

Effective Performance Management & Coaching for Improved Performance

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Diane Lustenader, SPHR, GPHR, CCP
Lake Associates, Inc.
18 Thatcher St.
Albany NY 12207-3009
voice: 518-732-0526
fax: 518-526-0528
www.lakebiz.com
dl@lakebiz.com

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With your Neighbors!

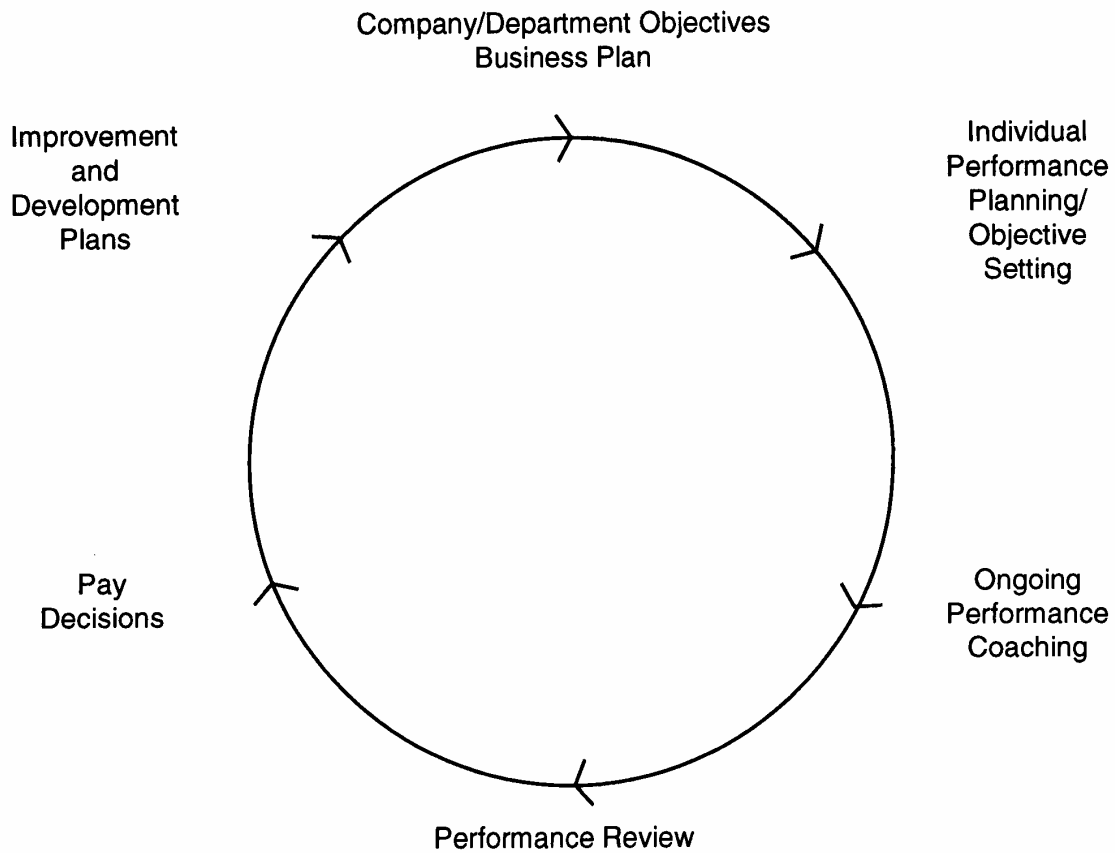
What Do I Know About Effective Performance Management?

Individually read the following statements about effective performance management and indicate whether you agree or disagree with the statement. Then partner with a few other people sitting near you and discuss your answers to “Agree/Disagree.” We will discuss these as a large group throughout the presentation.

Statements	Agree	Disagree
1. Performance appraisals need to be formal and highly-scripted affairs		
2. Employees need to be very involved in their performance appraisals		
3. Supervisors should start performance appraisal meetings with the “bad news first.”		
4. If I ignore problem employees, they will improve.		
5. To be an effective supervisor, it is more important for me to understand human behavior than the technical aspects of the work I supervise.		
6. Goal setting is a big part of performance appraisals		
7. Documentation is not a big part of performance appraisals		
8. Supervisors don’t have to worry about being held personally liable for violations of employment laws ... only the company is liable.		
9. Employees’ goals are private – their individual objectives are best not shared with others – inside or outside the department.		
10. You’ll never have to do a performance appraisal for a former peer		
11. Performance measurements need to be specific and objective		
12. Raises always come directly from good performance appraisals		
13. Performance appraisals provide a useful tool for guarding against discrimination.		

The Performance Management Cycle

The Performance Management Cycle diagrams the elements for effectively managing employee performance. It helps managers understand the scope and timeline for the entire performance management process.



