

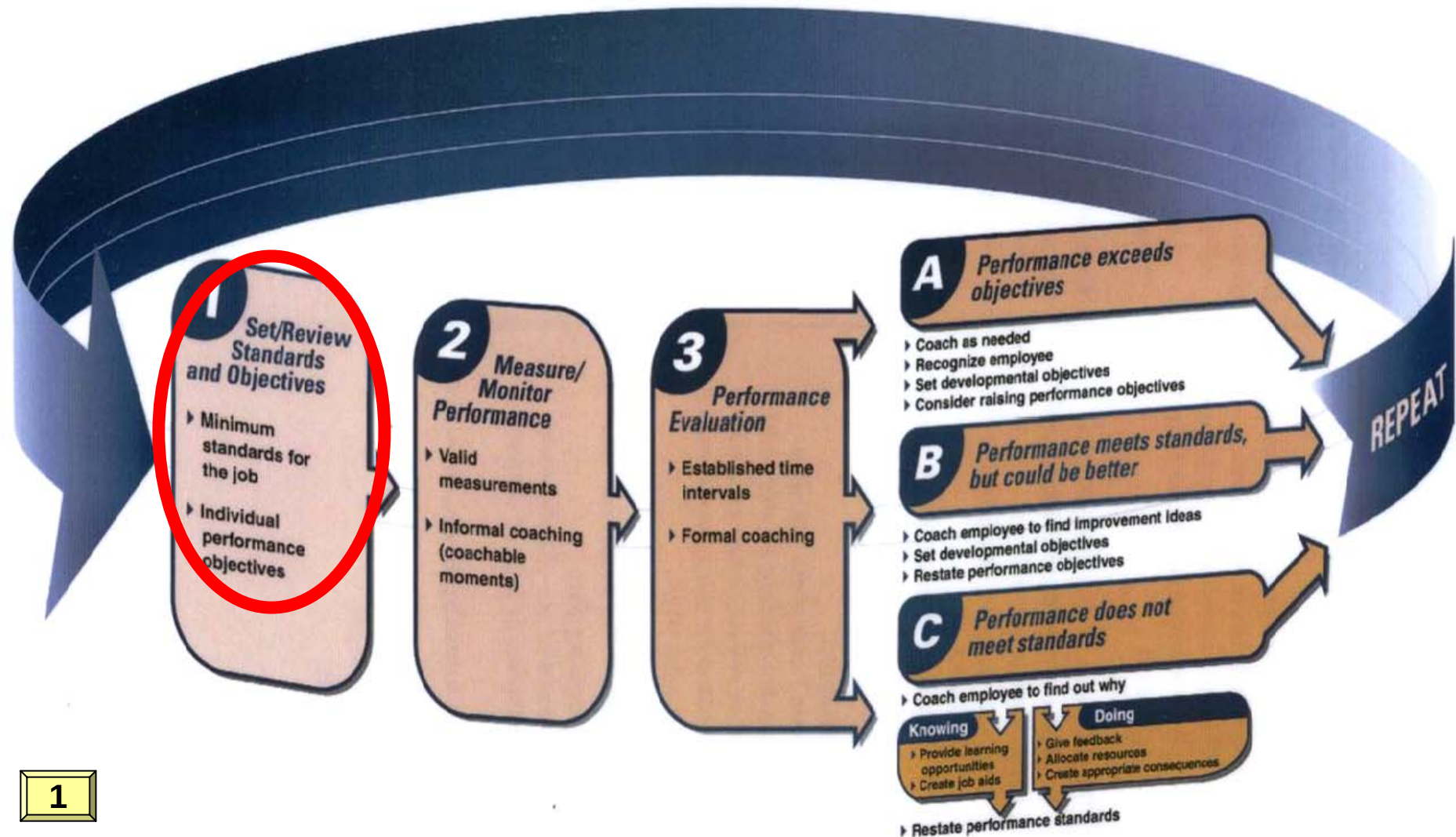


MANAGING PERFORMANCE



The Safe Choice

Basic Model





Standards

versus

Objectives



Definitions

- **Standard** — minimum acceptable performance
 - Applicable to all team members
- **Objective** — higher desired performance
 - Designed specifically for each team member's strengths and experience

Standards *versus* Objectives



The **Playing Field**

Criteria for Standards

- Should be “SMAR(T)”
 - Specific, Measurable, Achievable, Relevant, & Time-Based (*when possible*)
- Should include input from those affected
- Must be enforceable (*and consistently enforced, too!*)
- Must be communicated clearly
- Must be in alignment with business outcomes
- *[For performance standards]* Should cover key responsibilities listed in the job description

Standards and “Weaknesses”

- Standards set a floor of how “weak” a team member can be at a certain skill or task
- Standards help make sure all team members are “pulling their weight”

Exceptions to standards can be made
by the **“referee”**



Criteria for Objectives

- Should be “SMART”
 - Specific, Measurable, Achievable, Relevant, & Time-Based
- Should be set in conjunction with the affected team *(on group basis)* or individual associate *(on individual basis)*
- Must be communicated clearly
- Must be in alignment with business outcomes
- Should cover the responsibilities where the team or individual associate displays strengths or desires to improve



Standards *versus* Objectives

- Simplified 'model'





Video “Office Space”

