



Unit 3

Assessing Employee's Performance and Managing Workplace

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Acquire a basic understanding of leadership, team building, communication, and motivation, and what part they play in effective supervision.
- ✓ Develop strategies for motivating your team, giving feedback, and resolving conflict.

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Six Characteristics of Effective Feedback

One goal of feedback is for it to contribute to an improvement in future performance. Even when it does not lead to a desired level of performance, the feedback meeting itself provides the platform to discuss expectations, results, motivation, and how to succeed. For employees who choose not to perform at an adequate level, the meeting serves as a benchmark within the larger performance management arena. If an employee refuses to comply, has been supported and coached to do well, and continues to refuse, then the supervisor has the necessary means to move into a disciplinary performance management plan.

When feedback is perceived to be negative (because of our own behavior, or perhaps because it is not well delivered), people will naturally try to avoid it, or at least minimize the negative effects. However, we need to let people know that it can be a great tool for personal development, especially when we include information on both the issues and the possible solutions. With this in mind, let's delve deeper into the six major characteristics of effective feedback.

In Private

Feedback should be given in private if your comments can be embarrassing, and a formal feedback meeting should always be held in private. While some people like the attention that comes from sincere praise or celebrating an accomplishment in front of others, some do not, and no one wants negativity shared in front of their peers. (This should be apparent without having to state it, but sometimes we get excited and forget!)

Balanced

Balance in this context is about designing the feedback session so that, even though there may be constructive criticism required, the employee does not feel attacked, or that all you have to say about his work is negative. We recommend that you avoid the older form of "sandwich approach" (by making a positive comment, a negative, and then a positive). However, you should still start any feedback with a positive comment about some aspect of the employee's work. If you are not comfortable with this, or not good at small talk, write some comments down ahead of time to keep yourself focused. Your employee will appreciate that you get to the heart of the meeting quickly instead of letting any anxiety build. Feedback that is delivered in specific terms and in a sincere manner is usually accepted well, even when we are receiving criticism.

Relevant

Keep the conversation focused on feedback that is relevant and job related, and to things which the employee has control over. For example, complaining about the way a letter looks when the employee only has access to an ancient printer that adds lines to everything, or asking for a sophisticated looking brochure when there is no budget provided for the proper paper and licensed photography, only adds to the employee's stress and frustration.

Specific

Avoid general statements when you deliver feedback. "You seem unmotivated," is not nearly as helpful as, "You arrived late to work at least three days a week, your last two assignments were late, and you did not attend the new employee lunch last week."

Documented

Base your comments on documentation, facts, and your own observation. Don't rely on what another manager or a colleague told you, or what someone overheard, when you should be available to monitor what is going on yourself.

Personal (In the Right Way)

Compliments or criticisms that are directed generally toward the team are meaningless to an employee. "We just don't seem able to get out error-free invoices," is not as constructive as, "Three of the last invoices you sent out had errors in them." Describe the behavior that is unsatisfactory, rather than judge a person because of it. Base it on their actions, and don't make a personal attack on the individual.

Skill Building

Think of somebody at work or at home that has earned some positive feedback. In the space below, describe the situation and the people involved.

Think of somebody at work or at home that you would like to give constructive criticism to. In the space below, describe the situation and the people involved.

Receiving Feedback

Accepting criticism from others can be really difficult. We often hear criticism as a very personal attack on behavior that we already may not be proud of. It helps to think about criticism as feedback and as something to help you improve. This is what we refer to as **positive intent**.

While you may hesitate in doing this, it can be an outstanding opportunity for you to grow. It also means that you are going to follow up a feedback session by asking the other individual if your feedback was helpful, sensitive to their needs, and respectful.

Here are some tips on accepting criticism.

Listen attentively.

Make sure you understand the criticism and what needs improvement. You may even want to paraphrase the other person's remarks.

Ask for details.

Find out as much as you can about the incident(s) described. Ask lots of open ended questions to gather all the information that you can.

Find something to agree with.

You don't need to say that you were wrong if you weren't, but it does do a lot for your own integrity for you to say that you were wrong if you were. Of equal importance, you need to acknowledge the person's right to criticize and to recognize the importance of the person's concerns. If you cannot agree with the other person about any aspect of the criticism being offered, you could be perceived as rejecting the person as well.

Try not to take their comments personally.

