CREATING A CULTURE OF PERFORMANCE

DAS CHRO Management Education Forum
Catherine (Cathy) LaTourette, MPA, SPHR
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!!!
Organizational Culture is embedded in lasting behaviors, values, tradition, common goals, and workplace perception. It patterns future generations of influence, shared ethos, and framework. Behaviors are a way of thinking based on shared principles, capacity, and philosophy.
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 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
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
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
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

Inputs → Activities → Outputs → Intermediate Outcome → High Level Outcome

Degree of Control → Ultimate Policy Intent

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.
The following slides are used with the permission of Fariborz Pakseresht, Director OYA, August 2016.
DATA VALUE STREAM
THE OYA FUNDAMENTALS MAP

MISSION
OYA protects the public and values youth by building youth offender accountability and providing opportunities for rehabilitation in safe environments.

VISION
Youth who have OYA go on to lead productive, crime-free lives.

VALUES
OYA's core values are:
- Integrity
- Quality
- Accountability

Highly effective and efficient organization
Integrated safe, secure and youth-centered environment
Collaborative, communicative and transparent leadership

OPERATING 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

SUPPORTING PROCESSES
- SP 1: Communicating with internal and external partners
- SP 2: Conducting strategic and operations planning
- SP 3: Evaluating and improving performance
- SP 4: Managing organizational structures
- SP 5: Developing human resources
- SP 6: Securing and managing operations
- SP 7: Leveraging data, research and technology

OREGON YOUTH AUTHORITY PERFORMANCE MANAGEMENT SYSTEM FUNDAMENTALS MAP
January 1, 2018

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

PC, CM, GS: Program, Community, Government
MA, EP: Municipal, Educational
AS, MC, MCH: Administration, Medical, Community Health
JO, PC, CM: Justice, Police, Community
GS: Government

A: Ensuring daily operations are efficiently managed
B: Ensuring physical plants are safe and secure
C: Ensuring appropriate equipment and training systems
D: Ensuring appropriate staffing
E: Ensuring appropriate staff training
F: Ensuring youth and professional adequacy
G: Ensuring youth and professional support
H: Ensuring youth and professional success
I: Ensuring youth and professional facilitation
J: Ensuring youth and professional empowerment
K: Ensuring youth and professional well-being
L: Ensuring youth and professional accountability
M: Ensuring youth and professional development
N: Ensuring youth and professional engagement
O: Ensuring youth and professional participation
P: Ensuring youth and professional involvement
Q: Ensuring youth and professional collaboration
R: Ensuring youth and professional leadership
S: Ensuring youth and professional growth
T: Ensuring youth and professional recognition
U: Ensuring youth and professional support
V: Ensuring youth and professional compliance
W: Ensuring youth and professional effectiveness
X: Ensuring youth and professional efficiency
Y: Ensuring youth and professional innovation
Z: Ensuring youth and professional excellence
What business are we in?
What do we want our organization to be known for?
What beliefs are going to guide our actions?
What accomplishments will define our success?
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
Who is accountable for the cross-functional processes that drive our organization?
How does that work get done across the organization?
What will show that we are doing this work well?
OUTCOME MEASURES

What will gauge progress toward our goals?
# SCORECARD

## OYA Agency-Wide - All Measures: Q1 2016

Data collection through 3/31/2016

<table>
<thead>
<tr>
<th>ID</th>
<th>Measure</th>
<th>Definition</th>
<th>Data collection period</th>
<th>Trend</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP2.3</td>
<td>Victims notified in 90 days</td>
<td>Percent of identified victims that receive notice within 90 days of a YOF's commitment to YOF</td>
<td>Q2 2013: 59.5; Q4 2013: 67.6</td>
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<td>Note:</td>
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| OP2.4| Victims notified prior to parole           | Percent of OYA youth victims with requested rights that receive notification of parole prior to actual parole date. | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |

| OP3.0| Managing youth intake and assessment       |                                                                           |                        |       |       |
|      | OP3.1a Intake RNA completion - facility    | Percent of facility youth whose RNA assessments are completed within 30 days of commitment (KPRM) | Q2 2013: 59.5; Q4 2013: 67.6 | ↑     |        |
|      | Note: 50 of 60 completed on time           |                                                                           |                        |       |       |
|      | OP3.1b Intake RNA completion - probation   | Percent of probation youth whose RNA assessments are completed within 30 days of commitment (KPRM) | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note: 31 of 62 completed on time           |                                                                           |                        |       |       |
|      | OP3.2a Case plan relevance to RNA          | Percent of audited case plans which reflect needs assessment.             | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note: 31 of 31 were relevant               |                                                                           |                        |       |       |
|      | OP3.2b Case plan relevance to RNA (field)  | Percent of audited case plans which reflect needs assessment.             | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note: 31 of 31 were relevant               |                                                                           |                        |       |       |
|      | OP3.3 Intake length of stay                | Average LOS during facility intake process                                | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note:                                     |                                                                           |                        |       |       |
|      | OP3.4a Timely case plan audits - facility  | Percent of case plan audits due that were completed during the quarter.   | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note:                                     |                                                                           |                        |       |       |
|      | OP3.4b Timely case plan audits - field     | Percent of case plan audits due that were completed during the quarter.   | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note:                                     |                                                                           |                        |       |       |
|      | OP3.5 Initial psychological evaluations    | Percent of youth receiving an initial psychological evaluation within 30 days of admission. | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note:                                     |                                                                           |                        |       |       |
|      | OP3.6 ATOD assessments                     | Percent of youth receiving ATOD assessment within 30 days of admission to a certified OYA facility ATOD program | Q2 2013: 59.5; Q4 2013: 70.5 | ↑     |        |
|      | Note:                                     |                                                                           |                        |       |       |
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.

