

PREVIEW GUIDE



for Discussing Performance

Program Information

Learn how to make your performance feedback discussions more productive and focused to create a satisfying and productive work environment and promote employee retention throughout your workplace with **Discussing Performance**.

Materials Included With *Discussing Performance*

The workshop designed to accompany the video-based program includes a half-day training design, lasting approximately 4 hours. The workshop materials include everything you'll need to customize and run the program:

- ◆ The **Video program** of *Discussing Performance* provides the theory and examples to illustrate the workshop topics. It is closed-captioned.
- ◆ The 17-page **Leader's Guide** provides instructions for running the Training Design. It includes background information, discussion questions, four participant activities, and all necessary participant handouts.
- ◆ A **CD-ROM with PowerPoint® presentation** can be used to highlight key discussion points during the training session. Also included on the CD-ROM are **Instructor's Notes** to assist the trainer in facilitating the PowerPoint presentation.

Discussing Performance

SAMPLE PAGES FROM LEADER'S GUIDE

DISCUSSING PERFORMANCE LEADER'S GUIDE

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VIDEO WRITTEN BY CATHY BEITZ & TRACY RIDDIFORD

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Suggested Training Design

This course has been designed to run as a half-day training session. If you do all of the course work within the allocated running time, your training session should run for approximately 3 hours and 55 minutes.

SECTION	TIME
Welcome & Introduction	15 Min
Objectives & Agenda	10 Min
Introduction	30 Min
Video Presentation	20 Min
PowerPoint Discussion	35 Min
Activity 1 – Value	20 Min
Activity 2 – True and False	10 Min
Activity 3 – Responding	20 Min
Break	20 Min
Activity 4 – Self-Appraisal	35 Min
Summary Discussion	20 Min

Participant Activity #1

Pass out copies of Handout #1, divide participants into groups of six to eight and ask them to come up with answers to the questions. Go through responses on the whiteboard and discuss. Sample answers are provided below.

1. Why might Claire be perceived as valuable to her organization?

Possible correct responses include:

- Claire loves her job.
- Claire has an excellent attitude.
- Claire is good with customers.
- Claire is a good problem solver.
- Claire is excellent at handling difficult customers.

2. Why should Rob do his best to make sure that Claire is a satisfied and motivated employee?

Possible correct responses include:

- It cost the organization considerable time and money to recruit and train her.
- It would be expensive to replace her if she were to leave.
- The person who replaces Claire may not be as good as Claire.

After reviewing Handout #1, ask questions of the group and together create an imaginary budget for what it might cost to replace Claire. Be sure to include the following:

- Advertising
- Interviewing
- Hiring temps during the changeover
- Training of new employee

Handout #2 – True/False Quiz

Evaluate each statement and decide whether you feel it is true or false.

-
- | | |
|--|---|
| 1. It would be better if we could simply return to the colored pieces of wood that Robert Owen used in the early 1800's. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 2. If employees are not performing in a satisfactory manner it is better to simply replace them. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 3. Performance feedback discussions are not the same as disciplinary meetings. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 4. Performance feedback discussions must be held in an atmosphere of trust. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 5. Only the team leader needs to study the job description before the performance feedback discussion. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 6. Always invite the person to the performance feedback discussion yourself. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 7. Begin the meeting with a brief outline of the problems you want to address according to your agenda. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 8. Performance feedback discussions are best combined with wage and salary reviews. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 9. Only take work phone calls during a performance feedback discussion. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 10. You need to ensure that the rating you give is objective and impartial. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
| 11. Always emphasize what you will do to help the person achieve their goals. | <input type="radio"/> TRUE
<input type="radio"/> FALSE |
-

Summary Discussion & Wrap-Up

Suggested Discussion Starters:

- Why don't we call these meetings "Appraisal Meetings" or "Performance Reviews" anymore?
- Are they still the same thing?
- What do you think about Sam Brown the author? Has she convinced you that there is value in a performance feedback discussion? Why?
- Do you think Rob is a good person or a bad person? We often assume that the people who are getting it right are the good people and the people who are getting it wrong are bad and horrible. This is not the case. The majority of people who are getting it wrong are still good people – they are just untrained.
- Why is it important for Rob to improve his skills at conducting a performance feedback discussion?
- How will it affect his organization if he doesn't learn these skills?
- Did Claire have every right to walk out in their first meeting?

Session Wrap-Up :

- Ask for and answer any questions that participants may have.
- Let participants know if and when any follow up training is to be held.
- Give participants a copy of **Handout # 5** – The Summary Sheet.

For more information...

...about Performance Resources' award-winning videos and other training products, or for pricing information on this product, please call **1-800-263-3399** or visit us at **www.owenstewart.com**.



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