

CREATING A CULTURE OF PERFORMANCE

DAS CHRO Management Education Forum

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August 30, 2016

INTRODUCTORY REMARKS

I believe in ...

- ▶ Public service
- ▶ Public service excellence
- ▶ Responsibility to live up to the public's trust

I submitted a proposal to facilitate this session because I understand the intersections of performance systems and managing people, and will do everything I can to re-kindle the public's trust in government

THEMES FOR THIS SESSION

Culture – What is it? Let's set the stage

Performance Management – Aka “managing for outcomes”

Employee Engagement – employees drive organizational success

Leading from Where You Sit - your role matters—
incredibly so!

LESS PRESENTATION . . . MORE FACILITATED LEARNING

- ▶ Adults prefer to be actively involved in the learning experience, not passive recipients of information
 - ▶ Adults prefer real-life examples
 - ▶ Adults prefer “facilitation” to “teaching”
 - ▶ Safe and comfortable, non-judgmental environment
-
- **This session will be interactive**
 - **Informal as possible**
 - **Provide for practical and relevant learning**
 - **Provide immediate applicability for all participants**

NORMS FOR OUR TIME TOGETHER

- ▶ **Your Learning is in Your Hands** – the more actively you listen and participate, the more you will gain from the session
- ▶ **Respect Diversity And Differences** – in backgrounds, culture, experience, knowledge
- ▶ **Build and Maintain a Spirit of Dialogue** - Listen to one another actively, without judgment. Listen to learn
- ▶ **Put Aside And Leave Behind Outside Concerns** during each seminar (e.g., cell phones off/muted, if a call or extended texting is needed leave the meeting room, etc.)
- ▶ **Create A Safe Learning Environment** with principle “non-attribution” of class comments externally...
- ▶ **Let’s Enjoy This** – It’s an infrequent opportunity to all be together; sharing and exploring topics that matter should be challenging and FUN!!!

LASTING BELIEFS VALUES TRADITION COMMON GOALS WORKPLACE EMBEDDED
ORGANIZATIONAL PERCEPTION PATTERNED
BEHAVIORS WAY OF THINKING CULTURE
INFLUENCE PRINCIPLES ETHOS
SHARED CAPACITY PHILOSOPHY
INGRAINED FRAMEWORK
FUTURE GENERATIONS

WHAT IS CULTURE?

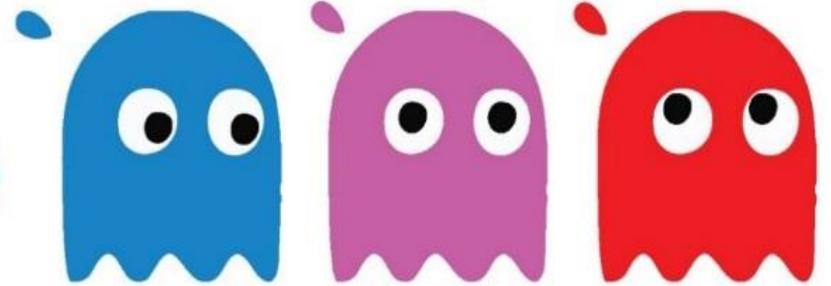
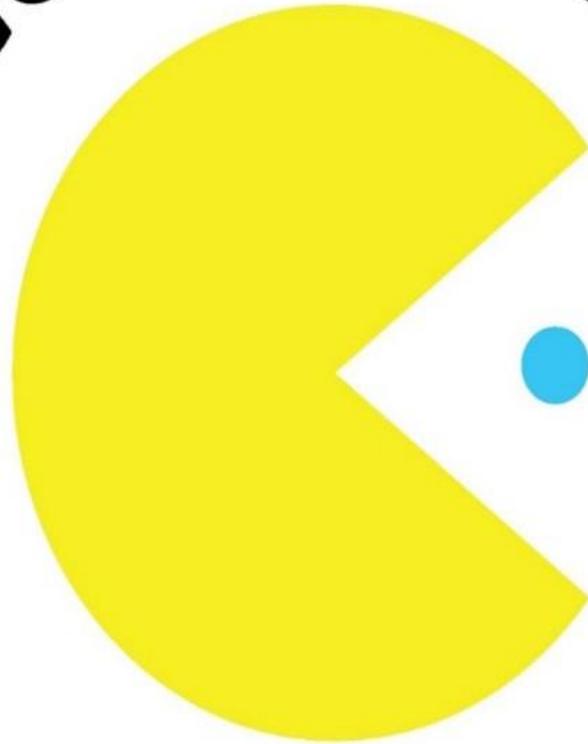
- ▶ According to Merriam-Webster's Dictionary it is the set of shared attitudes, values, goals, and practices that characterizes an institution or organization; a way of thinking, behaving, or working that exists in a place or organization
- ▶ Other definitions include behaviors, learned and passed on to future generations, culture is lasting, embedded, patterned, ingrained, everyday
- ▶ Great example—Oregon's culture of sustainable practices

“Culture is the way to put the systems and processes in place.”

Fariborz Pakseresht

Director, Oregon Youth Authority

CULTURE!



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Culture eats strategy for breakfast.

PERFORMANCE MANAGEMENT

“At no time in modern history have state and local governments been under greater pressure to provide results that matter to the public, often within severe resource constraints.”

“A Performance Management Framework for State and Local Government.”



PERFORMANCE MANAGEMENT - AN OVERVIEW

- ▶ **What**
 - ▶ **Why**
 - ▶ **Where**
 - ▶ **Who**
 - ▶ **When**
 - ▶ **How**

PERFORMANCE MANAGEMENT

WHAT IS IT?

Let's agree on what it IS, and what it's NOT

It is NOT . . .

Performance Measurement

Employee Performance Reviews

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a light blue background.

PERFORMANCE MANAGEMENT IS . . .

“Performance Management in the public sector is an ongoing, systematic approach to improving results through:

- ▶ Evidence-based decision-making;
- ▶ Continuous organizational learning; and
- ▶ Accountability for performance.”

“A Performance Management Framework for State and Local Government.”

PERFORMANCE MANAGEMENT IS . . .

It is a systematic way to use data, research and analytics to improve outcomes and organizational performance

I will refer to it as

“managing for outcomes”

“managing for improved organizational performance”

“managing for results”



PERFORMANCE MANAGEMENT PROVIDES ...

Better information enabling elected officials and managers to

- ▶ Recognize success,
- ▶ Identify problem areas,
- ▶ Respond with appropriate actions
- ▶ Learn from experience and
- ▶ Apply that knowledge to better serve the public.

“A Performance Management Framework for State and Local Government.”



PERFORMANCE MANAGEMENT SEEKS

Effectiveness –

- ▶ Is the agency/government on course to achieve its desired results?
- ▶ Are the planned strategies being implemented as planned?
- ▶ Are those strategies achieving the desired results?

Efficiency –

- ▶ Are strategies being carried out in a cost-effective manner?

MANAGING FOR OUTCOMES

WHY DO IT?

Fundamental Benefit: It enables governments to produce better results for the public!

- ▶ Focus the organization on results that are important for stakeholders
- ▶ Improve results within resource constraints
- ▶ Engage all public employees to better serve the public in an era of complexity and rapid changes
- ▶ Gain and keep the public's trust and confidence

WHERE DOES MANAGING FOR OUTCOMES OCCUR?

- ▶ Can occur at any level of government
- ▶ “A department or agency with a strong, forward thinking leader has the greatest chance of long term success.” (Jeff Tyrens)
- ▶ May focus on short and/or long term goals
- ▶ May drive toward intermediate and/or high level outcomes

WHEN IS THE RIGHT TIME?

- ▶ There is a readiness variable to be considered before launching an ‘initiative’
- ▶ Successful initiatives in most organizations involve changes in their underlying culture
- ▶ Significant planning is involved in bringing into play all of the necessary components of an effective approach.
- ▶ If you don't know what and how you will measure success—then you're NOT ready

WHO IS INVOLVED IN MANAGING FOR OUTCOMES?

Leader/s

- ▶ public manager or professional staff member who will initiate and sustain performance management in their unit
- ▶ the backing of at least one high ranking executive who will be its champion is ideal!!

Staff

Partners

Public

MANAGING FOR OUTCOMES – STAFF

Staff is the engine that drives the quest for better results.

- ▶ Staff opinions matter - listen and create buy-in
- ▶ Staff members must know what results the organization is attempting to achieve.
- ▶ Staff members must take responsibility for their contribution to those results.
- ▶ Performance reviews, if part of your system, must focus on learning first, well ahead of imposing negative consequences

MANAGING FOR OUTCOMES – PARTNERS

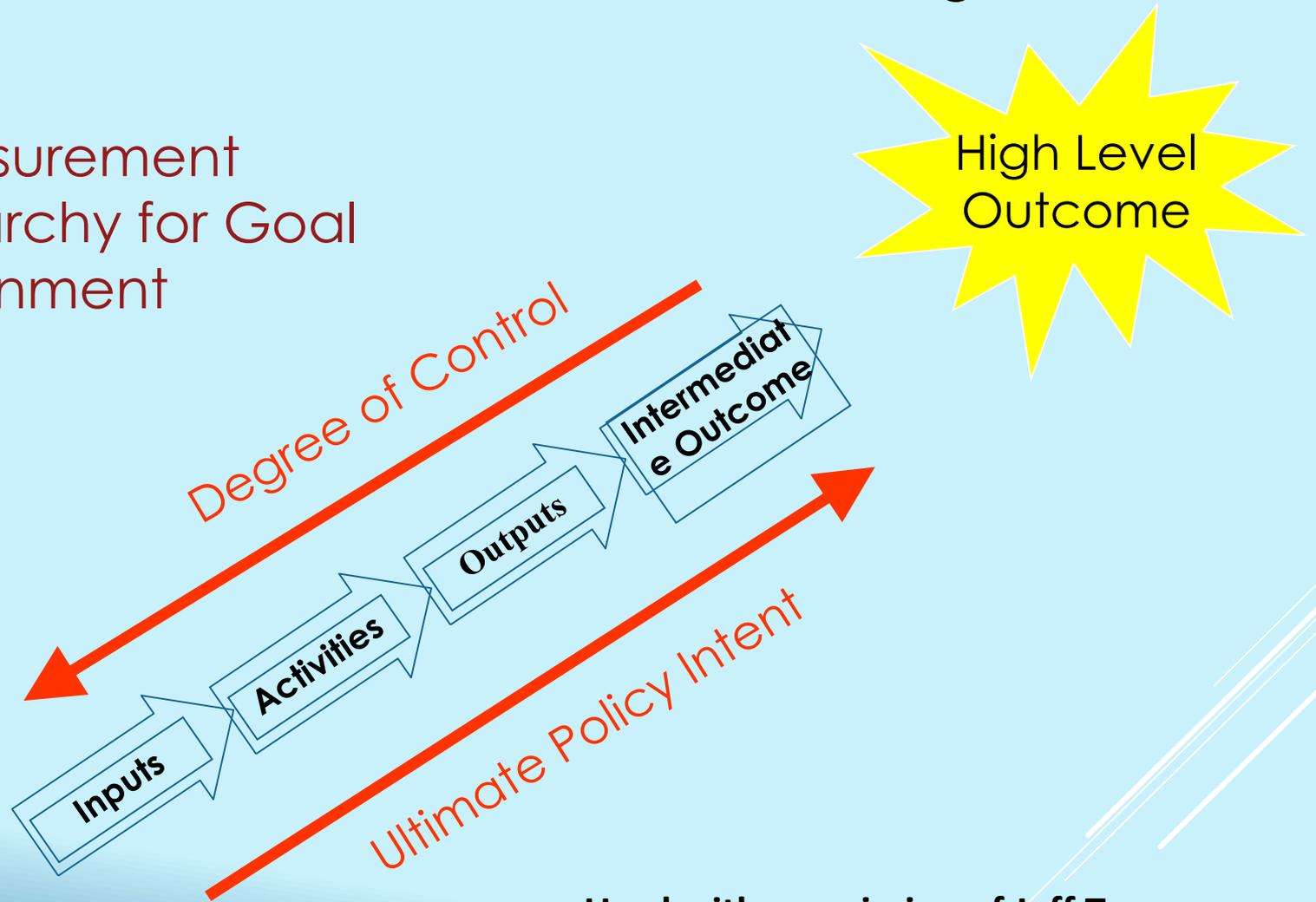
- ▶ **Partners** are an increasingly important component of any results-focused public initiative; especially those dealing with complex societal level issues.
- ▶ **Sharing responsibility** for outcomes across organizations, even among sister agencies, is one of the toughest nuts to crack when attempting to improve results.
- ▶ Few leaders are willing to be held accountable for results that are not totally within their purview.

HOW DOES AN ORGANIZATION GET STARTED?

- ▶ Find a Framework and System that Works for Your Organization
- ▶ Create clear goals and desired outcomes
- ▶ Establish clear ways to measure results at all stages – (Remember, if you can't measure it . . .)
- ▶ Select a system to collect and measure data—existing technology and report formats, retool current software, new software, etc.
- ▶ Illustrate the framework in a graphic that's easy to understand – keep it simple

