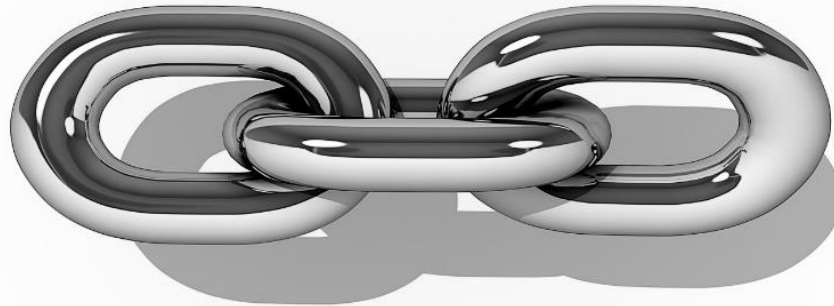


The Amazing Link

How Managers Can Get
Great Results from Good Ideas

Audio Book Supplement



Jon Dario

Figure 1.1 – The Execution Link

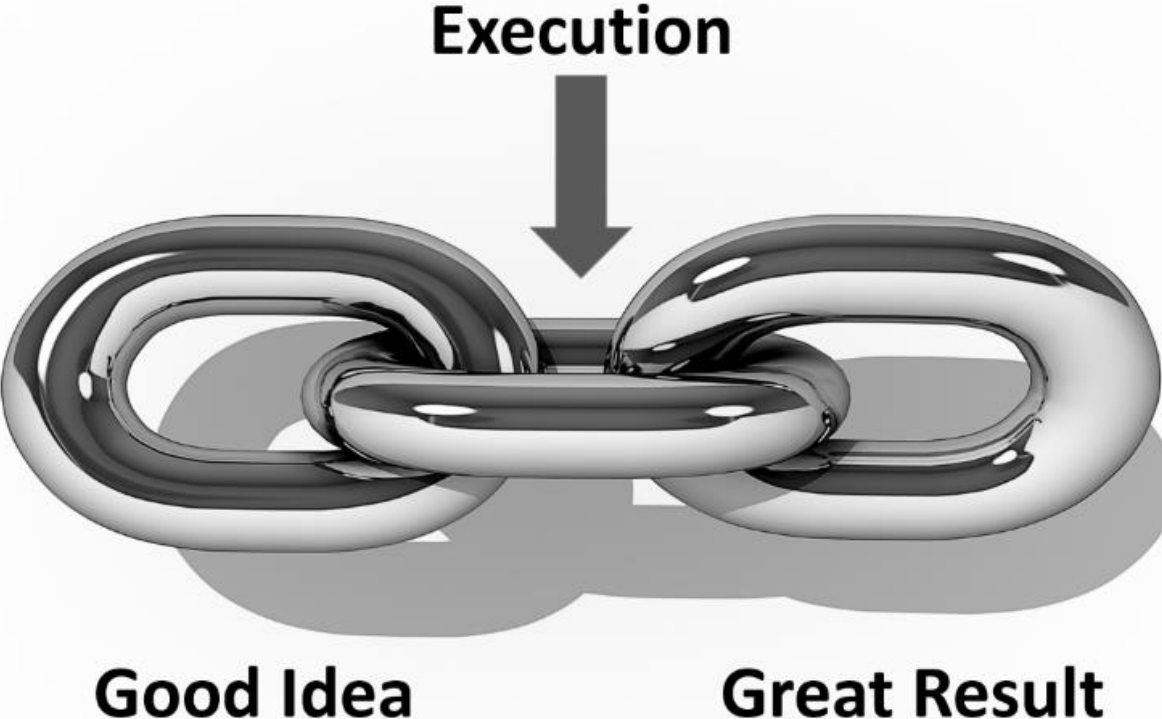


Figure 1.2 – The Behavior-Results Grid

		Behaviors	
		<u>Bad</u>	<u>Good</u>
Results	<u>Good</u>	Success by accident or due to external factors; Better results are left on the table	Ideal situation
	<u>Bad</u>	Unacceptable situation	May need more time; Results are better than they would otherwise be without the good behaviors