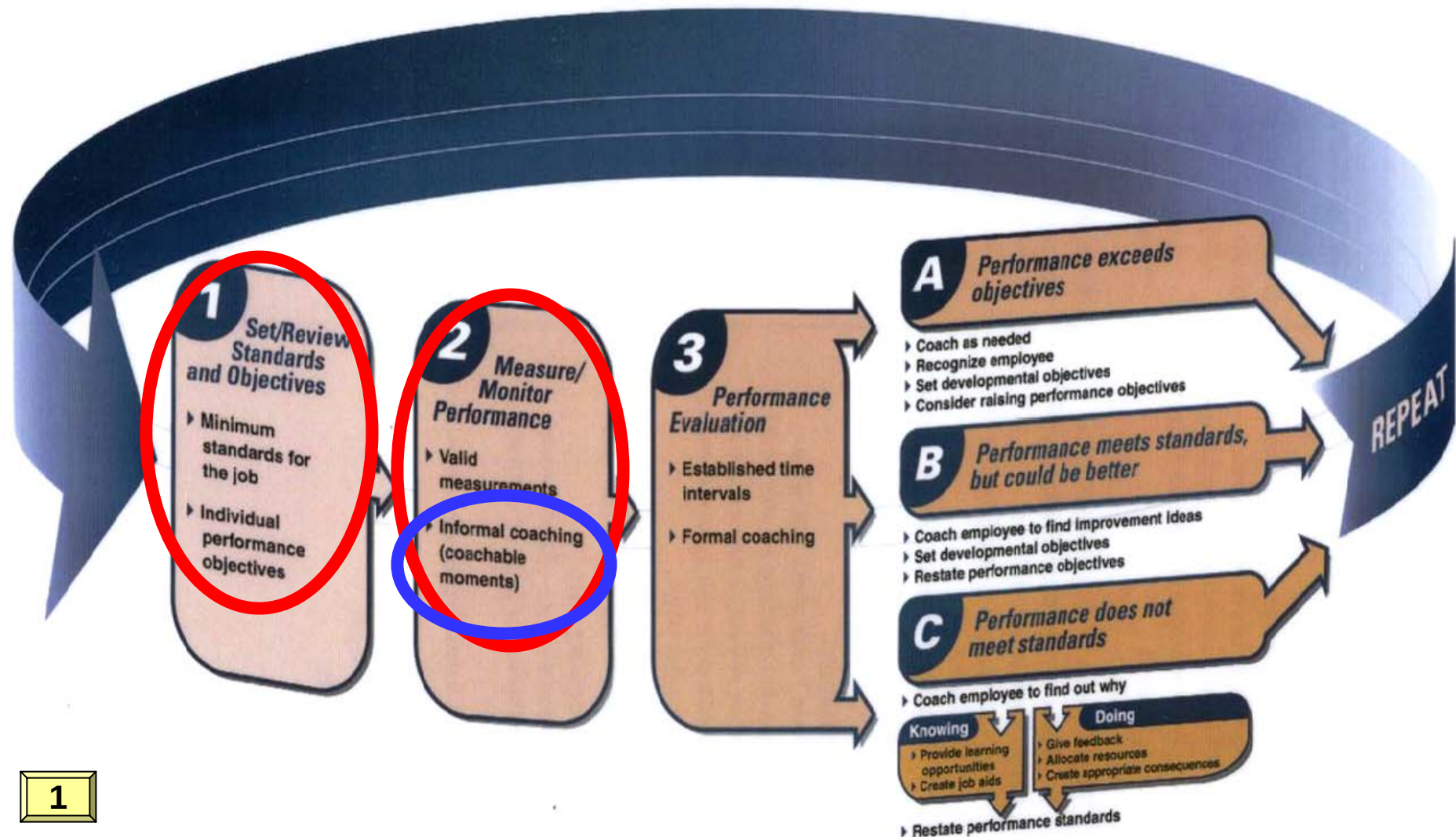
- What did you observe?
- How did this “coachable moment” go?
 - What went well?
 - What might have been done differently?
 - Why?
 - Value?
 - Impact?
- What insights can be applied to your own situation at the dealership?

Standards *versus* Objectives

- Simplified 'model' *(revisited)*



Basic Model



You wouldn't drive without
real-time **Key Performance Indicators.**



Why run your business differently?