Adopt a Framework that Works for Your Organization

Measurement
Hierarchy for Goal
Attainment

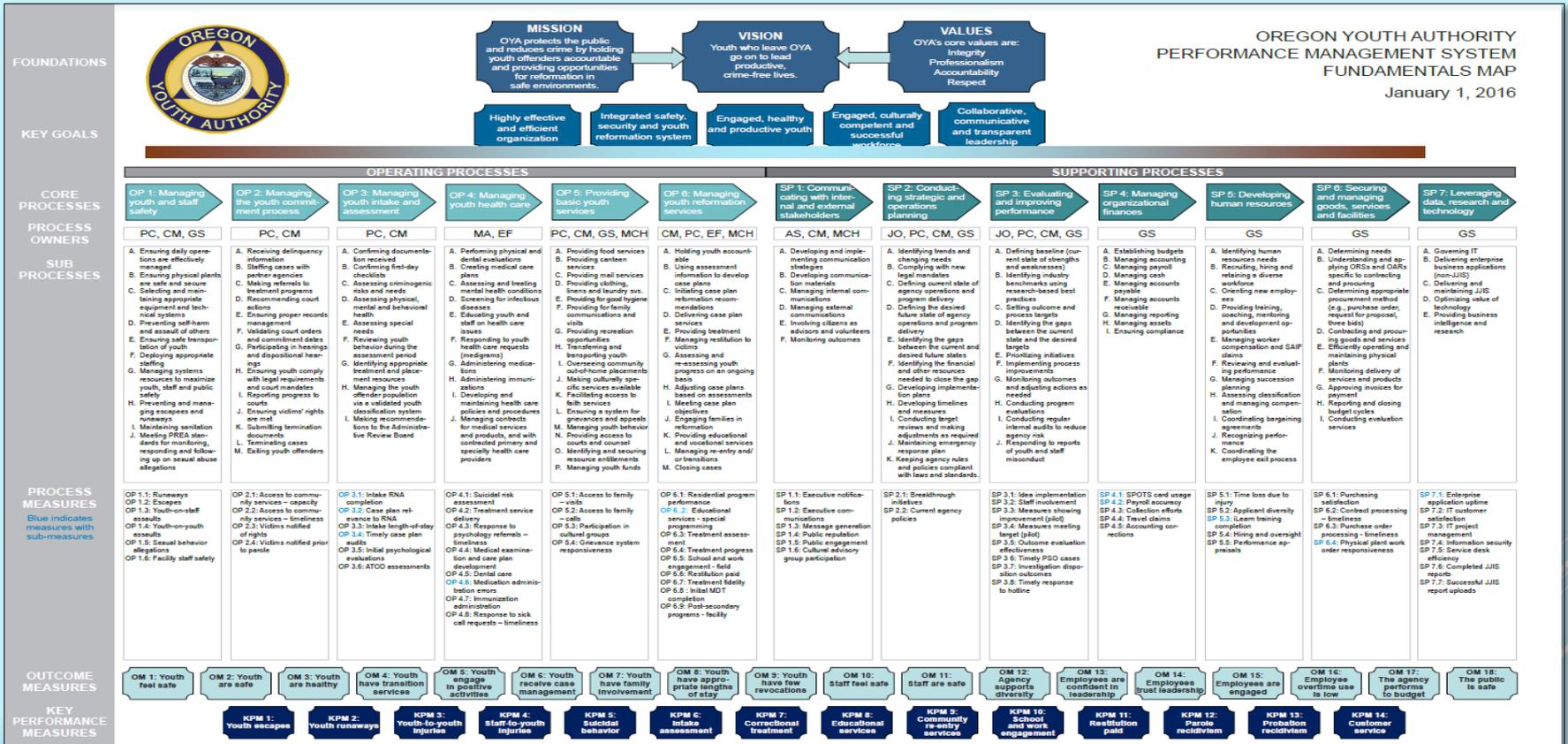


Used with permission of Jeff Tyrens

GLOSSARY OF KEY TERMS

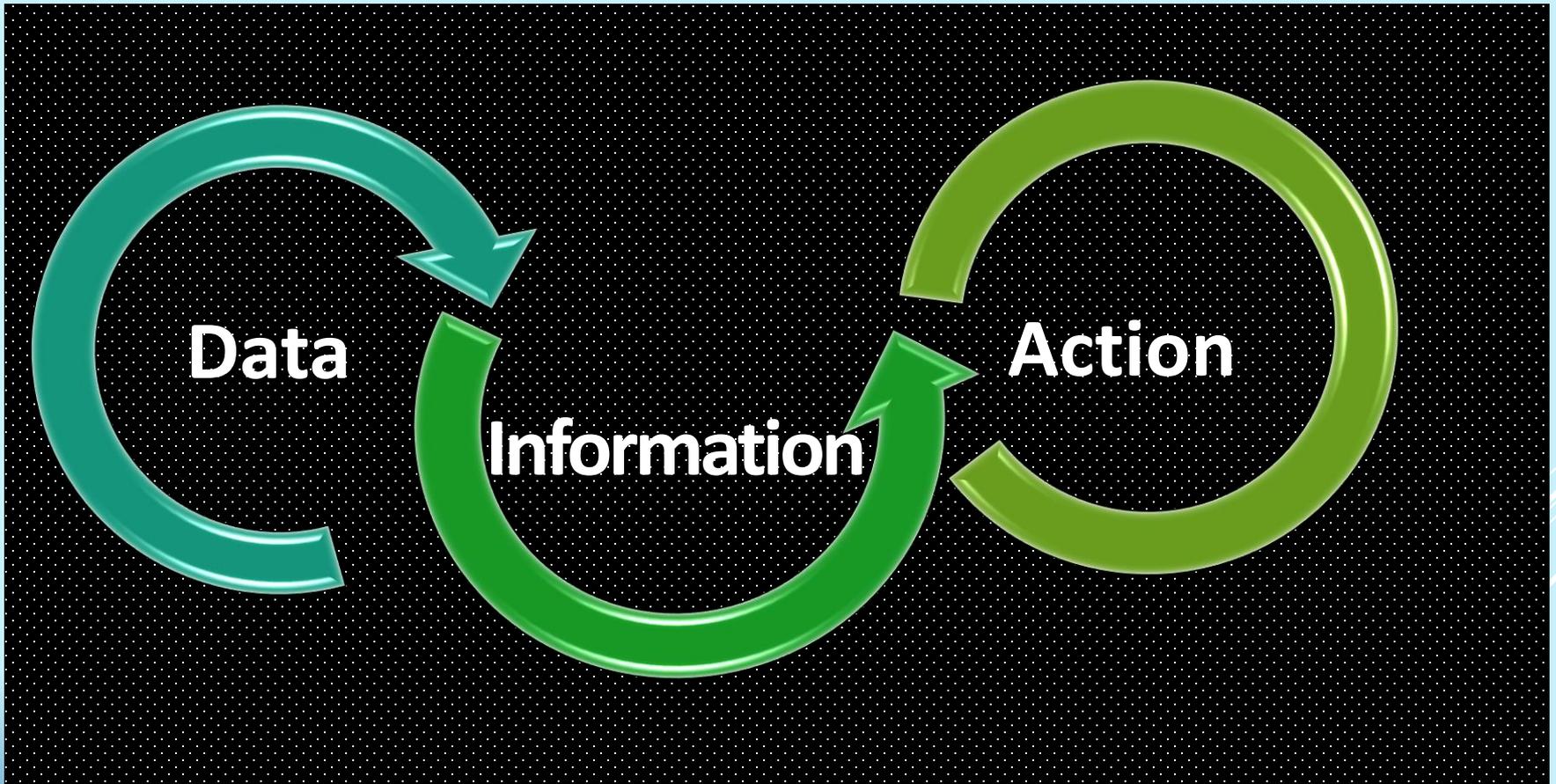
- ▶ **Context** – Foundational view of organization and societal condition of importance.
- ▶ **Outcome** – An event, occurrence or condition of importance to customers or the general public that is, at least partially, the result of a service or product provided.
 - **High level** - A desired end, usually a measure of societal health or well being;
 - **Intermediate** - Measures progress toward a desired end, but is not an end in itself.
- ▶ **Output** –The physical quantity of an agency’s completed product or service, either by staff or contractors.
- ▶ **Activity** – Statement of the types of work planned.
- ▶ **Input** – Resources to be expended.

OYA MANAGES FOR OUTCOMES



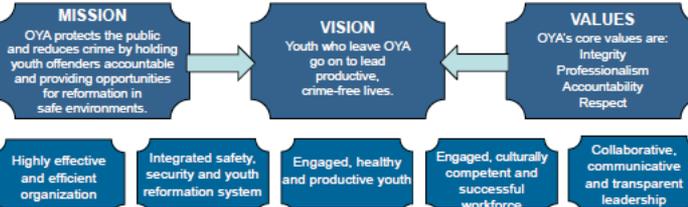
The following slides are used with the permission of Fariborz Pakresht, Director OYA, August 2016.

DATA VALUE STREAM



THE OYA FUNDAMENTALS MAP

OREGON YOUTH AUTHORITY
PERFORMANCE MANAGEMENT SYSTEM
FUNDAMENTALS MAP
January 1, 2016



FOUNDATIONS

KEY GOALS

CORE PROCESSES

PROCESS OWNERS

SUB PROCESSES

PROCESS MEASURES

Blue indicates measures with sub-measures

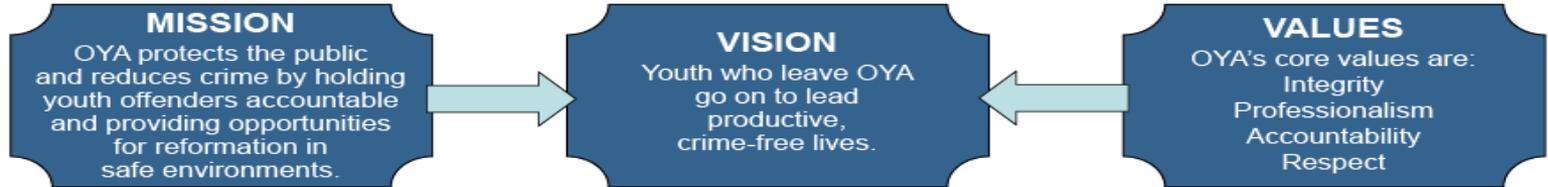
OUTCOME MEASURES

KEY PERFORMANCE MEASURES

OPERATING PROCESSES						SUPPORTING PROCESSES											
OP 1: Managing youth and staff safety	OP 2: Managing the youth commitment process	OP 3: Managing youth intake and assessment	OP 4: Managing youth health care	OP 5: Providing basic youth services	OP 6: Managing youth reformation services	SP 1: Communicating with internal and external stakeholders	SP 2: Conducting strategic and operations planning	SP 3: Evaluating and improving performance	SP 4: Managing organizational finances	SP 5: Developing human resources	SP 6: Securing and managing goods, services and facilities	SP 7: Leveraging data, research and technology					
PC, CM, GS	PC, CM	PC, CM	MA, EF	PC, CM, GS, MCH	CM, PC, EF, MCH	AS, CM, MCH	JO, PC, CM, GS	JO, PC, CM, GS	GS	GS	GS	GS					
<p>A. Ensuring daily operations are effectively managed</p> <p>B. Ensuring physical plants are safe and secure</p> <p>C. Selecting and maintaining appropriate equipment and technical systems</p> <p>D. Preventing self-harm and assault of others</p> <p>E. Ensuring safe transportation of youth</p> <p>F. Deploying appropriate staffing</p> <p>G. Managing systems resources to maximize youth, staff and public safety</p> <p>H. Preventing and managing escapes and runaways</p> <p>I. Maintaining sanitation</p> <p>J. Meeting PREA standards for monitoring, responding and following up on sexual abuse allegations</p>	<p>A. Receiving delinquency information</p> <p>B. Staffing cases with partner agencies</p> <p>C. Making referrals to treatment programs</p> <p>D. Recommending court actions</p> <p>E. Ensuring proper records management</p> <p>F. Validating court orders and commitment dates</p> <p>G. Participating in hearings and dispositional hearings</p> <p>H. Ensuring youth comply with legal requirements</p> <p>I. Reporting progress to courts</p> <p>J. Ensuring victims' rights are met</p> <p>K. Submitting termination documents</p> <p>L. Terminating cases</p> <p>M. Exiting youth offenders</p>	<p>A. Confirming documentation received</p> <p>B. Confirming first-day checklists</p> <p>C. Assessing criminogenic risks and needs</p> <p>D. Assessing physical, mental and behavioral health</p> <p>E. Assessing special needs</p> <p>F. Reviewing youth behavior during the assessment period</p> <p>G. Identifying appropriate treatment and placement resources</p> <p>H. Managing the youth offender population via a validated youth classification system</p> <p>I. Making recommendations to the Administrative Review Board</p>	<p>A. Performing physical and dental evaluations</p> <p>B. Creating medical care plans</p> <p>C. Assessing and treating mental health conditions</p> <p>D. Screening for infectious diseases</p> <p>E. Educating youth and staff on health care issues</p> <p>F. Responding to youth health care requests (medications)</p> <p>G. Administering medications</p> <p>H. Administering immunizations</p> <p>I. Developing and maintaining health care policies and procedures</p> <p>J. Managing contracts for medical services and products, and with contracted primary and specialty health care providers</p> <p>K. Facilitating access to faith services</p> <p>L. Providing access to grievance and appeals</p> <p>M. Managing youth behavior</p> <p>N. Providing access to courts and counsel</p> <p>O. Identifying and securing resource entitlements</p> <p>P. Managing youth funds</p>	<p>A. Providing food services</p> <p>B. Providing canteen services</p> <p>C. Providing mail services</p> <p>D. Providing clothing, linens and laundry services</p> <p>E. Providing for good hygiene</p> <p>F. Providing for family communications and visits</p> <p>G. Providing recreation opportunities</p> <p>H. Transferring and transporting youth</p> <p>I. Overseeing community out-of-home placements</p> <p>J. Making culturally specific facilities available</p> <p>K. Facilitating access to faith services</p> <p>L. Ensuring a system for grievances and appeals</p> <p>M. Managing youth behavior</p> <p>N. Providing access to courts and counsel</p> <p>O. Identifying and securing resource entitlements</p> <p>P. Managing youth funds</p>	<p>A. Holding youth accountable</p> <p>B. Using assessment information to develop case plans</p> <p>C. Initiating case plan reformation recommendations</p> <p>D. Delivering case plan services</p> <p>E. Providing treatment</p> <p>F. Managing restitution to victims</p> <p>G. Providing educational and vocational services</p> <p>H. Identifying and securing resource entitlements</p> <p>M. Closing cases</p>	<p>A. Developing and implementing communication strategies</p> <p>B. Developing communication materials</p> <p>C. Managing internal communications</p> <p>D. Managing external communications</p> <p>E. Involving citizens as advisors and volunteers</p> <p>F. Monitoring outcomes</p>	<p>A. Identifying trends and changing needs</p> <p>B. Complying with new legal mandates</p> <p>C. Defining current state of agency operations and program delivery</p> <p>D. Defining the desired future state of agency operations and program delivery</p> <p>E. Identifying the gaps between the current and desired future states</p> <p>F. Identifying the financial and other resources needed to close the gap</p> <p>G. Developing implementation plans</p> <p>H. Developing timelines and measures</p> <p>I. Conducting target reviews and making adjustments as required</p> <p>J. Maintaining emergency response plan</p> <p>K. Keeping agency rules and policies compliant with laws and standards.</p>	<p>A. Defining baseline (current state of strengths and weaknesses)</p> <p>B. Identifying industry benchmarks using research-based best practices</p> <p>C. Setting outcome and process targets</p> <p>D. Identifying the gaps between the current state and the desired targets</p> <p>E. Prioritizing initiatives</p> <p>F. Implementing process improvements</p> <p>G. Monitoring outcomes and adjusting actions as needed</p> <p>H. Conducting program evaluations</p> <p>I. Conducting regular internal audits to reduce agency risk</p> <p>J. Responding to reports of youth and staff misconduct</p>	<p>A. Establishing budgets</p> <p>B. Managing accounting</p> <p>C. Managing payroll</p> <p>D. Managing accounts payable</p> <p>E. Managing accounts receivable</p> <p>F. Managing reporting</p> <p>G. Managing assets</p> <p>H. Ensuring compliance</p>	<p>A. Identifying human resources needs</p> <p>B. Recruiting, hiring and retaining a diverse workforce</p> <p>C. Orienting new employees</p> <p>D. Providing training, coaching, mentoring and development opportunities</p> <p>E. Managing worker compensation and SAIF claims</p> <p>F. Reviewing and evaluating performance</p> <p>G. Managing succession planning</p> <p>H. Assessing classification and managing compensation</p> <p>I. Coordinating bargaining agreements</p> <p>J. Recognizing performance</p> <p>K. Coordinating the employee exit process</p>	<p>A. Determining needs</p> <p>B. Understanding and applying ORSs and OARs specific to contracting and procurement</p> <p>C. Determining appropriate procurement method (e.g. purchase order, request for proposal, three bids)</p> <p>D. Contracting and procuring goods and services</p> <p>E. Efficiently operating and maintaining physical plants</p> <p>F. Monitoring delivery of services and products</p> <p>G. Approving invoices for payment</p> <p>H. Reporting and closing budget cycles</p> <p>I. Conducting evaluation services</p>	<p>A. Governing IT</p> <p>B. Delivering enterprise business applications (non-JJIS)</p> <p>C. Delivering and maintaining JJIS</p> <p>D. Optimizing value of technology</p> <p>E. Providing business intelligence and research</p>					
<p>OP 1.1: Runaways</p> <p>OP 1.2: Escapes</p> <p>OP 1.3: Youth-on-staff assaults</p> <p>OP 1.4: Youth-on-youth assaults</p> <p>OP 1.5: Sexual behavior allegations</p> <p>OP 1.6: Facility staff safety</p>	<p>OP 2.1: Access to community services – capacity</p> <p>OP 2.2: Access to community services – timeliness</p> <p>OP 2.3: Victims notified of rights</p> <p>OP 2.4: Victims notified prior to parole</p>	<p>OP 3.1: Intake RNA completion</p> <p>OP 3.2: Case plan re-venue to RNA</p> <p>OP 3.3: Intake length-of-stay</p> <p>OP 3.4: Timely case plan audits</p> <p>OP 3.5: Initial psychological evaluations</p> <p>OP 3.6: ATOO assessments</p>	<p>OP 4.1: Suicidal risk assessment</p> <p>OP 4.2: Treatment service delivery</p> <p>OP 4.3: Response to psychology referrals – timeliness</p> <p>OP 4.4: Medical examination and care plan development</p> <p>OP 4.5: Dental care</p> <p>OP 4.6: Medication administration errors</p> <p>OP 4.7: Immunization administration</p> <p>OP 4.8: Response to sick call requests – timeliness</p>	<p>OP 5.1: Access to family – visits</p> <p>OP 5.2: Access to family – calls</p> <p>OP 5.3: Participation in cultural groups</p> <p>OP 5.4: Grievance system responsiveness</p> <p>OP 5.5: School and work engagement – field</p> <p>OP 5.6: Restitution paid</p> <p>OP 5.7: Treatment fidelity</p> <p>OP 5.8: Initial MDT completion</p> <p>OP 5.9: Post-secondary programs – facility</p>	<p>OP 6.1: Residential program performance</p> <p>OP 6.2: Educational services – special programming</p> <p>OP 6.3: Treatment assessment</p> <p>OP 6.4: Treatment progress</p> <p>OP 6.5: School and work engagement – field</p> <p>OP 6.6: Restitution paid</p> <p>OP 6.7: Treatment fidelity</p> <p>OP 6.8: Initial MDT completion</p> <p>OP 6.9: Post-secondary programs – facility</p>	<p>SP 1.1: Executive notifications</p> <p>SP 1.2: Executive communications</p> <p>SP 1.3: Message generation</p> <p>SP 1.4: Public relations</p> <p>SP 1.5: Public engagement</p> <p>SP 1.6: Cultural advisory group participation</p>	<p>SP 2.1: Breakthrough initiatives</p> <p>SP 2.2: Current agency policies</p>	<p>SP 3.1: Idea implementation</p> <p>SP 3.2: Staff involvement</p> <p>SP 3.3: Measures showing improvement (pilot)</p> <p>SP 3.4: Measures meeting target (pilot)</p> <p>SP 3.5: Outcome evaluation effectiveness</p> <p>SP 3.6: Timely PSO cases</p> <p>SP 3.7: Investigation disposition outcomes</p> <p>SP 3.8: Timely response to hotline.</p>	<p>SP 4.1: SPOTS card usage</p> <p>SP 4.2: Payroll accuracy</p> <p>SP 4.3: Collection efforts</p> <p>SP 4.4: Travel claims</p> <p>SP 4.5: Accounting corrections</p>	<p>SP 5.1: Time loss due to injury</p> <p>SP 5.2: Applicant diversity</p> <p>SP 5.3: Iteam training</p> <p>SP 5.4: Hiring and oversight</p> <p>SP 5.5: Performance appraisals</p>	<p>SP 6.1: Purchasing satisfaction</p> <p>SP 6.2: Contract processing – timeliness</p> <p>SP 6.3: Purchase order processing – timeliness</p> <p>SP 6.4: Physical plant work order responsiveness</p>	<p>SP 7.1: Enterprise application uptime</p> <p>SP 7.2: IT customer satisfaction</p> <p>SP 7.3: IT project management</p> <p>SP 7.4: Information security</p> <p>SP 7.5: Service desk efficiency</p> <p>SP 7.6: Completed JJIS reports</p> <p>SP 7.7: Successful JJIS report uploads</p>					
OM 1: Youth feel safe	OM 2: Youth are safe	OM 3: Youth are healthy	OM 4: Youth have transition services	OM 5: Youth engage in positive activities	OM 6: Youth receive case management	OM 7: Youth have family involvement	OM 8: Youth engage appropriate lengths of stay	OM 9: Youth have few revocations	OM 10: Staff feel safe	OM 11: Staff are safe	OM 12: Agency supports diversity	OM 13: Employees are confident in leadership	OM 14: Employees trust leadership	OM 15: Employees are engaged	OM 16: Employee overtime use is low	OM 17: The agency performs to budget	OM 18: The public is safe
KPM 1: Youth escapes	KPM 2: Youth runaways	KPM 3: Youth-to-youth injuries	KPM 4: Staff-to-youth injuries	KPM 5: Suicidal behavior	KPM 6: Intake assessment	KPM 7: Correctional treatment	KPM 8: Educational services	KPM 9: Community re-entry services	KPM 10: Agency and work engagement	KPM 11: Restitution paid	KPM 12: Parole recidivism	KPM 13: Probation recidivism	KPM 14: Customer service				