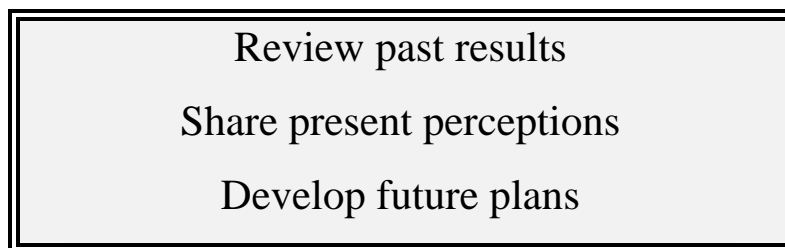
Performance Management & Performance Appraisals



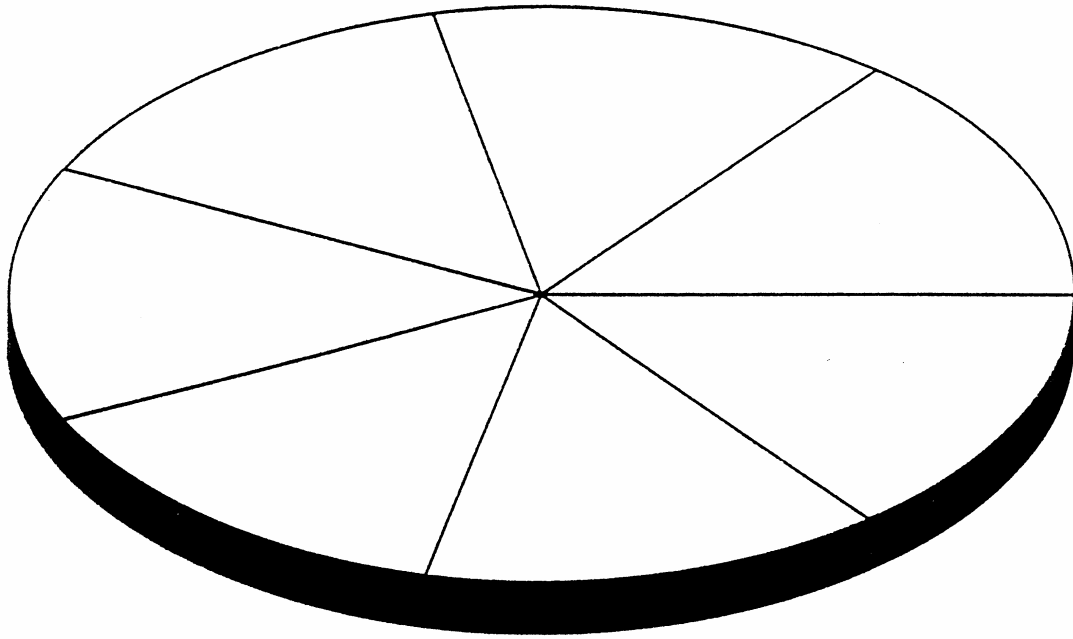
Performance Management is a continuing interactive process between employee and manager with an objective to improve the performance of both the individual and the organization.

The process includes both setting and monitoring performance expectations. The process involves periodic performance appraisal events as well as ongoing coaching, checkup meetings and organizational goal setting.

Performance Appraisal is the event at which managers and employees come to a common understanding of the evaluation or measurement of performance during a specified period of time.



The Performance “Pie”



Legal Environment & Performance Management



Governing Acts

**Title VII of the Civil Rights Act of 1964, as amended
The Civil Rights Act of 1866 (Section 1981)**

**Age Discrimination in Employment Act
Older Workers' Benefit Protection Act (OWBPA), amends ADEA**

**Americans With Disabilities Act, 1990
Rehabilitation Act of 1973**

Uniformed Services Employment and Re-employment Rights Act

Equal Pay Act (EPA)

Legal Concepts

Protected Classes

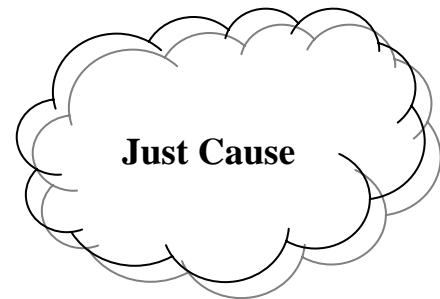
- **(federal) – race, gender, pregnancy, national origin, citizenship, religion, age (over 40), disability, military status**
- **(NY) – federal classes PLUS marital status, genetic predisposition or carrier status, sexual orientation**

Discrimination

- **Disparate Treatment**
- **Disparate Impact**

**Privacy, Defamation & Libel
Negligent Retention**

Wrongful Discharge



Legal Precautions

Evaluations should be:

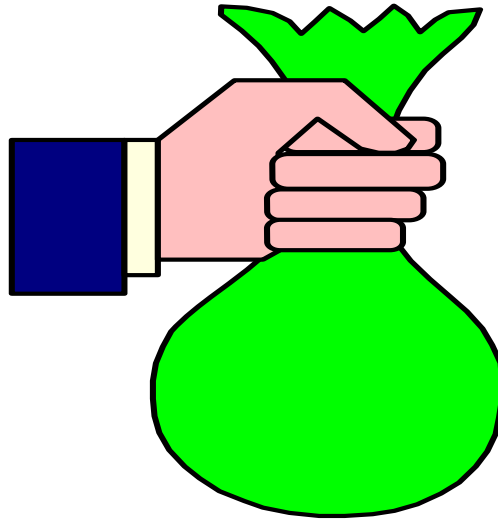
- honest, accurate & candid and should evaluate both the strengths & weaknesses of the employee
- consistent with existing documentation
- disclosed to and discussed with the evaluated employee
- based on job performance not personality

The internal process should provide:

- clear written instructions to managers involved in the evaluation process
- relevant training for managers & HR professionals involved in the evaluation process to ensure familiarity with the nature and importance of the various job duties of the employee being evaluated
- reasonable precautions against bias by the manager
- review and approval by at least 2 levels of management BEFORE THE APPRAISAL INTERVIEW
- central monitoring by HR function to ensure uniform performance rating standards
- procedures allowing employees to comment or respond to the evaluation
- procedures providing a right to appeal a poor performance evaluation within a reasonable period
- a requirement that managers identify specific performance goals as part of the evaluation process
- performance measured against established comprehensive standards based upon a job analysis which have been previously communicated to employees.

NO SURPRISES!

Actions speak louder than words.



Honesty is the best policy.

- Communicate the purpose of the job, job duties, and responsibilities.
- Define & prioritize performance goals with measurable outcomes.
- Define performance standards for key components of the job.
- Hold interim discussions and provide feedback (positive *and* constructive) about employee performance, regularly, summarized and discussed, at least quarterly. Daily feedback is preferred.
- Maintain a record of performance through critical incident reports.
- If appropriate, obtain broader feedback – 360°.
- Develop and manage a coaching improvement plan whenever an employee is not meeting expectations.

Goal Setting

A goal is a statement of results that are expected to be achieved. Goals describe:

1. Conditions that will exist when the desired outcome has been attained.
2. A time frame during which the outcome is to be completed
3. Resources the Company is willing to provide to help achieve the desired result.

Types of Goals

1. Basic responsibilities – regular job
2. Cross-functional and team projects – for job enlargement
3. “Raise the bar” stretch goals for job enrichment
4. Career development

How to Write Goal Statements

Guidelines:

- Start with an action **verb**.
- Specify a single significant **result** to be accomplished.
- Specify a **target date** for accomplishment of the goal.
- Include measurable **criteria**.

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Examples:

- Produce the parts catalog with 100% accuracy for less than \$10/copy by April 30.
- Develop new product production procedures and training guide according to plan by March 15 with positive results on pilot production.
- To reduce product technical information calls by 10% through increasing customers' use of website for FAQ's.

Defining Expectations - Sample Performance Standards

Accountants

- Number of errors found after reports are issued
- Cycle time for routine reports (in days)
- Receivable turnover (segregated by types of business customer)

Administrative Assistants

- Average no. of errors in typed documents after proofread by Admin. Asst.
- Cycle time between receipt of draft and completion of letter
- Daily filing, daily transcription of Dictaphone tapes, etc.

Production Workers

- Output per worker per hour (weighted by the task's relative difficulty or as compared to historical standards)
- Average cycle time in the production line
- Total training hours completed
- Reject rate
- Group safety measures, such as no. of consecutive days without accident

Customer Service/Inside Sales Representatives

- Daily invoicing
- No. contacts per representative (weighted to reflect contacts of varying difficulty)
- Frequency of accepted substitute products by customers
- Percentage of errors on bills, shippers, commissions, etc.

