



INTEGRATED INSTITUTE OF PROFESSIONAL MANAGEMENT

Our Accreditations



Our Standards





PERFORMANCE

*Improving Employee
Performance*

Objectives

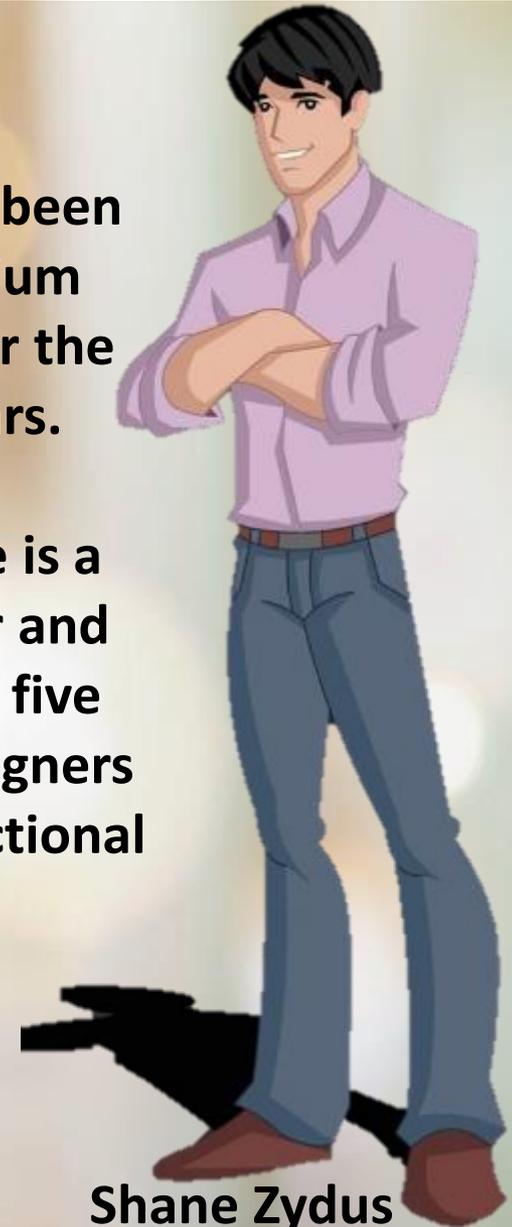
- Explain the Importance of Employee Performance
- Explain Relevance of Knowledge, Skills, & Abilities
- List the Reasons of Poor Employee Performance
- Explain Considerations for Performance Objectives
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Introduction



Shane Zydus has been working in Lithium Education Inc. for the past seven years.

Presently, Shane is a Project Manager and heads a team of five Instructional Designers and Senior Instructional Designers.



Shane Zydus

Introduction

Let's meet Shane's team.



RESUME



Name: **Samuel**

Designation: **Senior Instructional Designer**

Samuel is a **Senior Instructional Designer** and has about **six years** of experience. He has extensive experience working on **game-based learning** as well as **gamification** of learning courses. He is adept in working across **different domains**. He loves the challenge of **learning new things** in his job.

RESUME



Name: **Roxette**

Designation: **Senior Instructional Designer**

Roxette is a **Senior Instructional Designer** and has about **five years** of experience in this field. She has experience in developing both **eLearning or online courses** as well as **Instructor-led Trainings or class-room trainings**. She loves experimenting with **different content development approaches**.

RESUME



Name: **Liam**

Designation:

Instructional Designer

Liam is an **Instructional Designer** and has about **two years** of experience. He has extensive experience working on **eLearning courses** especially in the **finance domain**. He likes to foray into **different domains** and also develop his expertise in **developing class-room trainings**.

RESUME



Name: **Catherine**
Designation:
Instructional Designer

Catherine is an **Instructional Designer** and has about **three years** of experience. She has experience working on **eLearning courses** and **class-room trainings**. She has worked extensively on **software trainings**. She would like to **advance her experience** of software trainings and foray into **complete simulation-based trainings**.

RESUME



Name: **Ashley**

Designation:

Instructional Writer

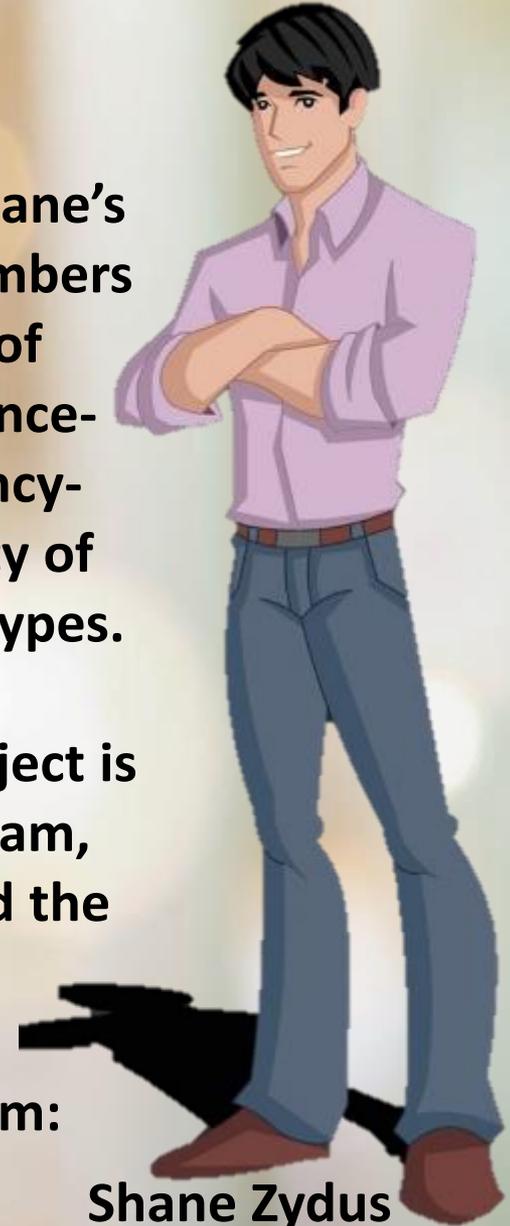
Ashley has newly **joined** this company as an **Instructional Writer**. She has only **one year** of experience in **content development**. She is good at developing **basic level eLearning courses** but is still not very good at highly complex courses. She has no experience in developing class room trainings. She is still **new** to the company and learning the **ropes**.

Introduction



As you can see, Shane's team includes members that are a mix of different experience-levels, competency-levels, and variety of work experience types.

Whenever any project is handed to the team, Shane has noticed the following performance levels of his team:



Shane Zydrus

Introduction

High Performer/s:



Low Performer/s:



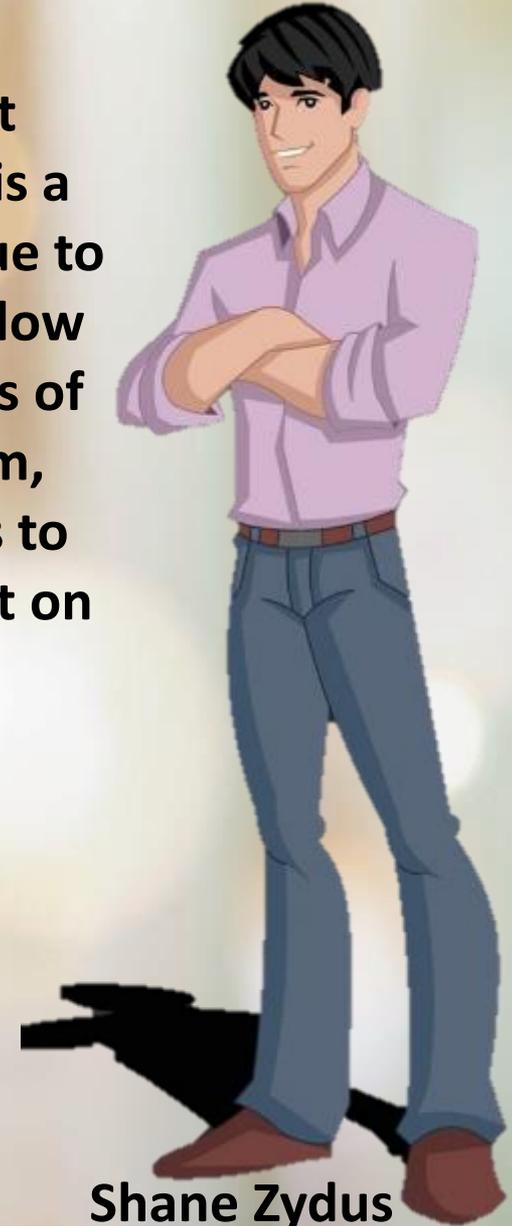
Mediocre Performer/s:



Introduction



You can see that although Samuel is a great performer, due to the mediocre and low performance levels of others in his team, Shane's team fails to make a true impact on every project.



Introduction



Every project is completed with mediocre quality and just about okay customer satisfaction but never customer delight.

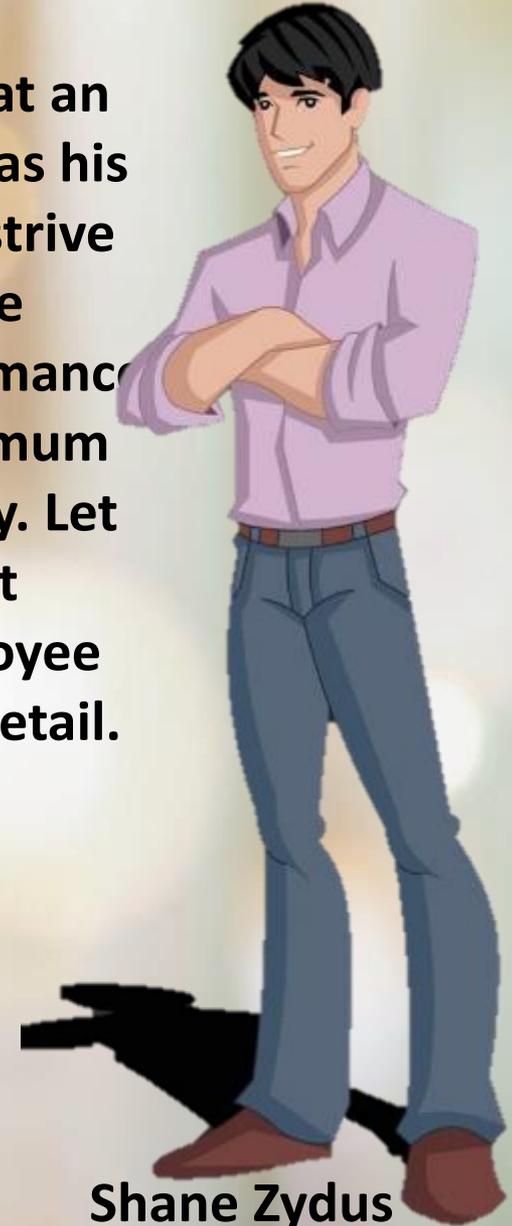
Hence, as you can understand the individual performance levels affect not only the employee but also the team as well as the organization as a whole.



Shane Zydus

Introduction

So, it is crucial that an employee as well as his Manager should strive to improve the employee's performance levels to its maximum possible capability. Let us learn about 'Improving Employee Performance' in detail.



Shane Zydus



Objectives

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Importance of Employee Performance



To review the performance of the employees over a given period of time



To judge the gap between the actual and the desired performance



To help the management in exercising organizational control



Helps to strengthen the relationship and communication between superior – subordinates and management – employees



To diagnose the strengths and weaknesses of the individuals so as to identify the training and development needs of the future

Importance of Employee Performance



To provide feedback to the employees regarding their past performance



Provide information to assist in other personal decisions in the organization



Provide clarity of expectations and responsibilities of the functions to be performed by the employees



To reduce grievances of the employees



To judge effectiveness of other human resource functions of the organization, such as, recruitment, selection, training, and development

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Knowledge, Skills, & Abilities for Employee Performance



‘Knowledge’ is information or data particular and specific to a subject, empowering a man to comprehend a subject to a satisfactory level.

Knowledge, Skills, & Abilities for Employee Performance

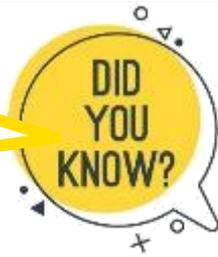
‘Skill’ is a developed or created inclination or capacity in a specific intellectual or physical domain.



Knowledge, Skills, & Abilities for Employee Performance



Click the icon,
to learn more.



**'Abilities' is the inherent
internal talent, skill, or
proficiency in a particular
area.**

Did You Know?



More and more organizations are now using an analytics platform and investing in data in a major way.

Employee-related data such as, team interaction, performance rating, employee feedback, and well-being helps make more informed decisions and improve the employee experience.

MCQ

Q. The acronym 'KSA' stands for:

- Knowing, System, Approach**
- Knowledge, Skills, Abilities**
- Knowledge, Skills, Attitudes**
- Knowledge, Skills, Analysis**

Click on the radio button to
select the correct answer!

MCQ



Q. The acronym

Knowi

Know

Kno

Kn

The acronym 'KSA'
stands for
**'Knowledge,
Skills, Abilities'**.

[Click here to continue!](#)

MCQ



Q. The acronym

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The acronym 'KSA'
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Reasons of Poor Employee Performance

Unfamiliarity with equipment or process



Personal problems



Lack of time

Substance abuse

Poor work ethic

Lack of skills & ability



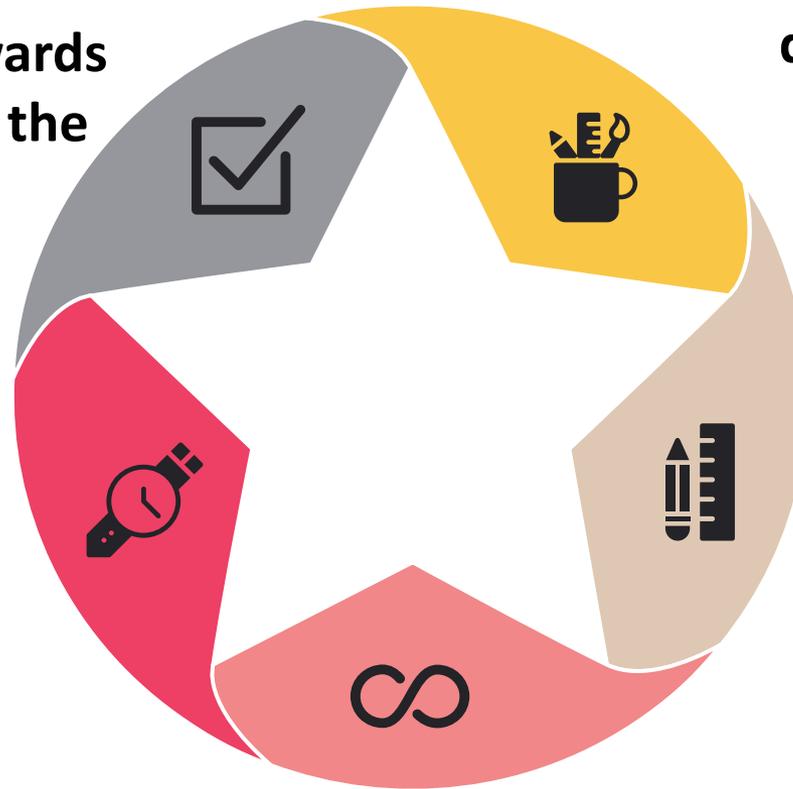
Poor peer relationships

Low motivation

Defining Performance Goals

The main purpose of any organization is to make sure that all the employees work towards the strategic goal of the company.

For this purpose, it is crucial that the company should define well-defined and clear goals and work efforts for each employee.



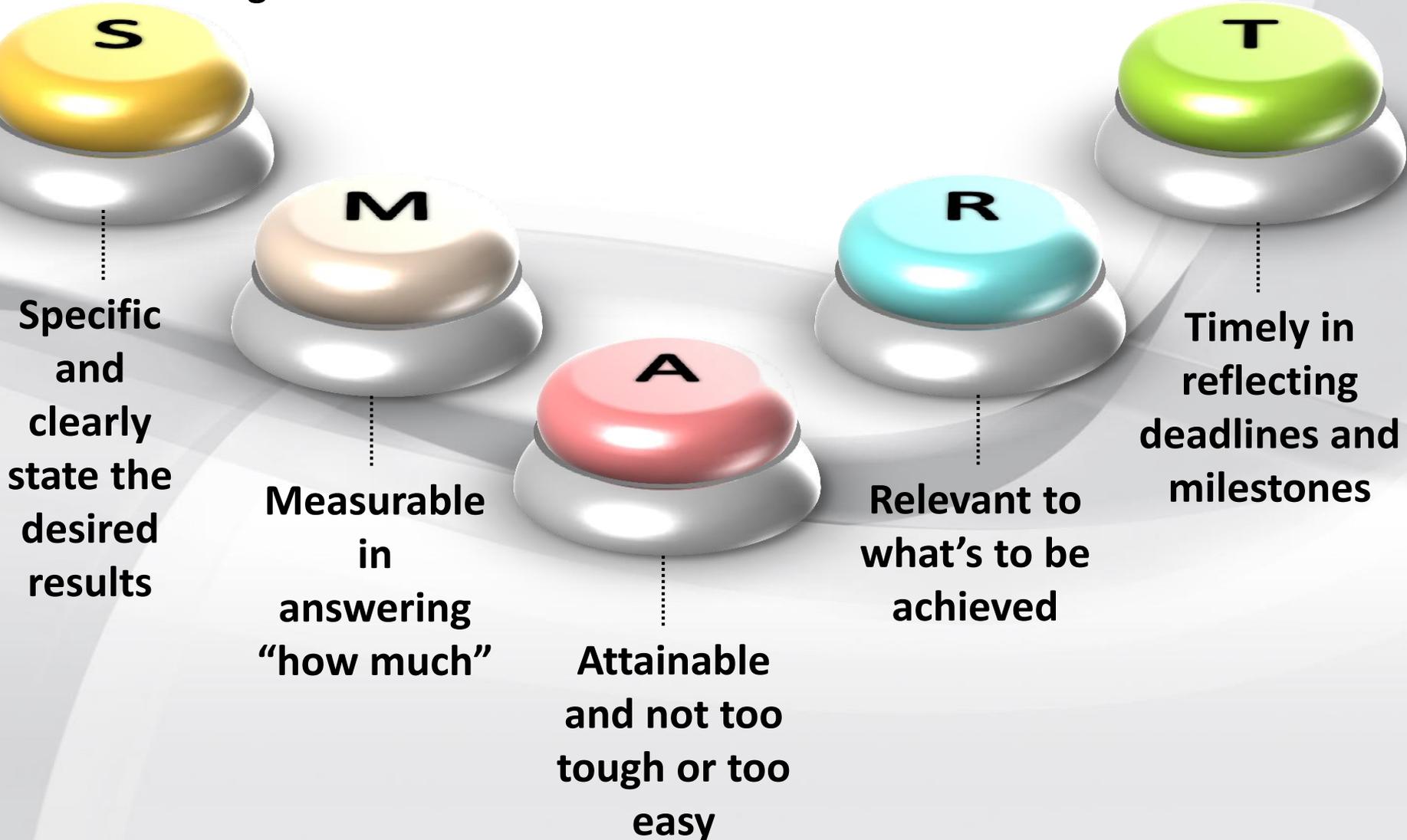
Each employee should clearly know his performance goals and work effort.

