

# Managing Performance

Course Length: 1 Day

**Prerequisites:** None

**Performance-Based Objectives:** In this course, students will:

- ◆ Understand the importance of creating a performance management plan and the steps to establish the plan.
- ◆ Identify the steps to conduct an effective performance-planning meeting, the process of providing feedback, and types of coaching and document coaching and feedback efforts.
- ◆ Understand the performance appraisal process. Identify and gather appraisal material. Prepare yourself for an appraisal discussion.
- ◆ Identify legal appraisals and responsibilities in relation to laws enforced by the EEOC, risks of legal challenges, and the importance of maintaining positive communication.

## Course Content

### Unit 1: Performance Management Basics

In this unit, students learn about **performance management** and the common **pitfalls** of performance management which should be avoided to help employees improve performance to achieve their goals. They learn about the **benefits** of **implementing** the **performance management plan** to help employees succeed and accomplish their goals. They also learn about the **steps** to be followed to establish a **performance plan**. In addition, students discuss how to **connect expectations** with the **results** for making the performance management plan effective. Finally, they learn about the **steps** necessary when discussing **job description** with an employee.

**Topic A:** Introducing performance management

**Topic B:** Performance management plans

**Topic C:** Job descriptions

### Unit 2: Performance-Planning Meetings

Students learn **how to conduct an effective performance-planning meeting**. They study the **process of providing feedback to employees** and how it helps them progress toward their performance goals. They learn about the **importance** of **coaching** employees, and about the **two forms of coaching**. They learn that **documenting** their **feedback and coaching efforts** is **beneficial** in assessing employees' performance at the end of the year.

**Topic A:** Understanding performance-planning meetings

**Topic B:** Process for providing feedback

**Topic C:** Coaching employees

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*If you have any questions about this course, please call CompuTrain at (713) 349-9186.*

## Unit 3: Appraising Employee Performance

Students study about the **importance** of the **performance appraisal process**, and discover how to conduct a **performance appraisal** to assess the achievements of the employee. They learn about the **documents** that must **be reviewed while appraising** an employee's performance. They learn that **feedback from co-workers** and other employees can help them gain valuable **insights** into how they accomplish goals. They also discuss the **steps to conduct an effective performance appraisal discussion**. They learn about the **steps to follow when leading an appraisal discussion**. Finally, they learn about the **flight and fight behaviors** shown by an employee in response to a **negative appraisal**. They learn about the **types of communication** used to help **resolve conflict effectively** during an appraisal discussion.

**Topic A:** Performance appraisal process

**Topic B:** Gathering appraisal materials

**Topic C:** Preparing for an appraisal discussion

**Topic D:** Leading an appraisal discussion

**Topic E:** Responding to and resolve conflict

## Unit 4: Legal Appraisals

Students become aware of the **Equal Employment Opportunity (EEO)**, title VII of the **Civil Rights Act of 1964**, that **prohibits discrimination** in employment based on race, color, religion, gender, or national origin. They learn that it is the **responsibility of the manager** to provide equal employment opportunities for all employees. The **guidelines** to follow when **conducting performance appraisals** to reduce the chances of overstepping equal employment opportunity requirements are also covered.

**Topic A:** EEO Laws

**Topic B:** Risks of legal challenge

## Unit 5: Performance Improvements

In this unit, students learn about the **steps** they must complete to **plan performance improvement**, and how to help an employee solve a **performance problem** and determine the cause of the problem. They also learn how **effective communication** enables them to **identify and solve problems**. Next, they learn about the **STATUS acronym** that describes the **steps** they should follow to **conduct status meetings** to prevent wasting time in such meetings. Finally, the **need and importance of maintaining documentation** of the **ongoing communication** with their employee is also explained.

**Topic A:** Plan performance improvements

**Topic B:** Conducting status meetings

**Topic C:** Maintaining documentation