FOUNDATIONS

- FOUNDATIONS**
- KEY GOALS
- CORE PROCESSES
- PROCESS OWNERS
- SUB PROCESSES
- PROCESS MEASURES
- OUTCOME MEASURES



- ▶ What business are we in?
- ▶ What do we want our organization to be known for?
- ▶ What beliefs are going to guide our actions?



KEY GOALS

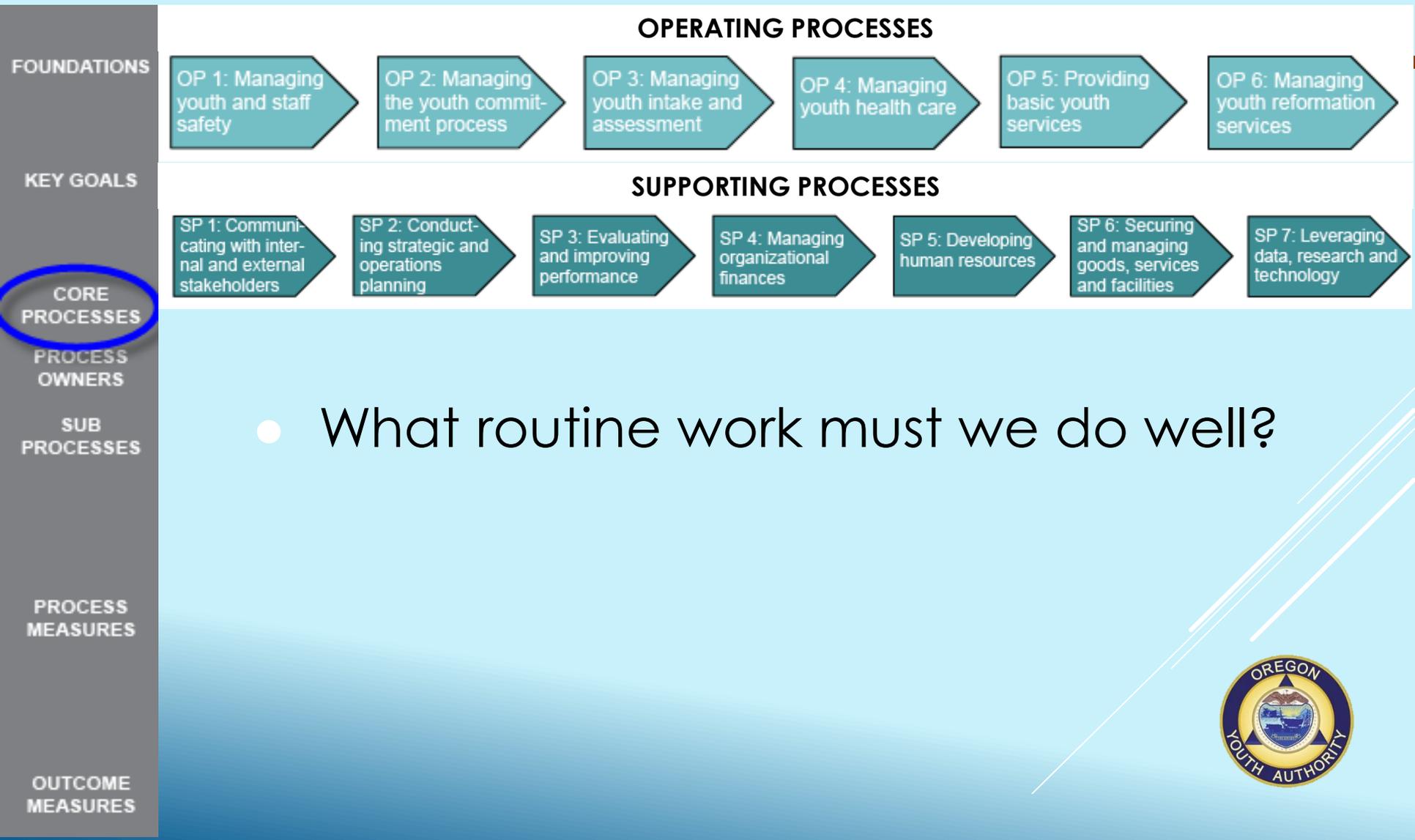
- FOUNDATIONS
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- Highly effective and efficient organization
- Integrated safety, security and youth reformation system
- Engaged, healthy and productive youth
- Engaged, culturally competent and successful workforce
- Collaborative, communicative and transparent leadership

► What accomplishments will define our success?



CORE PROCESSES



- What routine work must we do well?



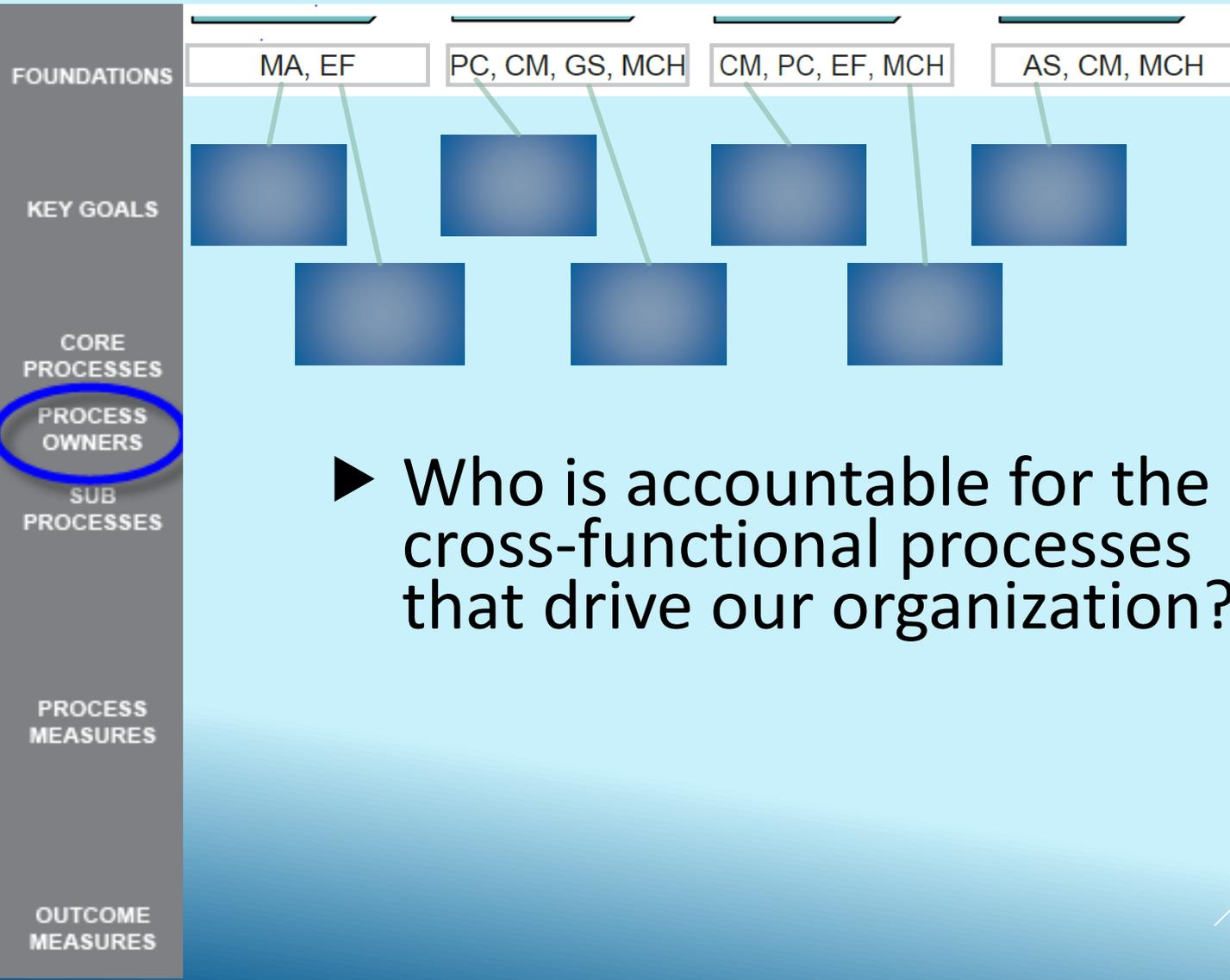
CREATING CAPACITY TO IMPLEMENT CHANGE

If we can
reduce the
time we need
to spend on
the ROUTINE
work of the
business...



...We can
spend more
time on the
work that
delivers
NEW VALUE
to our
customers

PROCESS OWNERS



- ▶ Who is accountable for the cross-functional processes that drive our organization?



SUB-PROCESSES

FOUNDATIONS

KEY GOALS

CORE PROCESSES

PROCESS OWNERS

SUB PROCESSES

PROCESS MEASURES

OUTCOME MEASURES

OPERATING PROCESSES						SUPPORTING PROCESSES						
OP 1: Managing youth and staff safety	OP 2: Managing the youth commitment process	OP 3: Managing youth intake and assessment	OP 4: Managing youth health care	OP 5: Providing basic youth services	OP 6: Managing youth reformation services	SP 1: Communicating with internal and external stakeholders	SP 2: Conducting strategic and operations planning	SP 3: Evaluating and improving performance	SP 4: Managing organizational finances	SP 5: Developing human resources	SP 6: Securing and managing goods, services and facilities	SP 7: Leveraging data, research and technology
PC, CM, GS	PC, CM	PC, CM	MA, WV	PC, CM, GS, MCH	CM, PC, WV, MCH	AS, CM, MCH	JO, PC, CM, GS	JO, PC, CM, GS	GS	GS	GS	GS
<ul style="list-style-type: none"> A. Ensuring daily operations are effectively managed B. Ensuring physical plants are safe and secure C. Selecting and maintaining appropriate equipment and technical systems D. Preventing self-harm and assault of others E. Ensuring safe transportation of youth F. Deploying appropriate staffing G. Managing systems resources to maximize youth and public safety H. Preventing and managing escapes and runaways I. Maintaining sanitation J. Meeting PREA standards for monitoring, responding and following up on sexual abuse allegations 	<ul style="list-style-type: none"> A. Receiving delinquency information B. Staffing cases with partner agencies C. Making referrals to treatment programs D. Recommending court actions E. Ensuring proper records management F. Validating court orders and commitment dates G. Participating in hearings and dispositional hearings H. Ensuring youth comply with legal requirements and court mandates I. Reporting progress to courts J. Ensuring victims' rights are met K. Submitting termination documents L. Terminating cases M. Exiting youth offenders 	<ul style="list-style-type: none"> A. Confirming documentation received B. Confirming first-day checklists C. Assessing criminogenic risks and needs D. Assessing physical, mental and behavioral health E. Assessing special needs F. Reviewing youth behavior during the assessment period G. Identifying appropriate treatment and placement resources H. Managing the youth offender population via a validated youth classification system I. Making recommendations to the Administrative Review Board 	<ul style="list-style-type: none"> A. Performing physical and dental evaluations B. Creating medical care plans C. Assessing and treating mental health conditions D. Screening for infectious diseases E. Educating youth and staff on health care issues F. Responding to youth health care requests (medigrams) G. Administering medications H. Administering immunizations I. Developing and maintaining health care policies and procedures J. Managing contracts for medical services and products, and with contracted primary and specialty health care providers 	<ul style="list-style-type: none"> A. Providing food services B. Providing canteen services C. Providing mail services D. Providing clothing, linens and laundry svc. E. Providing for good hygiene F. Providing for family communications and visits G. Providing recreation opportunities H. Transferring and transporting youth I. Overseeing community out-of-home placements J. Making culturally specific services available K. Facilitating access to faith services L. Ensuring a system for grievances and appeals M. Managing youth behavior N. Providing access to courts and counsel O. Identifying and securing resource entitlements P. Managing youth funds 	<ul style="list-style-type: none"> A. Holding youth accountable B. Using assessment information to develop case plans C. Initiating case plan reformation recommendations D. Delivering case plan issues E. Providing treatment F. Managing restitution to victims G. Assessing and re-assessing youth progress on an ongoing basis H. Adjusting case plans based on assessments I. Meeting case plan objectives J. Engaging families in reformation K. Providing educational and vocational services L. Managing re-entry and/or transitions M. Closing cases 	<ul style="list-style-type: none"> A. Developing and implementing communication strategies B. Developing communication materials C. Managing internal communications D. Managing external communications E. Involving citizens as advisors and volunteers F. Monitoring outcomes 	<ul style="list-style-type: none"> A. Identifying trends and changing needs B. Complying with new legal mandates C. Defining current state of agency operations and program delivery D. Defining the desired future state of agency operations and program delivery E. Identifying the gaps between the current and desired future states F. Identifying the financial and other resources needed to close the gap G. Developing implementation plans H. Developing timelines and measures I. Conducting target reviews and making adjustments as required J. Maintaining emergency response plans K. Keeping agency rules and policies compliant with laws and standards. 	<ul style="list-style-type: none"> A. Defining baseline (current state of strengths and weaknesses) B. Identifying industry benchmarks using research-based best practices C. Setting outcome and process targets D. Identifying the gaps between the current state and the desired targets E. Prioritizing initiatives F. Implementing process improvements G. Monitoring outcomes and adjusting actions as needed H. Conducting program evaluations I. Conducting regular internal audits to reduce agency risk J. Responding to reports of youth and staff misconduct 	<ul style="list-style-type: none"> A. Establishing budgets B. Managing accounting C. Managing payroll D. Managing cash E. Managing accounts payable F. Managing accounts receivable G. Managing reporting H. Managing assets I. Ensuring compliance 	<ul style="list-style-type: none"> A. Identifying human resources needs B. Recruiting, hiring and retaining a diverse workforce C. Orienting new employees D. Providing training, coaching, mentoring and development opportunities E. Managing worker compensation and SAIIF claims F. Reviewing and evaluating performance G. Managing succession planning H. Assessing classification and managing compensation I. Coordinating bargaining agreements J. Recognizing performance K. Coordinating the employee exit process 	<ul style="list-style-type: none"> A. Determining needs B. Understanding and applying ORs and OARs specific to contracting and procuring C. Determining appropriate procurement method (e.g., purchase order, request for proposal, three bids) D. Contracting and procuring goods and services E. Efficiently operating and maintaining physical plants F. Monitoring delivery of services and products G. Approving invoices for payment H. Reporting and closing budget cycles I. Conducting evaluation services 	<ul style="list-style-type: none"> A. Governing IT B. Delivering enterprise business applications (non-JJIS) C. Delivering and maintaining JJIS D. Optimizing value of technology E. Providing business intelligence and research

► How does that work get done across the organization?