Field Service Engineers

- No. calls/month (weighted by difficulty)
- Total service cost per weighted call (including transportation, tools and documentation processing)
- Median response time between calls and arrivals
- No. of contributions to company's troubleshooting manual (weighted by each item's potential dollar savings, time savings, etc.)
- Customer satisfaction survey score
- Filing expense and service report within _____ days after return to office

Purchasing Agents/Buyers

- Issuing purchase orders same day as requisition received
- Processing invoices within one working day
- Accuracy of invoice approvals (coding, checking quantities and price billed)

Four Categories of Performance Measures

Customer-Focused Measures	Financially Focused Measures
<p>Time to market</p> <ul style="list-style-type: none"> • On time delivery • Cycle time • New product introductions <p>Customer Satisfaction</p> <ul style="list-style-type: none"> • Market share • Customer satisfaction • Customer growth and retention • Account penetration 	<p>Value Creation</p> <ul style="list-style-type: none"> • Revenue growth • Growth in unit sales • Resources yields • Profit margins • Economic value added (EVA) <p>Shareholder Return</p> <ul style="list-style-type: none"> • Return on invested capital • Return on sales/earnings • Earnings per share • Growth in profitability
Capability-Focused Measures	Internal Process-Focused Measures
<p>Human Resources Capabilities</p> <ul style="list-style-type: none"> • Employee satisfaction • Turnover rates • Total recruitment costs • Rate of progress on development plans • Promotability index • Staffing mix/head-count <p>Customer Satisfaction</p> <ul style="list-style-type: none"> • Patents, copyrights, regulations • Distribution systems • Technology capabilities 	<p>Resource Utilization</p> <ul style="list-style-type: none"> • Budget-to-actual expenses • Cost-allocation ratios • Reliability, rework • Accuracy, error rates • Safety rates <p>Change Effectiveness</p> <ul style="list-style-type: none"> • Program implementation • Teamwork effectiveness • Service, quality index

Source: WorldatWork (former American Compensation Association)

Developmental Activities

How is employee “*development*” different from “*training*” and “*education*”?

Read	Books, articles, manuals
Observe	Other employees, teams, companies Discuss observations with manager, coach, mentor
Model	Individuals who possess the desired skills Use observations as the behavioral model
Research	Search for information and materials on a certain topic Ask questions and interview others
Practice	Rehearse desired skill or behavior in the actual work situation as well as away from work (in class, etc.)
Consult	With friends, associates, professional association members who can give advice in the area of concern
Learn & Study	Attend company training programs Participate in outside seminars, conferences, trade shows, college, adult education and extension courses
On-the-Job	Tackle new projects Replace vacationing employees Transfer to a lateral position Give presentations Accept special assignments Attend after-work practice sessions Assume “lead person” responsibilities on job or team Join or chair a task force Represent your manager at meetings Switch jobs for a short period
Off-the-Job	Join and/or lead community groups Try a new skill in a volunteer organization Give presentations to civic organizations

Common Pitfalls & Rating Errors

Halo Effect - a rating error caused by the tendency to generalize either positively or negatively from one characteristic of an individual to another characteristic of that same individual.

Horns or Pitchfork Effect - the “horns” effects occurs when people are underrated because of their personal style, one particular negative incident, poor performance in one area of their job.

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Central Tendency - the inclination of some raters to assign all employees average ratings. The full range is not used.

Contrast - the partiality to compare people with each other rather than with some pre-established standard.

Generalities - lack of specific examples or thorough explanations to support a rating and give a clear picture of performance.

Unbalanced - focus only on one aspect of the performance (all negative acts, e.g.).

Inconsistency - variations in the methodology or approach used in evaluation.

Instability - caused by the passage of time; forgetting.

Projection - the bias to allow one's own characteristics, processes or values to influence one's ratings. (Appraiser considers how he/she would have done the work.)

Recency - focus on the work performed most recently (within the last two to three months) by an employee, rather than taking a broader look at performance.

Standards - a rating error caused by unrealistic or inappropriate rating or rater standards (too high or too low).

Stereotype - classify or evaluate employees in a certain way because of their membership in a particular group or category, such as religion or national origin.

Subjectivity - attributable to the interaction of such factors as lack of rater training and experience, preferences and values, thought processes, personality, and situational influences.

Potential Pitfalls

If the last review for your employee was prepared by another manager, look it over carefully. Have the standards changed?

“Your last manager rated you “excellent” even though you achieved 85% of quota. I rate employees “excellent” only if they reach 125% of quota.”

If standards have changed, that’s okay if the change was caused by legitimate business reasons and if the change is being implemented consistently.

Don’t rate an employee “ineffective” in the same category year after year. Warn them and terminate if there is no improvement.

Identifying Rating Errors

EXERCISE: Identify what kind of error(s) each of the following performance comments exemplifies.

<u>Errors</u>	<u>Performance Comments or Situations</u>
_____	1. Frank’s overall score is a 2.8 (on a 5 scale). He does not complete any assignments on time, although they are accurate. He has no sense of urgency.
_____	2. Karol has done a great job during the past several months, completely reversing her earlier poor performance. She has earned her 4.1 rating.
_____	3. Barbara does not meet the minimum word-processing standard of 8 pages text and graphics per hour.
_____	4. Like many other men, Reggie expresses his dissatisfaction in an aggressive manner. He leans forward and expresses negative comments to his subordinates using a loud volume of voice and harsh inflection on a regular basis.
_____	5. The scores for Susan’s employees are: 2.8, 3.1, 3.3, 3.0, 3.2, 3.2, 3.4. The average tenure of the employees is 2.5 years and no employee in the group has less than 1 year service.
_____	6. While Jorge did meet quality standards during the appraisal period, he did not follow the methods I suggested several times.