It is essential that the goals and work effort defined should be specific, measurable, challenging, practically feasible and encourages participation.

He should know, towards which direction he is working each day.

Defining Performance Goals

The best defined performance goals are 'SMART' goals which are:



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Considerations for Developing Performance Objectives

Some of the key considerations for developing performance objectives are:

Define short-term goals which may generate long-term gains.

Identify the possible obstacles and the complex issues in the process of realization of these objectives.

Create flexibility into the system so that necessary changes can be added as and when required.

Keep a track of the resource needs.

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Types of Performance Objectives

Objectives can be broadly classified under the following heads:

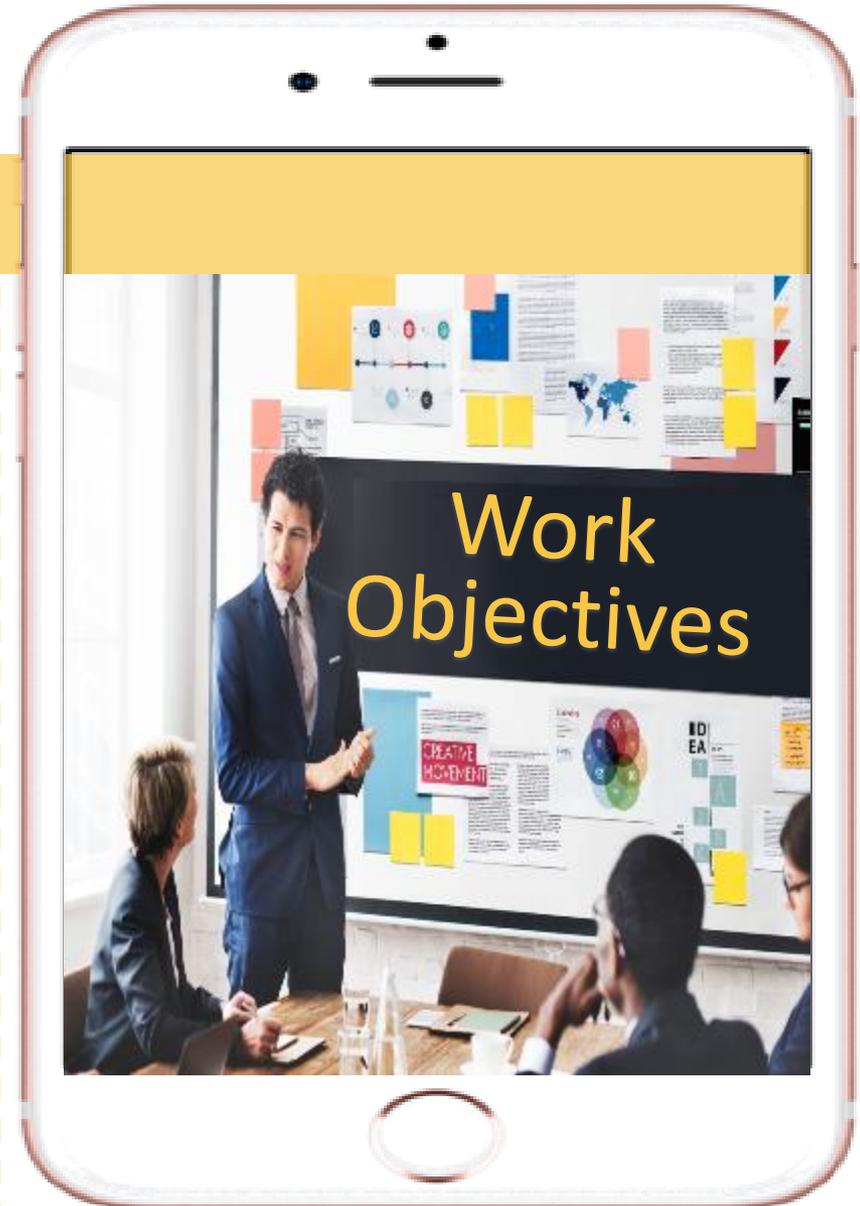


Let look at each in detail.

Types of Performance Objectives

Work Objectives

- These are the key result areas in a role profile of an employee which not only explains what has to be done but also why a job has to be done.
- For example, respond proactively to the customer complaints and queries for maximizing customer satisfaction.
- Effective work objectives clearly define an activity in terms of the results or standards which are to be accomplished.



Types of Performance Objectives

Targets

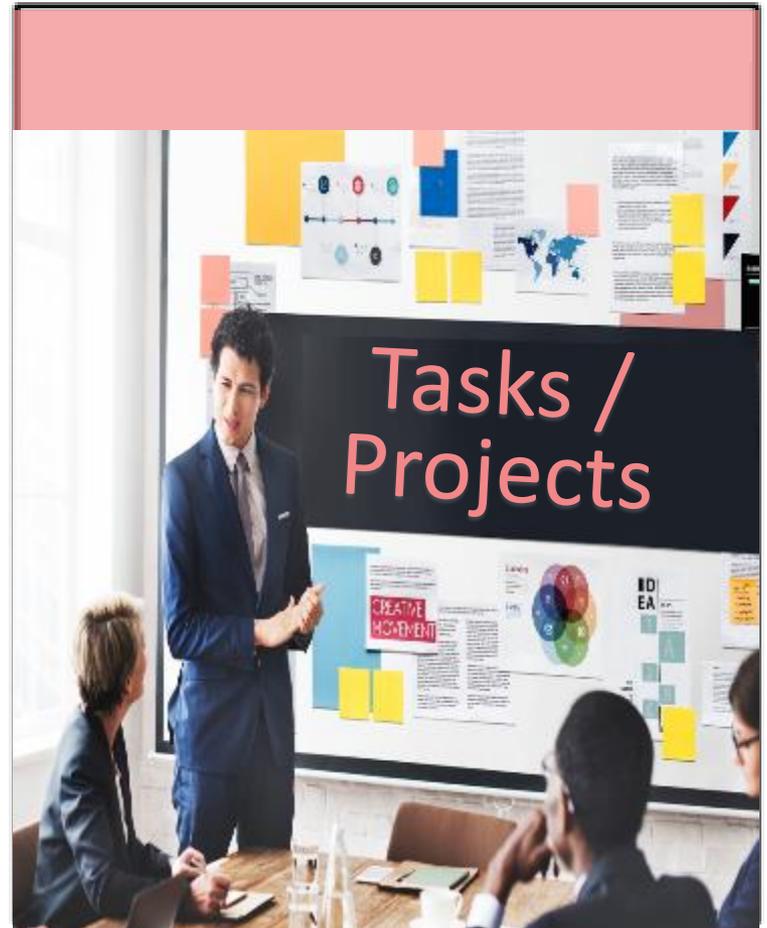
- **These are the results which can be measured in quantifiable terms like output, income, cost reduction, service delivered, etc.**



Types of Performance Objectives

Tasks/Projects

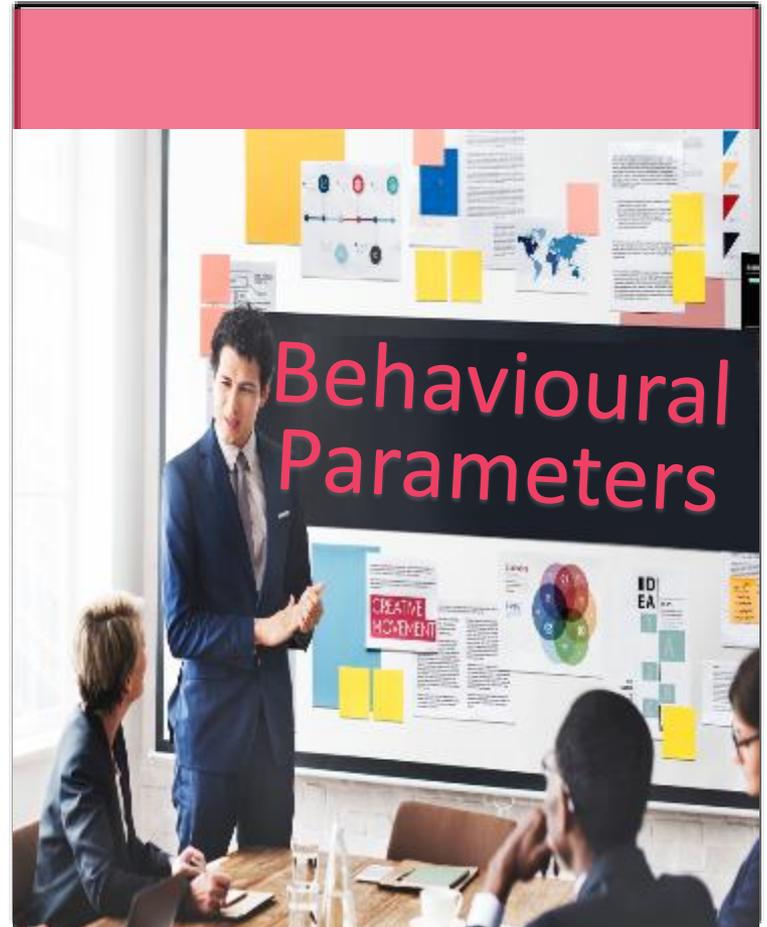
- These are the objectives which carry a deadline and should be fulfilled within a specified time frame or can be completed in phases.



Types of Performance Objectives

Behavioural Parameters

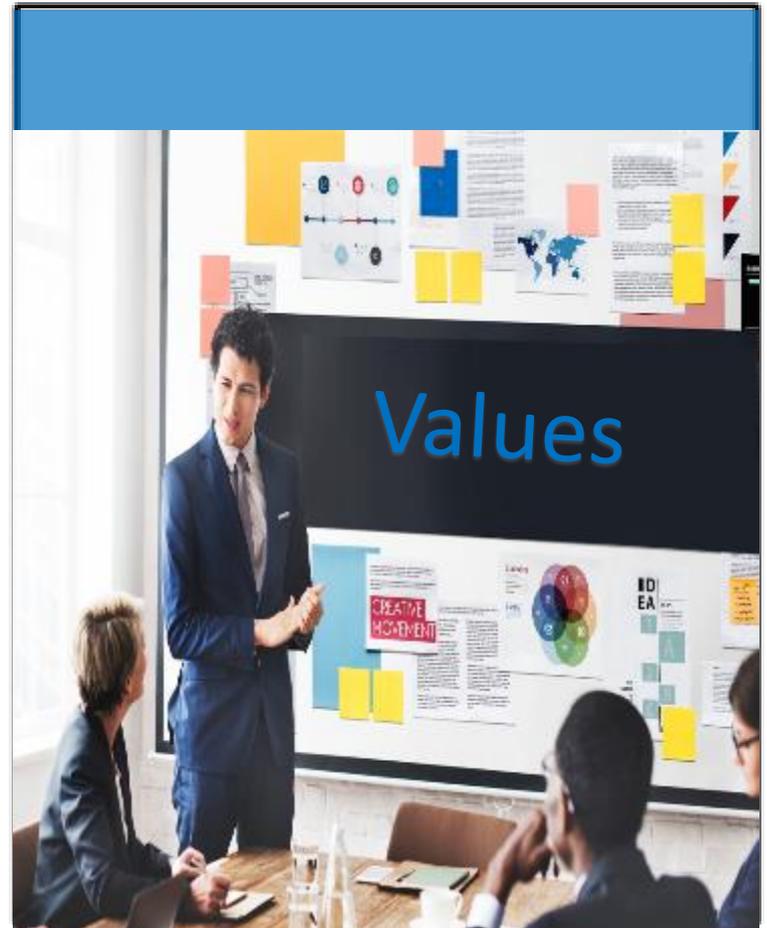
- Behavioural parameters are normally set out within the competency frameworks, identified as desirable and undesirable behaviours which may be useful in the process of performance planning and reviewing.



Types of Performance Objectives

Values

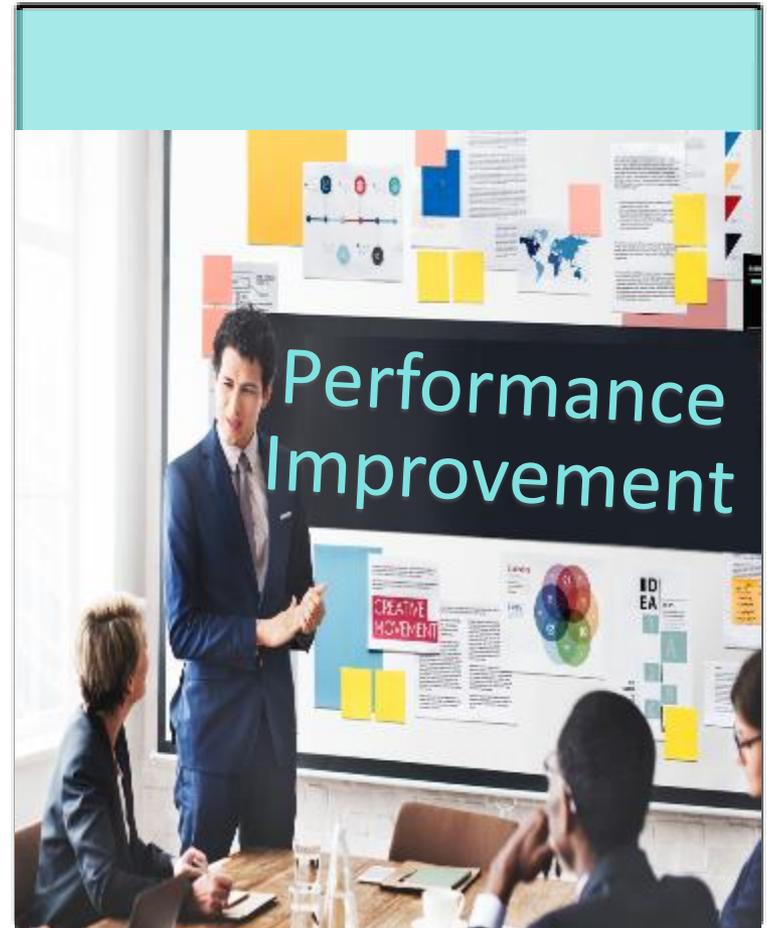
- **The objective may be to drive all the efforts of the employees and the management team for upholding the core values of the company.**
- **In FedEx, the organization espouses the value of maximizing employee satisfaction for promoting customer satisfaction.**



Types of Performance Objectives

Performance Improvement

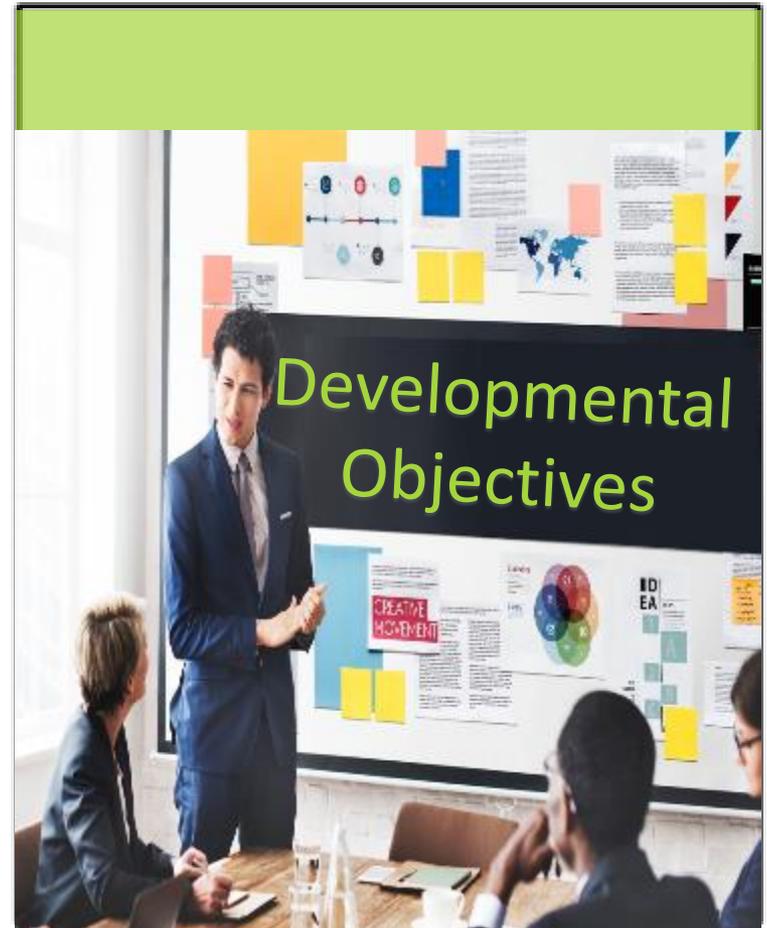
- This objective aims at realization of an improved performance by directing all the attention towards achieving better results.
- This objective is highlighted in the performance improvement plans of the employees which describe what steps or measures can be jointly adopted by the managers and the employee for an optimal performance.