If they've learned anything about offering feedback, they will know they need to speak to your behaviors and not your personal self, but not everyone knows this. Consider that they are being brave and offering feedback (not an easy thing for most people to do) as an opportunity to improve yourself.

Doing Delegation Right

What is Delegation?

Effective delegation is one of the most valuable skills a manager can master. It reduces a manager's workload and develops employee skills. Delegating prepares employees who work for you to be able to handle your responsibilities and simultaneously allows you to advance to other career opportunities within your organization.

The essence of supervision and management is getting work done through the efforts of others. Therefore, the supervisor or manager can decide (and must decide) what they are responsible for directly (those things they cannot delegate and empower others to do) and what others can do. They still maintain the authority, but they have passed the responsibility to someone else. They have empowered them to do those things.

Delegating involves trusting someone else to do a task for which you will ultimately be held responsible. It is not giving them tasks to do. Rather, delegation is systematically assigning whole jobs to people who work for you.

What is responsibility?

- The accountability for reaching objectives, using resources properly, and adhering to organizational policy.
- The obligation of a person to carry out the assignments and functions given him or her by a person or persons of higher authority.

What is accountability?

- The understanding that a person accepts responsibility for completing the task at hand and for the results of their efforts.

Defining Delegation

Identify the advantages of becoming a good delegator.

Identify the concerns that keep you from delegating tasks.

Identify the types of jobs that can and should be delegated.

Identify jobs that managers should not delegate to others.

Identify the signs that tell managers they need to delegate.

Identify some reasons why employees may be reluctant to accept assignments that a manager has delegated.

Identify the steps of successful delegation.

Identify some different ways that a supervisor could delegate.

Delegation Role Plays

Delegator

Assume you are going on a four-week cruise vacation. Your manager has made it clear that in order to get so much time off you must train somebody else to do your job in your absence. In a short role play, go over several of the most important tasks that he/she will be performing in your absence.

You may choose to teach any relevant tasks, such as how to complete a report or run a machine. Your goal is to teach this employee how to perform several tasks that will be delegated to them in your absence. You may do this in any way that will be comfortable for you.

Take several minutes to plan your instructions before you start.

Delegatee

Assume that your boss is going on a four-week cruise vacation. You will need to do their job in their absence. In a five-minute role play, you and your boss will go over several of the tasks that you will be performing for the first time in their absence. This is your only opportunity to learn how to do this work so make sure that you understand the instructions. Be sure you are clear about what you will need to do in their absence.

Take several minutes to prepare for the instructions you are about to receive.

Observer

While the delegator gives his/her instructions to the delegatee, watch the interaction. What improvements could be made on both sides?

Delegator

Delegatee

Dealing with Conflict

The Conflict Resolution Process

There are six steps to use when your employees are in conflict:



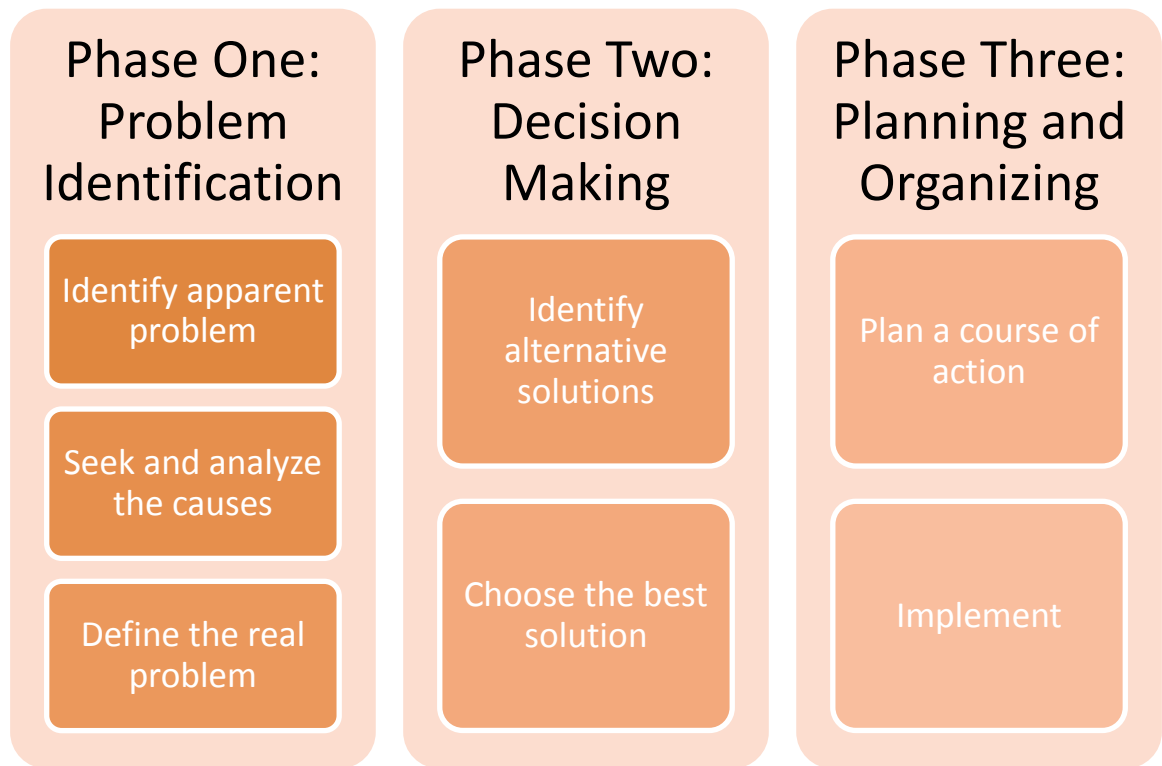
Generally there are four times when supervisors should get involved in a conflict.