PROCESS MEASURES

<p>FOUNDATIONS</p> <p>KEY GOALS</p> <p>CORE PROCESSES</p> <p>PROCESS OWNERS</p> <p>SUB PROCESSES</p> <p>PROCESS MEASURES</p> <p>OUTCOME MEASURES</p>	<p>OP 1.1: Runaways OP 1.2: Escapes OP 1.3: Youth-on-staff assaults OP 1.4: Youth-on-youth assaults OP 1.5: Sexual behavior allegations OP 1.6: Facility staff safety</p>	<p>OP 2.1: Access to community services – capacity OP 2.2: Access to community services – timeliness OP 2.3: Victims notified of rights OP 2.4: Victims notified prior to parole</p>	<p>OP 3.1: Intake RNA completion OP 3.2: Case plan relevance to RNA OP 3.3: Intake length-of-stay audits OP 3.4: Timely case plan audits OP 3.5: Initial psychological evaluations OP 3.6: ATOD assessments</p>	<p>OP 4.1: Suicidal risk assessment OP 4.2: Treatment service delivery OP 4.3: Response to psychology referrals – timeliness OP 4.4: Medical examination and care plan development OP 4.5: Dental care OP 4.6: Medication administration errors OP 4.7: Immunization administration OP 4.8: Response to sick call requests – timeliness</p>	<p>OP 5.1: Access to family – visits OP 5.2: Access to family – calls OP 5.3: Participation in cultural groups OP 5.4: Grievance system responsiveness</p>	<p>OP 6.1: Residential program performance OP 6.2: Educational services - special programming OP 6.3: Treatment assessment OP 6.4: Treatment progress OP 6.5: School and work engagement - field OP 6.6: Restitution paid OP 6.7: Treatment fidelity OP 6.8: Initial MDT completion OP 6.9: Post-secondary programs - facility</p>	<p>SP 1.1: Executive notifications SP 1.2: Executive communications SP 1.3: Message generation SP 1.4: Public reputation SP 1.5: Public engagement SP 1.6: Cultural advisory group participation</p>	<p>SP 2.1: Breakthrough initiatives SP 2.2: Current agency policies</p>	<p>SP 3.1: Idea implementation SP 3.2: Staff involvement SP 3.3: Measures showing improvement (pilot) SP 3.4: Measures meeting target (pilot) SP 3.5: Outcome evaluation effectiveness SP 3.6: Timely PSO cases SP 3.7: Investigation disposition outcomes SP 3.8: Timely response to hotline</p>	<p>SP 4.1: SPOTS card usage SP 4.2: Payroll accuracy SP 4.3: Collection efforts SP 4.4: Travel claims SP 4.5: Accounting corrections</p>	<p>SP 5.1: Time loss due to injury SP 5.2: Applicant diversity SP 5.3: I.Learn training completion SP 5.4: Hiring and oversight SP 5.5: Performance appraisals</p>	<p>SP 6.1: Purchasing satisfaction SP 6.2: Contract processing – timeliness SP 6.3: Purchase order processing – timeliness SP 6.4: Physical plant work order responsiveness</p>	<p>SP 7.1: Enterprise application uptime SP 7.2: IT customer satisfaction SP 7.3: IT project management SP 7.4: Information security SP 7.5: Service desk efficiency SP 7.6: Completed JIIS reports SP 7.7: Successful JIIS report uploads</p>
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► What will show that we are doing this work well?



OUTCOME MEASURES



KEY GOALS

CORE PROCESSES

PROCESS OWNERS

SUB PROCESSES

PROCESS MEASURES

OUTCOME MEASURES

► What will gauge progress toward our goals?



SCORECARD

OYA Agency-Wide - All Measures: Q1 2016

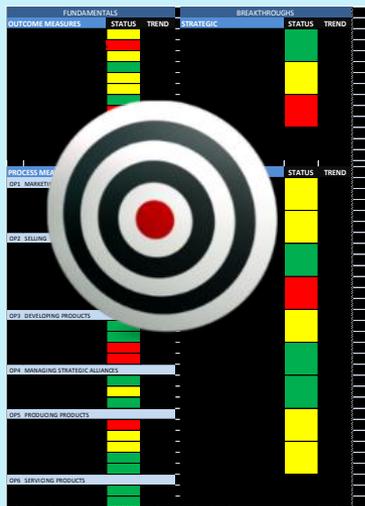
Data collection through 3/31/2016

ID	Measure	Definition	Red	Yellow	Green	Desired Direction	Data collection period												Target Met	Trend	Owner
							Q2 2013	Q3 2013	Q4 2013	Q1 2014	Q2 2014	Q3 2014	Q4 2014	Q1 2015	Q2 2015	Q3 2015	Q4 2015	Q1 2016			
OP 2.3	Victims notified of rights	Percent of identified victims that receive notice of rights within 30 days of an OYA youth's commitment to a YCF.	< 91	91 to 97	>= 97	↑	--	53	68	82	80	91	84	83	99	95	95	97	✓		Cox
Note:			Updated: Q1, Q2, Q3, Q4												Current target: 85.						
OP 2.4	Victims notified prior to parole	Percent of OYA youth's victims with requested rights that receive notification of parole prior to a dual parole date.	< 91	91 to 97	>= 97	↑	--	50	73	79	70	62	21	57	83	50	61	100	✓		Cox
Note:			Updated: Q1, Q2, Q3, Q4												Current target: 85.						
OP 3.0	Managing youth intake and assessment														--		--				
OP 3.1a	Intake RNA completion - facility	Percent of facility youth whose RNA assessments are completed within 30 days of commitment (KPM 6).	< 85	85 to 90	>= 90	↑	95.3	100	100	95.2	95.9	88	92.5	78	85.7	96.4	100	96.7	✓		McClellan
Note: 58 of 60 completed on time			Updated: Q1, Q2, Q3, Q4												Current target: 95.						
OP 3.1b	Intake RNA completion - probation	Percent of probation youth whose RNA assessments are completed within 30 days of commitment (KPM 6).	< 85	85 to 90	>= 90	↑	89.9	88.9	82.8	91.7	86.5	77.3	85.7	84.7	87.5	85.5	81	82.1			Cox
Note: 51 of 62 completed on time			Updated: Q1, Q2, Q3, Q4												Current target: 90.						
OP 3.2a	Case plan relevance to RNA (facilities)	Percent of audited case plans which reflect risk needs assessment.	< 85	85 to 90	>= 90	↑	94.7	97.2	97.2	91.3	100	100	100	92	100	96.9	97.6	100	✓		McClellan
Note: 31 of 31 were relevant			Updated: Q1, Q2, Q3, Q4												Current target: 100.						
OP 3.2b	Case plan relevance to RNA (field)	Percent of audited case plans which reflect risk needs assessment.	< 85	85 to 98	>= 98	↑	95.4	97.4	96.8	94.1	96.5	96.6	97.6	100	100	100	100	98.4	✓		Cox
Note: 62 of 63 were relevant			Updated: Q1, Q2, Q3, Q4												Current target: 98.						
OP 3.3	Intake length-of-stay	Average LOS during facility intake process.	> 60	60 to 45	<= 45	↓	33.3	33	30.5	23.6	25.3	29.9	47.1	36.8	28.7	24.4	29.4	38.3			McClellan
Note:			Updated: Q1, Q2, Q3, Q4												Current target: 35.						
OP 3.4a	Timely case plan audits - facilities	Percent of case plan audits due that were completed during the quarter.	< 85	85 to 90	>= 90	↑	80.9	75	81.8	92	81	53.1	58	62.5	56.1	62.5	74.5	58.5			McClellan
Note: 31 of 53 were timely			Updated: Q1, Q2, Q3, Q4												Current target: 80.						
OP 3.4b	Timely case plan audits - field	Percent of case plan audits due that were completed during the quarter.	< 85	85 to 95	>= 95	↑	95.6	100	94.4	97.7	93.1	97.3	94.3	100	91.7	94.4	100	98.5	✓		Cox
Note: 64 of 65 were timely			Updated: Q1, Q2, Q3, Q4												Current target: 95.						
OP 3.5	Initial psychological evaluations	Percent of youth receiving an initial psychological evaluation within 30 days of admission.	< 85	85 to 89	>= 89	↑	--	87	82	98	100	98	98	100	99	98	94	85			Fuimaono
Note: 114 of 134 were timely. Performance dip due to staffing level at OCYCF, which has been resolved.			Updated: Q1, Q2, Q3, Q4												Current target: 95.						
OP 3.6	ATOD assessments	Percent of youth receiving ATOD assessment within 30 days of admission to a certified OYA facility ATOD program.	< 70	70 to 80	>= 80	↑	--	--	--	--	54	60.5	66	68	75.27	71.6	77.33	84.3	✓		Fuimaono
Note: 86 of 102 assessments completing within 30 days.			Updated: Q1, Q2, Q3, Q4												Current target: 80.						

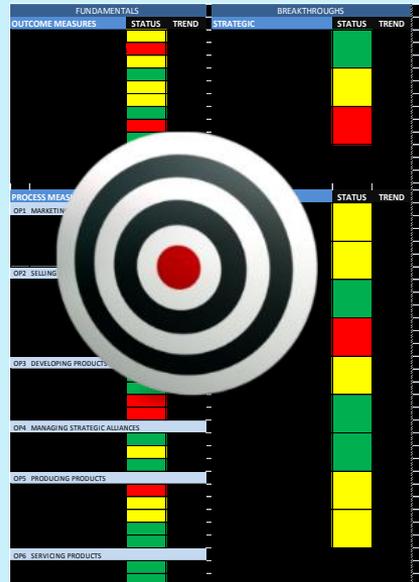


BUILDING UP THE SCORECARDS

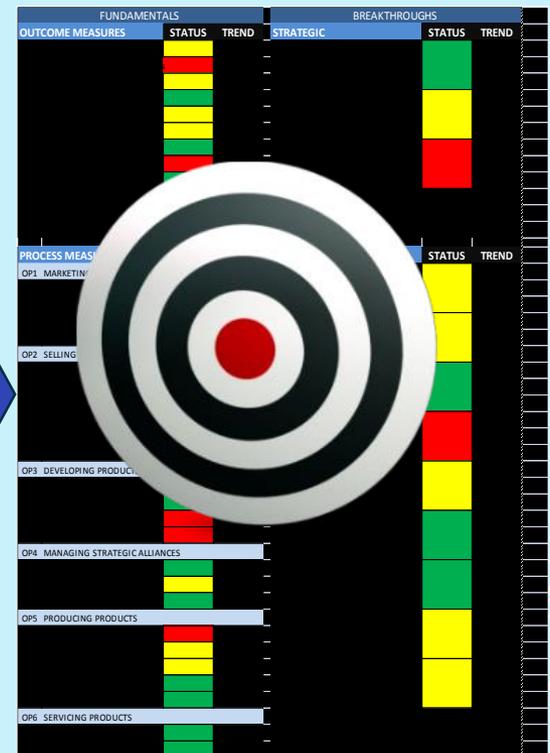
UNIT SCORECARD



DIVISION SCORECARD



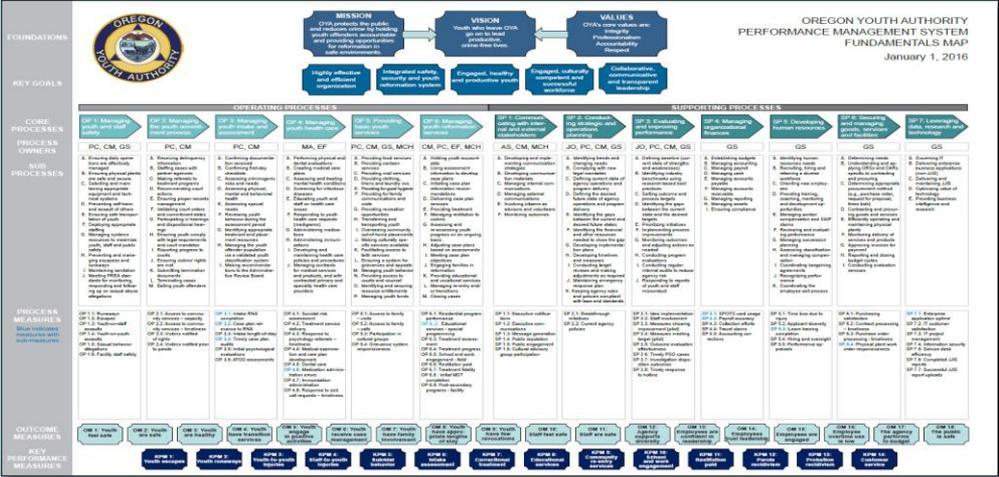
AGENCY SCORECARD



KEY TAKEAWAYS

- ▶ Ample opportunities to intervene and divert youth from juvenile justice exist in other service areas
- ▶ We can identify which programs serve the largest concentrations of future OYA youth
- ▶ Target populations in Foster Care, Mental Health Treatment, and Alcohol and Drug Treatment Services
 - Only small pockets need be targeted (4-7%)
 - Focus on young people within each population who show certain combinations of risk factors

THANK YOU, FARIBORZ, FOR YOUR GOOD WORK AND FOR LENDING US YOUR SLIDES.



REPORTING RESULTS: BEST PRACTICES

- ▶ Process owners must understand their responsibility and be accountable
- ▶ Well-identified outcomes and process objectives
- ▶ Objective data recording and reporting – independent auditor if possible
- ▶ Transparency—all stakeholders get the results
- ▶ Results inform LEARNING, process improvement decision-making; never personally punitive

WHEN THE CHIEF ELECTED OFFICIAL CARES, EVERYBODY CARES.



MAYOR BLOOMBERG'S BULLPEN BIG SCREEN

Used with the permission of Jeff Tyrens, Principal, Measures Matter. Aug. 2016.

PERFORMANCE MEASURES CAN SERVE AS A FOCUS FOR INTER-AGENCY INITIATIVES.



Hudson Yards - 500 W.
30th Street

For Hudson Yards, Hub reduced approval time from what would have been 14 months to 4 months.

Hub launched in 2011. Goal was to increase predictability for developers and reduce approval time by virtually connecting six departments:

- Buildings
- Fire
- Landmark Preservation
- Transportation
- City Planning
- Parks

Key PM - Approval times which were reduced significantly (was on track to achieve less than 10 days, on average, by 1/1/14).

MANAGING FOR RESULTS WITH PARTNERS

SHARED RESPONSIBILITY = SHARED REPORTING

2012 Quality of Life Progress Report for Jacksonville and Northeast Florida

Executive Summary

Twenty-Eighth Annual Edition

Jacksonville Community Council Inc.
www.jcci.org/indicators

Message to Jacksonville

In January 2012, the BRAINPOOL project (www.braintoolproject.eu), which is funded by the European Commission, recognized JCCI's Quality of Life Progress Report. It said that this document is effective in making "direct contact with the people who can use these indicators and have influence in the community." You are holding one of the world's best examples of how to measure changes in society.