Preparing for the Appraisal Meeting

Gather these materials (as available):

- Position description ★
- Performance standards
- Past reviews
- Attendance records
- Corrective counseling records
- Employee's monthly/quarterly reports
- Employee's self-appraisal
- Goals for the review period
- Letters of praise
- Organizational goals for upcoming review period
- Organizational reports (sales, quality, productivity, expenses, etc.)
- Project reports
- Samples from this class
- Training records

Find a private, quiet place & start writing

Schedule the appraisal meeting & reserve the place well ahead of time

Completing Written Appraisals

1. Be objective - judge the results and actual behavior, not the individual.
2. As you complete a performance review for an employee, you must think about how your employees' performance compares to the performance of the whole company. You do not want all of your employees in the top or bottom ratings. There should be a distribution among your employees.
3. Do not score an individual with all 3's or 5's, etc. It is unrealistic for an employee to have the same score on every item scored on the performance review form.
4. Any score of "1" or "2" (ineffective, unacceptable) needs specific goals with deadlines for improvement.
5. Cover the entire review period. Performance reviews are an ongoing process, not something you confine to one or two meetings per year. Do not score an item based on one incident out of an entire six months.
6. As an employee is in a position for a longer period of time, perhaps the standards for performance become higher until a performance threshold is reached. So, to earn a "meets requirements", an employee has to continuously do better over time ... this concept should be considered and of course explained to employees.
7. The bases for performance reviews are position descriptions, key competencies, required end results, job procedures and job standards.
8. Performance reviews measure **results** unless **ability** is specifically mentioned.
9. Honesty is the best policy. Do not hesitate to tell an employee their weak points or problem areas.
10. Be consistent from employee to employee. Personal feelings should not play a part in rating an employee on areas on the performance review.
11. Set up checkpoints during the review period when you can monitor the employee's progress.
12. Establish and explain how you will measure the employee's progress.
13. Be prepared to give specific performance/behavior examples to explain why you rated an employee with a certain score.
14. Consider all the individual's responsibilities.
15. Consider the use of initiative to achieve performance standards.
16. Identify both performance strengths and deficiencies that help achieve desired results.

Writing Narrative Appraisals

Use the **SOS** formula in writing your appraisal comments.

Specific
Observable
Substantive

Specific

- Details and facts to support your ratings and conclusions

Observable

- Factual statements about observable behaviors
- Focused on results and output, not attitudes and personalities

Substantive

- Enough information to support the rating
- Enough information to help the employee understand what good performance is
- Statements that describe the impact of behavior on results

For negatives

- Use the sandwich technique (+, -, +)
- Balance what is not happening with what should happen
- Focus on a small number of negatives in each discussion. Don't expect employee to change everything at one time

The ABC's of Documentation

A = Accurate Good documentation is required for conducting accurate performance appraisals because it supplies you with facts as opposed to relying solely upon what you think you remember.

- ◆ Document facts. Rely only upon your own observations. Do not report hearsay.
- ◆ Document the behavior in writing immediately following the observation. Do not rely on memory since it is usually faulty and always selective.

B = Behavioral As the saying goes, “Just the facts, ma’am.” Opinions and judgmental statements do more harm than good, especially when documented. The facts speak for themselves. Interpretation can come later.

- ◆ Document specific, observable behavior. Focus on objective incidents; avoid subjective interpretation.
- ◆ Refrain from reporting personal opinions or judgments.

C = Consistent Documentation is useful in order to justify disciplinary action or termination. However, documentation of positive incidents can be just as useful and have an even greater impact. Imagine your employee’s reaction in the February appraisal session when you remind him of the exceptional effort he made last December, “John, as I recall, you worked over sixty-five hours per week during the holiday season and your department turned in its best month ever, exceeding your previous productivity records by more than \$15,000. I would like you to know that I appreciate the extra effort that was required of you to accomplish that.”

- ◆ Document all critical incidents. Include examples of both exceptionally good and particularly poor performance.
- ◆ Document for all employees. Don’t focus only on the person you’re planning to terminate. This person could claim he/she was singled out unfairly and discriminated against.

