

DIFFERENTIATING STAFF

LEADERSHIP CHALLENGE

Moving an organization forward requires appropriate levels of leadership support and feedback for improvement. This begins with a clear determination of employee performance levels, followed by coaching and direction most suitable for each employee. The following steps are designed to guide leaders through a process of differentiating staff performance levels.

DIFFERENTIATE

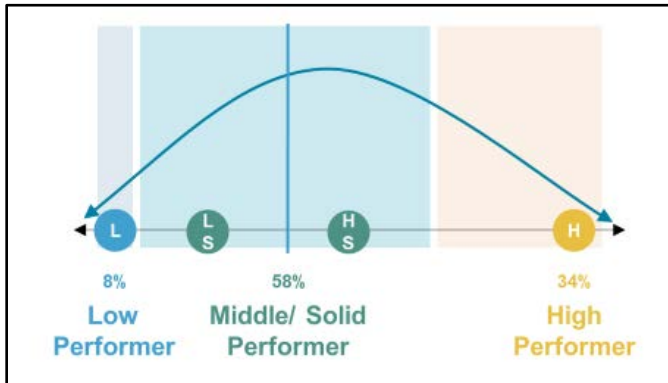
Use the Differentiating Staff Guide, to determine the current performance levels of direct reports. Record the decision for each direct report in the appropriate performance level column, using the *Employees* row in the chart below.

	High	High Solid	Low Solid	Low
Definition	<ul style="list-style-type: none"> Positive attitude Solves problems; comes with solutions Exceeds goals Adheres to policies and procedures Always a learner High commitment to team 	<ul style="list-style-type: none"> Influenced by high performers Identifies problems; not confident in solutions Adopts best practices Willing to update skills and increase knowledge Achieves goals Wants to continue to improve and may need coaching 	<ul style="list-style-type: none"> Influenced by low performers May need more experience Willing to update skills and improve Achieves some goals Interested in professional development 	<ul style="list-style-type: none"> Points to problems in a negative way Positions leadership poorly Reluctant to update skills Does not achieve goals Demonstrates little commitment to the organization Comes to work with a negative attitude
Results	<ul style="list-style-type: none"> Exceeds goals 	<ul style="list-style-type: none"> Achieves goals 	<ul style="list-style-type: none"> Achieves some goals 	<ul style="list-style-type: none"> Does not achieve goals
Professionalism	<ul style="list-style-type: none"> Adheres to policies procedures as defined by the organization and leads others by example to comply with structure of the organization. Accepts feedback from supervisor, peers, stakeholders and uses the feedback for improvement. 	<ul style="list-style-type: none"> Usually adheres to policies and procedures. Usually leads by example. May require coaching to successfully use feedback for improvement. 	<ul style="list-style-type: none"> Generally adheres to policies and procedures. Requires coaching to successfully use feedback for improvement. 	<ul style="list-style-type: none"> Does not communicate effectively with staff concerning policies and procedures. Does not lead by example and does not accept feedback from others.
Teamwork	<ul style="list-style-type: none"> Demonstrates high commitment to making things better for the work unit and organization as a whole. 	<ul style="list-style-type: none"> Committed to improving performance of the work unit and organization. May require coaching to fully execute. 	<ul style="list-style-type: none"> Somewhat committed to improving performance. Requires coaching to execute. 	<ul style="list-style-type: none"> Demonstrates little commitment to the work unit and the organization.
Knowledge & Competence	<ul style="list-style-type: none"> Eager to change for the good of the organization. Strives for continuous professional development. Is always a learner. 	<ul style="list-style-type: none"> Invested in own professional development. May require some coaching to fully execute. 	<ul style="list-style-type: none"> Interested in own professional development. 	<ul style="list-style-type: none"> Shows little interest in improving own performance or the performance of the organization. Develops professional skills only when asked.
Communication	<ul style="list-style-type: none"> Comes to work with a positive attitude. 	<ul style="list-style-type: none"> Usually comes to work with a positive attitude. 	<ul style="list-style-type: none"> Can get caught up in the negative attitude of others. 	<ul style="list-style-type: none"> Comes to work with a negative attitude. Has a negative influence on the work environment.

Employees				
Leader Support				

PERFORMANCE CURVE

Review the performance curve image and corresponding percentages. Consider your determinations and how they either do or do not reflect this curve. Specifically consider the differentiation of high solid and low solid individuals. Make any needed adjustments to your decisions.



LEADER SUPPORT

Review the *Knowledge & Competence* section of the Differentiating Staff Guide. Think about the employees listed in each column of the chart. Record possible support you can provide to move employees to higher levels of performance in the *Leader Support* row of the chart.