The twenty-seven indicators in these pages tell stories about Jacksonville's quality of life from many points-of-view. One striking story concerns effects of the most recent recession. Those effects are still with us, as is evident in the current unemployment rate. Slow economic growth in Jacksonville continues to weaken the social and environmental fabric. Some holes in the fabric are beginning to show.

The rate of verified reports of child abuse and neglect increased for the second year in a row. The suicide rate increased. And tributaries of the St. Johns River are less capable of supporting a variety of vegetation and more frequently showing traces of harmful bacteria.

Taken as a whole, these indicators suggest that Jacksonville is at a critical decision point. Like a worker who steps toward a new future by entering college or university, the city is facing a question of whether or not to make public and private investments in the future. Will we invest our time, money, and energy in our children, our education system, and our natural environment with its assets such as the St. Johns River? Or will we accept these conditions, and hope for the best?

You can learn about your city and region, engage in decisions about the future, and take action to preserve what you like and change what you don't. Make this report more than a story told with numbers—make it your action plan.

JCCI community snapshot

Learn Engage Act
www.jcci.org/indicators

Community Snapshot is an interactive mapping tool that allows you to have full access to and control over how you view the indicators in your community. The database provides information to measure a geographic region over time. In context and comparison with progress in other geographic areas. Reports, graphs and charts are customizable at the click of a button.

Community Snapshot is updated regularly, so keep checking back to see the exciting updates we are working on. We offer quarterly training opportunities to highlight all that these tools have to offer.

Visit www.jcci.org/indicators to take a snapshot of the trends in data in your community today.

Achieving Educational Excellence

Despite a more calculation method for the graduation rate which includes GEDs and GED 5 and 10 diplomas, the graduation rate increased for the sixth year in a row.

More higher education degrees were awarded at area colleges and universities than in 2010. Per pupil expenditures for public school students decreased, despite college additions, in 2010. Duval County spent approximately the same on students as in 2009.

	Previous	Latest	Recent Trend
Duval Public HS Graduation Rate	63.3%	67.7%	WORSE SAME BETTER
Higher Education Degrees Awarded	10,906	11,108	WORSE SAME BETTER
Per Pupil Expenditures	\$8,803	\$8,648	WORSE SAME BETTER

Education Champion
We remain dedicated to consistently improve our educational system and promoting lifelong learning throughout the First Coast.
-Jill Strabonicki, CEO

COMMUNITY FIRST

Growing a vibrant Economy

In 2010 Jacksonville's unemployment rate reached its highest since JCCI began tracking it in 1997. As the economy improves, the unemployment rate has decreased, and in 2012, it decreased to 8.9%.

Adjusted for inflation, per capita income in Jacksonville in 2009 was the second from 2009. Activity at JAXPORT increased as well, as measured by tons of material handled.

	Previous	Latest	Recent Trend
Unemployment Rate	10.6%	8.8%	WORSE SAME BETTER
Per Capita Income	\$39,692	\$40,139	WORSE SAME BETTER
JAXPORT (tons)	8.1	8.2	WORSE SAME BETTER

Economy Champion
Developing a vibrant economy is key to sustaining Jacksonville's citizens and overall in our geographic quality of life.
-Rick Cooper, CEO

LifePoint Family Foundation

Moving Around Efficiently and Safely

Almost two-thirds of survey respondents commute to work within 25 minutes or less. More than a third commute or work within 15 minutes. The rate of reported bicycle injuries and fatalities increased, suggesting roads were less safe in 2011.

Jacksonville is the largest city in the continental United States in terms of land area, and yet the average mile driven per week by JTA bus service declined in 2011.

	Previous	Latest	Recent Trend
Commute Time of < 25 minutes	65%	62%	WORSE SAME BETTER
Serious Bicycle Accidents (per 100,000 people)	23.1	26.0	WORSE SAME BETTER
JTA Miles of Service	27,897	26,997	WORSE SAME BETTER

Learn more about all 134 indicators that JCCI tracks and how to compare with other communities in Florida. Visit CommunitySnapshot.org or www.jcci.org/indicators.

Used with the permission of Jeff Tyrens, Principal, Measures Matter. Aug. 2016.

WHAT MATTERS IN YOUR ORGANIZATION?

Let's share some of your performance management systems thinking. . .

Tell us:

- 1. Your organization/unit's mission**
- 2. One process or sub process**
- 3. How you will measure it**

**“YOU CAN’T MOVE AN
ORGANIZATION IF THE EMPLOYEES
ARE NOT ENGAGED.”**

Fariborz Pakseresht, Director OYA

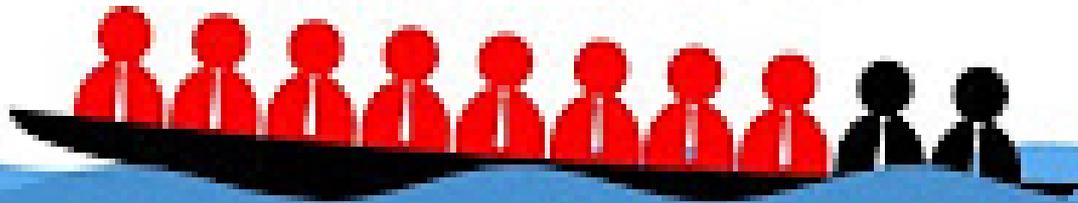
“The best organizations know without a doubt where productivity—real and limitless--comes from. It comes from challenged, empowered, excited, rewarded teams of people. It comes from **engaging every single mind in the organization, making everyone part of the action, and allowing everyone to have a voice—a role—in the success of the enterprise.** Doing so raises productivity not incrementally, but by multiples.”

Jack Welch,

Chairman and CEO of General Electric between 1981 and 2001.

During his tenure the company's value rose 4,000%.

Who's Sinking Your Boat?



Employee Engagement 2014

GALLUP DEVELOPED WAYS TO MEASURE EMPLOYEE ENGAGEMENT

- ▶ **12 statements have been statistically determined to be the best predictors of engagement and business outcomes.**

Buckingham & Coffman. First Break All the Rules: What Great Managers Do Differently

- ▶ **For the most part they are within the control of, and most directly influenced by the manager or leader who employees are closest to at work.**

Tom Rath. Strength Based Leadership

THE “GALLUP 12” STATEMENTS

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last 7 days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My fellow employees are committed to doing quality work.
10. In the last six months, someone at work has talked to me about my progress.
11. I have a best friend at work.
12. This last year, I have had the opportunities at work to learn and grow.

YOUR ROLE AS A LEADER IS ESSENTIAL ...

- ▶ After the break we'll explore your critical roles as "leaders from where you sit"
- ▶ How you as individuals can create the environment for employee engagement and a culture of performance
- ▶ Let's take a 15 minute break
- ▶ Please return to your seats on time
- ▶ We'll start at _____

Let's take a break

“In my opinion, successful managing for results approaches are 80% effective leadership and 20% everything else.”

Jeff Tyrens, Principal, Measures Matter



HOW CAN YOU CREATE THE ENVIRONMENT...

For Employee Engagement?

For a Culture of Performance?

- ▶ Getting there is hard work
- ▶ First it will require leadership
- ▶ You have critical roles as “leaders from where you sit”

THE FIVE PRACTICES OF EXEMPLARY LEADERSHIP

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart

From J. Kouzes and B. Posner. 2007. The Leadership Challenge. Jossey-Bass, Fourth Edition

WHAT DO FOLLOWERS NEED?

4 Basic Needs

1. "T" _____
2. "C" _____
3. "S" _____
4. "H" _____

From T. Rath and B. Conchie. 2008. Strengths Based Leadership

LEADERSHIP FROM WHERE YOU SIT

- ▶ Creating a Culture of Performance requires engaged employees and that starts with the leader... always!
- ▶ Every interaction is an opportunity to lead ... it starts with you in everyday, frequent and small ways that matter more than you know.
- ▶ Remember the “Gallup 12” and “What Followers Need”
- ▶ Remember your goals and desired outcomes for your unit aka: keep your sight line in mind

YOU CAN APPLY THESE BEST LEADERSHIP PRACTICES EVERYDAY

Use these 3 powerful communication tools

- ▶ **Key Principle #1**
- ▶ **The Pinch Theory**
- ▶ **The H.E.L.P. Method**

KEY PRINCIPLE #1

Maintain or enhance self-esteem
--be specific and be sincere

(DDI Training Materials)

USE THIS CONCEPT TO PRAISE AND GIVE FEEDBACK

- ▶ It's important for people to feel good about themselves
- ▶ When self-esteem is high, usually morale, engagement and productivity are, too
- ▶ The best statements using this concept are when
 - you are specific and tell people exactly what they've done and why it is important
 - the praise is sincere and is what you truly believe

HERE'S AN EXAMPLE

You engage a co-committee member who just presented her research on a section of the ACA to the group tasked with implementing the policy.

- ▶ You spoke with her after the meeting and said, “Great job on your report.”

Using KP#1: Be specific, be sincere:

- ▶ Molly, I want to thank you for your report. It was very comprehensive and relevant to what we needed to understand. We'll be able to move forward without more discussion. Great job.

HERE'S ANOTHER EXAMPLE

You overheard a team member handle a difficult customer well.

- ▶ You spoke with him after the encounter and said, “Good job!”

Using KP#1: Be specific, be sincere:

- ▶ “Tim, I heard how well you handled that customer. You remained calm, you apologized for the problem and committed to helping her without sending her to another department. Nicely done.”

NOW LET'S PRACTICE

- ▶ Turn to the person on your right and decide who's going to go first.
- ▶ I'll prompt you with a situation, and ask you to address the person and use it as an opportunity to maintain or enhance their self-esteem--be specific, be sincere.

You meet a manager from another department who just recently volunteered to collaborate with your unit on a new project.

You say:

PINCH THEORY

- ▶ React quickly and deliberately to issues when they are small
- ▶ Easiest to handle when still fixable
- ▶ Gives employee feedback without high emotion at an early stage
- ▶ Interrupt a micro aggression
- ▶ This is a key step in learning how to have difficult conversations.

H.E.L.P. METHOD

- ▶ H = What's **Happening**
- ▶ E = Give **Example/s**
- ▶ L = If **Left** without dealing with issue
- ▶ P = Create a **Plan** with follow-up date; document with email

WRAP UP AND REFLECTION

- ▶ Please take out your Creating a Culture of Performance Worksheet
- ▶ Take 2 minutes and quietly think about what a “culture of performance” would look like in your unit or organization.
- ▶ Write down some of those visions in the outer border of your worksheet
- ▶ Then flip over on the back and write one or two things that you will now do or do differently as a result of this session

ENVISIONING A CULTURE OF PERFORMANCE

- ▶ What would a culture of performance look like in your unit or organization?
- ▶ What is one thing you will do or do differently as a result of this session?

LATOURETTE'S LISTS

To Lead from Where You Sit...

Never Do these Things

... don't even think about it!

Do these Things

Do these often ... and do these well!

“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.”

Maya Angelou (1928 - 2014)



**“ONE PERSON CAN MAKE A
DIFFERENCE.”**

John F. Kennedy

Catherine (Cathy) S. LaTourette

Hatfield School of Government
Portland State University



Faculty – EMPA

Program Manager - HR and
Next Generation Initiatives

Director - CUPA Career Services

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Creating a Culture of Performance Workbook

August 30, 2016

Presentation and Materials Developed by Catherine S. LaTourette

Managing for Outcomes – Your Systems Map

Element	Your Unit/Organization
Mission	
Values	
Key Goals	
Core Processes	
Sub-Processes	
Process Measures	
Outcome Measures	

What Will a Culture of Performance Look Like?

What will you DO or DO DIFFERENTLY as a result of this session?

Leadership from Where You Sit - Every interaction is an opportunity to lead. It starts with you in everyday, frequent and small ways that matter more than you know.

“Gallup 12” Core Questions to Measure Employee Engagement

1	I know what is expected of me at work.
2	I have the materials and equipment I need to do my work right.
3	At work, I have the opportunity to do what I do best every day.
4	In the last 7 days, I have received recognition or praise for doing good work.
5	My supervisor, or someone at work, seems to care about me as a person.
6	There is someone at work who encourages my development.
7	At work, my opinions seem to count.
8	The mission or purpose of my company makes me feel my job is important.
9	My fellow employees are committed to doing quality work.
10	In the last six months, someone at work has talked to me about my progress.
11	I have a best friend at work.
12	This last year, I have had the opportunities at work to learn and grow.

Key Principle # 1: Maintain or Enhance Self Esteem - be specific, be sincere.

Be intentional in your conversations with co-workers. Use this key principle often to create the engaged, productive, focused, honest and caring work environment that makes it safe and welcoming for employees to participate whole-heartedly. (DDI Training Materials)

Pinch Theory

Catch an employee’s poor behavior early ... when it first “pinches’ you. Don’t wait for a pattern to develop. This is the hard work of “interrupting” poor or offensive behavior and being willing to have difficult conversations. (Arty Trost, Professional Speaker)

H.E.L.P. Method

Discuss what’s happening using a simple, versatile and effective framework. Deal with employee issues directly and honestly. Create opportunities for dialog around sensitive issues, maintain attention and follow-up.

Placeholder for the H.E.L.P. Method form

For Further Reading and Contacts

Buckingham, M. a. (1999). *First, Break All the Rules: What the World's Greatest Managers Do Differently*. New York: Simon and Schuster, Inc.

Buckingham, M. a. (2001). *Now, Discover Your Strengths*. New York: Simon and Schuster, Inc.

Commission, N. P. (2010). *A Performance Management Framework for State and Local Government: From Measurement and Reporting to Management and Improving*. Chicago: National Performance Management Advisory Commission.

Kotter, J. P. (1996). *Leading Change*. Boston: Harvard Business School Press.

Kouzes, J. M. (2007). *The Leadership Challenge, 4th Edition*. San Fransisco: John wiley and sons, Inc.

Nye Jr., J. S. (2008). *The Powers to Lead*. New York: Oxford University Press.

Rath, T. (2007). *Strengths Finder 2.0*. New York: Gallup Press, Inc.

Rath, T. a. (2008). *Strengths Based Leadership*. New York: Gallup Press, Inc.

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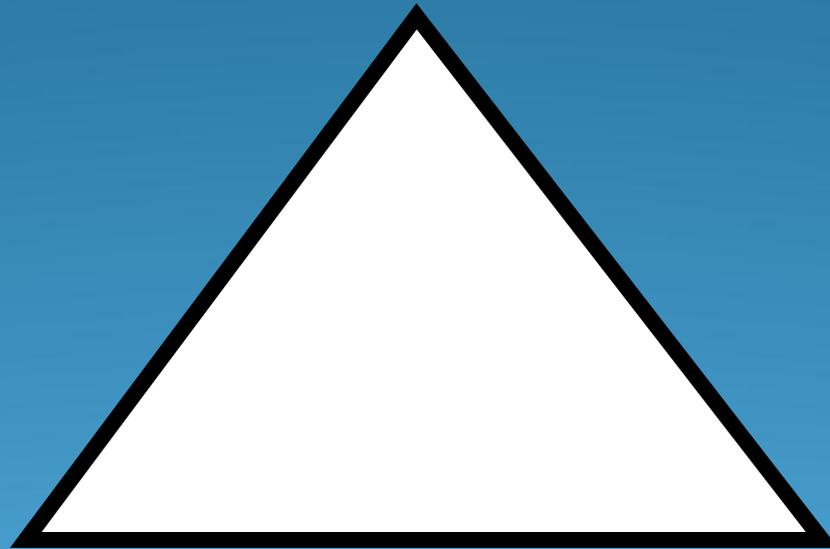
Jeffrey Tryens
Principal, Measures Matter
jeff.tryens@gmail.com

State of Oregon
Department of Administrative Services
August 30, 2016

Leading and Inspiring Others

P - I - O Model

PERSONAL



INTERPERSONAL

ORGANIZATIONAL

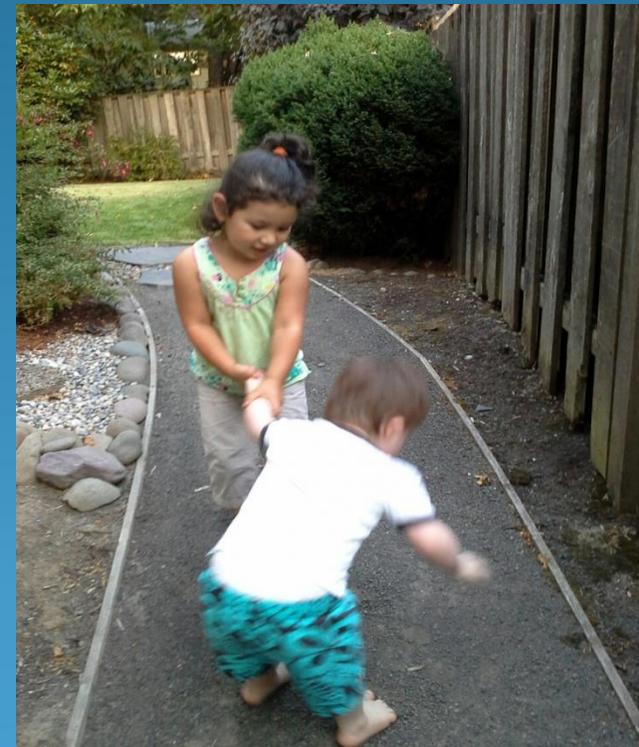
Objectives

- Explore the distinction between leading and managing others
- Identify inhibitors that keep workgroups from being energized on the job
- Describe attributes that will help us become inspiring leaders

Definition of a Leader

Someone who has
the ability
to influence others

Steve Hanamura



Attributes of a Leader

Vision

Strategic thinker

Persuasive communicator

Ability to make decisions

The Distinction Between Leaders and Managers

Leaders

- Do right things
- Are effective
- Focus on who you are
- Are process oriented

Managers

- Do things right
- Are efficient
- Focus on what you do
- Are task oriented

Warren Bennis

Where does inspiration come from?