Figure 1.3: The Execution Continuum Chart

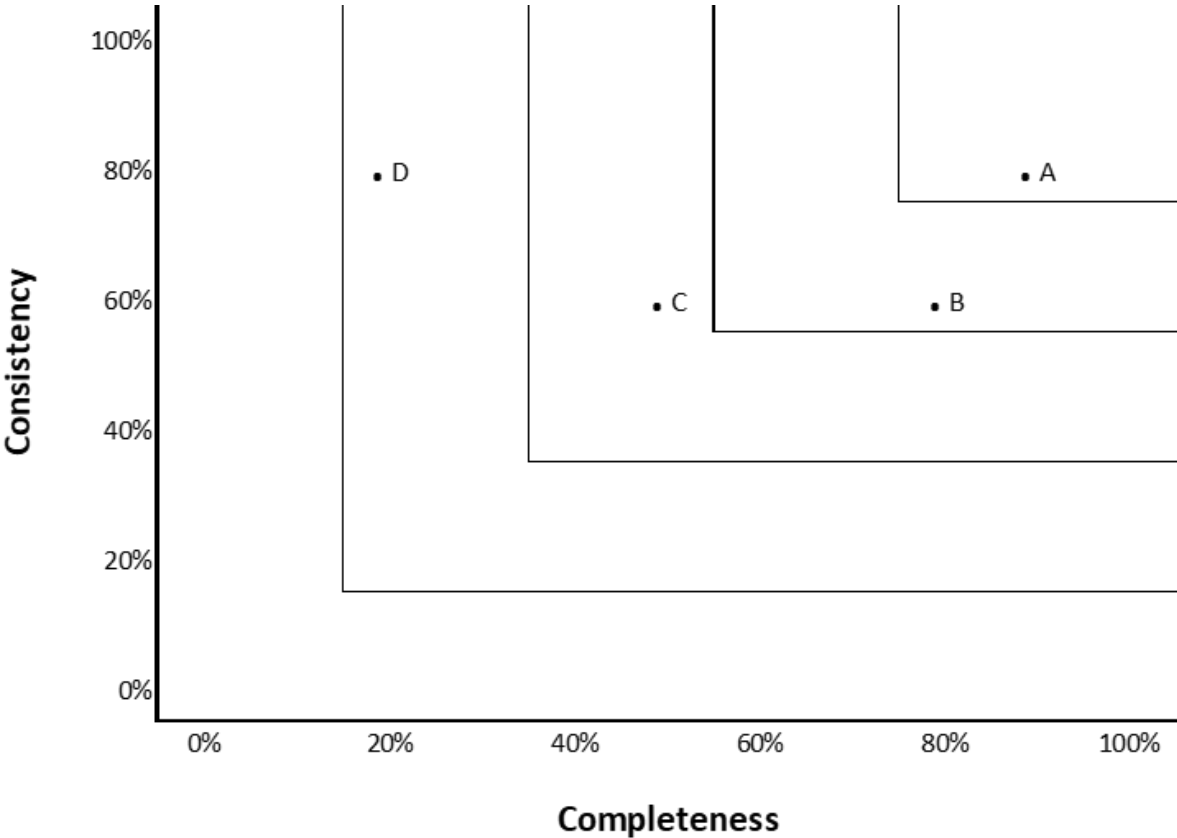