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).

Used with the permission of Jeff Tyrens, Principal, Measures Matter. Aug. 2016.
MANAGING FOR RESULTS WITH PARTNERS

SHARED RESPONSIBILITY = SHARED REPORTING

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

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*
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.
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

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## Managing for Outcomes – Your Systems Map

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<thead>
<tr>
<th>Element</th>
<th>Your Unit/Organization</th>
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<tbody>
<tr>
<td>Mission</td>
<td></td>
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<tr>
<td>Values</td>
<td></td>
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<tr>
<td>Key Goals</td>
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<tr>
<td>Core Processes</td>
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<tr>
<td>Sub-Processes</td>
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<tr>
<td>Process Measures</td>
<td></td>
</tr>
<tr>
<td>Outcome Measures</td>
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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

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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
Date: ____/____/____  Employee Name: ________________________________

H-E-L-P Method

H= Happening: statements of “Here’s what I see, feel, think, believe is happening.” Use to open dialogue with employee.

E= Example; give 1 example if it’s a big issue or 2 or 3 examples if the issues are smaller. Be objective not subjective for instance: you have arrived late 3 times this week; 8:20 on Monday, 8:25 on Tuesday and 8:30 on Friday; instead of "you are always late to work."

If you don’t have an example-then you are not ready to have the discussion.

L= Left as is; “If we were to leave the situation the way it is; this is the consequence and impact of the performance issue. Be prepared to lay out what the consequences will be if there is not an immediate and lasting change in the behavior.

P= Plan; the plan can be a directive or a collaborative effort. One option might be to have the employee take a paid day off to think about the situation and come back the next day with a written plan of action on how the employee is going to improve their performance.

Keys for success: Prepare before you meet with the employee; follow-up your meeting up with email within 2 days to summarize your discussion. Always leave the meeting with a time scheduled for a follow up meeting. Use the back of this sheet to record notes about the meeting. Place this form, your notes and email attachment in your supervisory file to document this discussion.

☐ Follow up meeting date ____/____/____

☐ Follow up email sent date ____/____/____  ☐ email attached to this document

Supervisor Signature: _______________________________________________________

Notes:
For Further Reading and Contacts


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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

Hanamura Consulting
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
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
Scan and breathe
"I’m rewriting my book as an epic novel of the sea."
EASY TO CROSS

CAN BE CROSSED WITH EFFORT & SKILL

IMAGINED

ALMOST IMPOSSIBLE TO CROSS

RUMOURED
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:

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

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)  
- **T** Take a breath -- big exhale  
- **O** Observe/see something around you  
- **P** Proceed towards your goals

  - Become aware of your stress in the moment
  - Breathing deliberately can change your state
  - Shifts the brain loop
  - 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

Author: Daniel Goleman

*Meditation for Beginners* (2008)  
Author: Jack Kornfield

Doug Silsbee

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.

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Behaviors</th>
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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.

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Behaviors</th>
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- 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?
SELF-ACTUALISATION
(achieving individual potential)

ESTEEM
(from self and from others)

BELONGING
(love, affection, being part of a group)

SAFETY
(shelter, removal from danger)

PHYSIOLOGICAL
(health, food, sleep)
“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
Your poll will show here

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or
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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
The Continuum of Diversity & Inclusion Cultures

- **Singular** (6%): Largely homogeneous with limited diversity

- **Compliance** (14%): Numbers-based organization focused on affirmative action goals

- **Embracing** (36%): Has and appreciates employees who represent both traditional and invisible diversity

- **Collaborative** (33%): Understands value of diverse workforce; begun to engage diverse employees in talent and business initiatives

- **Inclusive** (11%): Leverages the diverse backgrounds of individuals to drive value and business results; employees feel involved, respected, valued and connected

Bersin, 2014
Your poll will show here

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Open poll in your web browser
Table Activity – Case Studies
Action Plan | What next?

- what
- how
- who
- when

action plan
Please tell us how we did!
THANK YOU

Dr. Lana Petru, CEO/President

dr.lanapetru@liderology.com
858-204-8975
## Engaging a Diverse Workforce

<table>
<thead>
<tr>
<th>ERGs</th>
<th>Mentorships</th>
<th>Executive Sponsorship</th>
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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:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________