Conducting the Appraisal Meeting

1. Schedule the meeting with the employee a few days before the meeting.

2. Control the environment - prepare the setting.

3. Set the tone - state the purpose of the meeting

- Explain the _____ of the meeting and the _____ to the employee and the company.
- Explain that you would like to have a _____ - _____ discussion during the meeting.
- Ask the employee what benefits he/she sees to a 2-way discussion in a meeting like this.
- Keep a _____, _____, _____ tone to the conversation and use positive _____ language.
- *“This meeting and this process are important.”*

4. Listen - ask for the employee’s opinion

- Ask for the employee’s views about his/her performance for the past appraisal period. Then _____.
- Use the employee’s _____ form if they prepared one for the first part of the conversation.
- Withhold comments. The only talking you want to do is to verify what you hear and to ask questions for clarification.

5. Present your assessment & build on the employee’s strengths

- Go over _____ item; refer to the comments the employee had earlier about his/her performance.
- Your goal in this part of the meeting is to _____ each other’s point of views.

Conducting the Appraisal Meeting (con’t.)

6. Ask for the employee's reaction

- When your appraisal disagrees with the employee's self-appraisal (positively or negatively), explain your reasons.
- Ask questions to clarify when there is not agreement.

“What is it about customer service that makes you uncomfortable?”

“How do you see the new testing procedure?”

“What parts of the marketing strategy didn't work?”

- Some managers start the meeting by reviewing first the items of agreement between the 2 forms, then the points of disagreement. What are the pros and cons of this system?
- When agreement cannot be reached, remember it is not your job to force the employee to change his/her mind. Simply summarize both you and the employee's points of views. Then move on to the next item.

7. Set Specific Goals for the Next Appraisal Period

8. Summarize & Close the Discussion

- At the end of the discussion, summarize by asking the employee to identify strengths and areas for improvement. You will want to add to this list if the employee has missed some that you think are important.

9. Set the Next Appraisal Meeting Date or Timeframe

Pre-Training Survey – Coaching for Improved Performance

EXERCISE: Read each question and write your answers in the space provided. Be prepared to discuss why you selected your answers during the class.

1. True or False: Before terminating an employee, a supervisor has to warn them at least once.
2. Which of the following elements does not belong in good documentation?
 - facts
 - solutions
 - opinions
 - consequences
3. True or False: It is recommended that supervisors write down both good and bad examples of performance about their employees.
4. True or False: It is better not to give employees copies of disciplinary documentation. It might get the Company in legal trouble.
5. True or False: Oral warnings should be written.
6. How often do you give employees a chance to explain their sides of the story before you decide what action to take?
 - always
 - sometimes
 - rarely

**Never Cut
What Can Be
Untied.**

Legal Considerations

The company policies, procedures, practices, regulations, concepts and considerations related to managing deficient performance include these:

- Assault, battery
- Constructive discharge
- Defamation
- Discrimination
- Disparate treatment and disparate impact
- Employment-at-will
- False imprisonment
- Handbook waivers and disclaimers
- Harassment (sexual, other)
- Implied contract
- Intentional infliction of emotional distress
- Interference with business relations
- Just cause
- Negligent investigation
- Negligent retention
- Privacy, secrecy, confidentiality
- Probationary period of employment
- Reasonable notice
- Supervisory “malpractice”
- Workplace violence liability
- Wrongful discharge

Just Cause

1. Notice: Did the employer put the employee on notice of the rule and the possible consequences for violating the rule?
2. Reasonableness: Was the employer's rule or work order reasonably related to the orderly, efficient and safe operation of the business, and the performance that the employer might properly expect of the employee?
3. Investigation: Did the employer, before imposing discipline, make an effort to discover whether the employee did in fact violate a rule or commit misconduct? Was the employer's investigation conducted fairly and objectively?
4. Proof: Did the investigation produce substantial evidence that the employee was guilty of misconduct?
5. Equal Treatment: Has the employer applied its rules and penalties evenhandedly, treating similarly situated employees in a similar manner?
6. Appropriate Penalty: Did the penalty fit the crime -- was the level of discipline reasonably related to the seriousness of the offense and the employee's past record?

Would an *outsider* looking at *your actions* believe the employee had been treated **FAIRLY?**

Coaching Defined and Clarified

Definition	Coaching may be defined as a problem-solving discussion directed toward improving or developing some aspect of an employee's work performance. In short, coaching is the skill of improving employee performance.
Coaching as a Process	Coaching can also be viewed as an ongoing process that will raise employees' capabilities and, therefore, the productivity of your entire work unit. Think in terms of <i>continuous improvement over time</i> as opposed to <i>dramatic improvement overnight</i> .
Coaching vs. Training	Coaching is more personalized, more frequent and immediate. Training is more formal and standardized for a group.
Skills and Behaviors Necessary for Coaching	<ul style="list-style-type: none">◆ Setting short-term, specific goals—encouraging “baby steps”◆ Active listening and promoting self-discovery through probing questions◆ Sharing personal experiences and expertise◆ Identifying positive role models after whom an employee can pattern his or her behavior◆ Explaining why as well as how a job is to be done—“Big Picture”◆ Balancing positive feedback and constructive criticism◆ Maintaining and reviewing an ongoing development plan with employees◆ Expressing encouragement and confidence◆ Careful observation of employee behavior and performance
Characteristics of Effective Coaches	<ul style="list-style-type: none">◆ Candid but not overly critical◆ Positive and upbeat about an employee's potential◆ Concise and to the point◆ Patient but passionate about improvement◆ Knowledgeable but not a “know-it-all”

Never deprive someone of
HOPE.
It might be all they have.