Types of Performance Objectives

Developmental Objectives

- **These objectives are highlighted in the personal development plans and include the diverse areas of development for an employee which can help in the enhancement of skills and knowledge levels of an employee. In GE, training and development is a continuous process for developing the competencies of the employees and invests in both in-house training programs and development programs.**



Tip!

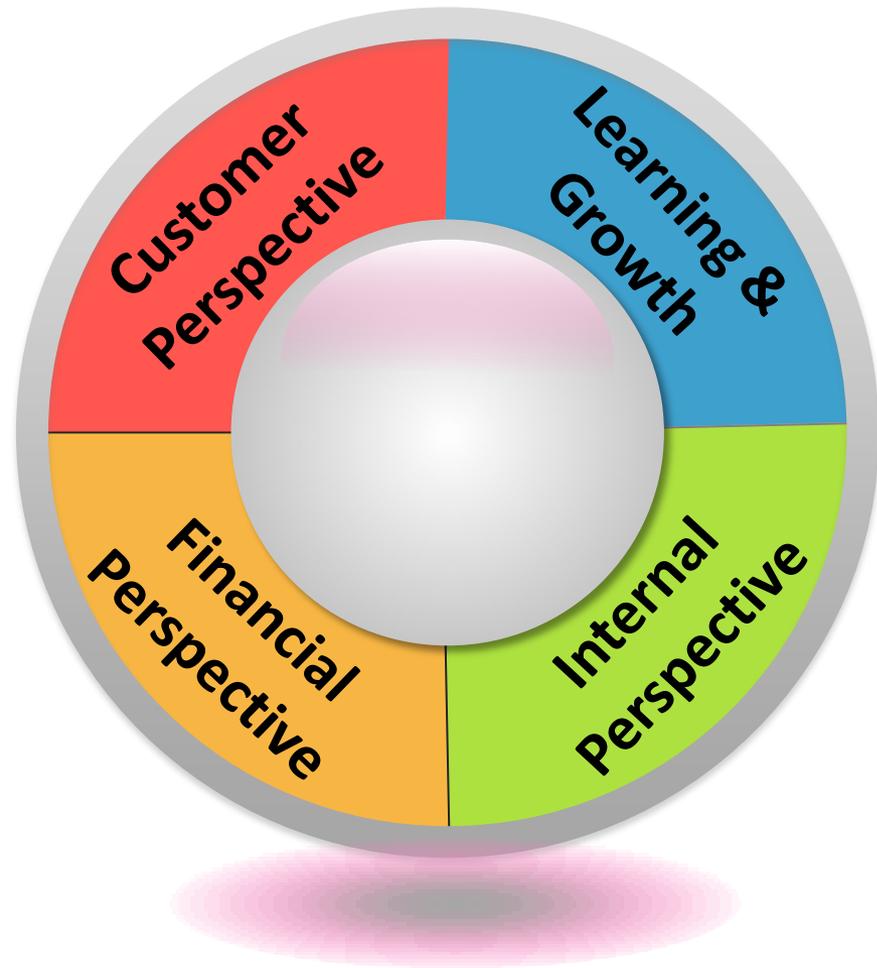
Trusting your employees and driving employee engagement is one of the sure shot ways to help improve an employee's performance.



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Possible Performance Measures

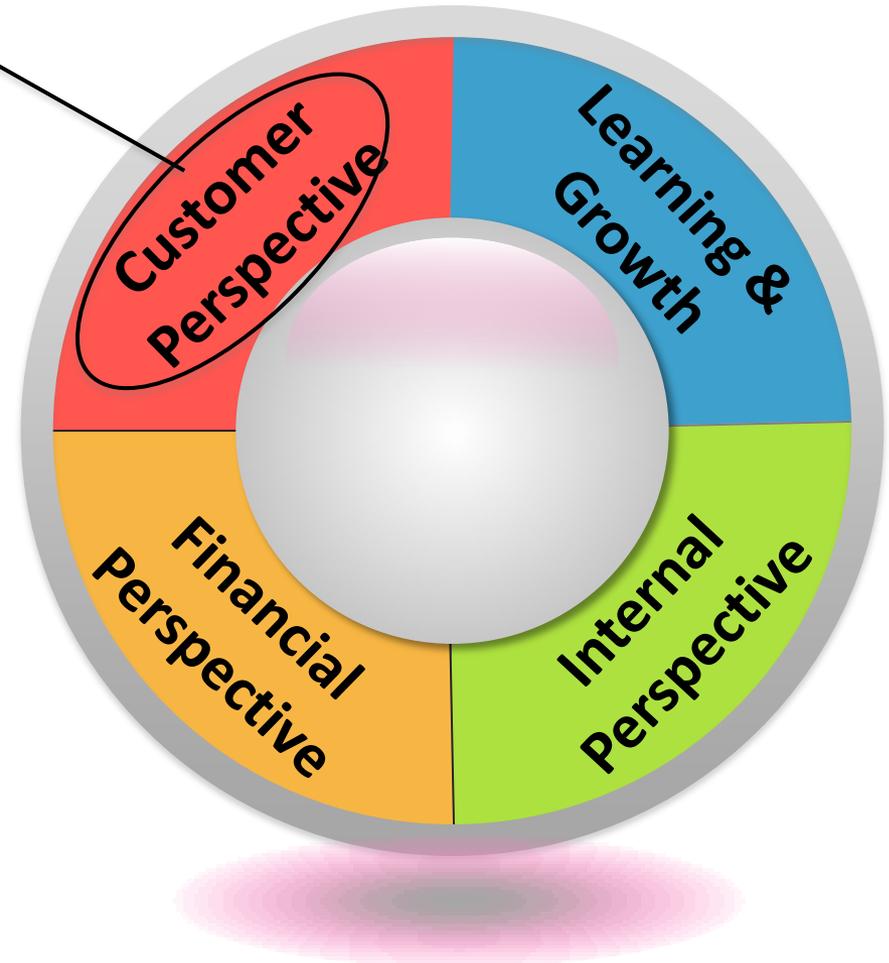


Let us look at each in detail.

Possible Performance Measures

Customer Perspective

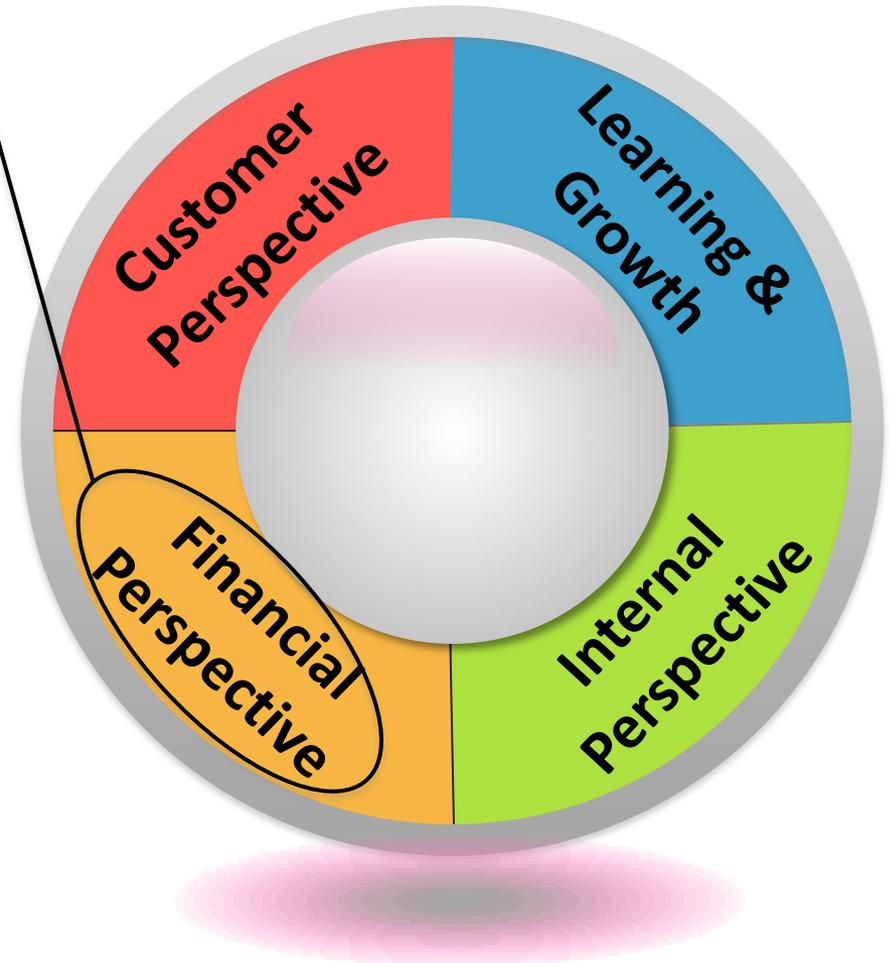
- To achieve organization's vision, what customer needs must the individual serve?
- Possible Performance Measures
 - Customer Satisfaction (Average)
 - Satisfaction Gap Analysis (Satisfaction vs. Level of Importance)
 - Satisfaction Distribution (% of each area scored)



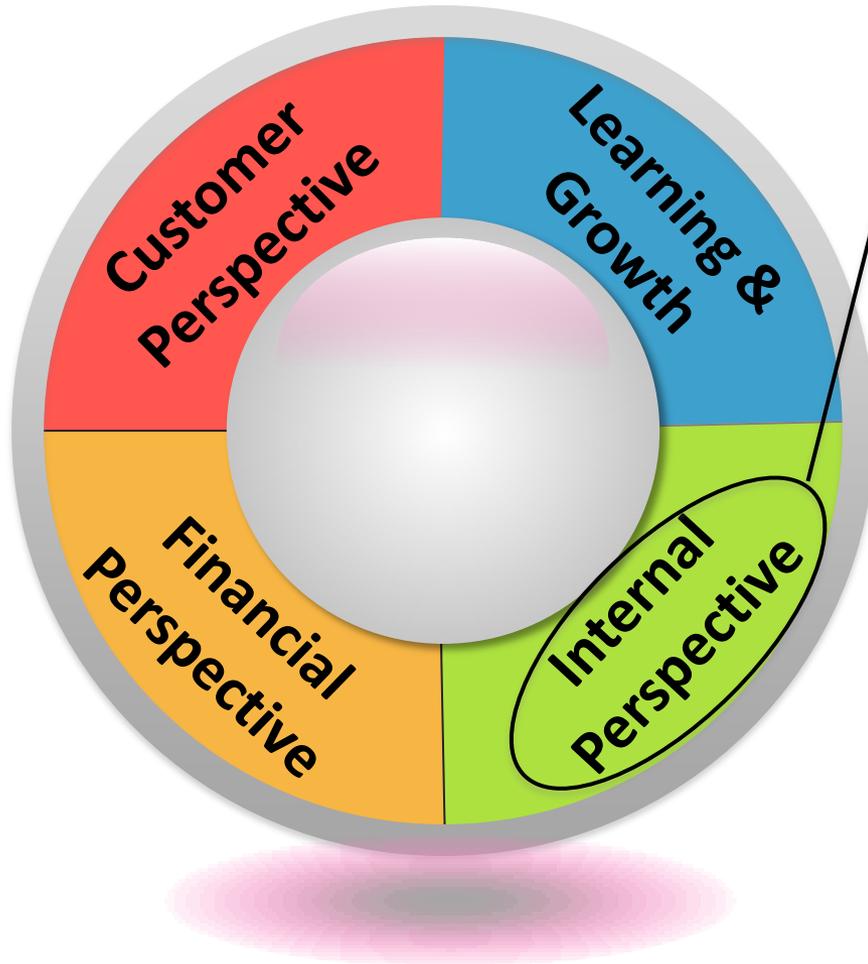
Possible Performance Measures

Financial / Regulatory Perspective

- To satisfy organization's constituents, what financial and regulatory objectives must an individual accomplish?
- Possible Performance Measures
 - Cost / Unit
 - Unfunded Requirements or Projects
 - Cost of Service
 - Budget Projections and Targets



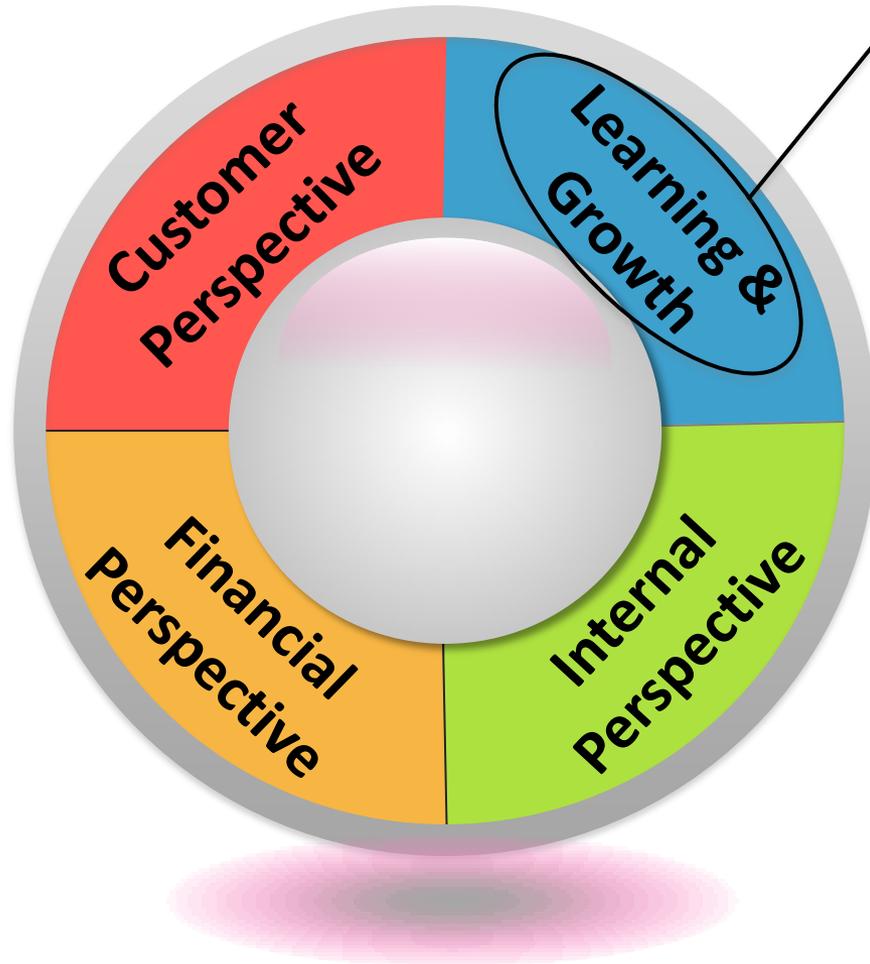
Possible Performance Measures



Internal Perspective

- To satisfy organization's customers, in which business processes must an individual excel?
- **Possible Performance Measures**
 - Cycle Time
 - Completion Rate
 - Workload and Employee Utilization
 - Transactions per employee
 - Errors or Rework

Possible Performance Measures



Learning & Growth

- To achieve organization's goals and accomplish core activities, how must an individual learn, communicate and work together?
- **Possible Performance Measures**
 - Employee Satisfaction
 - Retention and Turnover
 - Training Hours and Resources
 - Technology Investment

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How to Measure Employee Performance?

Use the following Performance Indicators to measure employee's performance:

Employee Productivity

- Average sales turnover per employee
- Average profit per employee
- Value added per employee

Employee Turnover/ Loyalty

- % of employees that leave the organization in a given time period
- Average length of service

Employee Cost

- Employment costs as % of sales turnover / profit
- Employment costs per employee
- Employment costs as % of operating costs

How to Measure Employee Performance?

Use the following Performance Indicators to measure employee's performance:

Recruitment Process

- Average lead time to recruit employees
- Average cost of recruiting off employees
- Average number of applications received per vacancy

Remuneration and Benefit Benchmark

- Average salary paid vs. competition / industry and geographical norms
- Benefits provided vs. competition / industry and geographical norms

Willingness of Employees to Recommend the Company as an Employer

- % of employees who are willing to recommend the organization as an employer to a friend
- % of applicants / appointees that have received recommendations from current employees

How to Measure Employee Performance?

Use the following Performance Indicators to measure employee's performance:

Employee Development

- % of employees that develop Individual Development Plan
- % of employees that fully execute their Individual Development Plan

Employee Career Coaching

- % of employees that participate in career coaching program
- % of employees that have been assessed in Assessment Center

Skills/Competencies Availability

- Average lead time to develop skills/competencies that are required
- Average lead time to close skills/competencies gaps
- % of required skills/competencies available within the organization

How to Measure Employee Performance?

Use the following Performance Indicators to measure employee's performance:

Training Budget

- Expenditure on training and staff development per employee in a given period

Employee Satisfaction with Training Program

- % of training course participants that are satisfied / highly satisfied with the course or program
- % of training course participants that are dissatisfied / highly dissatisfied with the course or program

Impact of Training

- % difference in the rate of productivity before and after training
- % difference in the defects rate before and after training
- proportion of training programmers resulting in productivity improvements

How to Measure Employee Performance?

Use the following Performance Indicators to measure employee's performance:

Employee Motivation

- % of employees that are committed to the organizational goals and objectives
- % of employees that are considered to be 'highly motivated'

Availability of Training Courses

- % of training courses that match organizational requirements
- % of training courses that match employee's personal requirements
- Average number of courses requested, but not offered

Internal Promotion Opportunities

- Average lead time to promotion
- Average lead time for promotion from bottom grade to senior management
- % of managers / senior managers who have been promoted internally

MCQ

Q. Which of the following is NOT related to an employee's performance?

- Productivity**
- Attendance**
- Customer Satisfaction**
- Attire**

Click on the radio button to select the correct answer!

