



FREE TASTER

Free taster

Manager Skills: Managing Performance

A practical first step from the course: setting expectations that are clear to you and to the person doing the work

About 20 minutes to read and try. Have one person and one piece of work in mind.

Name

Date

STARBUCK & ASSOCIATES

COACHING & LEADERSHIP DEVELOPMENT

WHAT THIS IS

For managers and team leaders

Manager Skills: Managing Performance is a short course for managers and team leaders who want to help people do their best work, and to handle it fairly when things are not going well.

It helps when expectations feel fuzzy, when one-to-ones keep slipping, when you have noticed a problem but are not sure how to raise it, or when your strongest people seem to get the least of your time.

How it works

Five short video lessons, each with a practical tool in the course workbook and a workplace task to try that week. Knowledge checks help the ideas stick. About 2.5 learning hours, 12 months' access and a certificate of completion.

What is inside

LESSON	WHAT YOU GET
1 It starts with clear expectations	Tool 1: The Expectations Agreement.
2 Regular performance conversations	Tool 2: The One-to-One Planner.
3 Spotting underperformance early	Tool 3: The Five Causes Check.
4 Addressing underperformance fairly	Tool 4: The Performance Support Plan.
5 Getting the best from good performers	Tool 5: The Stretch and Growth Plan.
Knowledge checks	Five questions after each lesson.
Certificate	A certificate of completion when you finish.

HOW TO USE THIS TASTER

Read page 2, then use page 3 to agree one clear expectation with someone in your team. Page 4 shows where the full course goes next.

It starts with clear expectations

When someone is not doing what you hoped, it is tempting to look at their effort or attitude. Very often the real gap is clarity. They were never quite sure what good looked like, what mattered most, or how their work would be judged.

Clear expectations have three parts, and they are agreed rather than announced. Once they are in place, most people will deliver, and you have a fair basis for any later conversation.

PART	WHAT IT MEANS	ASK YOURSELF
Outcome	What the work is for, not only what to do.	Would they know what to do if the task did not quite fit?
Standard	What good looks like, ideally with an example.	Have they seen work that meets it?
Measures	A few ways you will both know it is going well.	Are these the measures that really matter?

EXAMPLE

Priya asks Tom to "sort out the supplier list". Two weeks later he has tidied the spreadsheet, but she needed the three most expensive contracts reviewed before renewal.

Neither of them was at fault. Next time Priya describes the outcome, shows an example of a good contract review and asks Tom to play it back in his own words.

YOUR TURN

Agree one clear expectation

Choose one person and one piece of work that matters. Draft your thoughts below, then talk it through with them and adjust it together.

Exercise 1: Draft it

PART	MY DRAFT	WHAT WE AGREED TOGETHER
Outcome		
Standard		
Measures		

Exercise 2: How clear is it now?

THEY COULD EXPLAIN WHAT GOOD LOOKS LIKE	NOT AT ALL	PARTLY	MOSTLY	COMPLETELY
Before we talked	☐	☐	☐	☐
After we talked	☐	☐	☐	☐

Exercise 3: Check it has landed

When they played it back, what did they say that surprised me?

What might get in the way, and what support did they ask for?

Where the full course takes you

Clear expectations are the foundation. The full course builds on them, lesson by lesson, into a steady rhythm for managing the performance of your whole team.

- 1 Clear expectations.**
The full Expectations Agreement, including support and review dates.
- 2 Regular conversations.**
One-to-ones that belong to the other person, and feedback that is specific.
- 3 Spotting gaps early.**
Separating facts from stories, and five possible causes to explore before you act.
- 4 Addressing gaps fairly.**
Opening the conversation, agreeing a support plan and knowing when to involve HR.
- 5 Getting the best from good performers.**
Recognition that means something, and stretch without overload.

Who gets most from it

- Managers and team leaders at any stage
- Managers who find performance conversations hard to start
- Organisations that want managers to share a fair, consistent approach

HOW PEOPLE USE IT

Most people take one lesson a week, then use that lesson's tool with a real person or situation in their team before moving on.

Formal capability or disciplinary processes always follow your organisation's policies and involve HR. The course helps with the everyday management that comes before that.

What I am going to do

Two or three small changes that you actually make will do more than a long list you never start.

My three actions

WHAT I WILL DO	WHEN	WHO I WILL TELL

Coming back to this

Put a date in your diary about a month from now and answer these three questions.

What has changed since I did this taster?

What did I not get to, and what got in the way?

What am I carrying forward?

READY FOR THE FULL COURSE?

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Five short video lessons, each with a practical tool and a workplace task, plus knowledge checks and a certificate of completion.

£49 per person, one-off, inc. VAT

Enrol at academy.starbuckassociates.com/courses/manager-skills-managing-performance

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