Measuring Performance



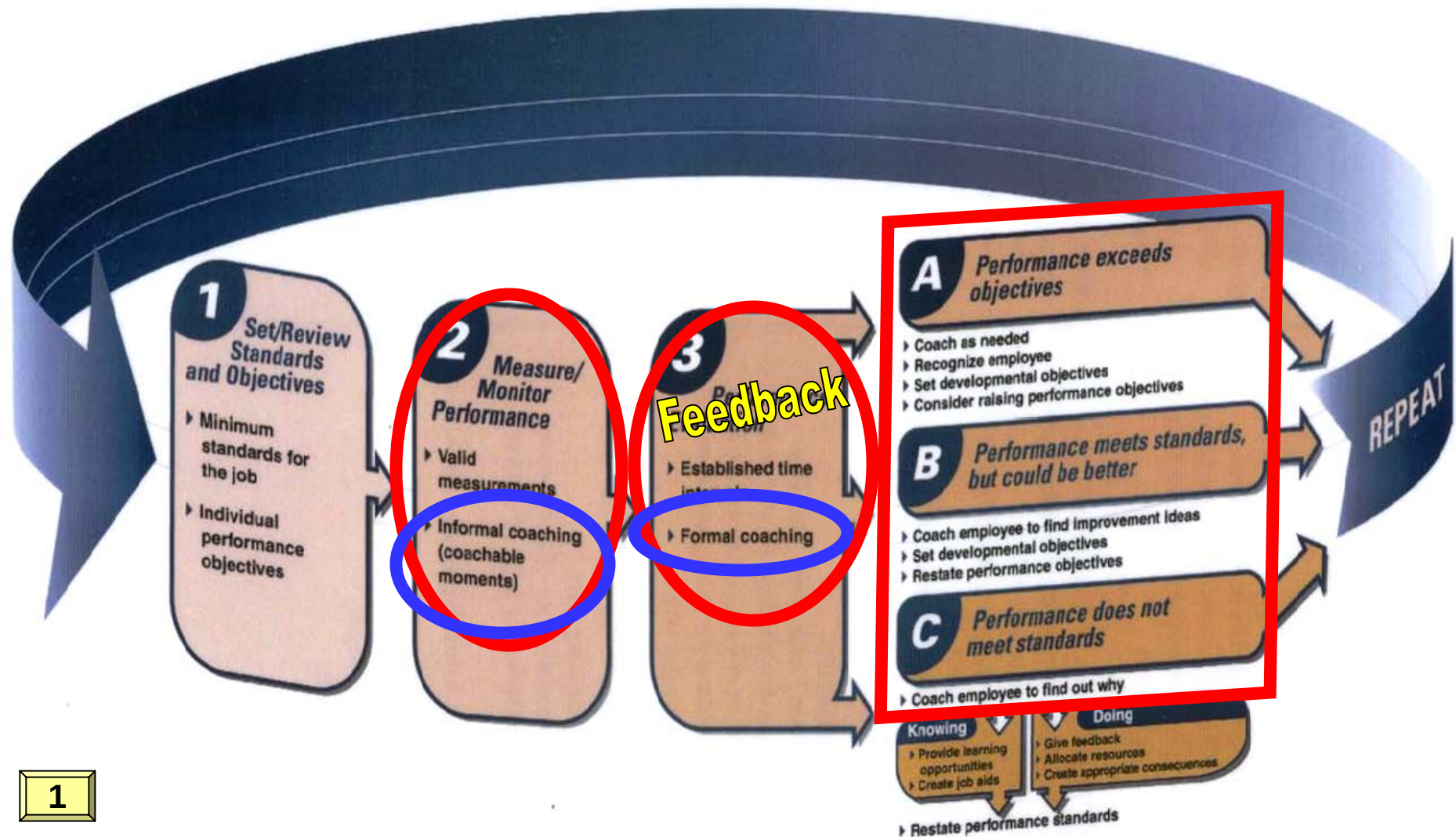
Possible Measurements



- Financial measurements?
- Customer satisfaction measurements?
- Other performance measurements?
- How do you actually use each of these types of measurements?

How consistently?

Basic Model





Performance “Levels”

Identifying A-B-C Players

- Identify your team members' performance level
 - Team member name
 - A, B or C 'grade'
 - Strengths—what they do best
 - Opportunities—biggest payoff



The “A” Players

Performance EXCEEDS Objectives

- Coach as needed
- Recognize them
- Set developmental objectives
- Consider raising performance objectives



The “B” & Hi-”C” Players

*Performance meets standards,
but could be better*

- Coach team member to find improvement ideas
- Set developmental objectives
- Restate performance objectives



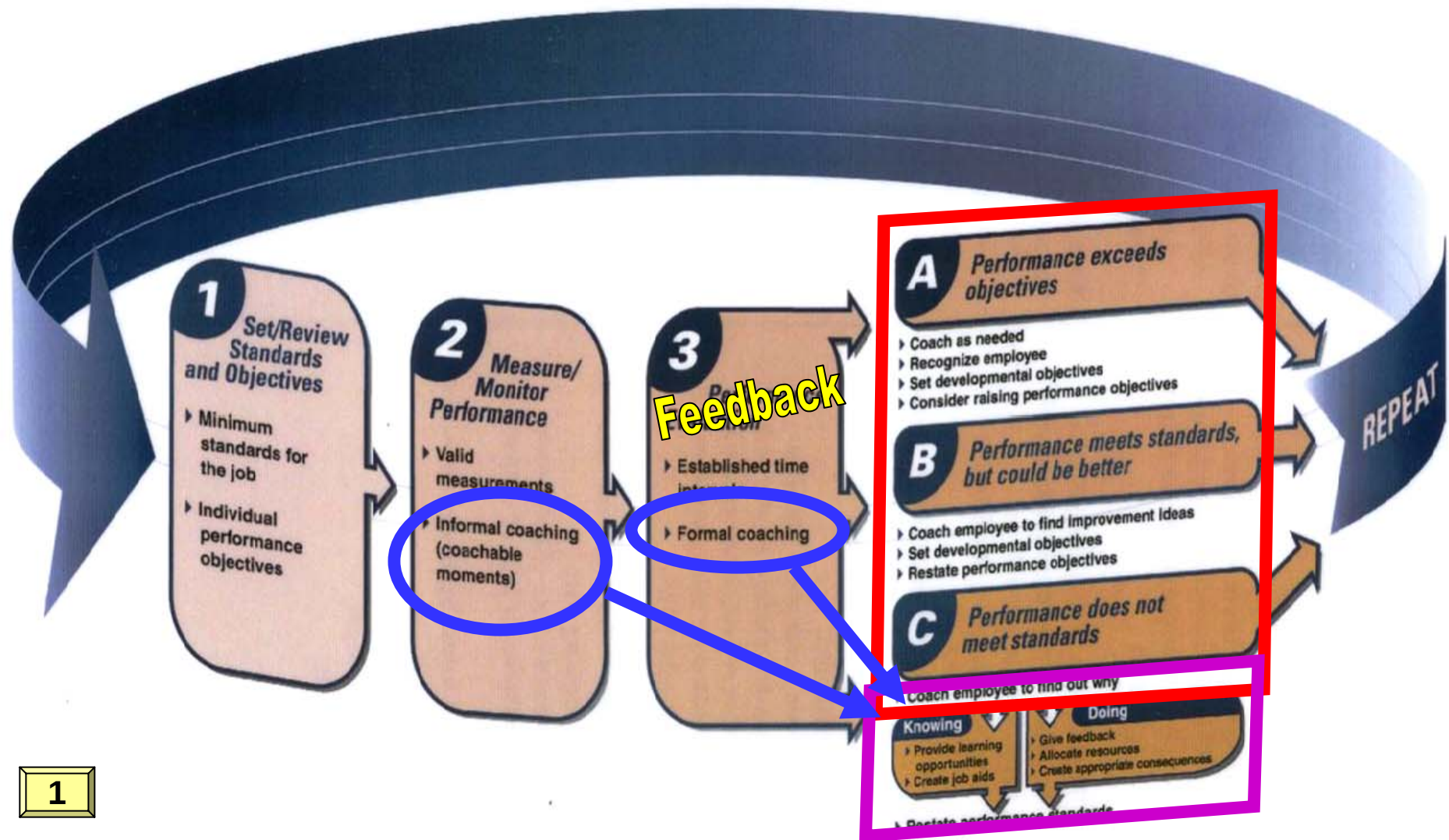
The Below “C” Player

Performance does NOT meet standards

- Coach team member to find out why
 - Knowing issue
 - Doing issue
 - Capable??
 - Willing??