Figure 3.1: The Management Pyramid

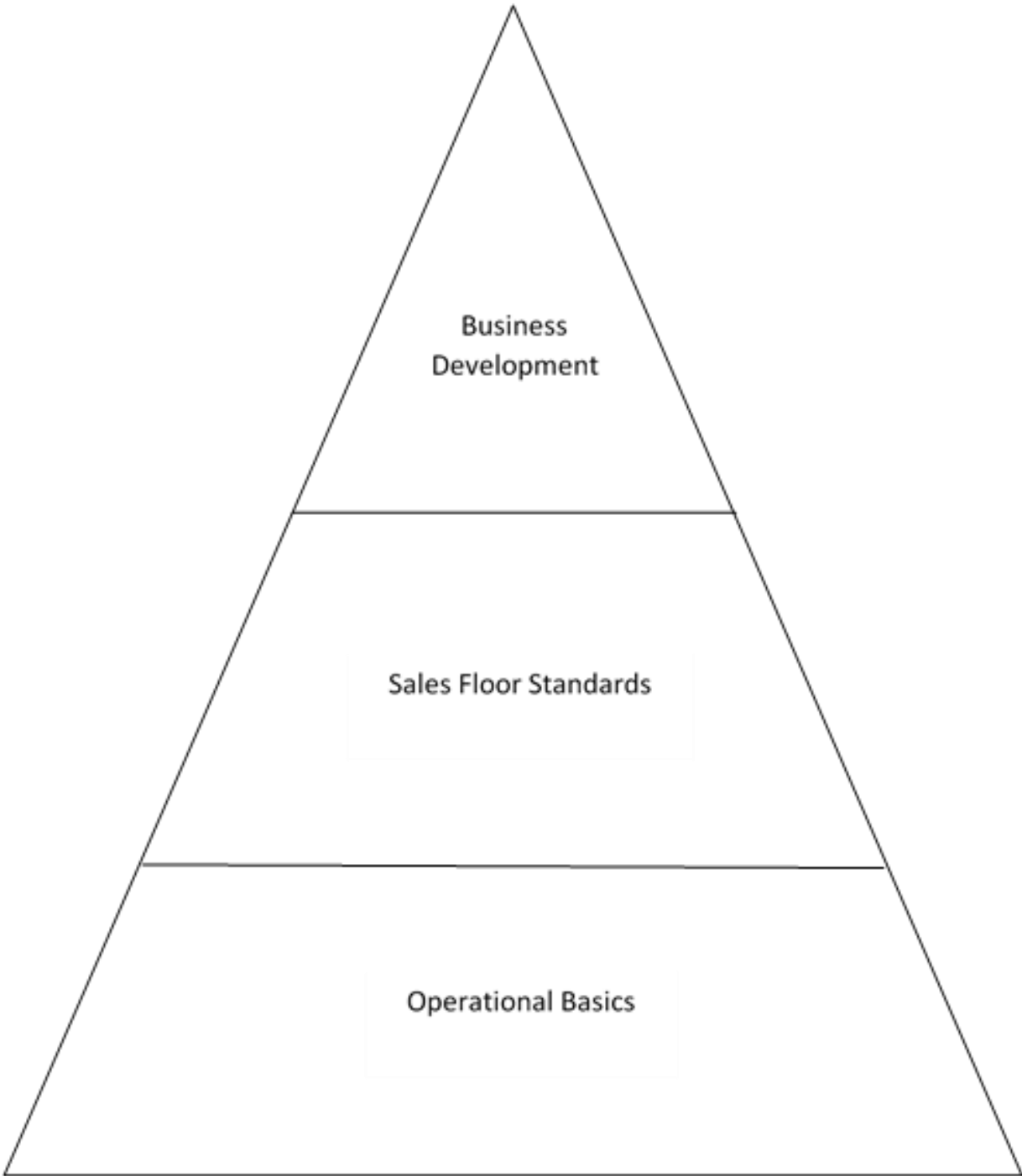


Figure 4.1:

The Leadership Balance Model

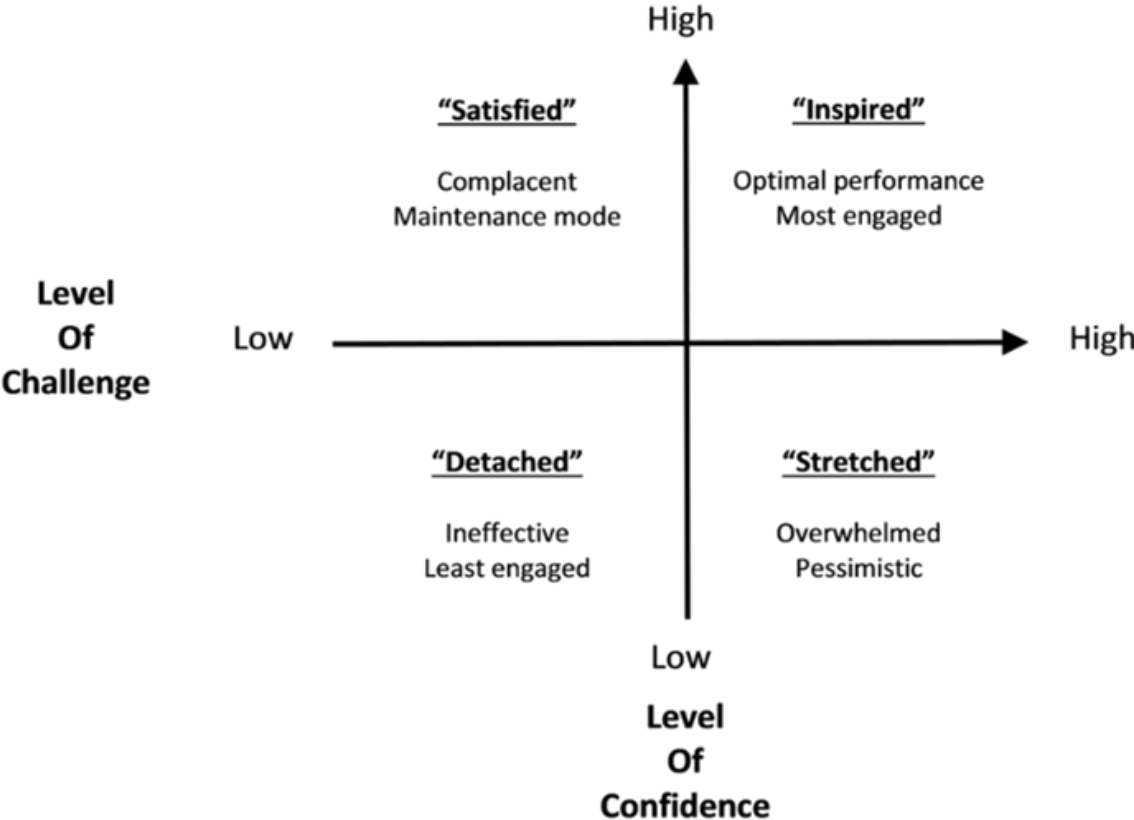


Figure 4.2: The Tude-O-Meter

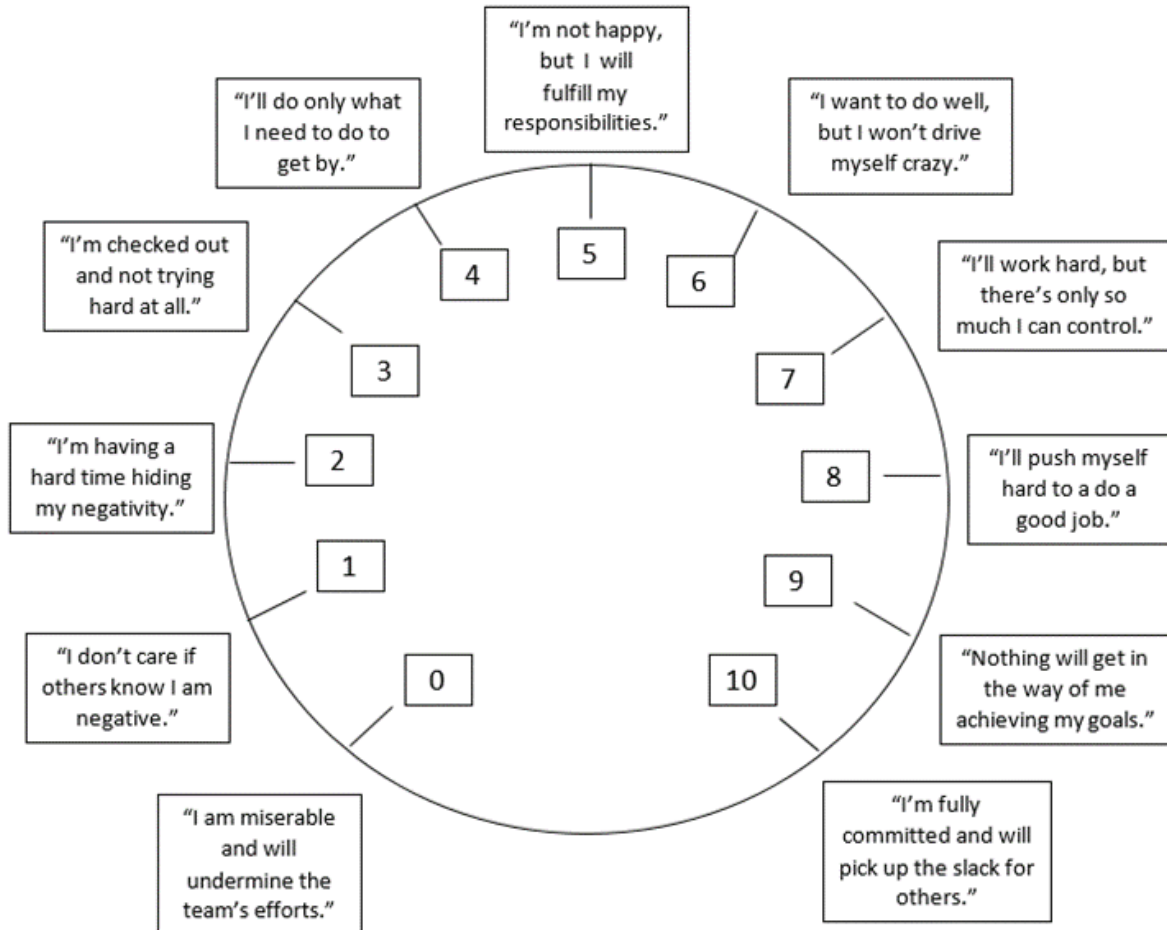


Figure 7.1: Execution Plan Example

<p>Objective</p> <p>Add a new step to the sales process whereby team members must attempt to uncover customer objections and then overcome those objections to close the sale.</p>	
<p>Communicate</p> <ul style="list-style-type: none"> • Write up a document that describes what a customer objection is and how to overcome it. • Revise the documentation of the sales process so team members know exactly where the new step goes in the process • Hold a team meeting to explain the new step, why it is important, and what the new sales process standard will be. • Speak one-on-one with each team member to verify that they understand and buy into the objective. 	<p>Motivate</p> <ul style="list-style-type: none"> • Find a different way to phrase “overcoming customer objections” so as to genuinely position it as doing a positive thing for customers. • Create a tracking chart to publicly recognize team members as they become “certified” on the new process. • Create a contest to reward team members who successfully identify and overcome customer objections most consistently.
<p>Follow Up</p> <ul style="list-style-type: none"> • Schedule specific blocks of time each day to observe team members with live customers. • Do at least three observations per day of each team member with a live customer and assess their success with identifying and overcoming objections. 	<p>Grow Talent</p> <ul style="list-style-type: none"> • Rewrite the full sales process to insert the new “overcoming objections” step. • Use role plays to practice identifying and overcoming objections with every team member until they can successfully demonstrate the skill. • Gather best practices from team members who are achieving the most success; coach other team members on the best practices.

Appendix I—Performance Planning Process

Note: The forms referenced in this appendix can be downloaded from the Retail Management Formula website at the following address: <http://www.RetailManagementFormula.com/TAL-downloads/>.

The objective of this process is to provide a vehicle for annual performance planning and assessment that does the following things:

- Gives team members the direction and guidance they want
- Cascades company and department objectives to all team members
- Involves team members in the setting of their performance objectives
- Connects each team member's performance assessment to the specific things that are most relevant to his or her role
- Complements and facilitates a process of continuous feedback

Annual performance management is a collaborative process between employee and manager that has four distinct stages. Progress and feedback are captured in two forms: the Annual Performance Planning worksheet and the Annual Performance Assessment worksheet. The stages and participants' roles are described in detail below.