MCQ



Q. Which of the following is NOT related to an employee's performance?

- Productivity
- Attire
- Customer Service
- Attendance

'Attire' is NOT related to an employee's performance.

[Click here to continue!](#)

MCQ



Q. Which of the following is NOT related to an employee's performance?

- Productivity
- Attire
- Customer service
- Attitude

'Attire' is NOT related to an employee's performance.

[Click here to continue!](#)

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Traits Affecting Employee Performance

Self Development

Emotional Intelligence

Personal Effectiveness

Leadership Qualities

Managing of Teams

Influencing Others

Creative / Innovative Thinking

Communication Skills

Presenting Information

Traits Affecting Employee Performance

Strategic Thinking

Managing & Leading Change

Personal Brand

Commercial Awareness

Managing Performance

Developing the Organization

Building Relationships

Business Skills

Others

Coaching & Developing

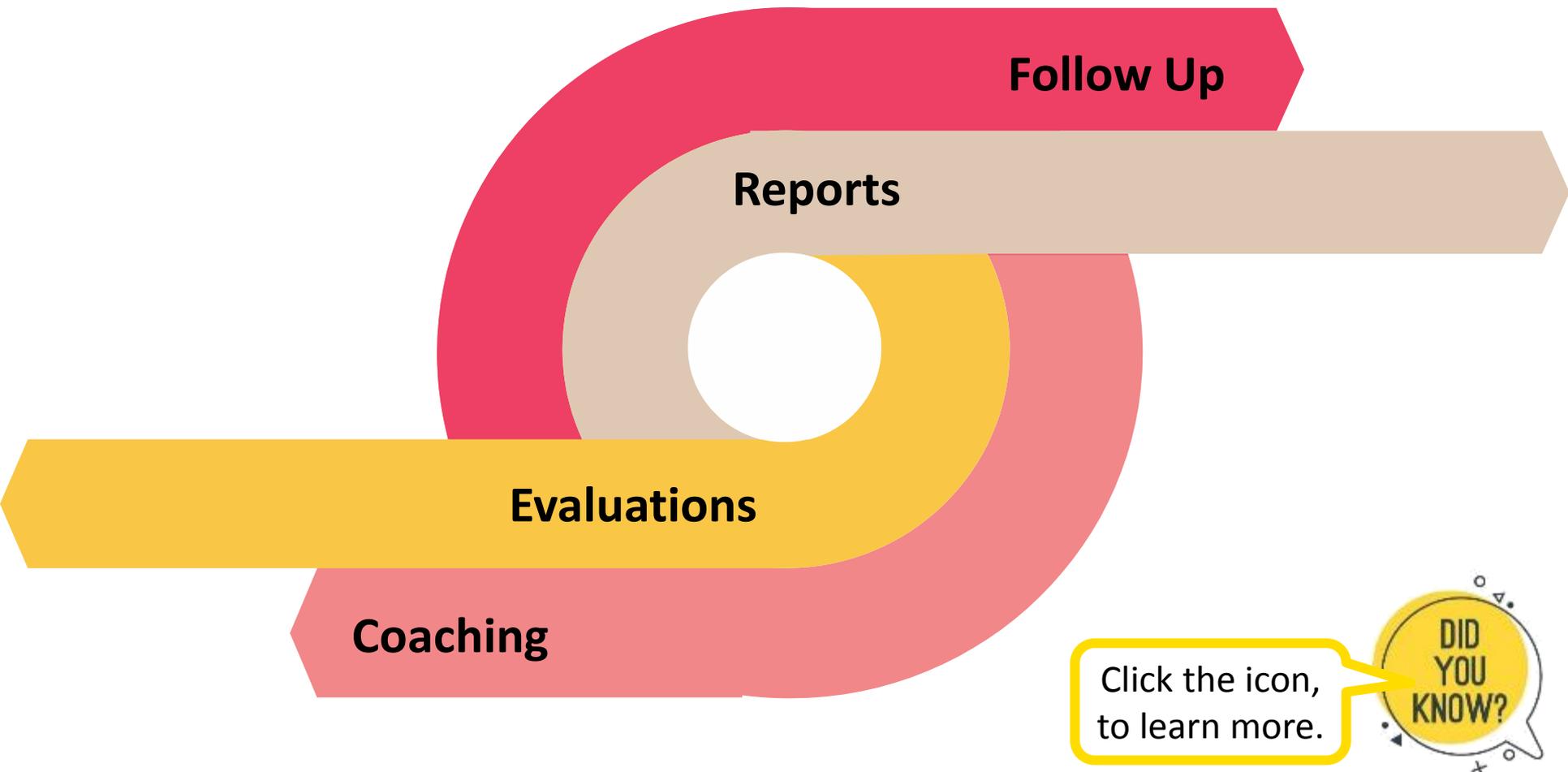


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Tools for Gathering Performance Feedback

The various tools that managers can use to gather employee performance-related information and feedback are as follows:



Did You Know?



More than 43% of employees of several organizations are now working remotely at least for some part of their job role.

Hence, it is important that in today's scenario, to improve employees' performance, an organization should also provide adequate support to work individually.

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Questions to Manage & Improve Employee Performance

- **What do you like and dislike about working for this organization?**
- **What elements of your job do you find most difficult?**
- **Has the past year been good/bad/satisfactory or otherwise for you, and why?**
- **What do you consider to be your most important achievements of past year?**
- **What do you consider to be your most important tasks in the next year?**
- **What elements of your job interest you the most, and least?**
- **What kind of work would you like to be doing in one/two/five years time?**
- **What can be done to improve your performance in your current situation?**
- **What sort of training/experience would benefit you in the next year?**

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Strategies for Improving Employee Performance

You can use the following strategies to improve employees' performance:

Role clarification

The employee as well as the organization should be clear about the role and responsibilities of each individual in the organization.

Developmental goal setting

The goals set for each employee should look at the present needs and also be developmental to help the individual to grow in his career and also simultaneously benefit the company as well.

Ongoing performance monitoring

Each individual's performance should be continuously monitored at regular intervals by holding performance appraisals at least once or twice before the annual appraisals.

Strategies for Improving Employee Performance

You can use the following strategies to improve employees' performance:

Ongoing feedback

Continuous performance monitoring will help the organization to provide ongoing feedback about the individual's performance and help improve the performance and bring it in line with the goals.

Goal alignment

The goals set for each employee should be in direct alignment to the company's strategic goals and company's vision and mission.

Coaching and support

Any kind of gaps found in the individual's job-related knowledge or performance can be filled by providing coaching and support in the form of trainings.

Strategies for Improving Employee Performance

You can use the following strategies to improve employees' performance:

Standardization

The entire employee performance improvement process should be standardized to maintain consistency between one employee to the other.

Continuous open communication

An open communication should be encouraged between the employees and management with respect to their performance and any other concerns or suggestion that employees may have.

Trained appraisers

The managers should be diligently trained in the process of performance improvement to help them overcome the obstacles in performance management and improvement.

Strategies for Improving Employee Performance

You can use the following strategies to improve employees' performance:

**Rewards,
recognition, &
compensation**

Employees should be appropriately rewarded, recognized, and compensated for efforts put in by them in the growth of the company.

**Mutual trust &
confidence**

There should be mutual trust and confidence between the employees and management which will ensure that both understand that each one is working for the other's benefit and favor.

**Performance-
related
interview**

There should be a performance-related interview conducted to gather feedback from the employees about their performance and discuss performance related concerns and queries.

Strategies for Improving Employee Performance

You can use the following strategies to improve employees' performance:

Review and appeals

There should be clearly laid out protocol to accommodate any kind of individual appeals to the appraisals conducted and review the ratings given.

Reliability

The design of the performance management process should be such that it should give reliable results that help the management to make the correct decisions.

Specific objectives

Each individual's performance should be measured against specific laid out objectives which are clear and not vague.

Competency for Improving Employee Performance

- **Competencies refer to skills or knowledge that leads to superior performance.**



- **Competencies are individual abilities or characteristics that are key to effectiveness in work.**



- **Competencies are not “fixed” and can usually be developed with effort and support.**



- **Competencies can apply at organizational, individual, team, and occupational and functional levels.**



- **‘Competent’ is when a person is qualified to perform to a requisite standard of the processes of a job.**

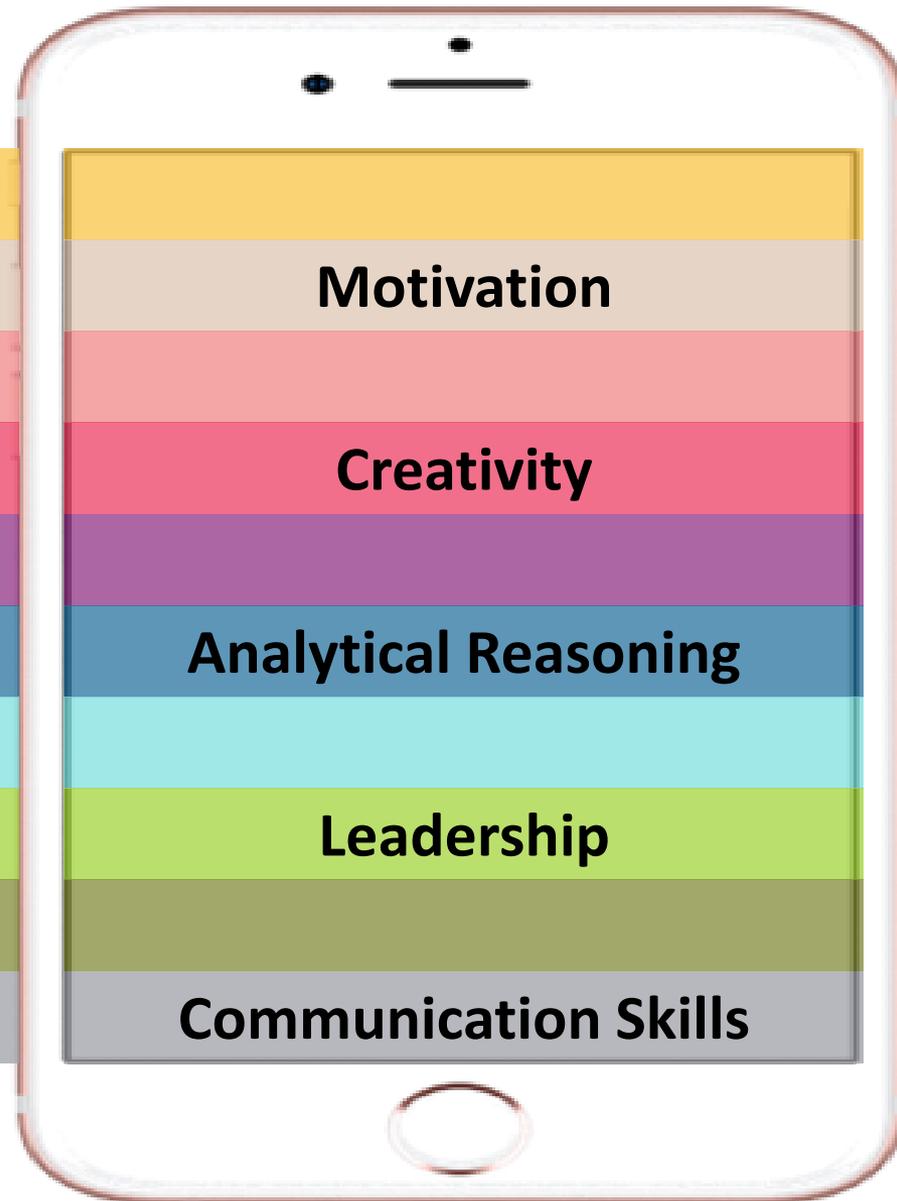


- **‘Competence’ on the other hand means the condition or state of being competent.**



Competencies for Superior Employee Performance

Some examples of competencies required by the employees are:

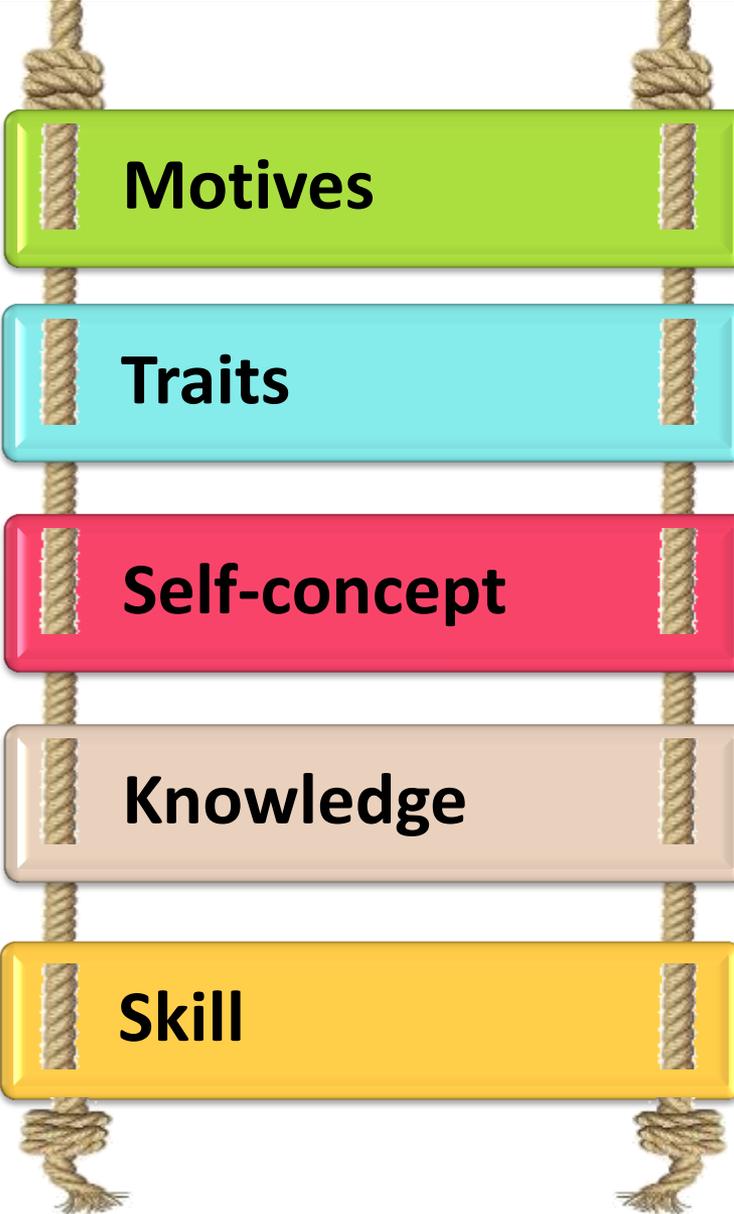


Objectives

- Explain the Importance of Employee Performance
- Explain Relevance of Knowledge, Skills, & Abilities
- List the Reasons of Poor Employee Performance
- Explain Considerations for Performance Objectives
- Explain the Types of Performance Objectives
- Describe Possible Performance Measures
- Describe How to Measure Employee Performance
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- Explain Questions to Improve Employee Performance
- Explain the Strategies for Improving Employee Performance
- Describe the Types of Competencies Affecting Performance
- Describe Competency Systems Driving Performance
- Explain How to Use Training for Improving Performance
- Explain Performance Improvement Plans/Programs (PIPs)

Types of Competencies Affecting Performance

The five types of competencies affecting performance are:



Motives

Traits

Self-concept

Knowledge

Skill

Let us look at each in detail.

Types of Competencies Affecting Performance

Motives

Traits

Self-concept

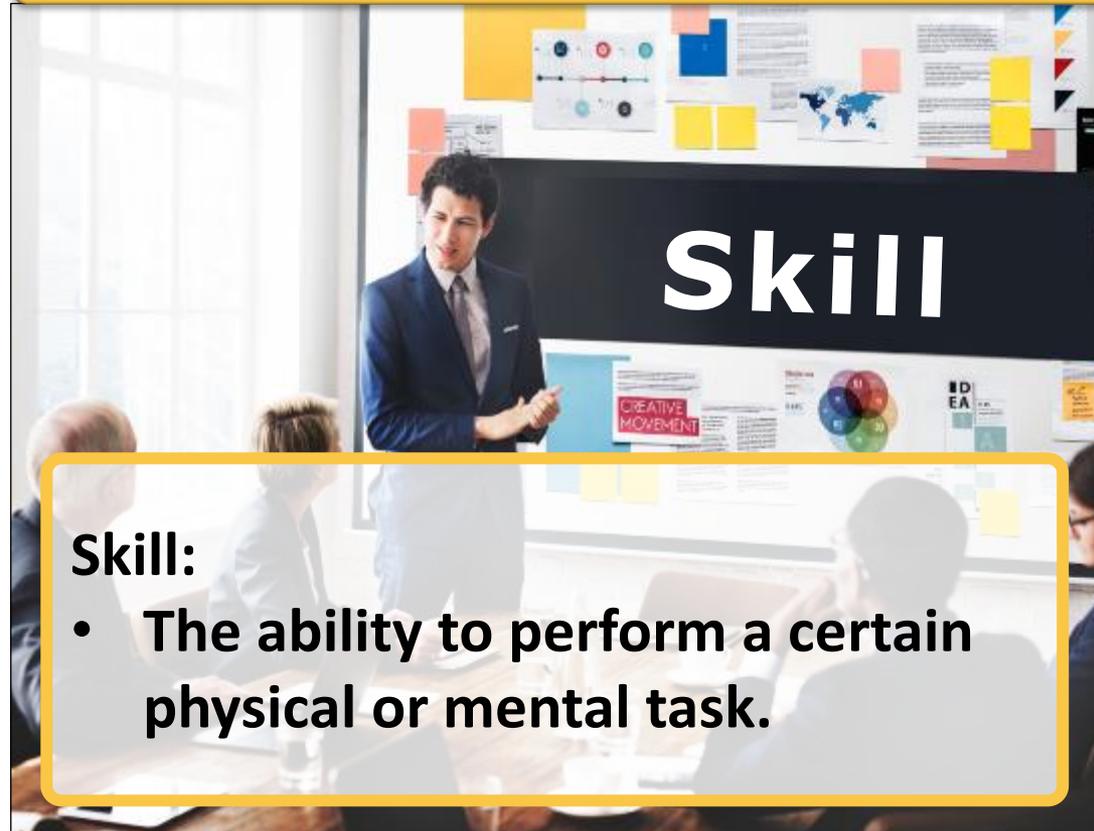
Knowledge

Skill



The five types of competencies affecting performance are:

Skill



Skill:

- The ability to perform a certain physical or mental task.

