PERFORMANCE MANAGEMENT

INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ®

PERFORMANCE MANAGEMENT

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Establishing Performance Goals

Type of Activity	Segment	Time
	Introduction	10
	What is a performance management system?	10
	Translating organization goals into individual performance goals	10
	Extracting goals from your mission statement	15
	Common goal-making mistakes	10
	Writing performance standards	10
	Performance standards chart	15
	Develop your performance standards	10
	Creating the action plan	10

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Course timing (cont.)

	Create your own action plan	10
	Manager's checklist	10

Chapter Two: Proactive Coaching

Type of Activity	Segment	Time
	The process of making observations and giving feedback	10
	Watch your language: Incorporating your body language into your message	20
	Characteristics of quality feedback	10
	Conduct a quick coaching session	15
	Manager's checklist	10

Course timing (cont.)

Chapter Three: Measuring and Evaluating Performance

Type of Activity	Segment	Time
	Establishing measurements	10
	Measurements gone wrong/what are you measuring?	20
	How to measure	10
	How to reward performance goals that are met or exceeded	10
	Categories of rewards	10
	Manager's checklist	10

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Course timing (cont.)

Chapter Four: Recognizing Performance Gaps

Type of Activity	Segment	Time
	Defining performance gaps	15
	Four reasons for poor performance	10
	External options for improving poor performance	10
	Establishing consequences for nonperformance	10
	Change vague language to specific, objective language	10
	Determining appropriate documentation	10
	Four steps in progressive discipline	20
	Conducting a “reminder” session	15
	Manager’s checklist	10

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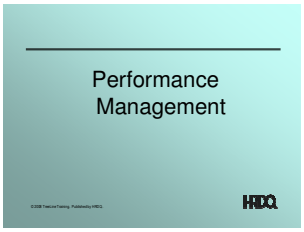

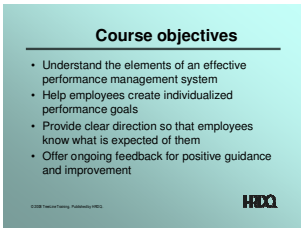

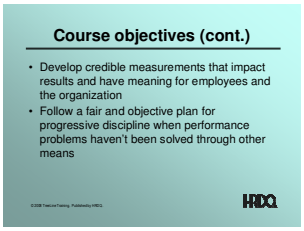

Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◊ Understand the elements of an effective performance management system
- ◊ Help employees create individualized performance goals
- ◊ Provide clear direction so that employees know what is expected of them
- ◊ Offer ongoing feedback for positive guidance and improvement
- ◊ Develop credible measurements that impact results and have meaning for employees and the organization
- ◊ Follow a fair and objective plan for progressive discipline when performance problems haven't been solved through other means

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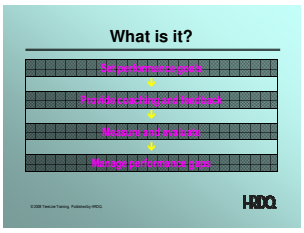
Chapter One

ESTABLISHING PERFORMANCE GOALS



The definition listed in the workbook is accurate but dry. Add your own thoughts on what it really means to use a performance management system. Some ideas:

- Create ownership and accountability in your employees by giving them meaningful goals.
- Improve your organization's execution of its strategy by having every employee understand the mission and vision in a personal, tangible manner.
- Enable better and faster decision making by establishing specific goals and measurements by which to frame the decisions.
- Create a unified approach by establishing common standards and measurements.

What is a performance management system?

Performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner.

Elements of a performance management system

Set performance goals		
Establish performance standards	Develop action plan	
↓		
Provide coaching and feedback		
"SMART" model	"TRIC" formula for quick coaching session	
↓		
Measure and evaluate		
Measure what matters	Keep it simple	Reward performance
↓		
Manage performance gaps		
Correct with external options	Develop performance improvement plans	Use progressive discipline

Benefits

◊ Let employees know what you expect.

◊ Integrate new members into your department/organization.

◊ Create a culture of ownership and accountability by giving employees written goals by which to measure their performance.

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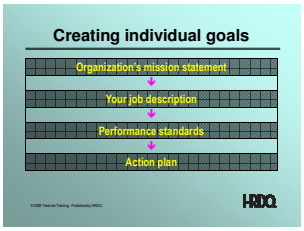
Translating organization goals into individual performance goals

A starting point for identifying achievable goals

Write your organization's mission statement here:

Write your job description here:



Good goal setting starts with an organizational, departmental, team, or personal mission statement.

