



## Professional Development Associates

*Facilitating the growth of individuals & their organizations*

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# Performance Assessment

## SUPERVISORY TRAINING

Performance assessment is an important part of your efforts as a team leader. Regardless of a person's confidence or self-esteem, everyone needs feedback.

If you don't provide feedback, your team members will either get it from someone who does not understand the overall picture, or they will do self-assessments, and those are never very accurate.

Feedback is the way we make sure we are on track and doing the right thing. When we drive a car, we glance at the speedometer to make sure of our speed. We check signs to confirm our route. Without that feedback, we can get off track or get a ticket. Feedback takes a little time, but it is worth the effort, because it prevents small problems from getting bigger.

Even the best chefs will do a taste test on a new dish. They know that the best ingredients may combine in strange ways. Getting a thumbs-up from someone else gives the chef confidence to put the dish on the menu.

In the work place, you are dealing with a number of different people and a lot of different ingredients. Every person has an individual style. Some do not need much feedback. Others need a lot. All need some.

As a team leader, you need to adjust your performance assessment to the person's style. This might mean giving more reinforcement to one team member than to another. But every team member wants, and needs, to know what he/she is doing well and what he/she could improve.

A performance assessment is meant to help the team member and your organization. It is not a gripe session. Rather, it is an opportunity to reinforce the good things an individual has done and a time to identify any problem areas. Positive assessment is a great motivator.

An assessment is not a disciplinary session. It is an opportunity to build a team member's self-esteem by acknowledging what that individual is doing well. It is also a chance to eliminate any performance errors at an early stage.

To be effective, performance assessment must be objective and fair. You are trying to discover why a problem exists, not pass judgments upon another person. You want to recognize good performance and correct poor performance.

## Objectives

Managers and team leaders will learn to:

- Base assessments on facts and behavior.
- Assess performance.
- Use positive feedback to motivate team members.
- Gain team member participation in assessment.
- Gain team member agreement with the assessment.
- Gain team member commitment to the change needed to improve performance.

# Who In Your Organization Will Benefit?

Team leaders and first-line managers in both office and industrial locations.

## Description

This module shows the way evaluation is done by the experts. First, relevant performance standards are established. Then the team member's own performance evaluation is solicited. This accomplished, the stage is set for a summary evaluation that will be clear and credible to the team member.

## Course Length and Format

Performance Assessment is an interactive, 4-hour, group workshop designed for 6 to 18 participants.

The workshop includes:

- Video presentations of case studies.
- Group discussions that open opportunities to exchange views, experiences, and ideas.
- Exercises to develop and transfer skills.
- Extensive practice and role plays.
- Immediate feedback and critique of the team leader's use of the skills and techniques taught in the workshop.

## Course Materials

**Facilitator's Guide**—Contains complete instructions on how to facilitate the workshop. It includes explanatory text for the trainer, sample trainer narrative, transcripts of visual segments, and annotation notes.

**Participant Workbook**—Contains pre-workshop cognitive exercises, forms for workshop activities, skill practice aids, and a video synopsis. A section to help participants transfer skills back to the workplace includes a skill application plan, a troubleshooting guide, and a general review.

**Video component**—Contains an introductory segment and a traditional behavior scenario, followed by a behavior model.

**Overhead transparencies**—Provide critical skills analysis are provided.

**Trainer audio cassette**—Contains a recording of the explanatory text and sample narrative for each module.

**Participant practice audio cassette**—Offers additional skill-building exercises for workshop participants. It can be used during the workshop session or for self-study later.

**Self-Assessment Profile**—Facilitates the transfer of learned skills to the workplace.

**Memory Jogger Card**—Provides a handy, succinct reminder of each module's skill points. This card is to be handed out at the end of each workshop, so participants can use it on the job as a reminder of the skill points they have learned.

## Course Content

A presentation on the objectives of the workshop, and why implementing these new skills will benefit the team member, the organization, and the team leader.

### Fundamental Skills of Managing and Communicating

An overview of the importance of effective interpersonal skills in managing and communicating with people, and how these skills support the step-by-step methodology.

A review of pre-workshop exercises designed to start the learning process before the participants arrive at the session.

### The Principles of Behavioral Modeling

- Traditional Models
- Positive Models
- Discussion
- Behavior Modeling
- Job-Specific Practice

### Performance Assessment Workbook

Used to help transfer the step-by-step skills of the behavior modeling process, with job-specific case studies emphasizing on-the-job aids and resource material supplied within each workbook.