Let us look at each in detail.

Types of Competencies Affecting Performance

Motives

Traits

Self-concept

Knowledge

Skill



The five types of competencies affecting performance are:

Knowledge



Knowledge:

- Information a person has in specific content areas.

Let us look at each in detail.

Types of Competencies Affecting Performance

Motives

Traits

Self-concept

Knowledge

Skill



The five types of competencies affecting performance are:

Self-concept



Self-concept:

- A person's attitudes, values, or self-image.

Let us look at each in detail.

Types of Competencies Affecting Performance

Motives

Traits

Self-concept

Knowledge

Skill

The five types of competencies affecting performance are:

Traits



Traits:

- Physical characteristics and consistent responses to situations or information.

Let us look at each in detail.

Types of Competencies Affecting Performance

The five types of competencies affecting performance are:

Motives

Traits

Self-concept

Knowledge

Skill

Motives

Motives:

- Things about which a person consistently thinks about or wants and that which causes action.
- Motives drive, direct, or select behaviour towards certain actions or goals or away from others.

Let us look at each in detail.

Performance vs. Competency



Let us look at each in detail.

Performance vs. Competency



Performance

Performance:

- “Performance” is a deliberate and purposeful action or set of actions that an individual takes in order to achieve a desired result or output of some kind that has got value to the individual.

- **Competency:**
- “Competency” can be thought of as the tools that individuals use for successful or exemplary or best-in-class performance. The ‘Best Performer’ is always called a ‘Competent performer’ and not vice versa.



Competency

COMPETENCE

Objectives

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Competency Systems Driving Employee Performance



Recruitment



**Performance
Appraisal**



Training



Development



Compensation

Let us look at each in detail.

Competency Systems Driving Employee Performance

Recruitment:

- **Competency based interviews reduce the risk of making a costly hiring mistake and increase the likelihood of identifying and selecting the right person for the right job.**
- **Competency-based recruitment is a process of recruitment based on the ability of candidates to produce anecdotes about their professional experience which can be used as evidence that the candidate has a given competency.**



Recruitment



**Performance
Appraisal**



Training



Development



Compensation

Competency Systems Driving Employee Performance

- **Recruitment:** A competency based approach to recruitment and selection of staff can help an organization, to make it an effective and successful investment of time, money and expertise.
- **Competency based interviews** reduce the risk of making a costly hiring mistake and increase the likelihood of identifying and selecting the right person for the right job.
- **Such an approach will help to ensure that:**
 - **The organization is clear regarding the competencies and skill sets required by the job;**
 - **The selection processes encourages a good fit between individuals and their jobs, managers and staff have the required skills and competencies;**
 - **Individual skills and abilities are matched to the requirements of the job**
 - **Evaluation of work demands and staffing are accurate**

Competency Systems Driving Employee Performance

Performance Appraisal:

- Integrating competencies within the performance management process supports the provision of feedback to employees not only on “what” they have accomplished, that is, performance goals, but also on “how” the work was performed, using competencies for providing feedback.



Recruitment



Performance Appraisal



Training



Development



Compensation

Competency Systems Driving Employee Performance

- **Integrating competency with the Performance Management System (PMS) helps:**
 - **Employees in understanding performance expectations and enhancing competencies.**
 - **To provide a mechanism for providing positive feedback about an employee's training achievements and on-the-job performance**
 - **To provide job standards for performance appraisal**
 - **To provide clear direction for learning new job skills**
 - **To establish clear high performance standards**
 - **In collection and proper analysis of factual data against the set standards**
 - **To conduct objective feedback meetings which are directed towards specific areas of improvement**

Competency Systems Driving Employee Performance

Training:

- **Competency Based Training** focuses on what the participant is expected to be able to do in the workplace as opposed to just having theoretical knowledge.
- An important characteristic of **Competency Based Training** is that it is focused not only on the actual jobs that are required in the workplace, but also the ability to transfer and apply skills, knowledge and attitudes to new Situations and environments.



Recruitment



**Performance
Appraisal**



Training



Development



Compensation

Competency Systems Driving Employee Performance

- **Competency based appraisal process leads to effective identification of training needs.**
- **It gives an opportunity to identify/ develop specific training programs which helps in a more focused training investment.**
- **Such a focused training enables improvement in specific technical and managerial competencies.**
 - **The advantages of Competency Based Training (CBT) are:**
 - **Participants will achieve competencies required in the performance of their jobs.**
 - **Build confidence of participants as they succeed in mastering specific competencies.**
 - **Participants receive a transcript or list of the competencies they have achieved.**

Competency Systems Driving Employee Performance

Development:

- All businesses are based on some key competencies. The main reason for an organization to create a competency-based development system that focuses on having the right people with right skills at the right time is that it helps in accomplishing business targets.
- Competencies are the need of the hour and designing appropriate competency development models is a necessity.



Recruitment



**Performance
Appraisal**



Training



Development



Compensation

Competency Systems Driving Employee Performance

Development:

- **Competencies contribute to the understanding of what development really means, giving the individual the tools to take responsibility for their own development.**
- **It also gives the line managers a tool to empower them to develop people.**
- **Advantages of competency based development:**
 - **Improvement in productivity, performance and profitability**
 - **Identify employee's capabilities for an organization's future needs**
 - **Analyzing capability gaps**

Competency Systems Driving Employee Performance

Compensation:

- Competency based pay provides an incentive for employees to grow and enhance their capabilities.
- Competency-based pay fits this new environment.
- It provides an ongoing incentive to employees to enhance their ability to perform their jobs.



Recruitment



**Performance
Appraisal**



Training



Development



Compensation

Competency Systems Driving Employee Performance

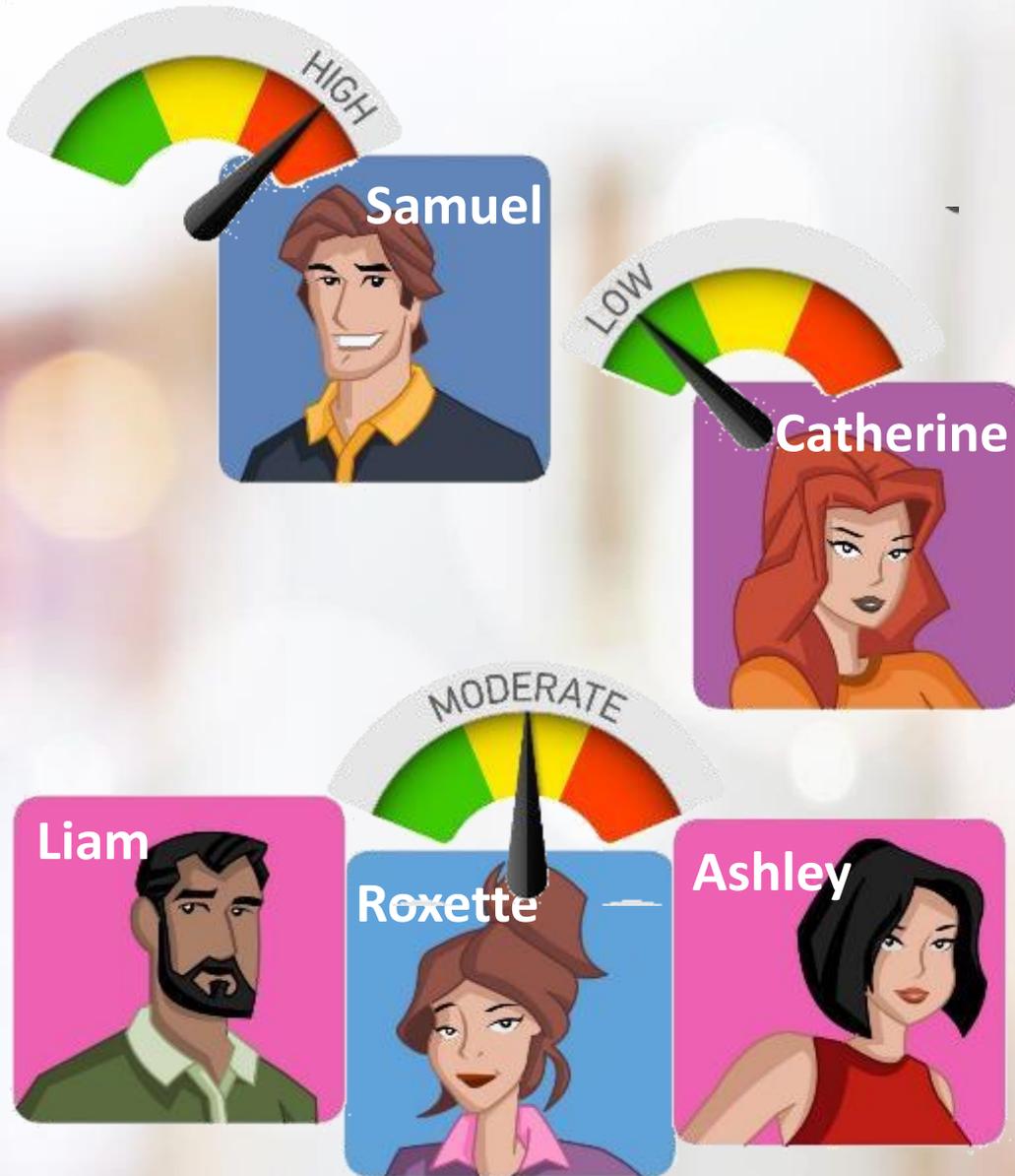
- **Employees are rewarded with salary increases when they add new knowledge or skills or when they demonstrate higher level competence on existing capabilities.**
- **Advantages of competency based pay or compensation are:**
 - **Provides a basis of deciding on the compensation**
 - **Encourages employees to develop their competencies further**
 - **Leads to a focus on totality of job rather than just what is achieved**
 - **This system fits every job**

Real Life Example

A 3D rendered white figure in a suit and tie, holding a white sign with blue text. The background is a blurred office environment with windows and desks.

Let us now look at a real life example to understand the importance of competencies in improving performance.

Real Life Example



As seen in the introduction to this course, Shane as the Project Manager has to face the responsibility of improving the performance of his team members.

Currently, whenever any project is handed to Shane's team, Shane has noticed the following performance levels of his team:



Real Life Example

Shane conducts a series of one-to-one conversations with each of his team members in different formal as well as informal settings.

Through these conversations, as well as looking at each team member's past performances that have been good, average, or poor, Shane now has a fair idea about each team member's strengths, challenges, and motives.

Shane Zydus



Real Life Example

Let's see what Shane's findings and observations are:

Samuel



Samuel is the high-performer of the team and his forte is game-based learning or gamification of learning courses.

He is also an enthusiastic about learning new things.

Shane Zydus

Real Life Example

Let's see what Shane's findings and observations are:

Roxette is a mediocre performer and has experience in developing both eLearning or online courses as well as Instructor-led Trainings (ILTs) or classroom trainings, she does not enjoy developing both of them equally.



Roxette



Roxette likes to develop eLearning courses more than ILTs. She likes to experiment with different content development approaches but sometimes focuses too much on novelty than using time-tested methods, where required.

Shane Zydus

Real Life Example

Let's see what Shane's findings and observations are:

Liam is a mediocre performer and has extensive experience mainly in the finance domain and has very little experience working on other domains.

He would also like to learn to develop class-room training.

Liam



Shane Zydus



Real Life Example

Let's see what Shane's findings and observations are:

Ashley is a mediocre performer and is still new to Instructional Designing and only has basic knowledge of developing simple online courses.

This places a limitation on her performance when developing high-level courses.

Ashley



Shane Zydus

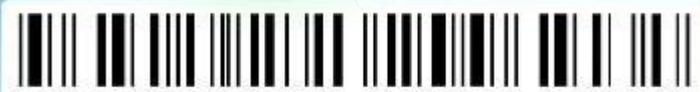
Real Life Example

Let's see what Shane's findings and observations are:

Catherine is the poor performer of the team and has extensive experience of developing technical or software trainings.

She would like to work more on technical or software trainings and foray into complete simulation-based trainings.

Catherine



Shane Zydus

Real Life Example



Shane knows that he can improve the performance of his team member's if he helps them improve their existing competency levels or learn new competencies.

Competencies are the skills and knowledge that help lead an individual to superior performance and effectiveness in work. Shane also knows that lacking competencies can usually be developed with effort and support.



Shane Zydrus

Real Life Example



Samuel

Samuel is already a **high-performer**. However, his forte is only **game-based learning or gamification** of learning courses. As he is enthusiastic about **learning new things**, it is important that to keep him motivated and help keep up his good performance levels, he should be provided with **new learning opportunities** in his projects.



Shane Zyus

Real Life Example

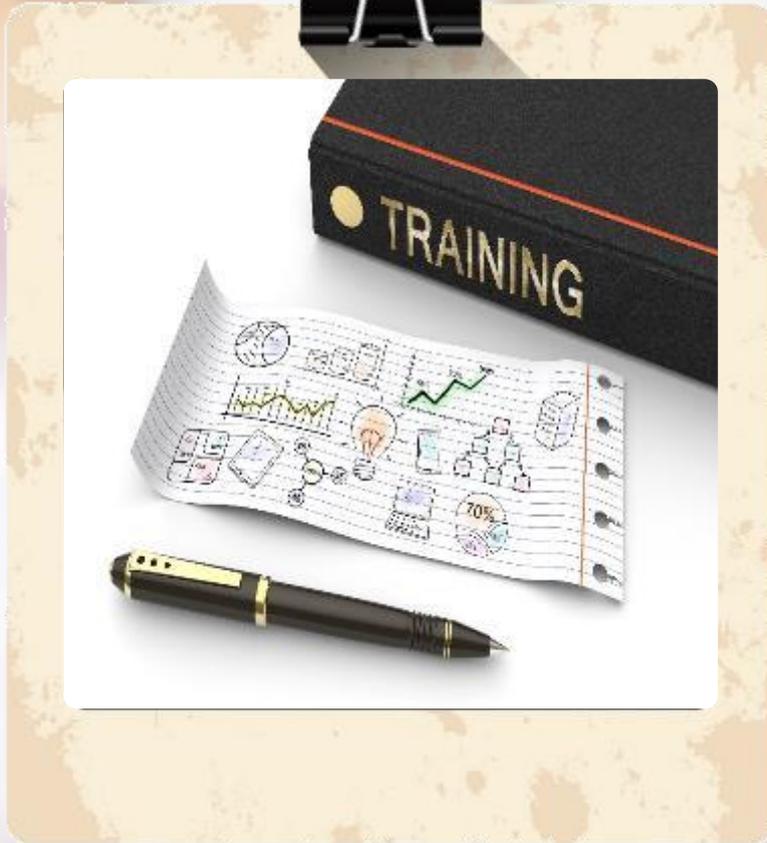
Samuel



So, Shane speaks to Samuel to understand what interests him and what kind of projects or tasks would he like to learn from and then tries his best to provide Shane with such projects or tasks. Shane also suggests some training for Samuel to learn from to add to his skill sets. Hence, Shane uses motive as the competency type to help Samuel maintain and even better his performance.



Shane Zydus



Real Life Example



Roxette

Roxette is a **mediocre performer** and does not enjoy developing ILTs. Also, she has the trait of getting **lost in experimenting and losing track** of the end goals in mind. Shane tries his best to give Roxette as many projects related to **developing eLearning courses**. However, Shane knows that as Roxette is one of the few who do know how to develop an ILT, it may not be possible to completely avoid giving Roxette **ILT-related projects**.

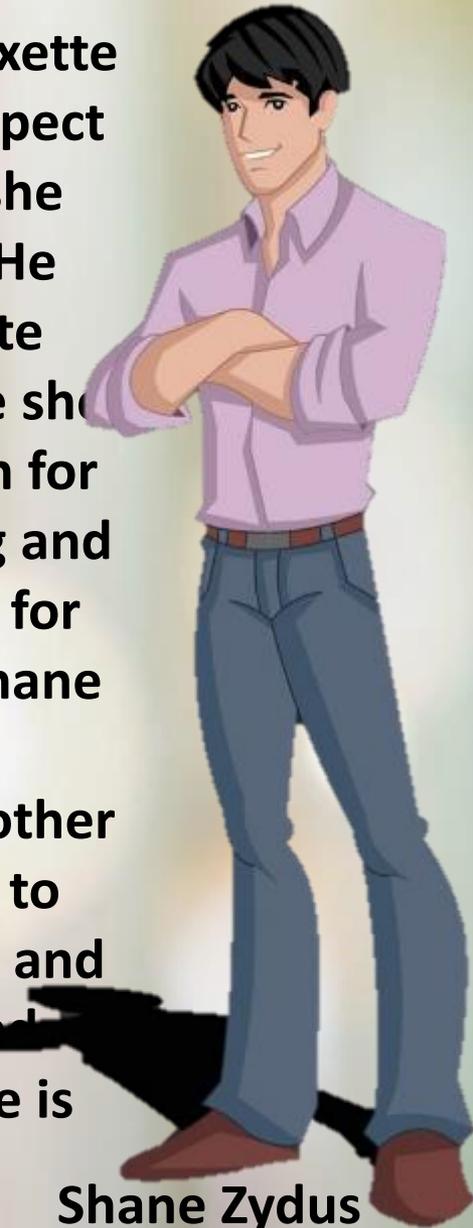


Shane Zyus

Real Life Example



So, Shane speaks to Roxette and finds out which aspect of ILT-development she dislikes developing. He finds out that Roxette dislikes the part where she has to plan the session for the class-room training and develop the schedule for the training day. So, Shane assigns schedule-development tasks to other IDs and asks Roxette to develop the Facilitator and Participant guide and worksheets which she is happy to develop.