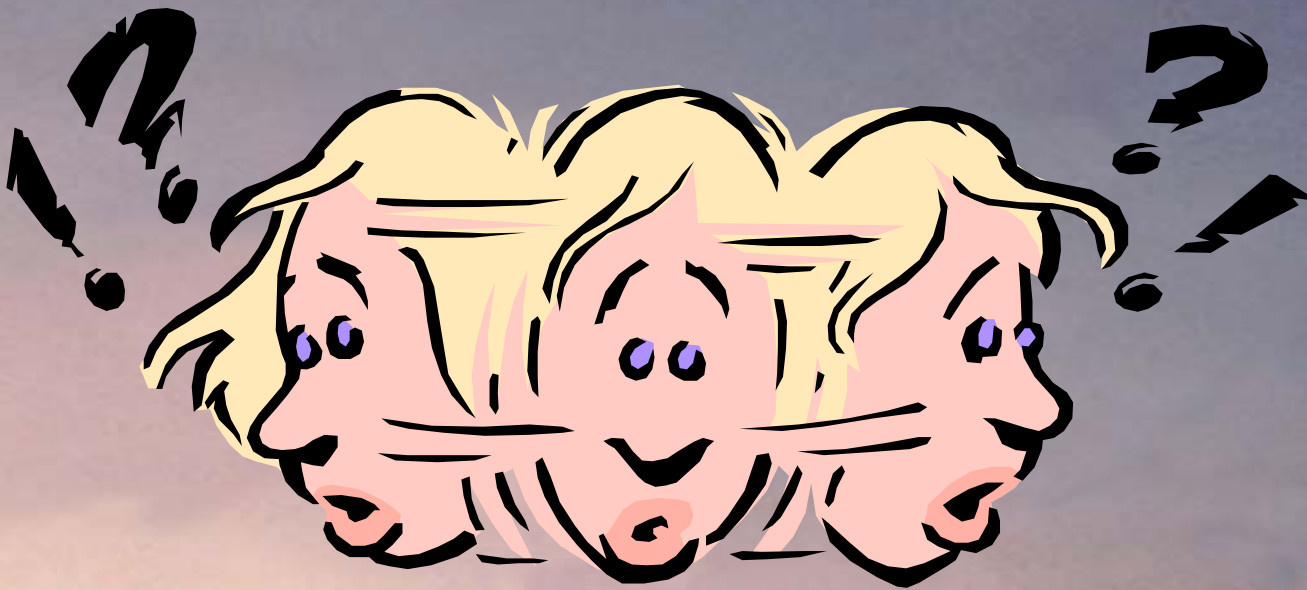


Basic Model





The Safe Choice



Knowing vs. Doing Issues

Knowing vs. Doing



Knowing

- They didn't know they were supposed to do it
- They didn't know the importance of doing it
- They didn't know how to do it
- They haven't done it before

Knowing vs. Doing



Doing

- They don't like doing it
- It seems optional
- They are afraid they might lose an opportunity to do something else more important
- Management doesn't care if they do it or not
- Management criticizes them for doing it

What Do You Do ...



When Employees Don't Do What
They Are Supposed To Do?

Dealing with a “*Knowing*” Issue

- Provide learning opportunities
- Create job aids
- Find another job for them

Causes of “*Doing*” Issues

- Lack of feedback
- Lack of consequences
- Task interference

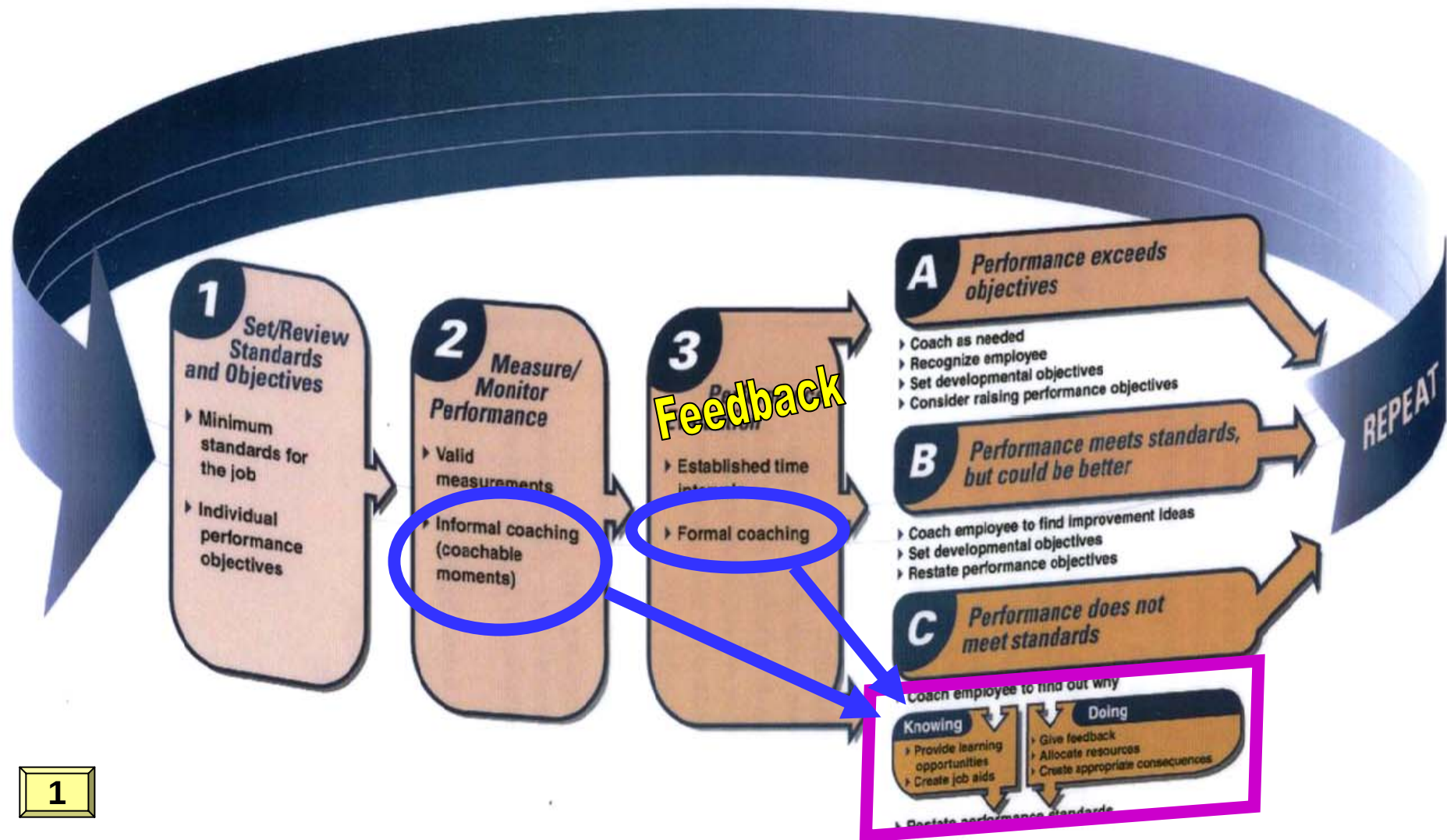
Dealing with a “*Doing*” Issue

- Provide feedback
- Create positive consequences for desired behaviors
- Create negative consequences for undesired behaviors
- Remove challenges

“Knowing” vs. “Doing” Actions

- What happens if you apply a doing solution, such as creating consequences, to a knowing issue?
- What happens if you apply a knowing solution, such as training, to a doing issue?

Basic Model



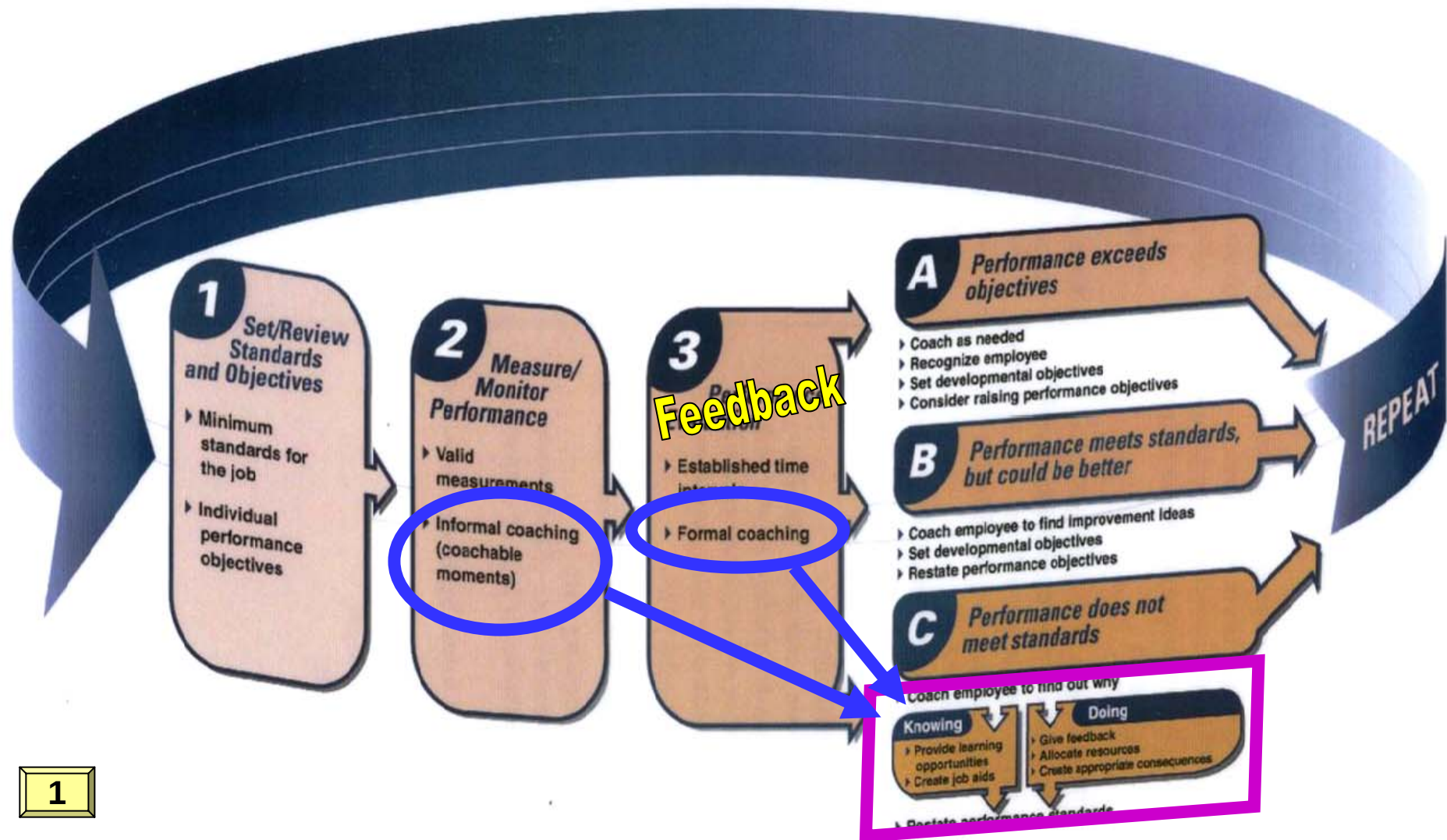
“Coachable” Moments

When to intervene ...