The Coaching Style

If you want to strengthen the use of the **Coaching** style, try the following:

1. **Negotiate Performance Goals and Plans with Subordinates**

In determining short and moderate-length goals and action plans, utilize the management-by-objectives (MBO) approach; i.e., negotiate with subordinates what, when and how they are going to accomplish something. Provide them with the general direction and broad parameters as opposed to detailed expectations. Try to “reality-test” their approach rather than correcting and telling them what to do.

2. **Establish Professional Development Goals**

Ask your subordinates to project some long-term professional development goals for themselves. What sort of capability would they ideally have in the future that isn’t available to them at present? Try to understand why that goal is important to them and how it conforms to other aspirations they might have.

3. **Contract to Help**

Suggest specific ways in which you could assist each of your subordinates in reaching their professional development goals. Determine the kind of help they would want from you and negotiate an explicit agreement regarding your expectations of each other.

4. **Seek Opportunities for Your Staff**

Try to find or create opportunities to enhance the professional development of your subordinates. This advocacy could include the appropriate marketing of your staff’s capability outside your particular area of responsibility as well as internally.

5. **Encourage Improvement**

Periodically review the progress of each of your subordinates and determine whether any adjustments are necessary or appropriate. Encourage them to visualize their ideals and to work continually toward accomplishing them.

Everyday Coaching Applications

Recognize Good Work

Stop Poor Work

Correct Poor Personal Habits

Caution, Watch Out for Sidetracks!

Avoid Dead Ends The “2-Minute Challenge”

1. State
2. Wait
3. Remind
4. Ask
5. Agree
6. Restate their importance to the team
7. Follow-up and reinforce good behavior

Progressive Approach to Discipline

“Progressive Discipline” is NOT a STEP system.

It is more **situational or contingent**. The use of any of these “consequences” should be

- discussed with human resources staff first and during the process
- used consistently within your work group and the Company
- selected based on your belief that they will motivate the employee to use the correct behaviors
- selected to reflect the seriousness of the behavior to the Company
- options may be used multiple times or skipped depending on the behavior

Progressive Discipline Options

- ◆ **Coaching & Counseling**
- ◆ **Training**

- ◆ **Oral Warning (documented in incidents log)**
- ◆ **Written Warning**
- ◆ **Performance Improvement Plans (PIPs – 30, 60, 90 days)**
- ◆ **Decision Making Leave**
- ◆ **Suspension**
- ◆ **Termination**

Never underestimate the power of a
KIND WORD
or deed.

FOSA

Facts – Objectives – Solutions – Action

(The 2-Minute Challenge Revisited)

EXERCISE: Identify each of the following statements as a Fact, Objective, Solution, Action or None.

1. **“I expect you to be at work by 8:00 a.m.”**
2. **“Spend one hour each week with Harold to learn how to use the computer.”**
3. **“You’ve got a terrible attitude about work.”**
4. **“John left the confidential file drawers unlocked overnight last Monday and Wednesday.”**
5. **“If not, I will not grant you the time off you requested last month.”**
6. **“You lied to me about the delivery to our largest customer.”**

Incidents Logs

Sample Entries

- ◆ **4/15/00: Smythe Company phoned. Said Fred did such good after-sale FU they were ordering more. TY to Fred for good job.**
- ◆ **6/6/00: Met w/Larry. Explained co. P&P for expense report preparation. Told him he must follow P&P.**
- ◆ **8/8/00: Showed HH how to install fork extenders. Made DL available for add'l. ?’s.**
- ◆ **3/3/00: Asked GH who took thermal binder out of work room. She said she saw E. Rogers take it at 7:10 a.m.**
- ◆ **5/5/00: GY late 10 mins. Reminded him of policy. He confirmed he would be on time from now on.**
- ◆ **7/7/00: ER 3 days off w/o \$ for taking co. property home w/o permission.**

Facts

- ◆ Are not subjective
- ◆ Do not include assumptions and conclusions
- ◆ Are easier to accept and verify

EXERCISE: A supervisor reporting to you is preparing documentation on several employees. The memos include the following statements.