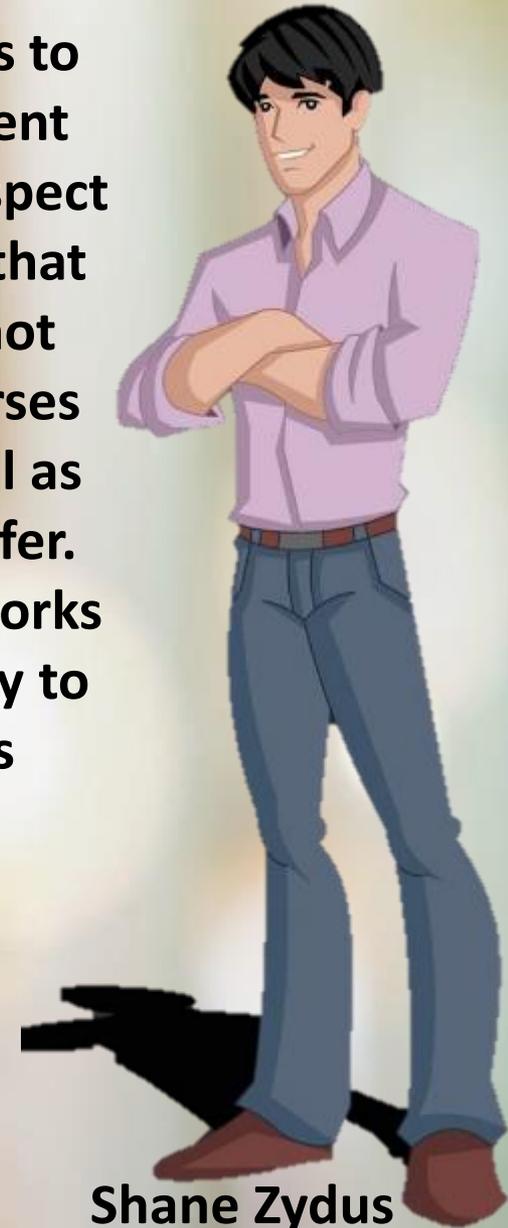


Shane Zydus

Real Life Example



Also, Shane suggests to Roxette to experiment with only one new aspect on every project so that the deadlines are not missed and the courses development as well as quality does not suffer. Hence, Shane uses works on Traits competency to improve Roxette's performance.



Real Life Example



Liam

Liam is a **mediocre performer**. Shane knows that Liam's performance suffers mainly because he has experience mainly in the **finance domain** and has very little experience working on other domains. So, whenever Liam works on **other domain** projects, his **performance suffers** as he is unable to grasp the content.



Shane Zydrus

Real Life Example

Liam



Shane suggests to Liam that whenever he faces problems in understanding the content of any domain, he should seek help from his peers or Subject Matter Experts or even try to read more about the topic on the Internet or through books to understand it better. This way, Liam would have a clarity about the content and understand it to develop higher-quality courses and his own performance would improve greatly.



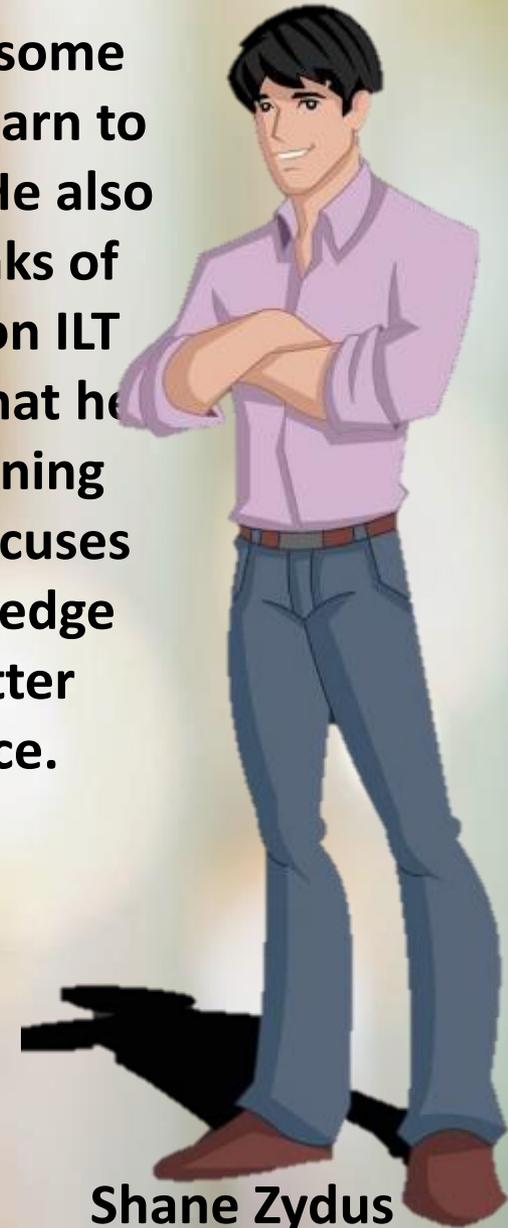
Shane Zydus

Real Life Example

Liam



Shane also suggests some training for Liam to learn to develop ILT training. He also assigns smaller chunks of development tasks on ILT projects to Liam so that he gets a hands-on training too. Hence, Shane focuses on improving Knowledge competency to better Liam's performance.



Shane Zydus

Real Life Example



Ashley

Ashley is a **mediocre performer**. Shane knows that as Ashley is still **new** to Instructional Designing and only has **basic knowledge** of developing simple online courses, her performance will be limited for some time as most courses that are being developed are not at the simplest level and are a bit more **complex** for Ashley's level.



Shane Zyus

Real Life Example

Ashley



Shane encourages Ashley to keep asking questions to her peers, learn from each of her projects and to apply each new thing that she learns in her next project. Shane assigns Samuel as a mentor to Ashley to hand hold Ashley in her learning journey and help improve Ashley's skills and hence better her performance. Hence, Shane focuses on Skills competency to improve Ashley's performance.



Shane Zyduz

Real Life Example



Catherine

Catherine is the **poor performer** of the team. After speaking to Catherine, Shane realizes that the main reason for Catherine's **poor performance** is due to her **attitude** towards developing non-technical trainings. Catherine is so **passionate** about **technical trainings** that whenever she has to work on any non-technical projects, she has a **disinterested attitude**. This **lack of interest** gets reflected in her **poor performance**.



Shane Zyus

Real Life Example

Catherine



Shane speaks to Catherine and tries to make her understand that as an Instructional Designer working in an organization that works on various type of course development projects, she cannot afford to have such a narrow-minded attitude towards her work. Also, Shane encourages her to take an interest in the different domain-related courses that they develop



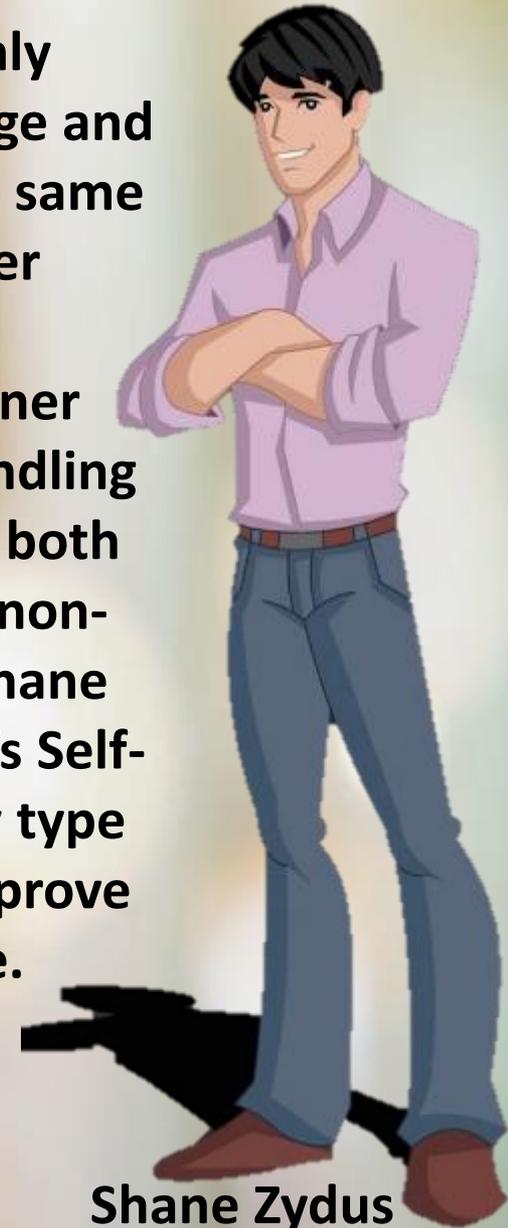
Shane Zydus

Real Life Example

Catherine



This would not only improve her knowledge and experience but at the same time showcase her capability as an Instructional Designer who is capable of handling all kinds of projects, both technical as well as non-technical. Hence, Shane focuses on Catherine's Self-concept competency type to help Catherine improve her performance.



Shane Zydus

Real Life Example



Therefore, you have seen how Shane focuses on different competency types to help each of his team members to overcome their limitations and improve their performance.



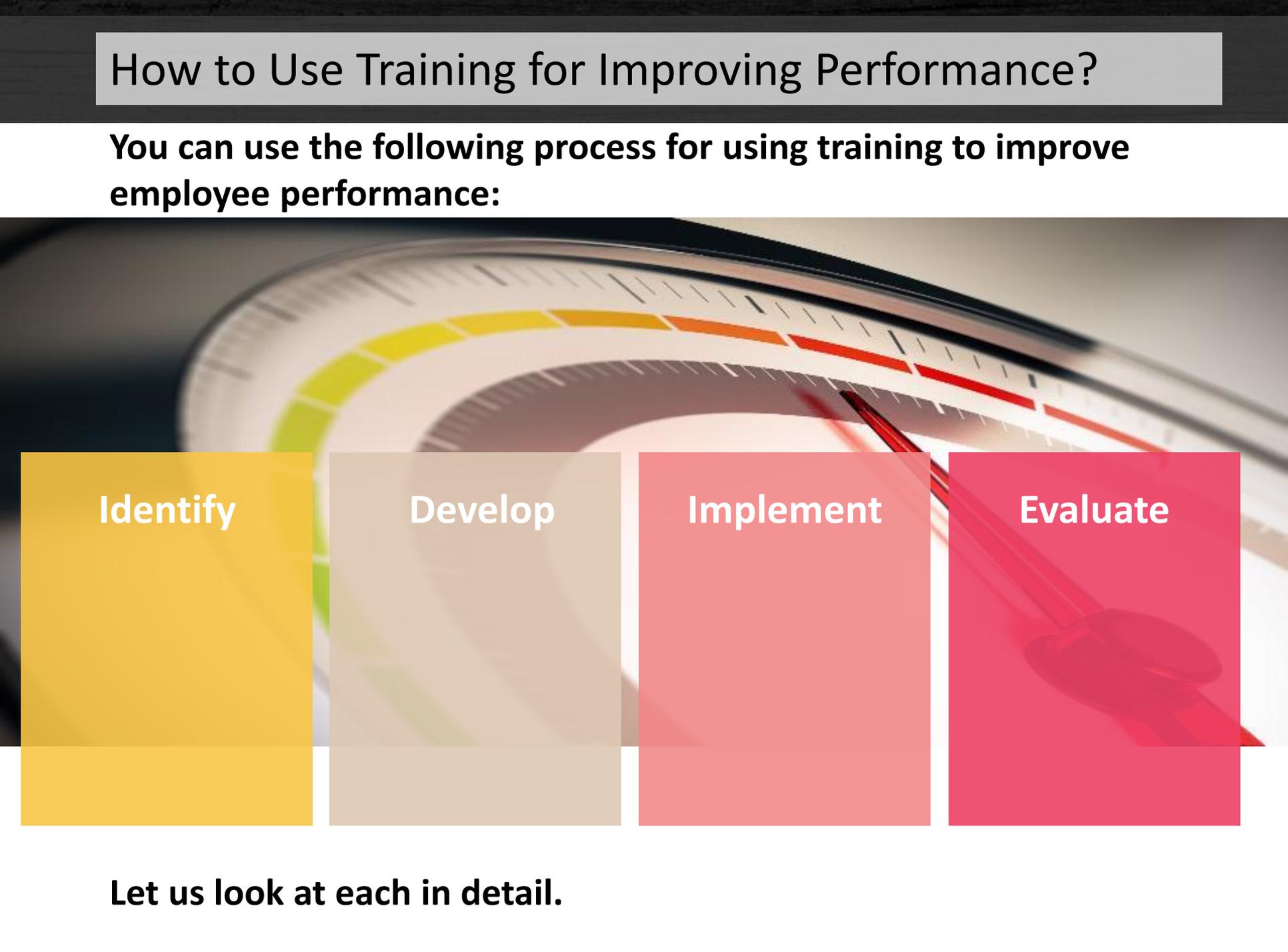
Shane Zyus

Objectives

- Explain the Importance of Employee Performance
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- Explain How to Use Training for Improving Performance
- Explain Performance Improvement Plans/Programs (PIPs)

How to Use Training for Improving Performance?

You can use the following process for using training to improve employee performance:



Identify

Develop

Implement

Evaluate

Let us look at each in detail.

How to Use Training for Improving Performance?

Identify

- Identify and distinguish the problems or issues impacting the business operations and employee performance.
- You must keep in mind that not every one of the recognized performance problems or issues can be solved by means of training.

How to Use Training for Improving Performance?

Develop

- Prioritize and organize the identified or distinguished needs and create training goals.
- Develop and create the training content.

How to Use Training for Improving Performance?



Implement

- Implement and execute the training solution that is developed and use it to impart training.

How to Use Training for Improving Performance?

Evaluate

- Assess and evaluate to compare employee/team performance before and after training.

Corrective Learning for Improving Performance



‘Corrective Learning’ is also referred to as ‘Single-loop Learning’.

Such a learning primarily focuses on corrections by discovering and rectifying faults, mistakes, or errors of any kind that affects the organization.

Corrective Learning for Improving Performance



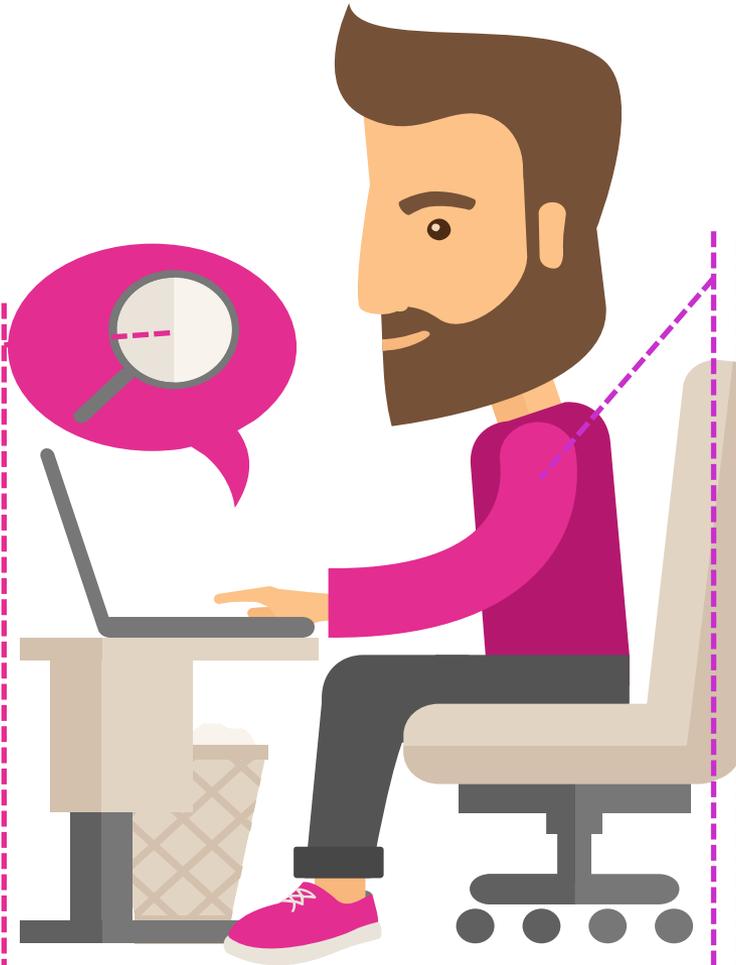
The purpose of such learning is to find such errors and then correct them and also make improvements to existing performance shortfalls so that such poor performance does not get repeated.



You should bear in mind that this type of learning takes organizational structures, procedures, processes, or practices for granted and works within them.

Corrective Learning for Improving Performance

It does not intend to question them. Corrective Learning can be a key to the success of improving employee performance and hence success of the organization.



This type of learning can help an employee propel efficiency and quality within his work, procedures, processes, systems, or practices and help overcome the shortfalls in their performance.

MCQ

Q. 'Corrective Learning' is also referred to as:

- One-loop Learning
- Ace-loop Learning
- Single-loop Learning
- Unity-loop Learning

Click on the radio button to
select the correct answer!

MCQ



Q. 'Corrective Learning'

One-loop Learning

Accidental Learning

Single-loop Learning

Unconscious Learning

'Corrective Learning'
is also referred to as
**'Single-loop
Learning'**.

[Click here to continue!](#)

MCQ



Q. 'Correct

One-l

Ace-l

Sing

Un

'Corrective Learning'
is also referred to as
**'Single-loop
Learning'**.

[Click here to continue!](#)

Transformational Learning for Improving Performance



‘Transformational Learning’ is also referred to as ‘Double-loop Learning’.

Such a learning primarily focuses on inquiring into the structures, procedures, processes, systems, norms, or practices that corrective learning had taken for granted.

