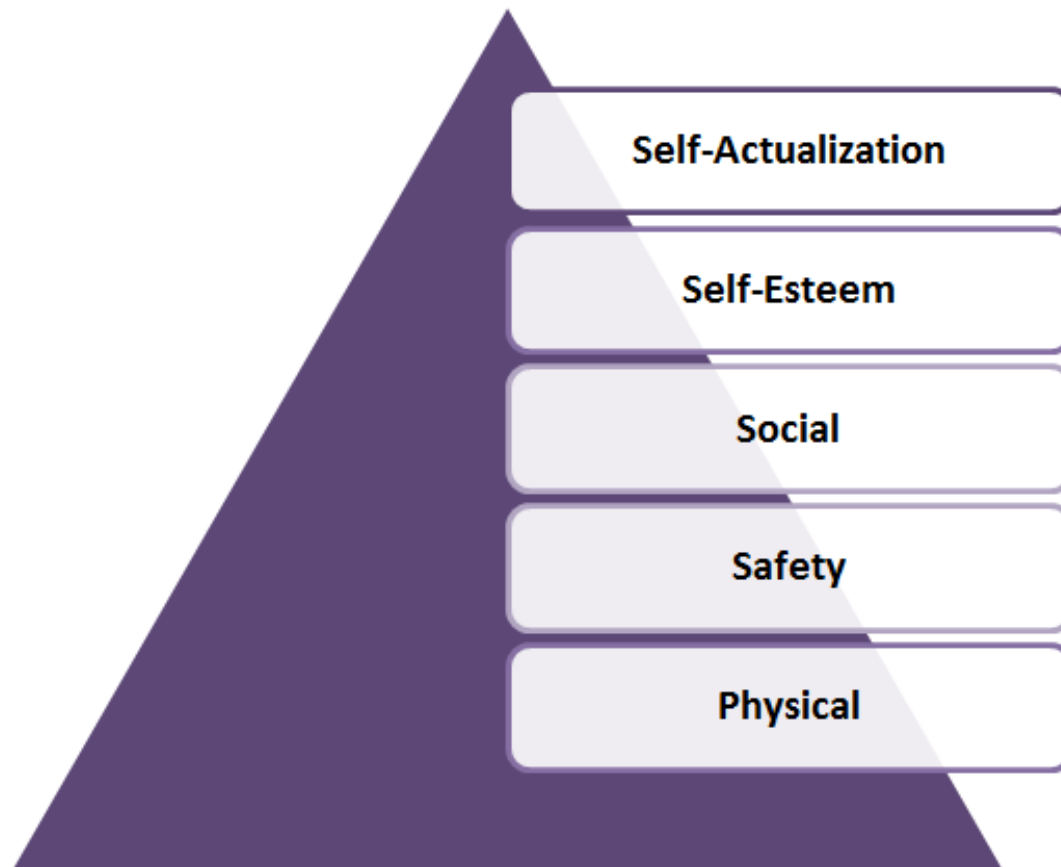
Why do you need to know about motivation theories and research?

- Maslow's Hierarchy of Needs
- Herzberg's 2-Factor Theory
- Expectancy Theory
 - The WRONG motivation discussion!



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Maslow's Hierarchy of NEEDS



Herzberg's 2-Factor Theory

Motivation Factors

Achievement
Recognition
Work itself
Responsibility
Advancement
Personal growth

THE BAR

Status	Work conditions
Security	Relationship with supervisor
Relationships (subords/peers)	Company policy and administration
Personal life	Supervision
Salary	

Hygiene Factors

Job Design

JOB BREADTH

JOB DEPTH

Expectancy Theory

Desire vs. Likelihood



Managers must recognize that:

- Employees work for a variety of reasons.
- These reasons, or expected outcomes, may change over time.
- It's necessary to clearly show employees how they can attain the outcomes they desire.

Motivating Performance

How is employee motivation built into annual performance reviews?

Should it be?



Motivating Performance

Now... does money motivate?



The Research

Motivation Video

Motivating Performance

3 Gimme's of Human Behavior – Feedback Activity

Giving precise and immediate feedback is sometimes all an employee needs to stay motivated to perform. In this exercise, the facilitator will take you through a series of steps that demonstrate how feedback affects motivation and human behavior.

Wrap Up

- QUESTIONS



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