Conducting highmiddlelow® Performer Conversations

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Studer Group
Breakthrough

STUDER GROUP®:

- Objective Evaluation System
- Leader Development
- Must Haves®
- Performance Gap
- Standardization
- Accelerators

Foundation → Breakthrough
We have learned that the reluctance to address low/sub-par performance keep an organization from being the best.

Quint Studer
Performance Curve
## Definition of High Performer

<table>
<thead>
<tr>
<th>Definition</th>
<th>Professionalism</th>
<th>Teamwork</th>
<th>Knowledge &amp; Competence</th>
<th>Communication</th>
<th>Safety Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adheres to policies concerning breaks, personal phone calls, leaving the work area, and other absences from work.</td>
<td>Demonstrates high commitment to making things better for their team and organization as a whole.</td>
<td>Eager to change for the good of the organization. Strives for continuous professional development.</td>
<td>Consistently communicates organizational. Does not create we/they. Provides frequent feedback to staff.</td>
<td>Demonstrates the behaviors of safety awareness in all aspects of work.</td>
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</tbody>
</table>

- Comes to work on time
- Good attitude
- Problem solves
- You relax when they are scheduled
- Good influence
- Use of peer interviews
- Pillar ownership
- Brings solutions
How do you treat your High Performers?

- Ignore them?
- Say thank you?
- Give them more work?
Ignore them?
High Performers:

- 47% are actively looking for another job, resumes, internet search and interviews:
  - Lack of recognition
  - Feeling under rewarded
  - Are the most unhappy
  - Even when unemployment is exceeding, have a pent-up demand to leave

- 55% said they were never or rarely thanked by their boss

Leadership IQ, Fall 2006
Maritz Incentives, St. Louis 2003
Goal with High Performers

- Re-recruit
- Recognize
- Retain
## Definition of Middle Performer

| Definition |  
| --- | --- |
|  
| • Good attendance  
| • Loyal most of time  
| • Influenced by high and low performer  
| • Wants to do a good job  
| • Could just need more experience  
| • Helps manager be aware of problems  
|  

| Professionalism | Usually adheres to policies concerning breaks, personal phone calls, leaving the work area, and other absences from work.  
| Teamwork | Committed to improving performance of their team and organization. May require coaching to fully execute.  
| Knowledge & Competence | Invested in own professional developments. May require some coaching to fully execute.  
| Communication | Usually communicates organizational information. Occasionally uses we/they language. Provides some feedback to staff.  
| Safety Awareness | Demonstrates the behaviors of safety awareness in all aspects of work.  
|  

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Goal with Middle Performers

- Reassure
- Re-recruit
- Develop
# Definition of Low Performer

<table>
<thead>
<tr>
<th>Definition</th>
<th>Points out problems in a negative way</th>
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<tbody>
<tr>
<td></td>
<td>Positions leadership poorly</td>
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<tr>
<td></td>
<td>Master of “We/They”</td>
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<td></td>
<td>Passive aggressive</td>
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<td></td>
<td>Thinks they will outlast the leader</td>
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<tr>
<td></td>
<td>Says manager is the problem</td>
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<tr>
<td>Professionalism</td>
<td>Does not communicate effectively about absences from work. Handles personal phone calls in a manner that interferes with work. Breaks last longer than allowed.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Demonstrates little commitment to their team and the organization.</td>
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<tr>
<td>Knowledge &amp; Competence</td>
<td>Shows little interest in improving own performance or the performance of the organization. Develops professional skills only when asked.</td>
</tr>
<tr>
<td>Communication</td>
<td>Does not communicate organizational information. Uses language to create we/they culture. Does not provide feedback.</td>
</tr>
<tr>
<td>Safety Awareness</td>
<td>Performs work with little regard to the behaviors of safety awareness.</td>
</tr>
</tbody>
</table>
High, Middle and Low Performer
The Gap becomes more evident

Hoping that:
- More time will help
- More attention will help
- More focus will help
- A transfer will help
- They will leave
The Gap is Intolerable

Gap is uncomfortable

The Wall
Results Decline  (look familiar?)

Gap is uncomfortable

Gap is intolerable

Results Decline

The Wall
Over the Wall

Gap is uncomfortable

Gap is intolerable

The Wall
Moving the High Performers
highmiddlelow®
Performer Conversation Process
High Performance Conversation

- Tell them where the organization is going
- Thank them for their work
- Outline why they are so important
- Ask if there is anything you can do for them
Moving the Middle Performers
Middle Performance Conversation

Reassure individual goal is to retain

▼ S : Support
  ▼ Describe good qualities – calm down their anxiety

▼ C : Coach
  ▼ Cover development opportunity

▼ S : Support
  ▼ Reaffirm good qualities
Clear Expectations for Low Performers
Low Performance Conversation

Do not start meeting on a positive note

▼ D : Describe
   ▼ Describe what has been observed.

▼ E : Evaluate
   ▼ Evaluate how you feel.

▼ S : Show
   ▼ Show what needs to be done.

▼ K : Know
   ▼ Know consequences of continued same performance.

▼ Follow up
Improved Operational Performance Across the Board
What Has Been Accomplished?

- Leader demonstrates concern and care for team member
- Leader demonstrates commitment to team member professional development
- Leader affirms and shows appreciation for high and middle
- Leader lets people with sub-par performance know exactly where they stand and next steps for their performance
- Leader role models value driven leadership
Frequently Asked Questions

- What if a person is good clinically and good with the patient but cannot work with co-workers?
- What about the high performer who has an attendance problem?
- What if the sub-par performer has been in organization a long time?
- If I deal with staff with performance issues and other leaders do not, will people think I am a mean leader?
- What if all past evaluations are good?
- What if I have not documented well?
- What if HR protects people?
### highmiddlelow® Timeline Sample (pg1)

<table>
<thead>
<tr>
<th>MAY</th>
<th>JUN</th>
<th>JUL – AUG</th>
<th>SEP</th>
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</table>
| Human Resource and Standard teams develops Leader Differentiator Tool | Senior Leadership approves HML Differentiator Criteria for leaders | • Refine other HML implementation tools  
• Conduct Human Resources Training  
• Conduct HML conversations at Senior Team level (CEO through SVP) | |

Senior leader HML prepared for launch  
*Goal: By the time of LDI, Senior leaders will have received their HML conversations and will be ready/available to coach/communicate HML Timeline and Process.*)
<table>
<thead>
<tr>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
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<tbody>
<tr>
<td>Work on Staff differentiator tool for Dec LDI</td>
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<td>Conduct HML Discussions at Director Level</td>
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<td></td>
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<td>• December LDI HML Conversations</td>
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<td>• Mgr Skill Practice</td>
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<td>Conduct HML Conversations at Manager Level</td>
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<td></td>
<td>Conduct HML Conversations at Staff Level</td>
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</tbody>
</table>
Accelerators

- Leader Evaluation Manager (LEM)
- Staff Evaluation Manager (SEM)
- Discharge Call Manager (DCM)
- Rounding Manager
- Idea Express
Recognize and retain high performers

Recognize and develop skills for middle performers

Confront low performers, outlining specific steps to improvement and outlining the consequences

We have learned that the reluctance to address low/sub-par performance keep an organization from being the best.
~ Quint Studer
Purpose, Worthwhile Work and Making a Difference
Thank You!

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