

Dakota County Technical College

SMGT 1405: Managing Performance

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: *.*

OJT Hours/Week: *.*

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: 08/01/2001 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

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

45. identify resources available to aid supervision in the performance process
46. identify the common obstacles supervisors face when confronted with a situation requiring action
47. make recommendations to management
48. research the legal ramifications of improperly imposed discipline

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted