



# THE PERFORMANCE PRACTICE

LEARN. IMPROVE. REPEAT.

## PRINCIPLES & PROOF POINTS

### PILLAR 2

September 2018

*Developed collaboratively by the*  
LEAP OF REASON  
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**Principle 2.1:** Managers **translate leaders' drive for excellence into clear workplans and incentives** to carry out the work effectively and efficiently.

2.1.1: My organization's managers partner with staff to develop individual performance objectives that support our organizational goals.

2.1.2: My organization's managers regularly recognize and reward (in financial and non-financial ways) outstanding performance by team members.

**Principle 2.2:** Managers' **decisions are data informed** whenever possible.

2.2.1: My organization's managers regularly use qualitative and quantitative data to inform their operational, programmatic, and strategic decisions—rather than relying on their intuition alone.

**Principle 2.3:** Managers, like executives and boards, have the ability to **recruit, develop, engage, and retain the talent** necessary to deliver on the mission. They help staff get the tools and training they need in order to deliver the desired results.

2.3.1: My organization's managers are always on the lookout, inside and outside the organization, for great talent—to “get the right people on the bus and in the right seats.”

2.3.2: My organization's managers allocate sufficient resources to recruit, develop, reward, and retain high-performing individuals who are committed to our mission and our culture.

2.3.3: My organization continually assesses its talent pool, identifying individuals who are strong contributors and creating opportunities to develop their potential.

**Principle 2.4:** Managers **provide opportunities for staff to see themselves in the work**—that is, to see how each person's work contributes to the desired results.

2.4.1: My organization's managers engage in ongoing dialogue with staff members to ensure they understand how their individual roles contribute to the results the organization is trying to achieve.

**Principle 2.5:** Managers **establish accountability systems that provide clarity** at each level of the organization about the standards for success and yet **provide room for staff to be creative** about how they achieve these standards.

2.5.1: My organization's managers communicate their standards of excellence by clearly defining what team members are accountable for and how and when their success will be assessed.

2.5.2: My organization can point to examples in which managers have incorporated staff ideas to fuel innovation, risk-taking, and better results.

**Principle 2.6:** Managers **provide continuous feedback** to team members and augment that ongoing feedback with periodic performance reviews. They view performance reviews as an opportunity for staff development and coaching.

2.6.1: My organization's managers observe team members in action and provide ongoing, on-the-job, constructive, timely coaching.

2.6.2: My organization's managers regularly conduct performance reviews with all staff, mutually defining what strengths team members should build on, what areas they should improve, how they are adhering to the program model (as applicable), and what they should learn to continue to develop.

2.6.3: My organization's managers establish an effective professional-development plan tied to each individual's career goals and the organization's needs.

**Principle 2.7:** Managers **acknowledge when staff members are not doing their work well**. They give these staffers help to improve or move them to more suitable roles. If it becomes clear that staff members are unable or unwilling to meet expectations, managers are **not afraid to make tough personnel decisions** so that the organization can live up to the promises it makes to beneficiaries, donors, and other key stakeholders.

2.7.1: My organization's managers have the latitude and fortitude to make difficult personnel decisions when a team member's performance is undermining our ability to meet the needs of our beneficiaries. This includes re-assignment, additional development, or separation in accordance with our policies.

Now that you've had a chance to carefully work your way through each proof point, we encourage you to take a **step back and reflect** on your organization's overall progress on **Pillar 2**.

Where are you excelling? Where are you falling short of your own expectations? What two or three actions could you take in the next 12 months to lead to the biggest improvement on your Pillar 2 self-assessment the next time around?

Given the importance of human capital for making progress on Pillar 2 do you have the "right people in the right seats" in the words of *Good to Great* author Jim Collins? What more could you do to develop the talent you have and find the additional talent you need? What talent actions would likely lead to the greatest improvements on your Pillar 2 self-assessment the next time around?

What additional resources or support do you need?

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# GLOSSARY

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This glossary provides explanations of terms we used in this pillar. While not exhaustive, it includes terms that may have multiple meanings, due to different perspectives.

**Professional-development plan** – A document created by a manager, in close coordination with a staff member, to help advance the staff member’s learning goals and the organization’s needs. The document spells out specific skills and competencies for further development over the course of the year. And it spells out the ways in which the staff member can, with funding and other support from the organization, develop those skills and competencies (e.g., coaching, networks, training, and other learning experiences).