- When a team member asks a question
- When you observe a team member facing a challenging situation
- When a team member has not learned from a mistake
- When a team member's performance or behavior needs some minor adjustment



Basic Model

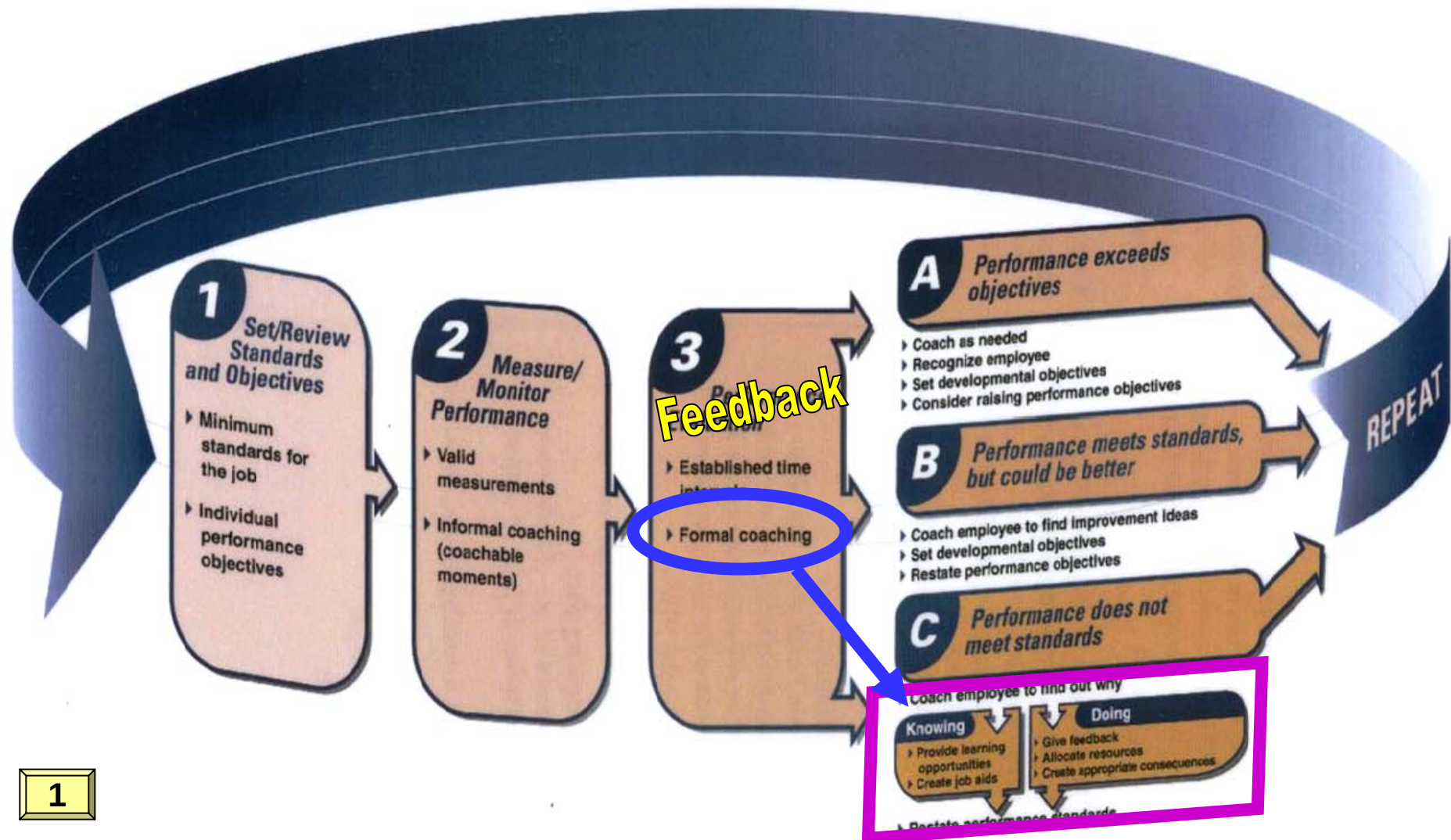


When to Hold a “Review”

- At planned intervals
- When the associate is on the wrong path
(i.e., “counseling” situation)
- When a team member requests guidance or support



Basic Model





Video “A Fish Called Wanda”

- How did this “coachable moment” go?
- How would you characterize Otto’s *(Kevin Kline’s)* performance [a knowing issue or a doing issue] ? Why?

Performance Feedback



Performance Feedback



What did you see?	"Volunteer's" Viewpoint
	
Neutral	
	



“COACH-APPROACH” **COMMUNICATION**



The Safe Choice

What is “Coaching”



Definition

“Successful coaching is a series of conversations that lead to superior performance, commitment to sustained improvement, and positive relationships . . . Coaching helps people become more effective than they already are, regardless of how they are performing today.”

Pacific Center for Leadership

Communication:



“To transmit information, thought, or feeling so that it is satisfactorily understood.”

– Webster’s



“Office Space”

- What kind of communication did Peter (*employee*) experience with his three bosses?
- What did “bosses” do well?
- What might they have done differently (*to be more effective*)?

Managers as Communicators

- When you communicate with team members, what are some of the things you are trying to accomplish?

Power of Communication

Paper Tear Activity



Communication “Assessment”

- What insights did you have during the “Paper Tearing” Activity *(either round)* ?
- How will you apply these insights in your position as a leader at your dealership?