Transformational Learning for Improving Performance



This type of learning also involves a kind of correction but at the practical level.



It helps an organization to take a reflective look at and analyze the most ingrained features of the organizational culture and improve them.

Transformational Learning for Improving Performance

As transformational learning questions an employee's deeply ingrained and firmly held opinions and beliefs; most employees find it difficult to adopt transformational learning wholeheartedly.



However, in order to take full advantage of a learning culture, employees should find ways to break down their barriers and adopt such reflective learning for improving employee performance.

Click the icon,
to learn more.

TIP!

Tip!

As the saying goes, "All Work and No Play makes Jack a Dull Boy", it is important that in order to keep up your employees' performance, and to keep your team motivated and refreshed, you should encourage them to take regular breaks away from their desks. Hence, it is important an organization should provide a fun and relaxing 'break area' where people can go for their short breaks to refresh themselves.



Real Life Example

A 3D rendered white figure in a suit and tie, holding a white sign with blue text. The background is a blurred office environment with windows and desks.

*Let us now look at a
real life example to
understand the
relevance of training in
improving
performance.*

Real Life Example

Peter Thornton works as the Sales Manager for a reputed organization that manufactures Water Purification Systems.

Peter heads a team of twelve Sales Executives who are responsible for making the first line sales visits to prospective customers.



Real Life Example

Each of these Sales Executives get a list of leads that are prospective customers whom they have to personally visit. During these Sales Visits, the executive has to sell any one of the water purification products to the customer.



Real Life Example

Peter has noticed that out of the twelve Sales Executives, only two are able to make some significant number of sales. Rest of the team is performing poorly and are not able to make many sales and their customer conversion rate is very low.



Real Life Example

Peter asks his team members to show him how they approach their customers and what exactly they do in their sales visits.

After looking at this and speaking to many of his team members, Peter decides that his team requires a proper training in Sales and Negotiation Skills.



Real Life Example

Peter speaks to his Operations Head and asks the Learning and Development (L&D) team to plan and organize a relevant training plan for his team.

The Learning and Development (L&D) team hires an external third-party vendor that specializes in Sales and Negotiation training.



Real Life Example

The third-party vendor then delivers an extensive training in Sales and Negotiation Skills to Peter's team.

The training includes a lot of practice sessions for each team member to work on their sales skills.



Real Life Example

After the training, Peter encourages each of his team members to apply all that they have learned in the training sessions.

Within a month of completion of the training, Peter notices a significant improvement in the sales figures of his entire team.



Real Life Example

Also, Peter finds that the confidence levels of his complete team has been boosted by the training.

Many of the team members learned from the training to use the basic framework of Sales and Negotiation and then learned to customize it as per their own style and personality.



Real Life Example

Hence, you can understand that training can play a crucial role in helping an employee improve his performance.

Just like Peter, a Manager can use training to improve the performance of not only individual employees but also boost the performance of an entire team if the complete team lacks a particular set of skills.



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What are Performance Improvement Plans/Programs (PIPs)?



Performance improvement plans or programs are monitored, structured, and result based activities wherein employees who are performing below the average demanded by the organization are expected to do better under the PIP, which is when the line managers in conjunction with the HR managers monitor the performance of the employees.

Though this is an undesirable situation for the employees to find themselves in a PIP, it is a fact of life that organizations implement these PIPs for employees at all levels.

PIP Process and Roles of the Stakeholders

The placement of the employee in a PIP takes place after due consultation between the employee, the manager, and the HR manager. In many cases, employees are placed on watch without the PIP if their performance is deemed unsatisfactory. Often, employees are observed for two consecutive performance cycles and if their performance does not improve or worsens, then the decision to place the employee under PIP are taken. Many line managers are reluctant to go for PIPs straightway as once the employee is placed in a PIP; his or her performance is monitored not only by the line manager but also by the HR manager.



PIP Process and Roles of the Stakeholders

This means that each deliverable that the employee completes is checked for compliance with performance standards by both line and HR manager who though does not get involved in the technicalities and subject matter, nonetheless asks for status reports from manager and employee. Many organizations view PIPs as a waste of time of all stakeholders as dramatic improvements in performance are unlikely to happen. On the other hand, organizations need a valid reason to terminate the services of employees and hence, PIPs are designed to motivate employee and set stern conditions so that their performance improves.



MCQ

Q. What does the acronym 'PIP' stand for?

- Productivity Improvement Plans**
- Performance Improvement Plans**
- Performance Improvisation Plans**
- Planned Improvement Programs**

Click on the radio button to
select the correct answer!

MCQ



Q. What do

- Produ
- Perfo
- Perf
- Pla

'PIP' stands for
**'Performance
Improvement
Plans'**.

[Click here to continue!](#)

MCQ



Q. What do

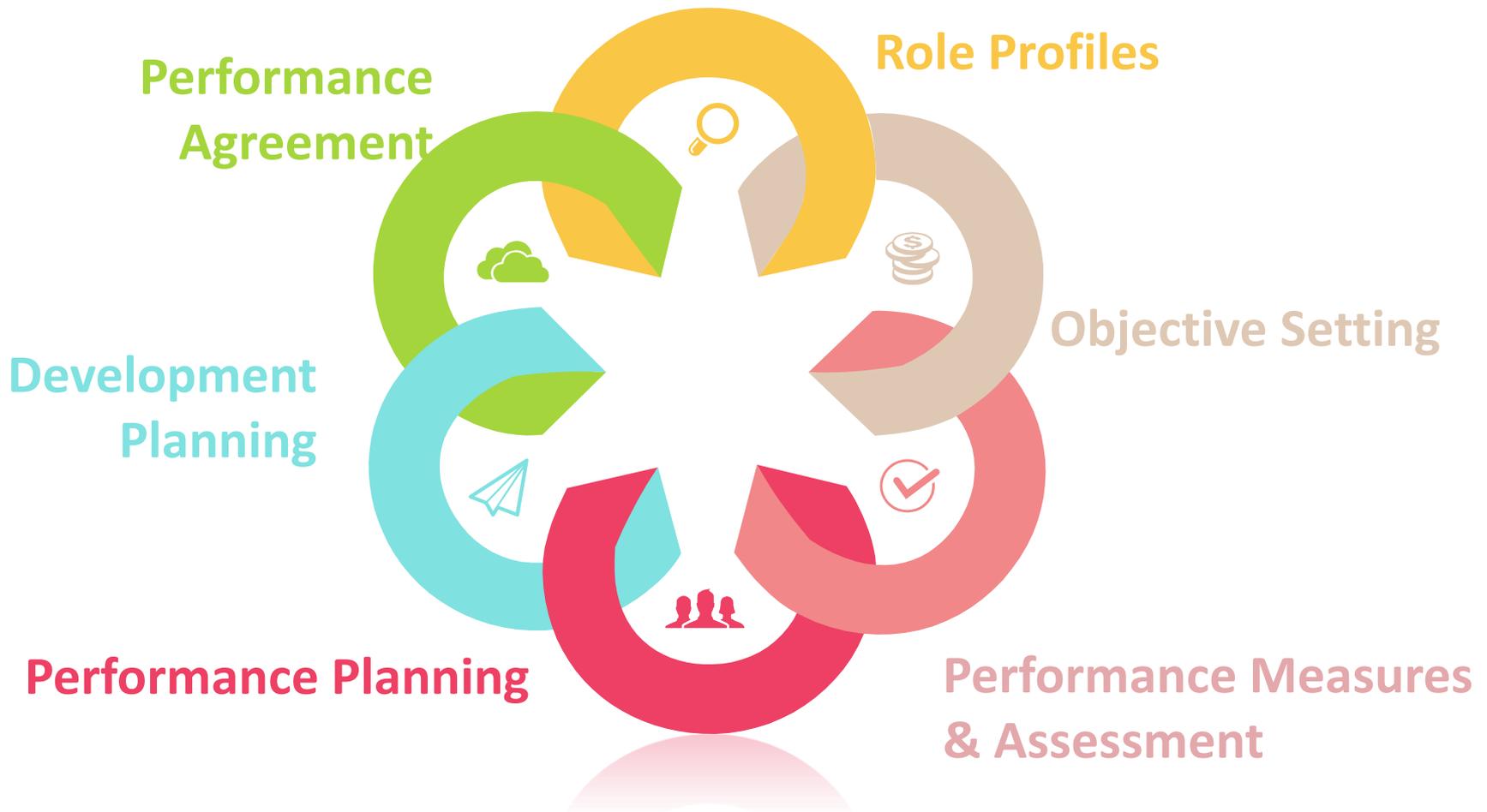
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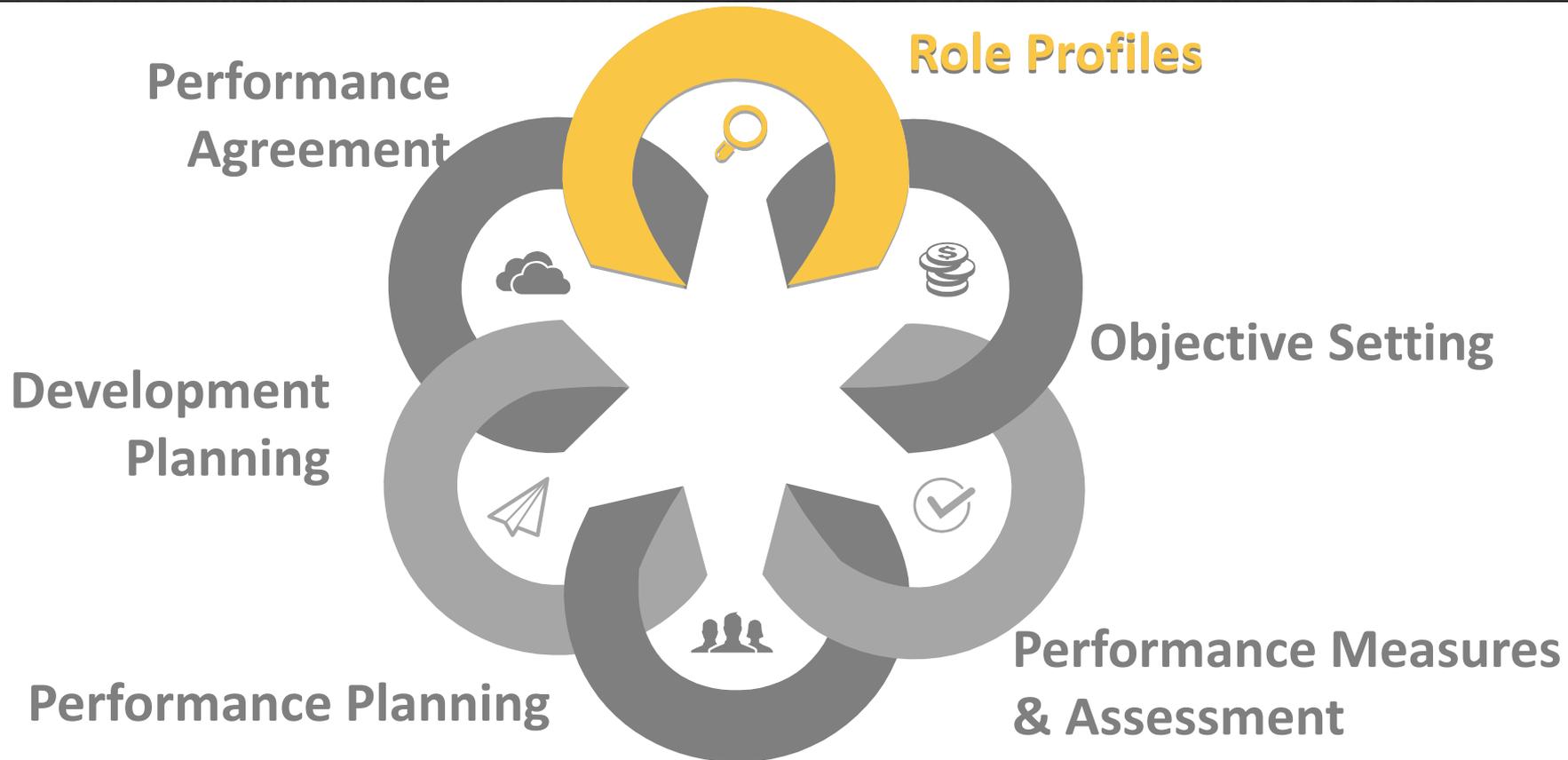
Factors affecting Performance & Individual Development Planning

Performance and individual development plans are derived from an analysis of the following factors:



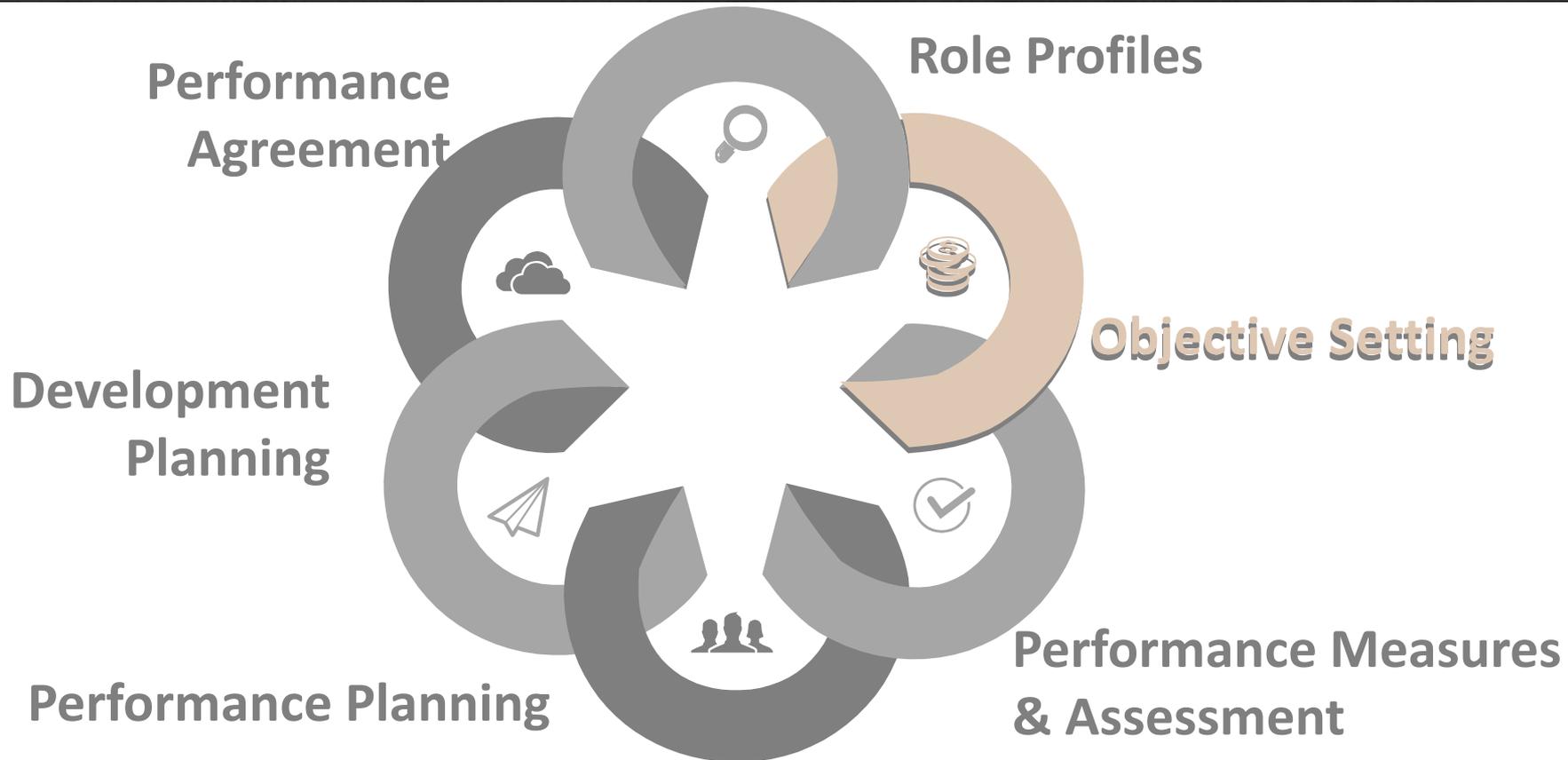
Let us look at each in detail.