Faith

Positive role models

Failure and adversity

Drive and passion

Seven Types of People

- “Yes, but...” person
- Onlooker/spectator
- Worker/doer
- Thinker
- Know it all
- With stander
- Risk taker/innovator



Derek Johnson

Building Blocks of an Authentic Leader

- Know your strengths and weaknesses
- Model leadership behaviors
- Develop the art of asking good questions
- Have a vision of what you want to accomplish personally & organizationally
- Speak boldly about what is important to you

What Does it Mean to be Inspirational?

- Doing what you do consistently and going “full out”
- See the goals and tasks of the job
- Possess discipline about the work/task that needs to be performed
- Build and maintain a positive attitude and outlook about life

Outcomes of an Authentic Leader

Inclusion

Trust

Success

Successful Teams that Work

- Each person knows what is expected from them by the leader and other team mates
- Each person takes responsibility for their personal preparation and is ready to work
- Everyone is clear about the purpose and goals of the team / organization
- Strong competent leadership is in place
- Differences and capabilities of each person is honored and respected by all other teammates
- Everyone is willing to work through adversity
- Everyone works within the boundaries as set by leadership and the workplace
- Allow for mistakes to occur without blame
- Everyone works hard
- Team knows how to have fun with each other



Managing Change and Transition

Judith Sugg, Ph.D. & Alisa Blum, MSW
Aim for Organizational Health

Management Education Forum, 2016

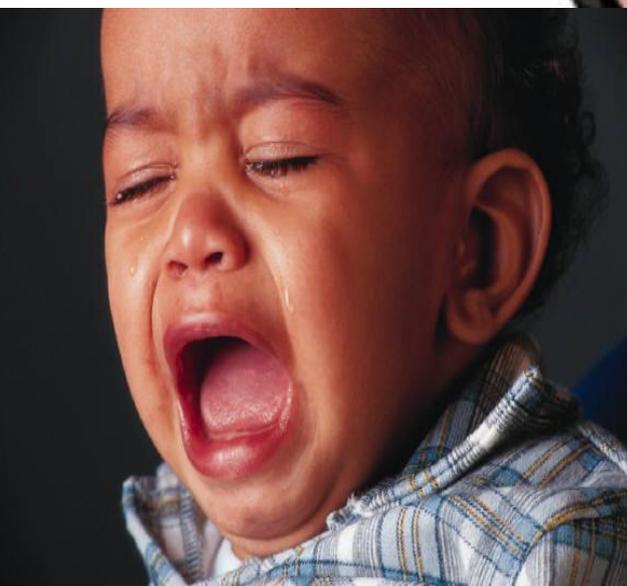
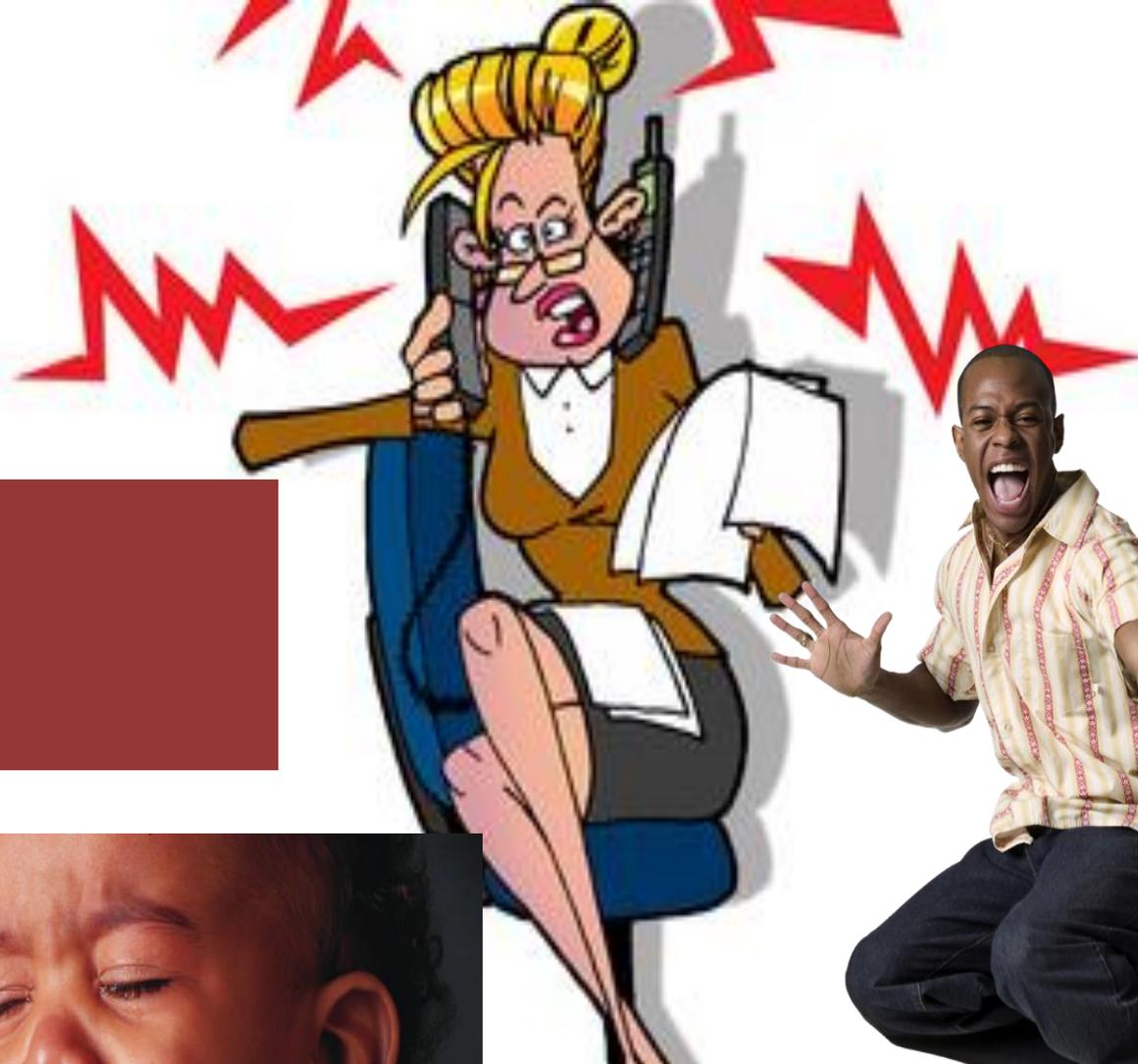
Scan and breathe







"I'm rewriting my book as an epic novel of the sea."



Purposeful Pause



EASY TO CROSS

CAN BE
CROSSED
WITH
EFFORT &
SKILL

IMAGINED



RUMORED

ALMOST
IMPOSSIBLE
TO CROSS

Table Discussion and Case

Part A: Answer these questions individually (5 min.)

1. Identify an obstacle your team is facing related to a current or upcoming change.
2. How would you identify this obstacle (rumored, imagined, easy to cross, can be crossed with effort and skill, almost impossible to cross)?
3. What ideas do you have to overcome this obstacle?

Part B: Someone at your table volunteers to present their situation. Discuss strategies for resolving this issue (8 min.)

Your takeaway:

One idea or action
for better managing change



Questions?

AIM for Organizational Health
aimportland@gmail.com

Managing Change and Transition

August 30, 2016

Change brings variety of responses. Think of a change coming up. Now think of someone who has difficulty with change (you or another person). Consider these factors:

<p>1 Personality is a set of patterns of behaviors and mindsets. What are your/your team member's patterns regarding change? Open to changes/accepting or generally unaccepting/resistant? Careful or risk-taking? Expressive or reserved about giving reaction? Goal oriented? Confident in handling new challenges? Fearful about the unknown?</p>	
<p>2 What type of change is proposed? (Technology, personnel, structural, organizational...)</p>	
<p>3 Does the change impact me (or the team member) directly? How?</p>	
<p>4 What the "change intensity-level" right now? Is this the first change this year or the 10th?</p>	
<p>5 How is the change communicated? Consistently? Over a period of time (quantity)? Appropriate lead-time for announcements? Effective mode/media used? More than one? Tone of communication Overall effectiveness of communication? Is the communication producing the results?</p>	
<p>6 What is your (or your team member's) state of mind and situation? Healthy? Stressed?</p>	

As a manager, knowing people respond differently, what can I do to both support my team and reach organizational and personal goals?

The Purposeful Pause

Identify three places in your day to take a purposeful pause. This can occur any time you intentionally bring attention to what you notice, and redirect your attention when the mind wanders or is pulled away. It may be helpful to write the three times on your calendar or put a note on your dashboard or bathroom mirror.

Ideas for times to take a purposeful pause:

- Mindfully brush your teeth. Notice the taste of the toothpaste, the sound the water makes as well as the water temperature.
- Mindfully drink your morning coffee. Smell the aroma. Feel the warmth of your cup, the taste on your tongue.
- Mindfully walk from your office to your car. Feel your body moving the air, your feet on the ground. Notice the sensation of the air on your skin.
- Mindfully drive to and from work. Turn off the radio and your cell phone. Feel the steering wheel, the pedals, the seat cushions. Notice your surroundings.
- Mindfully eat your lunch. Instead of surfing the web or texting, pay attention to the colors, smells, taste and texture of your food.

As you start making this a part of your everyday experiences, you will automatically begin to take purposeful pauses at work. Notice what happens as you do this and encourage others to do the same.

*Adapted from *Finding the Space to Lead* by Janice Martunaro*

Table Discussion

PART A: Please fill out this top part individually (5 minutes). Identify an obstacle your team is facing related to a current or upcoming change.

1. Write a few words to identify this obstacle.

2. How would you identify this obstacle (rumored, imagined, easy to cross, can be crossed with effort and skill, almost impossible to cross)?

3. What ideas do you have to overcome this obstacle?

PART B: Someone at your table volunteers to present their situation. Discuss strategies for resolving this issue (8 min.)

Stress-buster: STOP

STOP shifts a person from a reactive stress response to possibly a more productive response

S STOP (Helps to say it in your head)	Become aware of your stress in the moment)
T Take a breath -- big exhale	Breathing deliberately can change your state
O Observe/see something around you	Shifts the brain loop
P Proceed towards your goals	Now refocus: What do you want?

My Takeaway:

As a manager, knowing people respond differently and are not always at their best in a change situation, what can I do to both support my team and reach our goals? How can I better manage change? What one new idea did I glean today?

Recommended Reading

Finding the Space To Lead
Author: Janice Martinauro

Search Inside Yourself: The unexpected path to achieving success, Happiness (and World Peace)
(2012)
Author: Chade-Meng Tan

Focus: The Hidden Driver of Excellence (2013).
Author: Daniel Goleman

Meditation for Beginners (2008)
Author: Jack Kornfield

The Mindful Coach: 7 Roles for Facilitating Leadership Development (2010)
Doug Silsbee

The Magic of Conflict (1987).
Author: Thomas Crum

Six Word Lessons for Transforming Conflict with Mindfulness
Authors: Judy Sugg & Alisa Blum

Management Education Forum

Breakout Session

Employee Engagement

*Conducted by Lisa Hylton
Performance Management Strategist
Workforce Solutions - CHRO*

“ Whatever challenges businesses face in a given country or region — be they social, economic, institutional, or otherwise — their leaders should recognize the importance of employee engagement as a factor that can help them maintain the optimism and perseverance necessary for long-term success. ”

State of the American Workplace, 2013 Gallup©

U.S. Employee Engagement Statistics from 2013

- **30% Engaged**
- **52% Not Engaged**
- **18% Actively Disengaged**

Engaged workers have significantly higher productivity, profitability, and customer ratings, less turnover and absenteeism, and fewer safety incidents. Disengagement costs the U.S. \$450-550 billion per year.

Pecha Kucha
Presentation
Lisa Hylton

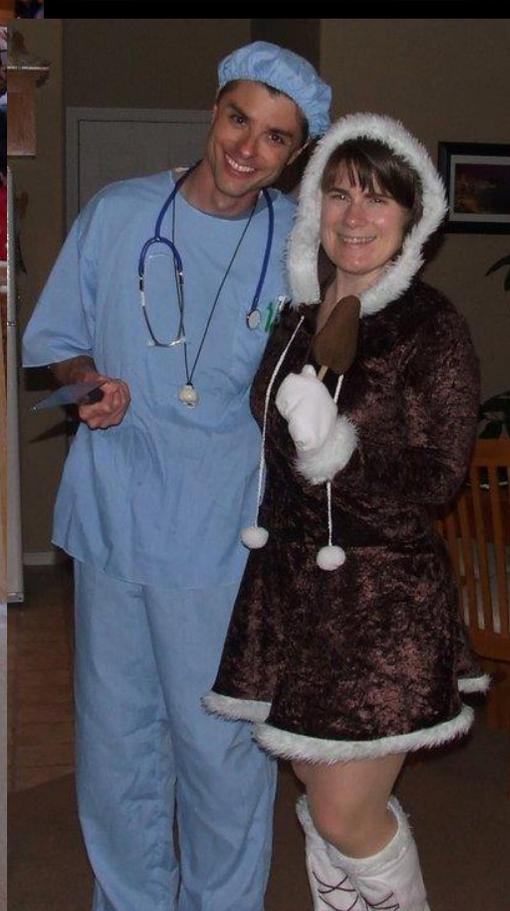




















Exercise: Recognition and Respect

- 1) **Think of a time when you did NOT receive the acknowledgment you deserved, or credit was given to someone else**
 - a) Think of the feelings you felt, how did it make you feel?
 - b) Write down a behavior(s) you exhibited associated with that feeling.

Feelings	Behaviors

- 2) **Think of a time when you received the acknowledgment you deserved**
 - a) Close your eyes for a second and think of the feelings you felt.
 - b) Write down a behavior you exhibited associated with that feeling.

Feelings	Behaviors

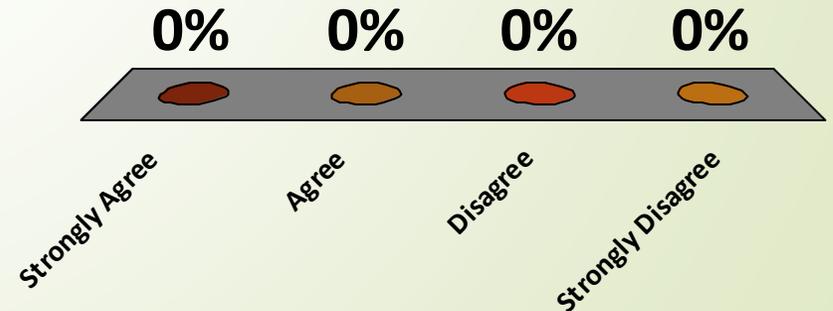
- How would you describe the difference in the two lists?

What is the definition of employee engagement?

- Employees applying **discretionary effort** at work
- Discretionary effort = available to be used when and how you decide
- This means the engaged computer programmer works overtime when needed, without being asked. This means the engaged retail clerk picks up the trash on the store floor, even if the boss isn't watching. This means the TSA agent will pull a suspicious bag to be searched, even if it's the last bag on their shift.
- Engaged Employees have an emotional commitment to doing a good job. They care about their work and their company.

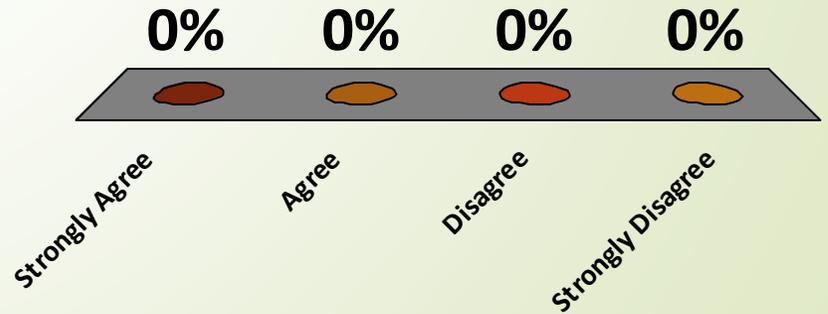
I know what is expected of me at work.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



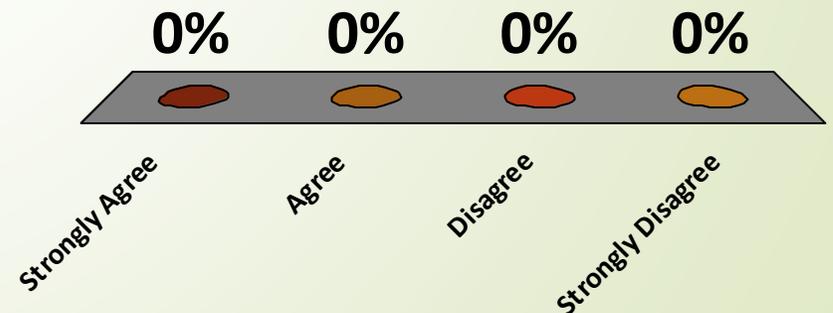
I have the materials and equipment I need to do my work right.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



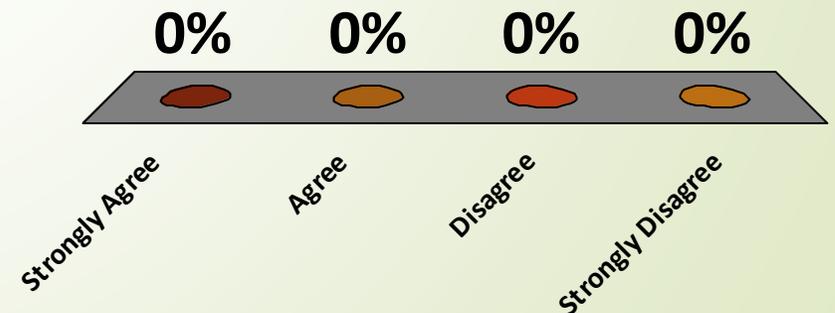
At work, I have the opportunity to do what I do best every day.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



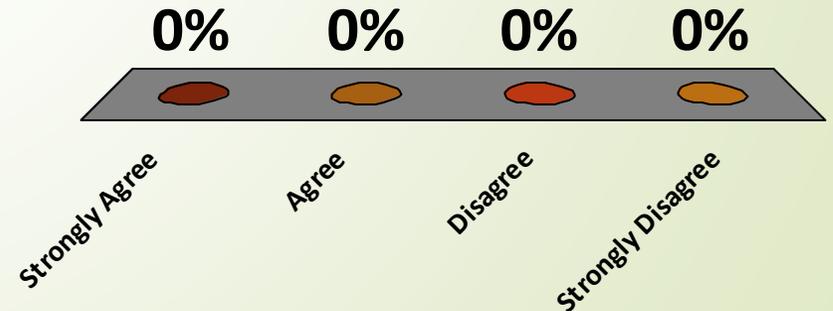
In the last seven days, I have received recognition or praise for doing good work.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



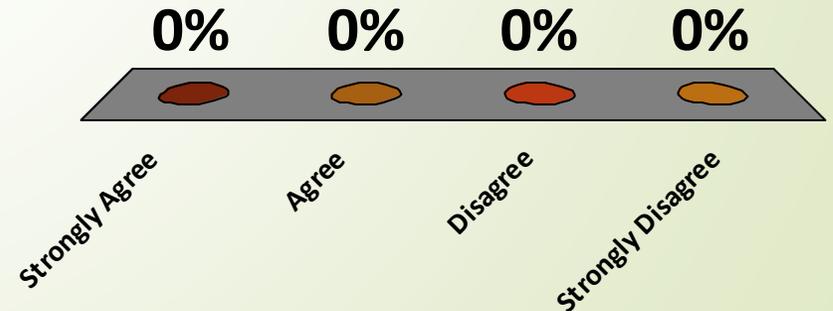
My supervisor, or someone at work, seems to care about me as a person.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



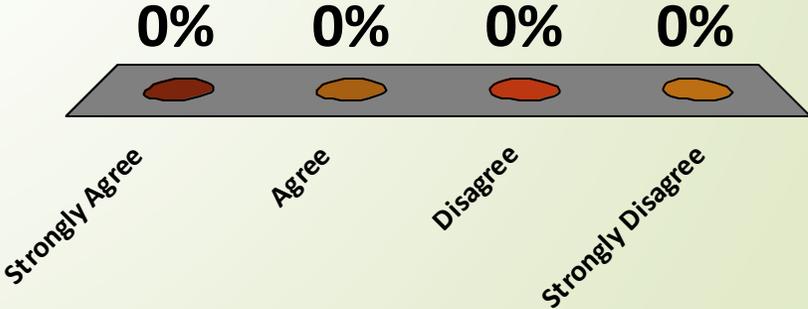
There is someone at work who encourages my development.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



At work, my opinions seem to count.

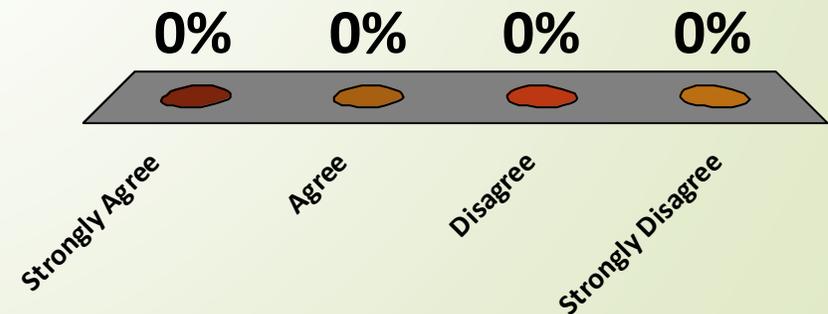
- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



The mission or purpose of DAS makes me feel my job is important.

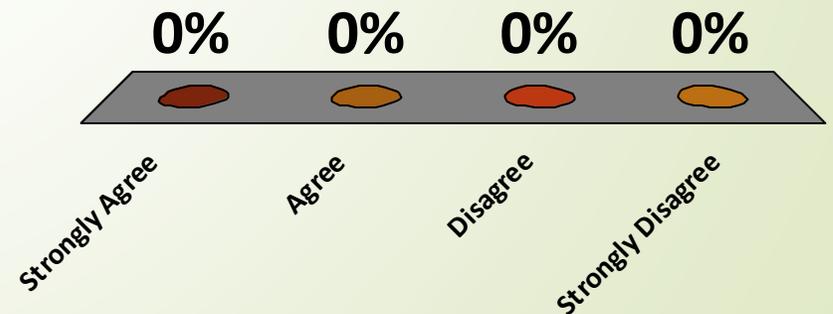
“We serve state government to benefit the people of Oregon.”

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



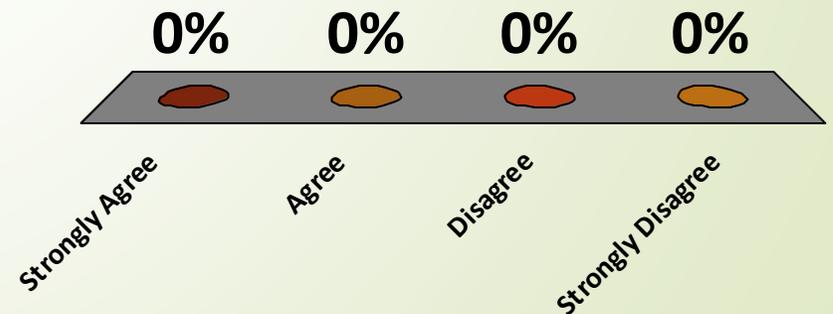
My co-workers are committed to doing quality work.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



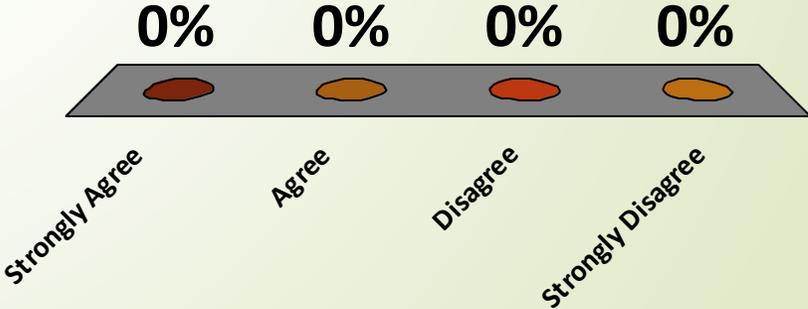
I have a “best friend” at work.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



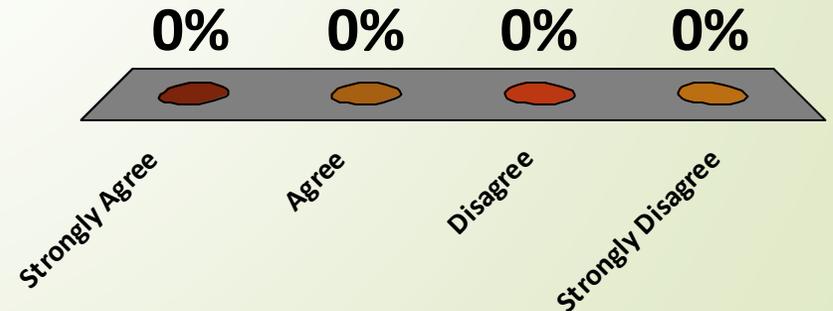
In the last six months, someone at work has talked to me about my progress.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



This last year, I have had opportunities at work to learn and grow

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree



Four Drivers of Employee Engagement:

- **Work/Life Balance** – do I know what's expected of me, do I have the materials and equipment to do my job, is my workload manageable, is there flexibility?
- **Recognition and Praise** – do I add value, am I valued?
- **Trust & Confidence in Leadership Direction** – does my manager care about me, do they communicate with me, do I belong here?
- **Growth & Development** – am I making progress, do I have opportunities to learn, grow, improve, innovate?



Break up into four teams

➤ Count off 1, 2, 3, 4

- All 1's go to Work-Life Balance
- All 2's go to Recognition & Praise
- All 3's go to Trust & Confidence in Leadership
- All 4's go to Growth & Development

➤ Write down what's already working, Identify opportunities for improvement

➤ Rotate to the next Driver – don't duplicate feedback, only add new

Debrief:

Questions, Comments?

Thank you for your participation!

Lisa.b.hylton@Oregon.gov

503.378.2652



LÍDER·OLOGY CONSULTING GROUP

Transforming Leaders by Developing Leaders

Engaging a Diverse Workforce

Presented By: Dr. Lana Petru

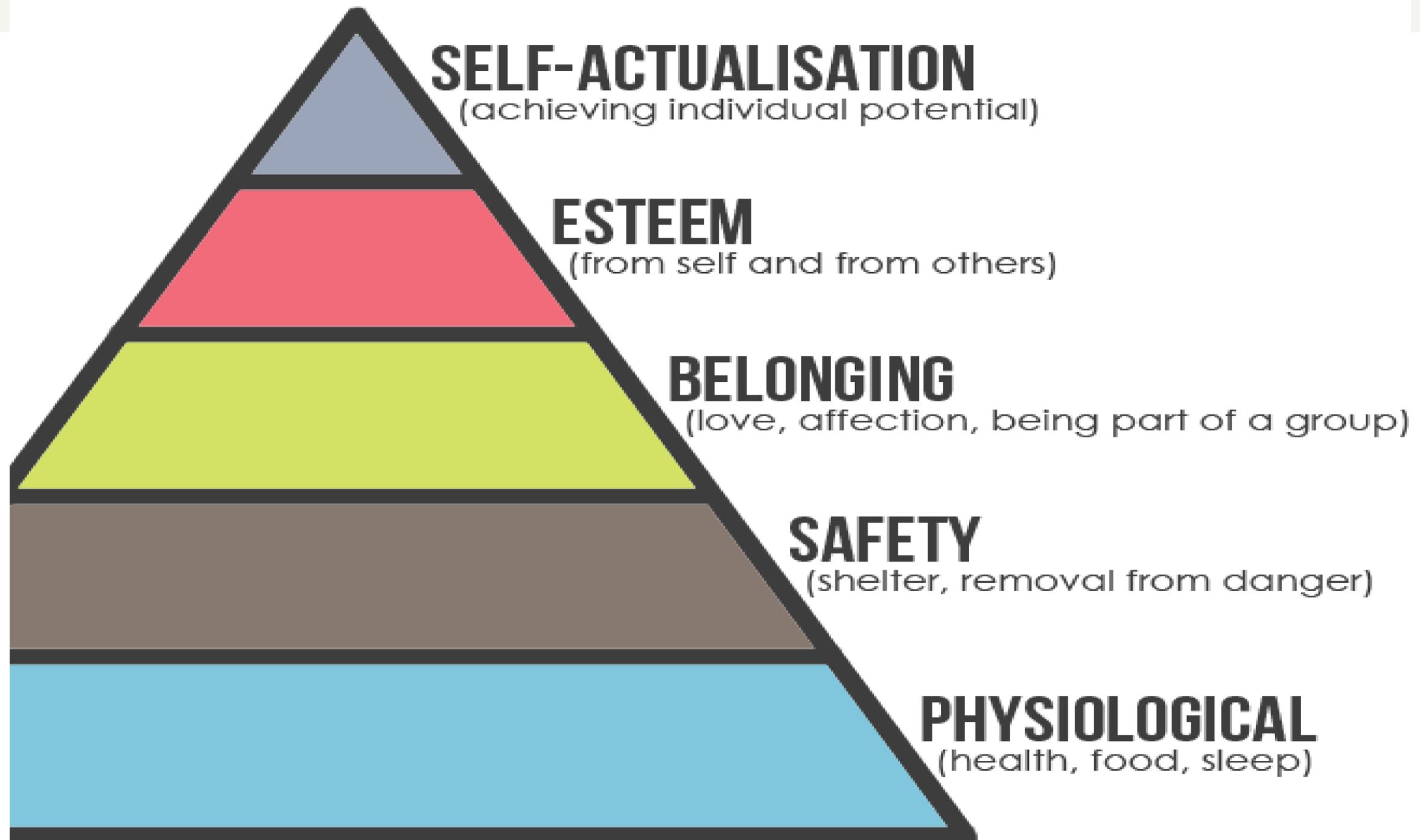
08/30/16

Engagement | Why it is important?



Engagement | Where does it start?

