MANAGING PERFORMANCE — SMGT 1405

A. Course Description
   - Credits: 3.00
   - Lecture Hours/Week: 3.00
   - Lab Hours/Week: 0.00
   - OJT Hours/Week: 0
   - Prerequisites: None
   - Corequisites: None
   - MnTC Goals: None

Manage employee performance by establishing performance expectations, identifying and providing needed training and support, monitoring performance, and providing formal and informal feedback. Practice conducting employee performance evaluations. Learn methods to take corrective action. Identify sources of inadequate performance - skills and knowledge, processes and systems, motivation and personal issues - and determine appropriate resolution to each. Coach and mentor good performers to higher levels. Prerequisites: None.

B. Course Effective Dates: 8/1/01 – Present

C. Outline of Major Content Areas
   - As noted on course syllabus

D. Learning Outcomes
   1. address importance of performance related to hours, materials, and quality
   2. analyze performance based on goals and objectives
   3. assess employee skills, aptitude, knowledge and training related to performance
   4. assess job performance skill level, knowledge level, and training level needed
   5. assess organizational culture in coaching and mentoring
   6. compare performance with standards
   7. conduct a discipline-related meeting
   8. define "mentoring"
   9. define problem performance
   10. define the coaching process
   11. demonstrate effective progressive discipline methods
   12. demonstrate various fact-finding methods
13. describe differences between coaching and mentoring
14. describe factors of performance management unique to team setting
15. describe standard types of performance appraisal methods
16. describe the need for effective fact finding in a disciplinary situation
17. develop a performance action plan to maintain acceptable performance
18. develop follow up process for eliminating performance discrepancies
19. discuss consequences of performance discrepancies
20. discuss methods of effective documentation
21. discuss the difference between counseling and discipline
22. evaluate the root cause of performance failures
23. explain differences between coaching and counseling
24. explain how the hiring process can avoid future performance problems
25. explain other avenues to correct performance other than discipline
26. explain positive and negative motivation
27. explain the effects of inaction on the supervisors part
28. explain the importance of documentation
29. explain the importance of fact-finding investigations in disciplinary situations
30. explain the purpose and benefits of performance appraisals
31. explain the relationship of coaching and counseling to appraisal and discipline
32. explain the role of mentoring in an organization
33. explain the role of unions in the disciplinary/counseling process
34. explain the supervisors role on a daily basis
35. identify events that are severe enough to terminate without going through the disciplinary process
36. identify individual motivational factors
37. identify resources available to aid supervision in the performance process
38. identify the common obstacles supervisors face when confronted with a situation requiring action
39. make recommendations to management
40. plan for performance appraisal sessions
41. practice 360 degree performance appraisal
42. practice effective coaching and counseling skills
43. prepare for conducting a discipline-related meeting
44. prepare for performance appraisals utilizing various appraisal methods
45. research pro's and con's of appraisal systems
46. research the legal ramifications of improperly imposed discipline
47. review performance appraisals
48. write job performance goals and objectives
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

F. Learner Outcomes Assessment
   As noted on course syllabus

G. Special Information
   None noted