Factors affecting Performance & Individual Development Planning



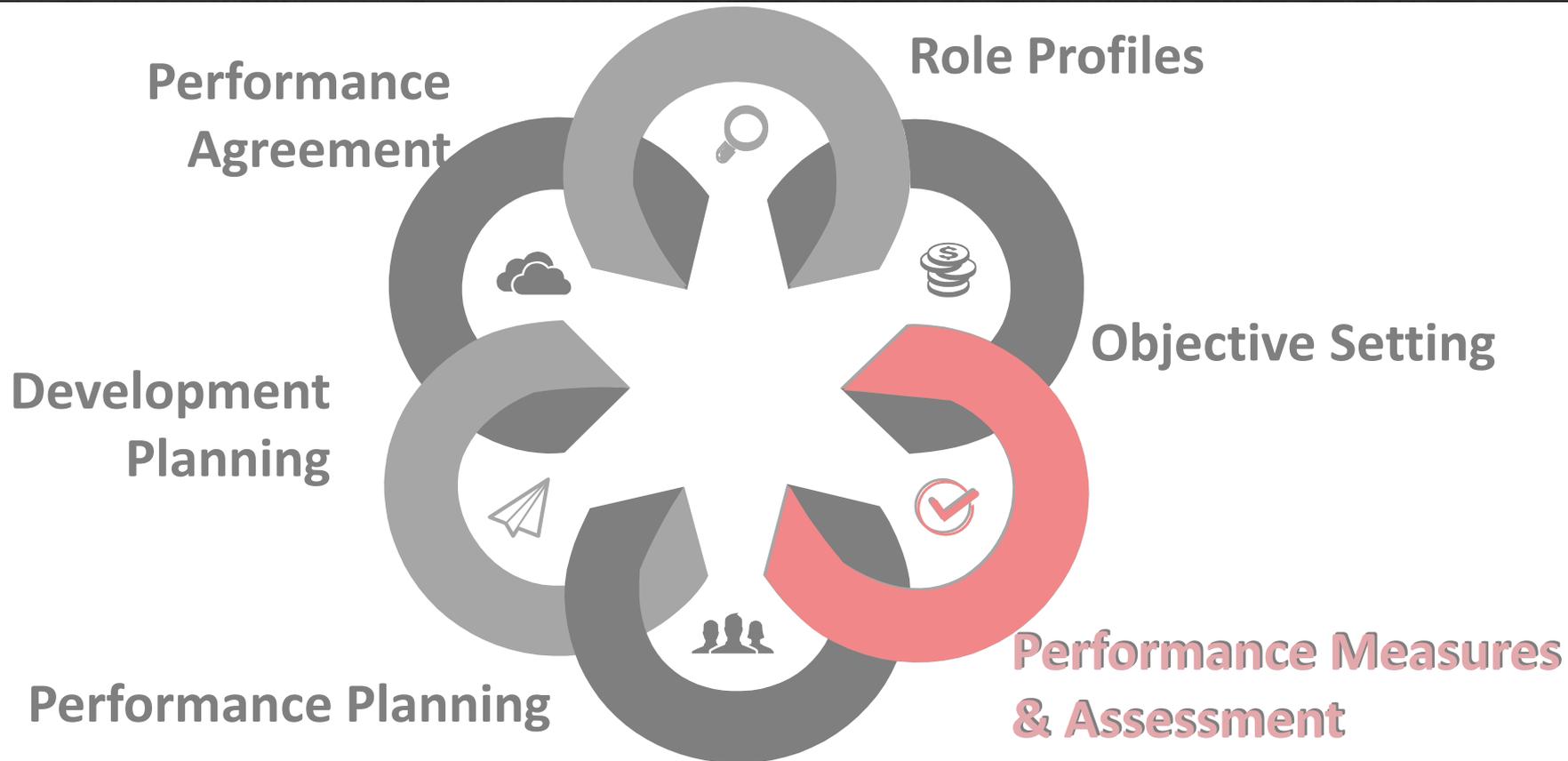
- A role profile defines a role in terms of behavioural and technical or job related competencies. The key result areas are jointly developed by the line manager and the individual and are updated after a formal performance agreement is established.

Factors affecting Performance & Individual Development Planning



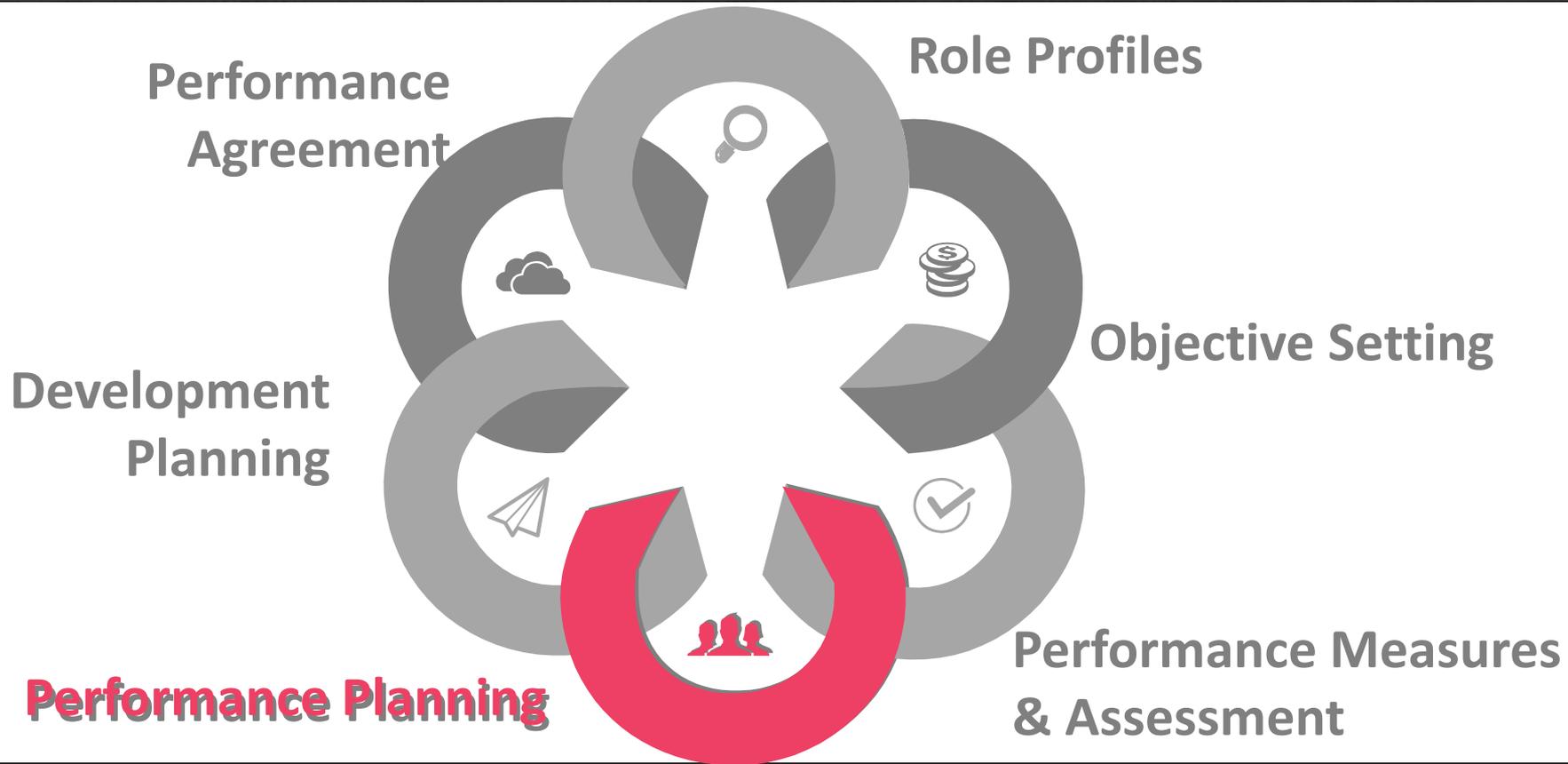
- Objectives are directly linked with the overall mission and vision of an organization and the work which an employee performs. Objectives help in planning for results and not only just the activities, thereby improving the overall departmental effectiveness and efficiency.

Factors affecting Performance & Individual Development Planning



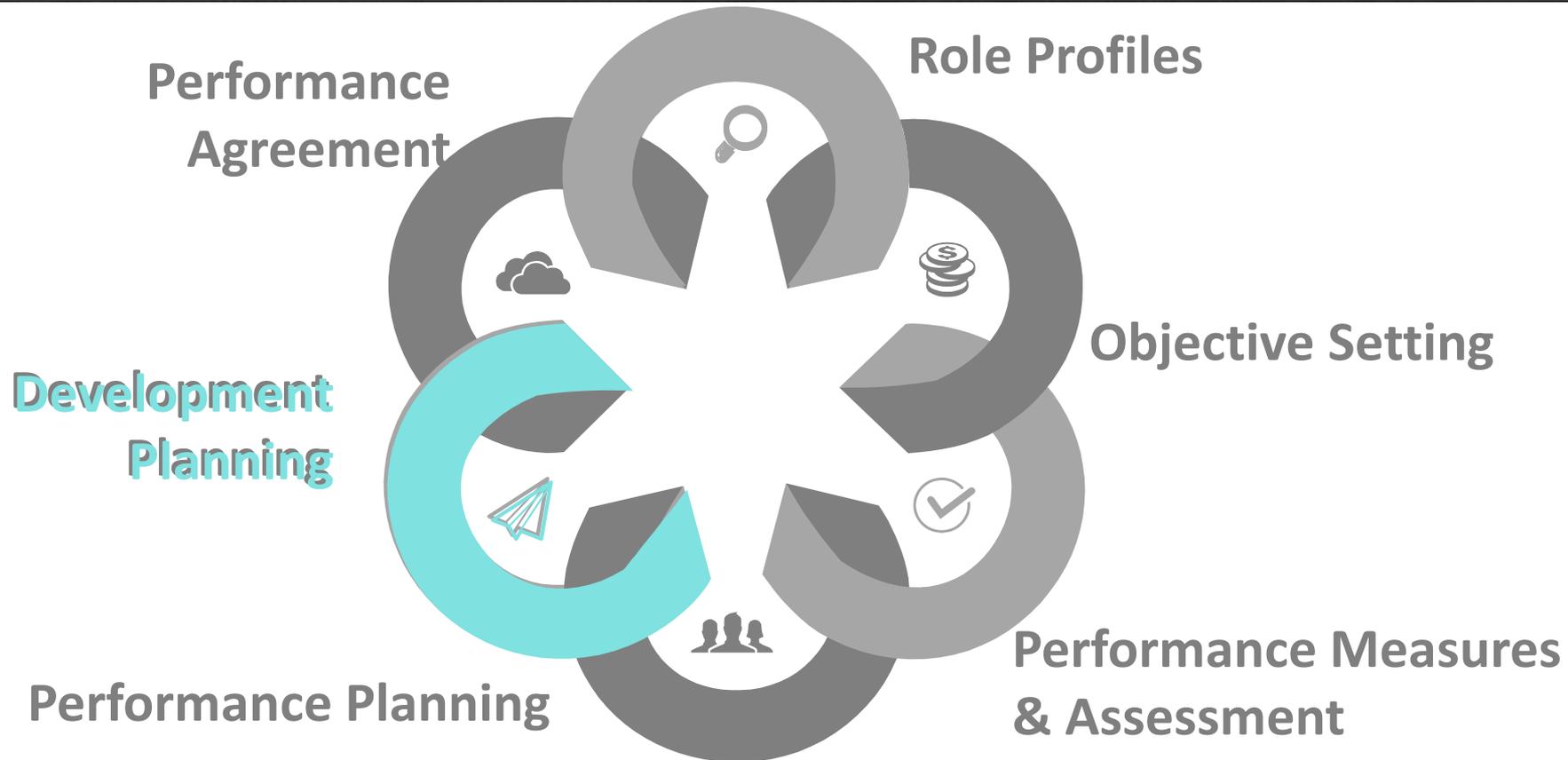
- The performance assessments summarize the contributions of an employee over the entire period of assessment. The major goal of a performance assessment is to recognize the degree to which an employee successfully delivered his performance and the extent to which the standards and objectives were achieved.

Factors affecting Performance & Individual Development Planning



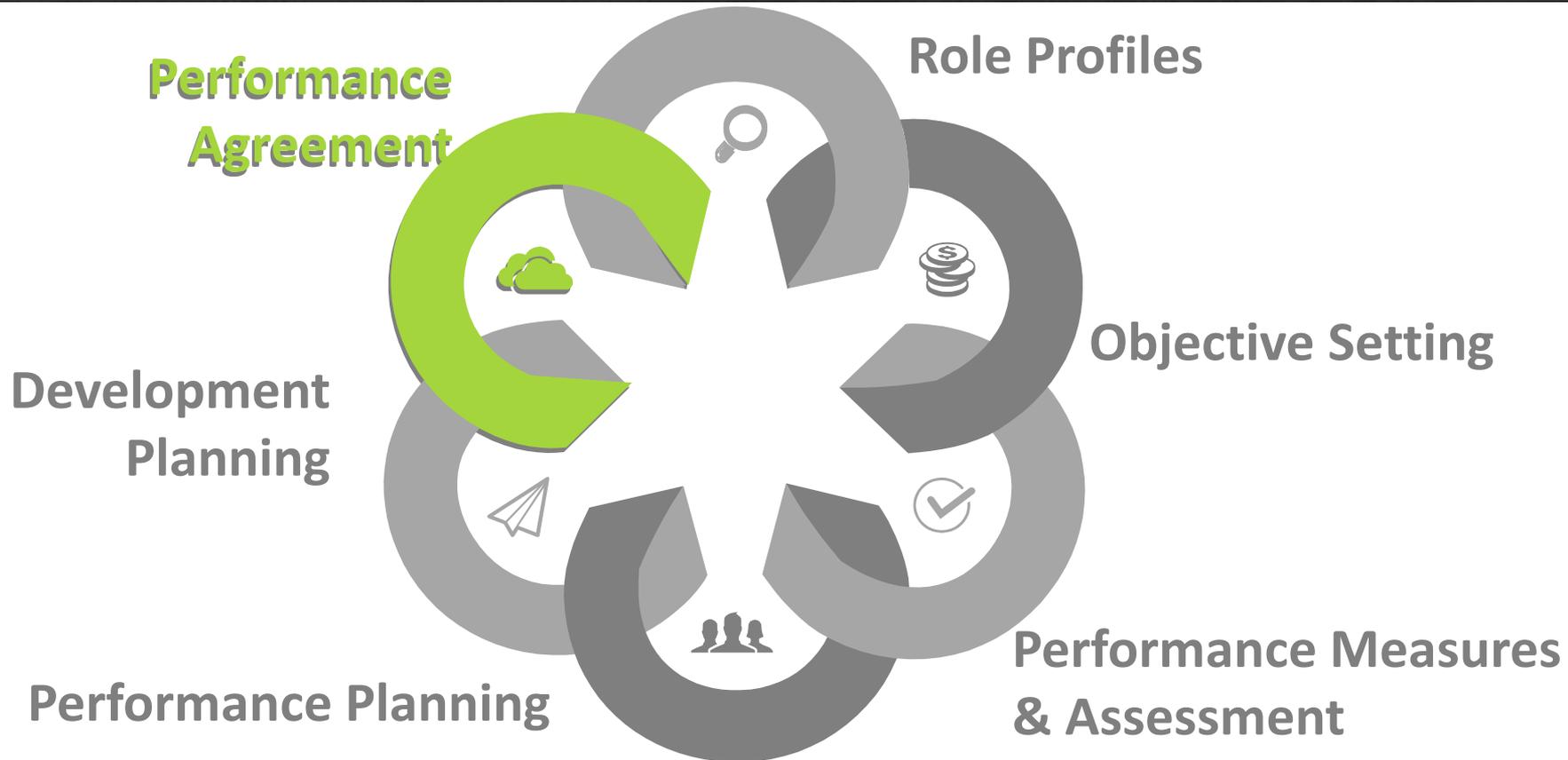
- Performance plans are an outcome of joint agreement between the individual and the line manager regarding what they are expected to do and know and how they are expected to behave for realizing the role objectives. These can be also regarded as work plans set for achieving targets and meeting the project deadlines.

Factors affecting Performance & Individual Development Planning



- A personal development plan is a learning action plan which is formulated with the support of manager and organization which may take the form of a formal training, mentoring, job enrichment and job enlargement. The plan aims at adhering to the requirements of policy of continuous development and developing the potential of individuals.

Factors affecting Performance & Individual Development Planning



- Performance agreements define the corporate core values, objectives, role requirements, performance measures, knowledge, skills and abilities, a performance plan and an individual's development plan.

Practice

*Let us now practice all
that you have learned
about Improving
Employee Performance.*

A 3D rendered white figure of a person in a suit and tie, holding a white rectangular sign with blue text. The figure is positioned in the center of the frame, with its head and shoulders visible. The sign is held in front of its face, obscuring it. The background is a plain, light color.

Practice

Research on the Internet on any large successful organization. Based on your research and observations, answer the following questions:

- What does this organization do to improve its employees' performance?
- What strategies do they use to measure its employees' performance?
- Which strategy does this organization use to engage and motivate its employees?

Case Study

**John Atkins works as a
Project Manager in
Rhizome Software Inc.**

**He manages a team of
seven Software
Developers.**

- 1. How can SMART performance objectives help John manage his team's performance?**
- 2. What strategies can John use to improve his team members' performance?**

Summary

- **You can use the following process for using training to improve employee performance:**
 - **Identify**
 - **Develop**
 - **Implement**
 - **Evaluate**
- **Performance and individual development plans are derived from an analysis of the following factors:**
 - **Role Profiles**
 - **Objective Setting**
 - **Performance Measures & Assessment**
 - **Performance Planning**
 - **Development Planning**
 - **Performance Agreement**

Summary

- **The five types of competencies affecting performance are:**
 - **Motives**
 - **Traits**
 - **Self-concept**
 - **Knowledge**
 - **Skill**
- **Performance improvement plans or programs are monitored, structured, and result based activities wherein employees who are performing below the average demanded by the organization are expected to do better under the PIP, which is when the line managers in conjunction with the HR managers monitor the performance of the employees.**

Glossary

C

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Click each **alphabet** to learn more.

Glossary

Cost-benefit analysis - Cost-benefit analysis is an analysis of the cost effectiveness of different alternatives in order to see whether the benefits outweigh the costs

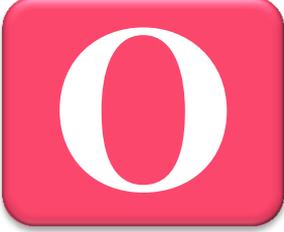
Criteria - Criteria is a basis for comparison; a reference point against which other things can be evaluated



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Glossary

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Facilitator - Facilitator is an enabler or someone who makes progress easier

Feedback - Feedback is the critical assessment or suggestions to improve performance

Click each **alphabet** to learn more.

Glossary

Objectives - Objectives are the goal intended to be attained and which are believed to be attainable

On-the-job - On-the-job means relating to or associated with a job or employment

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Click each **alphabet** to learn more.

Glossary

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Performance - Performance is the process or manner of functioning or operating

Program - Program is a system of projects or services intended to meet a public need

Click each **alphabet** to learn more.

Glossary

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Questionnaire -

Questionnaire is a form containing a set of questions; submitted to people to gain statistical information

Quiz - Quiz is an examination consisting of a few short questions

*Click each **alphabet** to learn more.*



Congratulations!



*You have Successfully Completed the
Module on
'Improving Employee Performance!'*