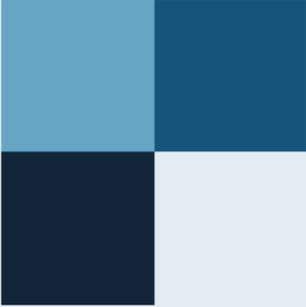




SOCIAL BOND THEORY

“Elements of social bonding include **attachment to families, commitment to social norms and institutions (school, employment), involvement in activities, and the belief** that these things are important”

Hirschi, 1969



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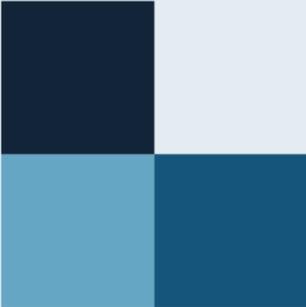
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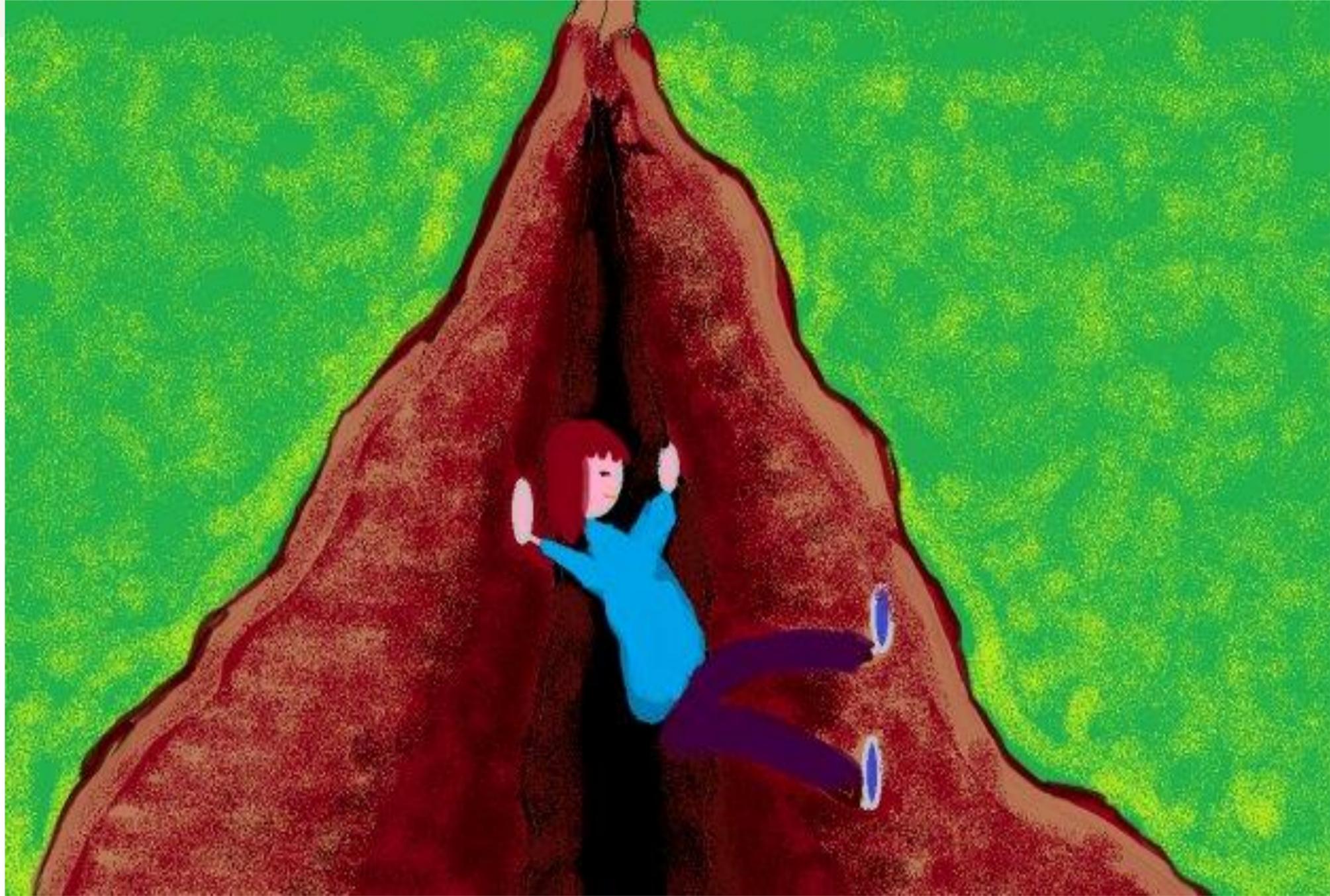
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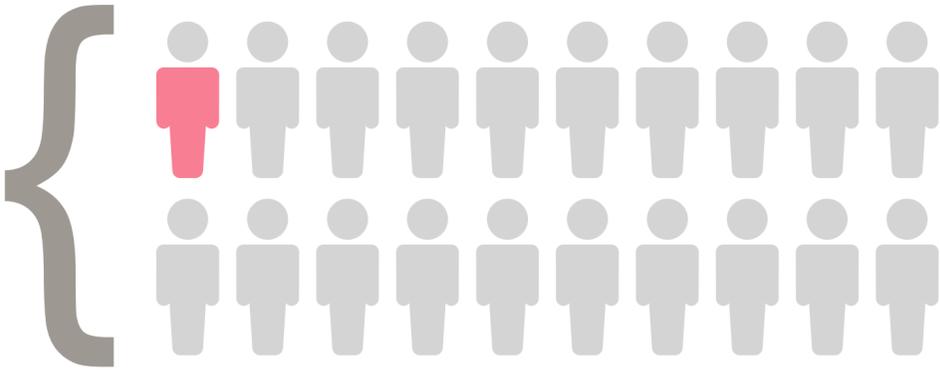






DIVERSITY & INCLUSION | Creating an “Inclusive” Culture

71% aspire to have an inclusive culture



Only **11% have** an inclusive culture



Bersin by Deloitte, 2014

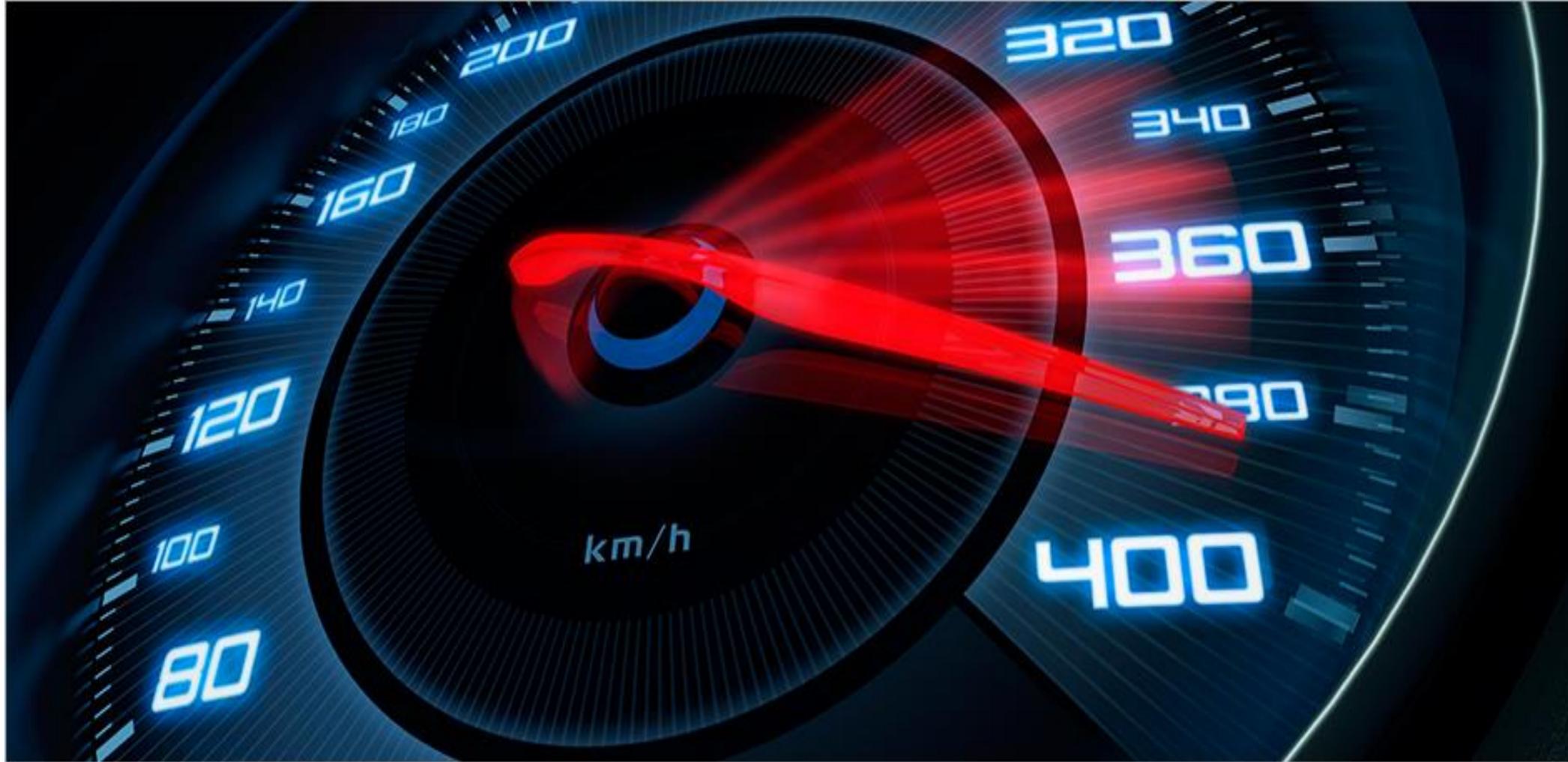


Why D&I? | Trends Driving Importance of D&I



Derven, 2014



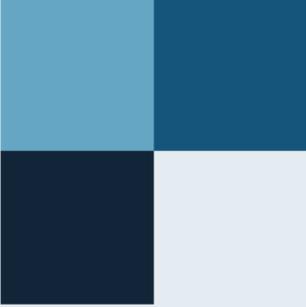


Current Landscape | D&I Continuum

The Continuum of Diversity & Inclusion Cultures



Bersin, 2014



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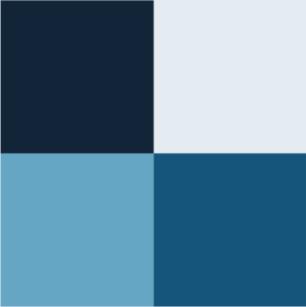
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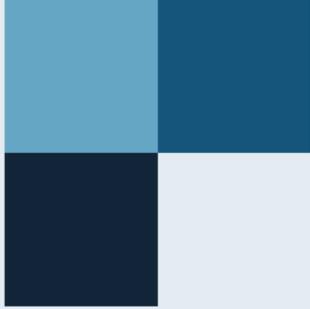
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Mentorship |





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1

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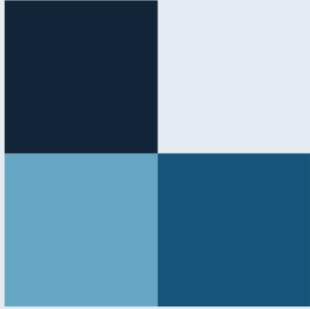
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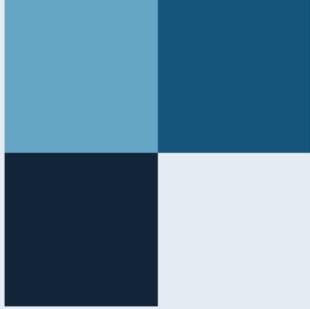
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Sponsorship |





Your poll will show here

1

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pollev.com/app

2

Make sure you are in
Slide Show mode

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or

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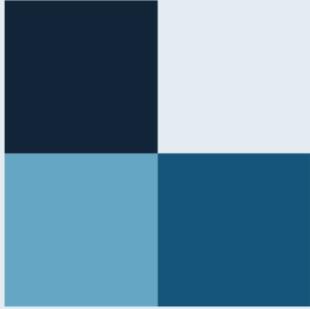
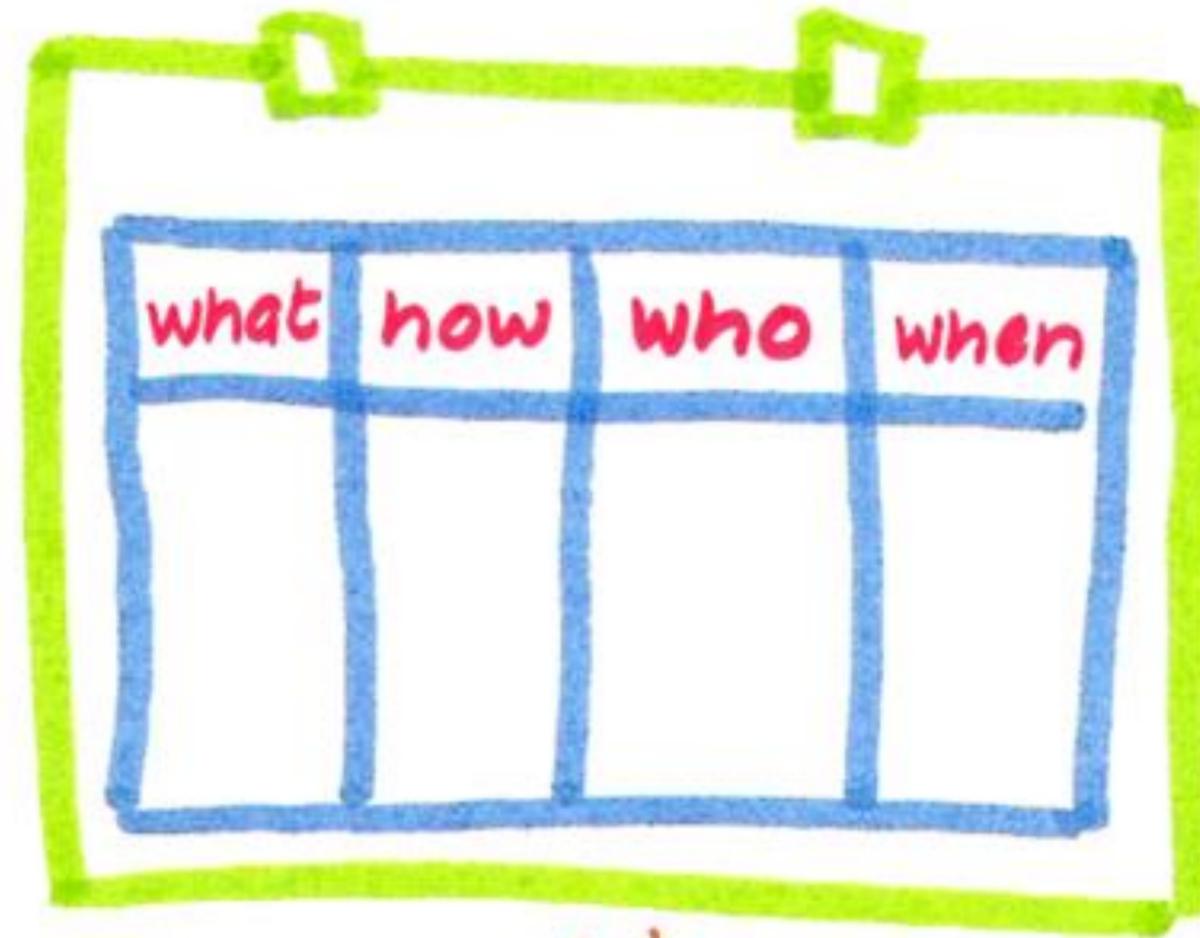


Table Activity – Case Studies

Action Plan | What next?



A hand-drawn illustration of a clipboard with a green border and a green strap at the top. Inside the clipboard is a blue-bordered table with four columns. The columns are labeled 'what', 'how', 'who', and 'when' in red text. The table is currently empty.

what	how	who	when

action
plan



Please tell us how we did!





LÍDER • OLOGY
CONSULTING
GROUP

THANK YOU

Dr. Lana Petru, CEO/President

dr.lanapetru@liderology.com

858-204-8975



Engaging a Diverse Workforce

ERGs	Mentorships	Executive Sponsorship



Action Plan: Engaging a Diverse Workforce

Create Your Action Plan

1. Write down if you have ERGs Mentorship, and Sponsorship Programs in your organization.
2. Describe at least one of the programs from above within your organization.
3. If you do not have either of these programs determine what program you would start first in your organization.
4. If you have at least one of these programs explain how you can make improvements on this program based on what you learned today.
5. Based on your answer to question 3 or 4 provide a detailed plan for implementing this program. Where would you start? Who would you start with? What stakeholders do you need buy-in from?



Action Plan: Engaging a Diverse Workforce

ERGs, Mentorship and/or Sponsorship:

Describe Program:

What Program Would You Start: _____

Improvements on Existing Program: _____

Implementation of New Program: _____
