Addressing Poor Performance

Overview

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.

Target Audience

Frontline leaders through mid-level managers

Learning Objectives

By the end of the workshop, participants will be able to:

- 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.

Competencies

- Coaching

Course Content

- 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.

### Who Needs to Take This Course?

1. Are your leaders ill-prepared to conduct performance problem discussions?
2. Do they fail to gather and document the hard performance data they need?
3. Can your leaders defuse strong emotions when discussing performance problems?
4. Do employees understand why their performance doesn’t meet expectations and what will happen if they don’t improve?

### Format / Length of Course

**Format**: Classroom  
**Length**: 4 hours

### Cost

$60 per participant for materials

### Required

Coaching & Feedback Track

### Prerequisites

Feedback Essentials
**Related Workshops**
- Coaching for Improvement

**Pre-Work Required?**
None

**Manager Actions Required**

**Pre-Class:**
- Talk with your employee about strengths and developmental opportunities related to the competencies.
- Relate the information from the course to their job specific responsibilities.
- Ask the employee how they believe they will benefit from the workshop.

**Post-Class Support:**
- Have a discussion with the employee about their impression of the workshop.
- Help the employee identify situations where they can apply the course content.
- Give the employee feedback about how they are demonstrating the behaviors.