What questions can you ask to change these into factual statements?

How might the supervisor rewrite these to be factual statements?

- He was drunk.
- She was sick again.
- He has a bad attitude.
- That team can't do the job.
- She just doesn't exhibit leadership to her people.
- He was hassling other people on the team.

Objectives

- ◆ Explain what the employees must do to be successful ... solicit their input.
- ◆ Define a specific behavior pattern, or
- ◆ Set a specific, measurable result for the employee to achieve.

EXERCISE: Each of the following objectives has an error. Rewrite the objectives to correct the identified error.

Vague: "Do a better job with the customer next time."

Specific: _____

Negative: "Don't forget to wear your safety glasses next time."

Positive: _____

Discretionary: "It would be helpful if you would check your work."

Required: _____

Incomplete: "Take care of everything for me."

Complete: _____

Solutions

- ◆ Offering an employee solutions to help him or her resolve a problem is one of the most important steps you can take.

Simple Solutions

- ◆ Coaching
- ◆ Training
- ◆ Resource Person
- ◆ **EAP [Employee Assistance Program]**
- ◆ Resource Materials

Coaching

“I will work with you on the next project to help you learn how to do it.”

“I can schedule an extra 1/2 hour with you next Weds. to help you prepare the outline of your marketing proposal.”

“I can accompany you on sales calls to new prospects next Monday morning.”

Training

“I suggest you take an accounting course at a local college.”

“The community college offers a course called “Public Speaking for Business.” If you’re interested in this or other courses, ask me for the forms.”

Resource Person

“If you have questions about the documents assigned to you, you may ask Joel to help you or to review your work before you turn it in.”

“Carol, the company offers free counseling. I’ll be happy to give you the 800 number to EAR.”

Resource Materials

“I’m sending you a book that explains our spreadsheet software. The index provides a quick reference for finding answers to questions you might have about building financial models.”

Actions

- ◆ Current action
- ◆ Future action

An action is critical because it communicates the seriousness of the situation and your commitment to seeing the employee resolve the problem. It reflects the consequence if the employee chooses not to alter his/her behavior.

Sample Action Statements

COACHING: “I will meet with you in 30 days to see if your attendance has improved.”

TRAINING: “I will follow up next week to see if you’re applying the skills gained in the training class.”

WRITTEN WARNING: “I am giving you a written warning that will be placed in your personnel file. If you do not meet the objectives I have outlined, you will be subject to further disciplinary action, up to and including termination.”

TERMINATION: “Your employment with the Company is terminated effective immediately.”

Counseling Interview

- ◆ Be rational, not emotional
- ◆ Stick to the issue
- ◆ Respect employee’s privacy
- ◆ Respect employee as a person ... listen
- ◆ Focus on behavior, *not* the individual
- ◆ Don’t insist on your own interpretation
- ◆ Involve the employee in finding the solution
- ◆ Agree on a resolution

Appeals

What role does the appeal process have in a progressive discipline system?

Sample Counseling Interview Questions

1. Do you know why we're here? Why we consider this important?
2. Can you think of how that would appear to observers, dangerous, damaging to company image, costly?
3. Can you account for how that happened?
4. Do you know the company policy on this?
5. What do you think would be an appropriate response?
6. Do you think your co-workers would see that as fair and reasonable?
7. How do you think you would see it if this happened with someone else?
8. Has anything like this happened before? Is it likely to happen again?
9. What might you do to give me confidence this won't happen again?
10. Is there anything I can do to help you stay on track with this?

Disciplinary Documentation

- Signatures
- Personnel File
- Copy to Employee

Follow-up Systems

1. The supervisor has to uphold his/her end of the corrective action agreement to the letter.
2. This includes promised training, future meetings, and acknowledgment of improved behavior.

*Do not attempt to deal with
an employee problem when
you are angry or upset.*

Deciding Appropriate Action

Factors which influence the selection of appropriate action to take in each situation:

- ◆ Work Rules v. Performance
- ◆ Prior History of Employee
- ◆ Past Practice of Company
- ◆ Seriousness of Incident
- ◆ Internal Policies
- ◆ Legal Requirements

Termination Decision

VALID, OBJECTIVE REASONS TO TERMINATE:

- Reduction in Force
- Violation of Company Rules
- Inability or Failure to Perform

Special Termination Issues

- | | |
|----------------------------------|-----------------------------------|
| • Subjective Reasons | • Retaliation |
| • Subterfuge Reasons | • Refusal to Break Law |
| • Historic Reasons | • Whistle-blowing |
| • After-Acquired Evidence | • Legal Rights |
| • Negotiated Resignation | • Discrimination |
| • Constructive Discharge | • Drug & Alcohol Tests |

Do not fire an employee
“on the spot”

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