



# Conducting Effective Performance Reviews

## Course Description

Performance reviews are an essential component of employee development. Someone once said, "If you always do what you've always done, you'll always get what you've always got." And, remember what the German philosopher Goethe said: "Treat people as if they were what they ought to be and you help them become what they are capable of being." Setting goals and objectives to aim for will give supervisors and employees a unified focus and targets to aim for. Supervisors must also learn how to give feedback, both positive and negative, on a regular and timely basis so that employees can grow and develop. Performance appraisals involve all these activities.

## Course Objectives

Upon successful completion of this course, students will be able to:

- The importance of having a performance review process
- How to work with employees to set performance standards and goals
- Skills in giving feedback, listening, and asking questions
- A proven interview process
- How to make the performance review legally defensible

## Course Content

### Introduction and Course Overview

You will spend the first part of the day getting to know participants and discussing what will take place during the workshop. Students will also have an opportunity to identify their personal learning objectives.

### Basics of Performance Appraisals

This session will begin with a lecture on the history performance appraisals. Then, participants will move into small groups to discuss of the value of appraisals.

### Employees' Concerns about PAs

We will explore some concerns about appraisals and possible responses in a lecture.

### What Makes PAs a Defensible Process?

This session will discuss some things that participants can do to ensure that their performance appraisal process is defensible.

### Stereotypes

There are four ways that a person can stereotype without necessarily being aware of it. Participants will also explore their own stereotypes in an individual exercise.

### The Performance Management Process

To begin, participants will look at the four-stage performance management process through a lecture. Then, participants will work in small groups to review some sample appraisal forms.

### SMART Goals

During this session, we will learn about the SMART acronym for goals and re-write some goals to meet these criteria.

### Goal Setting

We will continue our work with goal setting by looking at some other considerations and completing a short individual exercise.

### The Performance Management Cycle

This session will explore the first two stages of the performance management cycle: the basis for review and the performance standard. BARs and KRAs will also be discussed briefly.

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### Setting Standards

We will demonstrate the importance of standards through a short exercise, and then we will discuss the exercise and some general points.

### Performance Development Plan

The fourth element in the performance management cycle is a performance development plan. We will briefly discuss the components of this type of plan during this session.

### Feedback and Communication

The need for basic communication skills and proper feedback will be demonstrated through an individual exercise. Then, we will discuss some communication tips.

### Listening and Asking Questions

We will explore these two key communication skills through a combination of lectures, individual exercises, and small group work.

### Feedback

Feedback is another critical element of the performance management process. After a brief discussion on feedback, participants will work through several case studies to further explore feedback principles.

### Characteristics of Effective Feedback

There are six characteristics of effective feedback. During this session, we will examine each characteristic through a lecture and case studies.

### Accepting Criticism

Accepting criticism from others can be very difficult. We will offer participants some ways to make accepting criticism a little easier.

### The Interview

During this session, we will examine a basic interview format. We will then practice the format through a role play.

### Day Three Overview

The morning of Day Three will be spent role-playing each stage of the performance appraisal process. Each role play will be followed by discussion and feedback from the trainer and from other participants.

### Maintaining Performance

Once an employee has achieved a particular level of performance, we usually want them to maintain that level. This session will explore some ways of doing that.

### Behavior Contracts

This session will examine behavior contracts, a tool that can be used to help an employee achieve a goal or a level of performance. We will also look at rewards that can be used.

### Handling Performance Problems

During this session, we will discuss what to do if an employee is not achieving a particular level of performance.

### The Worst Case Scenario

The worst case scenario for many employers is having to fire an employee. We will look at how to handle this situation in a lecture. Then, participants will practice their skills in a role-play.

### Pre-Assignment Review

To sum up the past three days, participants will look at their pre-assignment, identify areas of improvement, and develop an action plan.

### Performance Management Checklists

To conclude the workshop, we will review some checklists that you can use during the performance management process.

### Workshop Wrap-Up

At the end of the day, students will have an opportunity to ask questions and talk with the trainer.