Stage 1—Annual Performance Planning

The purpose of this stage is for employee and supervisor to agree on the specific objectives that will be used as measures of performance success for the upcoming year. The objectives can, and should, be a combination of business metric targets, project-related targets, and regular, on-the-job behavioral targets. The ideal process for building the objectives list is for employee and manager to each generate their own independent lists then meet to discuss and merge the lists. This format is meant to include the employee in the creation of her or his performance objectives, though the manager retains ultimate decision authority over the merged list. In certain situations (i.e., new employees, employees with recently expanded roles, employees in performance warning status, etc.), it may be more practical for only the manager to generate the objectives list and communicate it to the employee. It is critical that the performance objectives be stated in as measurable a way as possible. This means inclusion of specific target metrics and target dates where relevant. The ideal list of performance objectives will include business objectives that cascade directly from company and supervisor objectives as well as one or two personal objectives that are aimed specifically at the employee's professional growth.

Next, employee and manager discuss and agree on the specific actions the employee must take in order to achieve the performance objectives. These actions can include routine behaviors to be carried out, new projects to be executed, changes to be made from past behaviors, etc. This is important because it bridges the gap from "what" must be accomplished to "how" it will be accomplished. Employee and manager also must discuss and agree on help or support that will be needed from others within the organization. This is important because it helps the employee to anticipate and plan for things that may get in the way of success in achieving the objectives.

Once manager and employee agree on all aspects of the performance objectives and they are well defined in a measurable way, the objectives are recorded in the appropriate columns of the Annual Performance Planning worksheet.

Stage 2—Continuous Feedback

The next important step in the annual performance management process is continuous feedback. The main goal of the process is to maximize employees' probability of success in achieving their performance objectives. To that end, managers and employees must meet regularly to discuss progress on annual objectives. Managers must provide feedback that will help employees maximize success, and employees and managers must have dialogue about obstacles that have the potential to derail success.

Stage 3—Midyear Performance Update

At a point near the middle of the annual cycle, manager and employee must meet for a midyear performance update. The purpose of this meeting is to formalize progress and feedback on the annual objectives for the year to date. Discussion during this meeting should center on the pace with which annual performance objectives are being met and the effectiveness of employee actions thus far in achieving the objectives. Manager and employee should document progress and relevant notes in the top middle column of the Annual Performance Assessment worksheet. This will be very easy if continuous feedback has been in place throughout the half year. Progress and notes should carry forward from the continuous feedback meetings, and there should be no surprises during the midyear assessment performance update.

In addition to discussing and documenting progress toward the annual objectives, the manager should take this midyear opportunity to provide helpful feedback to the employee on behaviors. Specifically, the manager should highlight one specific behavior the employee should "start" doing, one behavior she or he should "stop" doing, and one behavior she or he should "continue" doing. This feedback is to be documented in the bottom portion of the Annual Performance Assessment worksheet in the columns titled "Midyear Comments."

Stage 4—Full Year Performance Assessment

This final stage of the process is identical to the midyear performance update, except it takes place at the end of the year and captures the full year of performance. The same steps are followed as in Stage 3, though it can be particularly effective to formerly note changes that have occurred since the midyear update. Assuming that all stages of the process have occurred effectively and the continuous feedback has been maintained throughout the year, the full year assessment will hopefully result in a celebration of success in the employee's achievement of the year's performance objectives.

Once this stage is complete, the cycle begins all over again. In fact, the full year performance assessment can coincide with the annual performance planning stage for the following year.

Annual Performance Planning Worksheet

Name: _____

For me to consider this year a personal success, I must achieve the following performance objectives:	In order to meet these objectives, I must take the following tangible actions:	I will need help and support of others in the following ways:
1.		
2.		
3.		
4.		
5.		
6.		

Annual Performance Assessment

Name: _____

Annual Performance Objectives:	Mid-year Performance Update:	Full-year Performance Assessment:
1.		
2.		
3.		
4.		
5.		
6.		

Behavioral Feedback	Mid-year Comments:	Full-year Comments:
Start doing...		
Stop doing...		
Continue doing...		

Leadership Growth Plan

Name: _____ Date: _____

Leadership Element to Grow	Specific Objective	Definition of Success	Status
Employee Action Steps		Manager Role	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	
9.		9.	
10.		10.	