Another **Definition**

***“An ongoing,
ever-changing,
dynamic interaction process
between people.”***

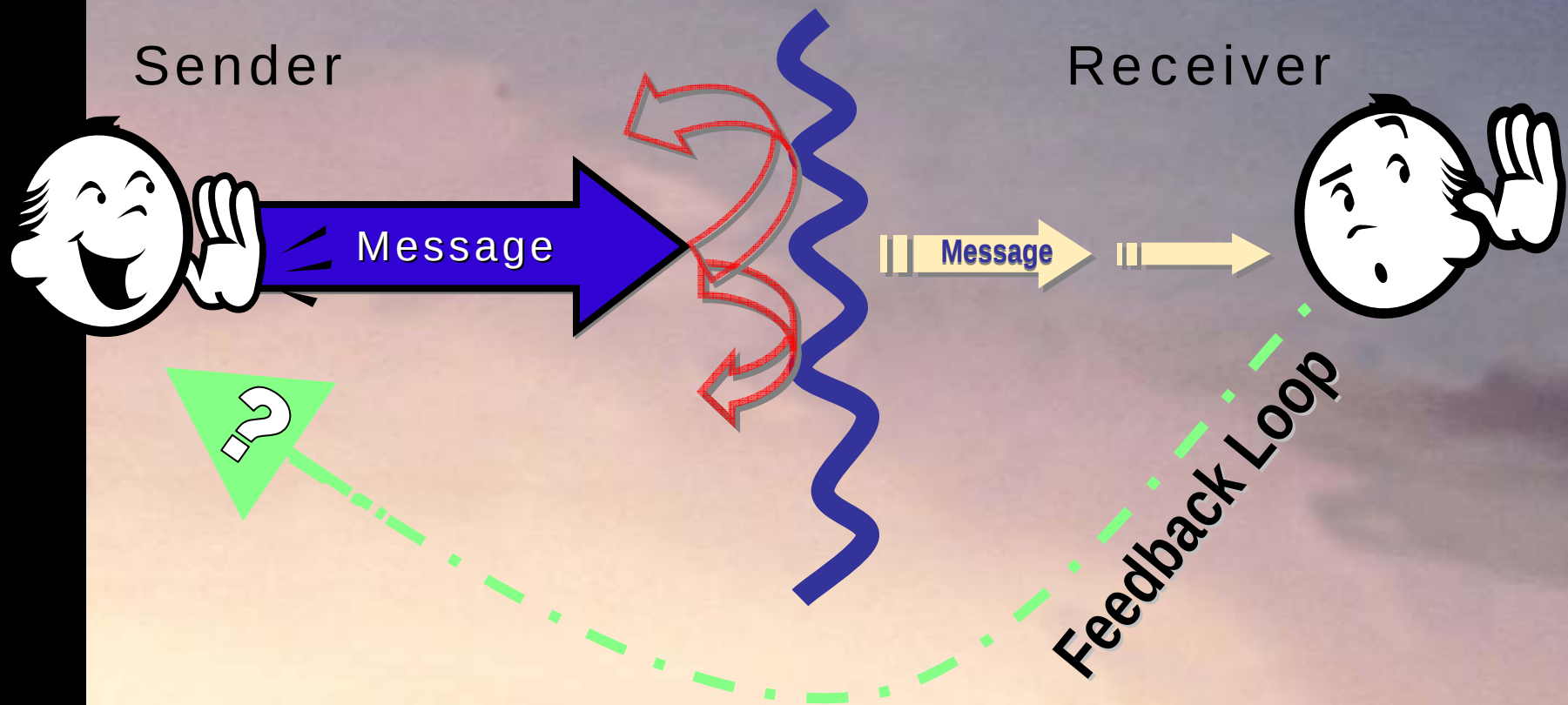
– K. Anderson

Video “Who’s on First”

- How often have you experienced that feeling where nothing you say gets through?

Communication Model

Potential Distortion



The “P.L.A.C.E. ●” Technique

- **P** = Position
- **L** = Listen actively
- **A** = Ask “Strategic” Questions
- **C** = Confirm understanding
- **E** = Educate
- **●** = Check-for-Accuracy

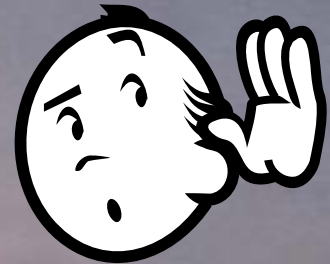
Communication Model

Potential Distortion

Sender



Receiver



Communication Model

Potential Distortion

Sender

Receiver

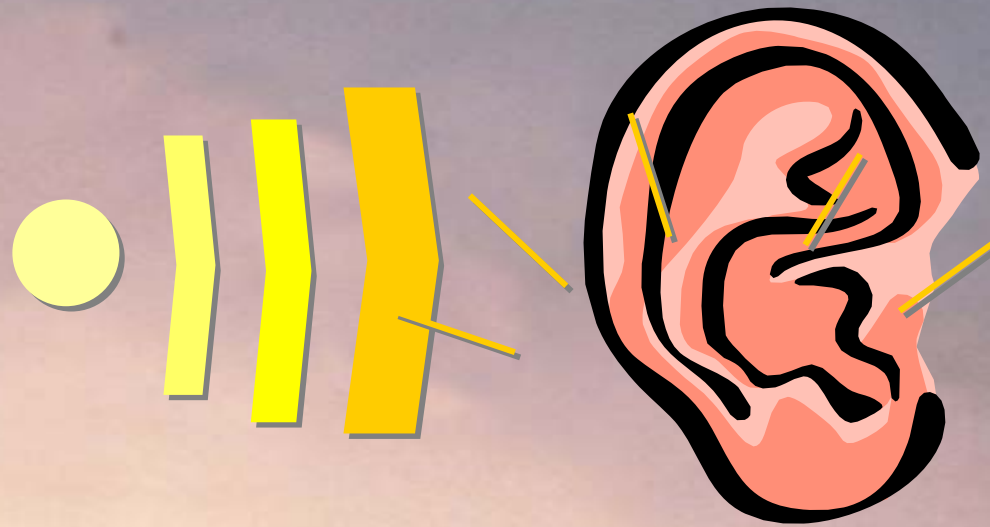


“**P**ositioning”

- Get a team member to engage in two-way communication with phrases such as:
 - “I’d like to get your thoughts on...”
- Rather than:
 - “I need to talk to you ...”
- What are some other ways you can position a coaching discussion effectively?



Active **L**istening



Active Listening Techniques

- Acknowledge the other person
- Maintain intermittent eye contact
- Minimize interruptions and distractions
- Listen with your whole body
- Watch for nonverbal clues
- Pay attention to vocal emphasis/inflections
- Take notes, if possible



The Safe Choice

***“Seek first to understand,
then to be understood.”***

– Stephen Covey

“The 7 Habits of Highly Effective People”

“When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building.