The mission statement guides goals and specifies an overall strategy. A good mission statement explains your reason for being, provides a general sense of direction, and identifies what you stand for. Keeping your mission in mind will help you develop goals that are focused and realistic.

The job description should be up-to-date.

Activity**:** Fill in your organization's mission statement and your own job description, or the job description of someone for whom you want to develop a performance plan.

Extracting goals from the organization mission statement is an important step to make certain individual performance goals support the overall organization.

Remind participants that this is simply the goal identification phase. At this point, it's not important to have all the details that will be necessary in the performance standard phase, which comes later. The object of goal identification is to make certain that individual goals support the organization mission. The specific steps of going in that direction will be developed later.

Capitalizing on strengths: Research has found that people and organizations benefit more from focusing on building strengths than on minimizing weaknesses.

Polish diamonds, don't polish coal.

Extracting goals from your mission statement

After reviewing your mission statement and job description, you will have a starting point for developing your goals. Ask yourself the following questions:

Where does the job description obviously overlap with the mission statement?

_____

_____

_____

_____

_____

List the parts of your job description that don't seem to be connected to the mission statement. How can they be adjusted or modified to make a stronger connection?

_____

_____

_____

_____

_____

How can you capitalize on your strengths to support the mission statement?

_____

_____

_____

_____

_____

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Common goal-making mistakes

Conflicting goals

In most cases, a goal cannot and should not directly contradict any of your other goals. Ask yourself:

- ◊ Does this goal align with the mission?
- ◊ Does this goal compete for any of the resources required for the successful completion of other goals?
- ◊ Does successful completion of this goal prohibit the successful completion of any other goals?

"Wantism" rather than realism

Realistic goals are achievable and believable: a balance between challenge and ease, between effort and probability. Ask yourself:

- ◊ Is this goal based on something that can or should happen versus simply "wanting" it to happen?
- ◊ Is there a logical, rational reason for setting this goal?

Too high/too low

A realistic goal involves some "stretch" or "growth," but not so much so that an individual finds it demoralizing and demotivating. Ask yourself:

- ◊ Is this goal based on something trivial?
- ◊ Does this goal encourage some stretch?

Horizon too long

- ◊ Can this goal be completed in three months?

Encourage participants to use the questions shown here if they suspect that their goals are conflicting, unrealistic, too high, or too low.

Conflicting goals: You can't buy a $750,000 piece of software this year if your capital expenditure budget is only $500,000. This type of nonintegrated thinking will sabotage your success. However, the true litmus test to determine if you have conflicting goals is to evaluate the goals against the mission. A strong goal is complementary to, and aligned with the mission. Actions taken to achieve the goal contribute to the overall purpose of that mission.

Wantism vs. realism: You may want to buy a new copying machine for $50,000, but if there are only two people in your office and you only make 5 or 6 copies a day, this may not be a realistic goal.

Too high/too low: Goals are often set unrealistically high because other people set goals based on maximum performance. Basing goals on maximum performance is a setting most employees up for failure, or at least for lack of success. In order to maximize performance, all conditions must be perfect and the world is seldom a perfect place.

Horizon too long: Ideally, the performance goals should be able to be completed in three months. If they cannot, the goal should be broken down into sub-goals or a series of consecutive goals.

Transition: This is where goals get turned into actionable items. Standards should be written in clear language, describing the specific behaviors and actions required for work performance. They should be able to be analyzed in terms of "performance not met," "performance met" or "performance exceeded."

Margin of error: It is very rare for perfection to be an appropriate standard, even for outstanding performance.

Checking your standards: After you have written your performance standards, check them against the questions in the workbook to see if you are on target.

Realistic: Standards should be attainable and consistent with what is necessary to get the job done.

Specific: Standards should tell an employee exactly which specific actions and results he or she is expected to accomplish.

Measurable: Performance should be measured in terms of timeliness, cost, quality and quantity.

Consistent with organization goals: This connection is vital for an organization's success.

Challenging: Standards should include a description of exceptional performance as well as minimum acceptable performance. That is motivating to employees.

Clear and understandable: Standards should use the language of the job.

Dynamic: Standards should be reviewed and revised to stay up-to-date.