- When the employees who are in conflict come and ask you for help.
- When the other employees come to you and ask you to step in.
- When productivity and/or morale are dropping because of the conflict.
- When not dealing with the conflict is starting to make you (as a supervisor) look bad.

The Problem Solving Process

The Problem Solving Model

Problem solving skills are essential for dealing with conflict and keeping your team on track.



Breaking Down the Model

The first stage of problem solving involves proper identification of the problem. This stage is vital since it will enable you to generate the right solutions. Do not rush this stage: make sure you know what the problem is before you proceed.

The second stage involves creativity and decision making. This stage revolves around identifying your options and deciding which option will be the best to solve your issue.

The third stage is about implementation: making a plan and implementing the ideas generated in the second stage.

The Conference

Background Information

You work for a very successful game and system development company called Mazingtendo. The company is a major player in the international gaming industry, competing strongly with companies like Nintendo, Xbox, and Sony. There are about 200 employees, and you all work on a creative game and system development team. Of the members of the team, one of you is the team leader while the others are team members. In the eight years since the company was founded, they have launched three successful game systems, each one more expensive and more successful than the earlier version. The game systems are sold around the world.

This enterprise is expensive, since the time spent in design, programming, testing, and marketing the new release is very time intensive. Your company pays its staff well, but you know that it would also be good to do some training to keep them at the leading edge of game development and see if there are things you could do to reduce the expenses that you already have.

The team leader is usually a former team member; this happens to be true in this case. The team leader gives help and instruction as needed, keeps track of the different projects, and keeps a creative team on track and engaged.

The team members work in an open concept office. There is a big common area for them to meet, talk, troubleshoot, play games, or hang out together. The team gets along well aside from some creative differences at times. They have possessive feelings about some of their ideas, and get possessive about their desk space and individual computers.

Here are some facts about the team members and their projects.

	Years With Company	Average Value Of Projects Completed Each Year
Argon	8	\$650,000
Leslie	7	\$700,000
Robin	7	\$600,000
Pat	4	\$650,000
Mackenzie	2	\$1,250,000

In playing your part, accept the facts as given and assume the attitude supplied in your specific role. From this point on, let your feelings develop in accordance with the events that occur during the role play. When facts or events arise that are not covered by the roles, you can make things up to stay consistent with the way it might be in a real-life situation.

Team Leader's Worksheet

What is your decision on who goes to the conference?

Did you agree on who would go to the conference?

Are you satisfied with the decision?

Do you feel the employees are satisfied?

If not, who do you think is dissatisfied?

Observer Worksheet

How did the leader present the problem?

In presenting the problem, did the leader display the attitude of asking for help?

Did the leader present all the facts?

Was the presentation of the problem brief and to the point?

Did the leader avoid suggesting a solution?

What things occurred in the discussion?

Did all group members participate?

Was there free exchange of feelings between group members?

Did the group use social pressure to influence any of its members?

On which member of the team was social pressure used?

How did the team leader behave?

