



ADDRESSING POOR PERFORMANCE

LEARNING FORMAT: CLASSROOM
(ONSITE ONLY)

Just one employee with chronic performance problems can drag down the productivity and morale of an entire work group. And it can dominate a leader's time and lead to frustration and stress.

This course builds leaders' skills in handling chronic performance problems. They learn how to document and present a solid case for needed improvement and use effective interaction skills. Leaders identify the steps to take after the performance problem discussion to provide ongoing feedback and support, and determine if it is necessary to impose formal consequences.

DO YOU FACE ANY OF THESE ISSUES?

- > Are your leaders ill-prepared to conduct performance problem discussions?
- > Do they fail to gather and document the specific and accurate performance data they need?
- > Can your leaders defuse strong emotions when discussing performance problems?
- > Do employees understand why their performance doesn't meet expectations and what will happen if they don't improve?

PERFORMANCE OBJECTIVES

Helps leaders:

- > Effectively address poor performance in a firm, fair, and consistent manner.
- > Minimize the impact of chronic performance problems on people, productivity, and profitability.
- > Provide problem performers with a clear understanding of what they must do to improve and the consequences of failing to do so.
- > Encourage people to take ownership of and be accountable for improving their work performance.

PRIMARY COMPETENCIES DEVELOPED

- > Coaching
- > Gaining Commitment

SECONDARY COMPETENCY DEVELOPED

- > Communication

COURSE OVERVIEW

- > **The Challenge of Poor Performance:** Learners watch a two-part video depicting a leader who mishandles a chronic performance problem. The facilitator then leads a discussion of what went wrong. Pairs of learners discuss the impact that poor performance can have on people, productivity, and the team's/organization's profitability.
- > **Seek and Leverage Data:** The facilitator introduces three coaching techniques. Teams discuss the benefits of seeking and leveraging data, methods to gather data, and the importance of documenting performance problems. The facilitator introduces a case study in which a leader must gather data to prepare for a discussion of poor performance. Learners discuss using the STAR technique to document operational and behavioral performance data and then practice writing their own STARS.
- > **Addressing the Problem with Interaction Essentials:** The facilitator introduces the Interaction Essentials and leads a discussion of which are especially important in discussions of poor performance. Learners describe how they'll use the Interaction Essentials to address the team member's emotions and keep the discussion on track.
- > **Putting the Skills into Action:** Learners watch a video of the case study's leader effectively discussing poor performance with her team member. In groups, learners track the leader's use of Key Principles and coaching techniques. Learners describe what they will do to provide ongoing feedback and support to their team member after the discussion.
- > **Skill Practice:** Learners prepare for and conduct two rounds of skill practice using prepared situations.
- > **My Plan and Close:** The facilitator leads a discussion about addressing poor performance with remote team members. In pairs, learners discuss and coach each other on concerns about conducting a poor performance coaching discussion back on the job.

VIDEO SEGMENT SUMMARIES

- > A leader attempts to address a team member's chronic poor performance, but his weak start sets a poor tone for the conversation.
- > The leader attempts another discussion of the same performance issue with his team member, but this time, he becomes frustrated and leaves the issue unresolved.
- > In this positive model, a leader uses her skills to effectively address the chronic poor performance of one of her team members.

COURSE DETAILS

- > **Target audience:** Frontline and mid-level leaders.
- > **State-fundable:** Yes (onsite only).
- > **Course length:** 4 Hours (onsite); 3 hours (virtual), 2 hours (web).
- > **Facilitator Certification:** Certified facilitator required.
- > **Prerequisites:** None.
- > **Optimal Group Size:** 8 to 16. 20 maximum.
- > **Course Prep:** Yes. 15 minutes.
- > **Notes:** Module Suitable for all environments; however, an Industrial version is available. Onsite training available in Spanish.

OTHER COURSES TO CONSIDER

- > Coaching for Peak Performance