When others feel understood, they feel affirmed and valued; defenses are lowered and opportunities to speak openly, and be understood, come much more naturally and easily. ”

– Stephen Covey

“The 7 Habits of Highly Effective People”

A asking “Strategic” Questions





The Safe Choice

C Confirm Understanding



Confirm Understanding

- Make sure that you “got it all” and that you “got it right”
- Paraphrase/Restate what other person has said or read back your notes (*i.e., playback what you heard*)
- Guarantee you are responding to the right issue

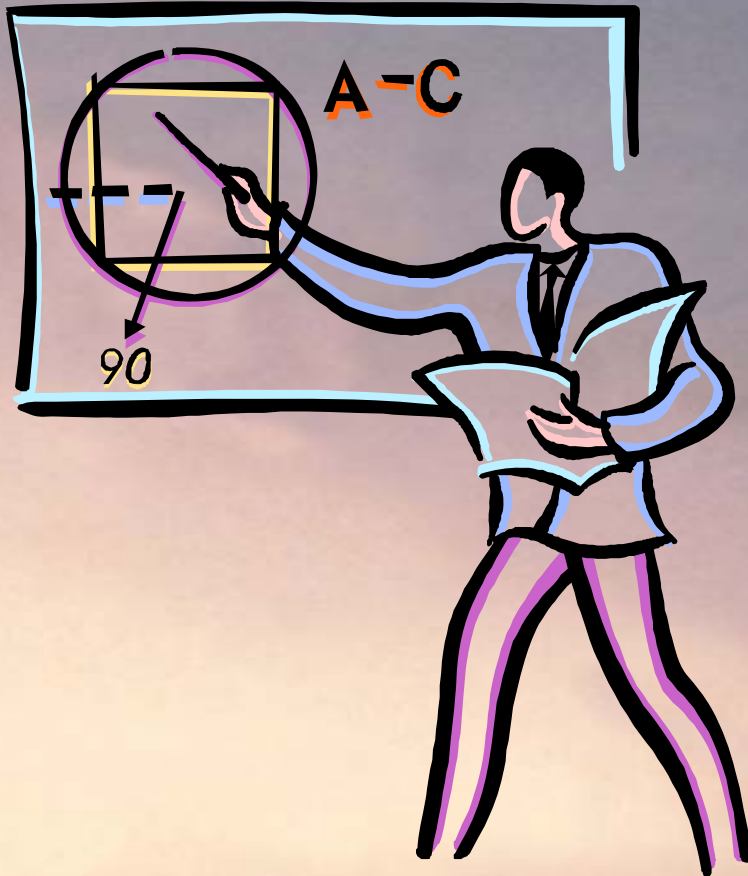
Confirm Understanding

- Know when to confirm
- Always end with “What did I miss?”



The Safe Choice

Educate



Educate

- **Three ways to educate:**
 - Statements of fact
 - Visuals
 - Series of questions
- **Be brief and to the point**



Check-for-Accuracy



Check-for-Accuracy

- Make sure you both understand what will happen next
- Verify that you've communicated effectively
- Accurately determine their level of understanding
- Determine their level of comfort

Check-for-Accuracy

- Have the respondent confirm their understanding of what you've said
 - “So I understand, what are your expectations of me and what actions are you going to take?”
 - “So, we’re doing what?”
 - “So I’m clear, what’s the first thing you’re going to do?”

Managing Negative Comfort-Level Responses

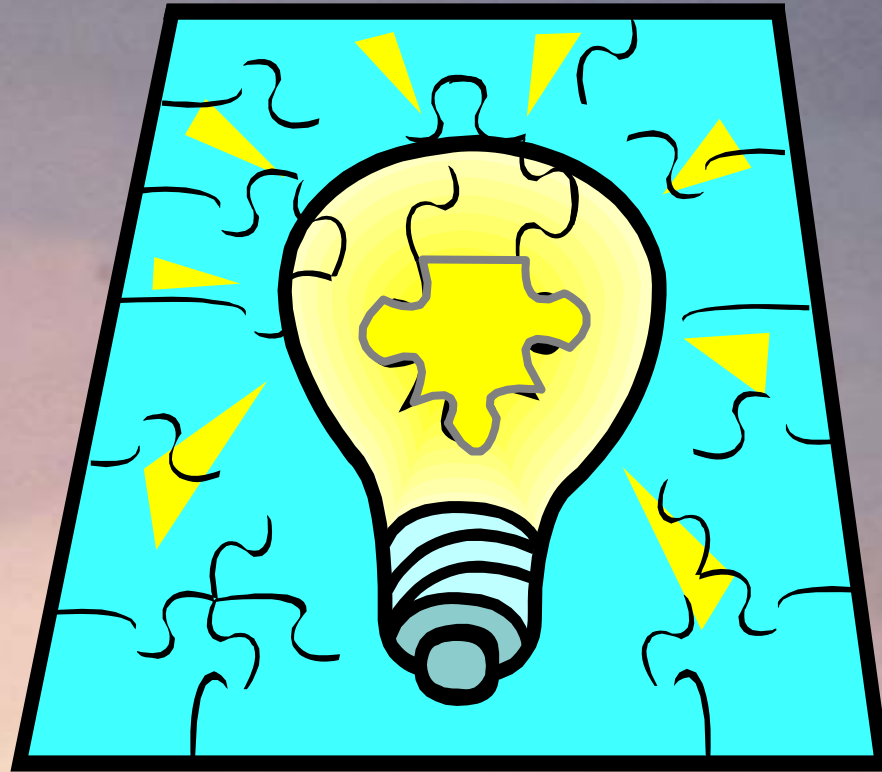
- Attempt to coach the team member through the activity
- Ask the team member for an alternate action to accomplish the same objective



Check for Accuracy



Practice Activity



Coaching Using “PLACE✓”

What Questions Might You Have?

Thank You!