Was the team leader permissive?

Did the team leader avoid taking sides or favoring any person?

What were the points of disagreement in the group?

What did the team leader do to help solve the problem?

Did the leader ask questions to help the group explore ideas?

Did the leader accept all ideas equally?

Did the leader avoid hurrying the group to develop a solution?

Did the leader avoid favoring any solutions?

Who supplied the final solution?

What did the team leader do, if anything, to get a consensus on the final solution?

Other Comments

Managing Disciplinary Issues

What is Discipline?

Discipline is part of running an efficient organization. The word "discipline" comes from the word "disciple," which means "to mold or teach." Discipline is not meant as a negative term, although people often think of it in terms of punishment. Discipline can and should be viewed as a positive part of a supervisor's responsibilities. Training and motivating are equally important parts of positive discipline. It is also perhaps the most volatile, explosive, and sensitive area in employee relations.

If you are like most supervisors, you find giving corrective feedback (which is still a form of positive discipline) a distasteful task. Still, it is essential that you do so. You can make it less traumatic on both of you if you follow these suggestions.

- Be positive.
- Be prepared.
- Be realistic.
- Make feedback a part of a two-way conversation. Give and receive feedback.

The session will have been a success if the employee leaves feeling the issues are important, appreciates your comments, and is committed to correcting the problem.

Correcting minor problems as they happen can go a long way toward preventing major problems down the road. (Remember that expression earlier in the workshop, “A stitch in time saves nine?”)

The Disciplinary Meeting

Discipline is usually a last resort step where an employee has been trained, coached, and reprimanded, and performance remains unacceptable. The process begins with a meeting between the employee, the supervisor, the human resource officer, and sometimes a more senior manager in the company. It will also normally include a shop steward in a unionized company.

The meeting clearly outlines the problem behavior and the attempts to find some resolution. The employee is clear about why they are having this meeting. At the conclusion of the meeting, the employee is made to serve some kind of penalty for their behavior, such as being suspended for one to three days with pay. The employee’s job for that period of time is to think over options related to keeping their job or not. If they wish to remain with the company, they will come back with a plan for improving performance. If they decide to leave the company, then they have had these few days to make that decision as well.

When the employee returns to work, the same group of people meets again. If the employee’s decision is to stay, the group agrees to the employee’s plan of action or they hammer out one of their own to which the employee will agree. If there is no agreement, the employee is usually terminated. This was, after all, their last chance. However, if things work out well, the employee remains and their performance improve.

Unions usually have no difficulty with this process as the employee has been treated fairly and has made the decision on their own. Look carefully at your human resource policies and collective agreement, since they will clearly outline the process within your company. These can vary widely and must be implemented as designed in order for the decisions that you make (especially regarding suspension or termination) to stick.

A Sample Discipline Checklist for a Supervisor

- Proof rule was posted prior to incident
- Proof employee was aware of rule prior to incident
- Proof rule was consistently enforced
- Proof rule(s) given to union, if applicable
- Item(s) involved retained for evidence (if applicable)
- Signed and dated witness statements retained for file (if applicable)
- Documents, policies, and reports retained for file (if applicable)

- Police and medical reports retained for file (if applicable)
- Legal statutes reviewed and complied with (if applicable)
- Proof alternatives were offered to employee (if applicable)
- Proof employee's explanation or request was given reasonable consideration and recorded (if applicable)
- Proof of time, date, and location of incident are accurately recorded
- Proof of work average re: attendance or lates (if applicable)
- Proof all events, observations, and actual statements are accurately recorded
- Proof employee given instruction or training (if applicable)
- Proof employee and/or union received all relevant correspondence
- Proof proper investigation was finalized
- Proof all personnel file requirements have been met
- Proof of previous discipline record and previous discussions with employee have been finalized and recorded (if applicable)
- Proof collective agreement clauses relating to union representation and timelines have been met
- Proof second management opinion obtained (if applicable)
- Proof all evidence double-checked for accuracy
- Proof decision finalized as quickly as possible

Further Reading:

- ✓ *Pink, Daniel. Drive: The Surprising Truth About What Motivates Us. Riverhead Books, 2009.*
- ✓ *Senge, Peter. The Fifth Discipline. Currency, 2006.*
- ✓ *Watkins, Michael. The First 90 Days: Critical Success Strategies for New Leaders at All Levels. Harvard Business Press, 2003.*