Writing performance standards

- ◊ Describe performance expectations in terms of:
  - – Timeliness (deadlines, dates)
  - – Cost (budget constraints, limits)
  - – Quality (subjective and objective measures of satisfaction)
  - – Quantity (how many)
  - – Customer satisfaction
  - – Any other relevant verifiable measure
- ◊ Specify the acceptable margin for error
- ◊ List any specific conditions under which the performance is expected to be accomplished or performance assessed. Examples:
  - – Using job aids provided
  - – Assuming all required information is received on time from department
  - – Assuming this task is performed 50% of the work day

Checking your standards

- ◊ Are the standards realistic?
- ◊ Are the standards specific?
- ◊ Are the standards based on measurable data, observation, or verifiable information? Performance can be measured in terms of timeliness, cost, quality, and quantity.
- ◊ Are the standards consistent with organizational goals?
- ◊ Are the standards challenging?
- ◊ Are the standards clear and understandable?
- ◊ Are the standards dynamic?

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Activity: Performance standards chart

Instructions: Practice rewriting these general goals into performance standards.

General goal	What is to be done?	When is it to be done?	How will it be measured?	What organizational goal does this link to?
Increase sales	*Train employees on new sales strategies*	*December 2006*	*Increase in dollars generated*	*Improving the company's financial fitness*
Strengthen relationships with key stakeholders	Meet with each stakeholder weekly	Immediately and for the next three months	Feedback from stakeholders	Increase productivity through increased commitment
Increase employee retention	Interview outgoing employees, offer incentives, review benefits package, train managers	Next 12 months	Increase in retention rate	Be the best place for employees to work
Set up a new database	Work with IT, interview users, create parameters	By June 30, 2006	Meeting deadline, user feedback	Operate efficiently, increase productivity
Increase team morale	2-day retreat and monthly lunch	Jan-June, 2006	Employee satisfaction survey	Increase productivity

This chart makes it easier to translate general goals into performance standards.

Activity: Have participants work with a partner or in small groups and brainstorm answers for each of the general goals. Share answers with the entire group; suggestions are in the trainer guide.

Remember: What gets measured and rewarded is what gets done!

Activity: The chart has room for five goals/standards; encourage participants to complete at least three. Share examples with the entire group.

Tips: In the absence of a clearly defined outcome strategy, the focus will be on activities alone and this will not ensure success.

Participants should work with a partner or group to brainstorm the quantitative and qualitative ways to measure an outcome. Provide a few examples to stimulate the brainstorming session; i.e., an example of a quantitative measure is a dollar amount. An example of a qualitative measure is a survey.

When deciding on a projected target date, encourage participants to be realistic about their industry and changing economic conditions. Ask: "How realistic is it to set a five-year goal for a rapidly changing industry that's strongly affected by the economy and new technology?"

Activity: Develop your performance standards

Instructions: List your own general goals and transform them into performance standards.

General goal	What is to be done?	When is it to be done?	How will it be measured?	What organizational goal does this link to?

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Creating the action plan

Implementing the strategy

To develop an action plan, you'll need to walk through the following process:

1. For each performance standard, identify the necessary chain of actions
   - ◊ Work backwards. Start with the last action needed and indicate the date by which it must be completed
   - ◊ Then list the action that must be completed before that, before that, and so on
2. List the projected results, measurement criteria, and specifics of what you'll be measuring
3. Note any barriers or obstacles, the resources needed to remove those barriers, and the person to contact

Goal: Create a marketing report for July, deliverable to senior management

Action step	Date	Criteria	Barriers obstacles	Resources needed

Walk participants through the process of creating an action plan.

Explain that the simple example given at the bottom of the page shows how starting from the last action can help you to determine what the remainder of your action steps and time frames are.

Activity: Have participants work in small groups to complete the chart that will create the action plan for the goal listed: Creating a marketing report. Refer to the PowerPoint slide for possible answers.

This format is appropriate for a goal that involves numerous action steps. Remind participants that when they use a format similar to this, they should work backwards by starting with the last action that will be required to achieve the goal.

Ask participants to work with a partner to determine what the action steps might be for one of the performance standards they developed.

Debrief the activity by having various participants share their action plan with the group. Discuss which parts of the exercise are most challenging.

Activity: Create your own action plan

Action step	Date	Criteria	Barriers obstacles	Resources needed

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Manager's checklist #1

Example

Employee	Goals established	Performance standards established	Action plan written	Date to follow up on action plan
Abby	X	X	X	8-31
Brynn				
Crystal	X			
David	X	X		

Employee	Goals established	Performance standards established	Action plan written	Date to follow up on action plan

At the end of every chapter is a Manager's checklist to help the participant make certain this training/performance planning system gets implemented back on the job. The checklist on this page is for managers to track each step of creating goals, performance standards and action plans for each employee under their supervision. The first chart on the page is an example, and the second chart is for participants to take back to work.

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