Appendix II—Summary of Management Behaviors That Drive Execution

Management Behaviors That Drive Execution	What the Behaviors Look Like in Practice
Communicate <ul style="list-style-type: none"> • General Information • Goals • Direction 	<ul style="list-style-type: none"> • Use multiple types of messaging (verbal, written, etc.) • Filter communication (avoid too much) • Get to the point • Remain open and approachable (allow two-way communication) • Use the Management Pyramid • Set S.M.A.R.T. goals • Use to-do lists • Create checklist routines • What, why, who, when, and how
Motivate	<ul style="list-style-type: none"> • Treat team members with respect • Give praise and appreciation <ul style="list-style-type: none"> ○ Participate in the task (when appropriate) • Use extrinsic rewards (carefully!) • Set challenging targets (not impossible targets!) • Appeal to a bigger team purpose • Take an interest in team members personally • Follow the Leadership Balance Model • Use the Tude-O-Meter to communicate about attitude
Follow Up	<ul style="list-style-type: none"> • Follow up with the proper amount of frequency • Maximize amount of time available for follow-up • Consider employee skill level with the task/behavior • Consider importance of the task/behavior • Provide effective feedback with each follow-up • “Show me, don’t tell me” • Start with trust • Follow up in a timely manner • Build a follow-up plan in advance
Grow Talent	<ul style="list-style-type: none"> • Train—use the five steps <ul style="list-style-type: none"> ○ Communicate relevant information ○ Gain commitment ○ Practice, practice, practice ○ Observe, diagnose, coach ○ Inspect and track progress • Coach skill improvement <ul style="list-style-type: none"> ○ Diagnose and solve root issues ○ Remain patient ○ Talk about next time ○ Make faults seem easy to correct ○ Use GPS coaching ○ Coach the coaches • Use informal reviews to connect dots • Use formal reviews as a record of performance • Build growth plans and play role of the “gardener”

Appendix III Execution Problems Diagnostic Tool

Use this tool to troubleshoot situations of less-than-satisfactory team execution.

Assess communication – Do team members have an accurate understanding of the performance standards and/or direction they are to operate under?

- Do team members have the general information they need in order to succeed in their jobs?
- Do team members clearly understand the priorities?
- Is manager using best practices for effective communication (repeatable communication routines, multiple types of messaging, appropriately filtered messages, and open two-way communication)?
- Are performance objectives established in a way that is specific, measureable, assignable, realistic, and time-related?
- Are effective to-do lists and checklist routines being used?
- When direction is issued, does it answer the five key questions (what, why, who, when, and how)?

Assess motivation – Are team members sufficiently engaged in their work and in achieving the performance standards and direction?

- Does manager treat team members with respect?
- Do team members receive praise and appreciation when it is deserved, and is the praise specific?
- Does the manager appropriately participate in tasks without voluntarily “demoting” her or himself?
- Are extrinsic rewards effectively in place in a way that is not driving unintended behaviors?
- Are challenging targets set for team members that are neither too easy nor too unattainable?
- Has the manager connected team member roles to a compelling bigger purpose?
- Does manager take a genuine interest in team members as people?
- Do team members consistently feel both a high level of challenge and a high level of confidence on the job?

Assess Follow-up – Are team members receiving appropriate levels of follow-up?

- Does manager dedicate enough of her/his time to following up?
- Does follow-up happen with enough frequency based on team member skill level and importance of the task or performance standard?
- Does a culture of accountability exist wherein team members expect that their performance will be followed up on?
- Does manager provide timely feedback to team members when following up?
- Does feedback include praise and/or coaching as appropriate?
- Does manager follow up via personal inspection?
- Does manager create follow-up plans in advance with team members?

Assess Talent Growth – Are team members growing and acquiring the skills they need in order to be successful on the job?

- Are team members properly trained before being given responsibility to perform tasks or behaviors?
- Does manager use all five steps of the training process?
- When coaching, does manager diagnose and solve root issues rather than symptoms?
- Does manager remain patient when coaching?
- Does manager talk about next time when coaching?
- Does manager make faults seem easy to correct when coaching?
- Does manager use regular informal review conversations to connect the dots between multiple instances of feedback?
- When holding informal review conversations, does manager use the six-point standard agenda to make those conversations most effective?
- Does manager use formal reviews to establish collaboratively built performance objectives?
- Does manager create effective growth plans and take accountability for contributing actively to those growth plans?