


# Addressing Performance Deficiencies





# What are some of the problems you have had to deal with as a new supervisor?

- ◆ \*
- ◆ \*
- ◆ \*
- ◆ \*
- ◆ \*
- ◆ \*



# Overview

- ◆ Responsibility of the Supervisor
  - Supervision
  - Leading/Mentoring
  - Setting standards
  - Analyzing/Solving Performance Issues
  - Interactions w/Subordinates
  - Provide Positive Discipline



# Break out Exercise


- ◆ Take a look at the handout.
- ◆ What hits home for you?



# Define Discipline

- ◆ Definition?
- ◆ Webster's: "...training that corrects, molds, or perfects the mental faculties or moral character"
- ◆ Key word – Training...

# Exercise

- ◆ List performance deficiencies
  - Performance v. personality 
- ◆ Why don't we address these issues?



# Let's go to video

- ◆ 24 minutes.
- ◆ Then go to break





# Supervision Guidelines

- ◆ Supervisors are responsible for creating a positive, fair, consistent and safe work environment in which employees:
  - Know what is expected of them
  - Have the information and resources needed to do their work
  - Are free from discrimination & harassment





# Supervision Guidelines


## ◆ Preventing Problems

- It may help reduce misunderstandings and problems if YOU:
  - Communicate your expectations in advance
  - Give timely & frequent feedback
  - Recognize & act on problems when they first arise
  - Be consistent – Lead by example



# “Attitude”

- ◆ Definition: A feeling or way of thinking that affects a person’s behavior.
  - Positive (optimistic)
  - Negative (pessimistic)
- ◆ A supervisor’s attitude sets the tone for all working relationships.



# Supervisor's Attitude

## ◆ Positive Attitude:

- Upbeat
- Enthusiastic
- Is calm and rational
- Accepts setbacks and is understanding
- Empathetic
- Builds trust, respect and willing cooperation



# Employee Behavior

## ◆ Acceptable Behaviors:

- Socially acceptable & non-disruptive
  - Behavior / demeanor is lawful and is generally socially acceptable (i.e. tattoos, hygiene, manner of dress)
- Contribute to a productive and safe workplace
- Does not violate policies/procedures/directives



# Employee Behavior

◆ Examples:

- Getting to work on time
- Follows supervisor's instructions
- Works as a team player



# Employee Performance

- ◆ Job Performance – Quality, quantity, timeliness of output or productivity
  - Acceptable: Productivity – Meets or exceeds performance standards
  - Examples: Turning in work on time, no errors on submitted work product, producing the expected amount of work



# Work Habits & Performance

- ◆ Unacceptable Work habits/behaviors:
  - Unexcused absences, tardiness, anger management, abusing sick leave, avoiding work, excuses for non-performance of key responsibilities, unauthorized computer usage



# Work Habits & Performance

## ◆ Examples

- Inappropriate personal use of e-mail
- Using sick-leave to extend weekends or vacations
- Aggression or physical violence against staff/co-workers
- Avoiding new assignments / not answering radio calls

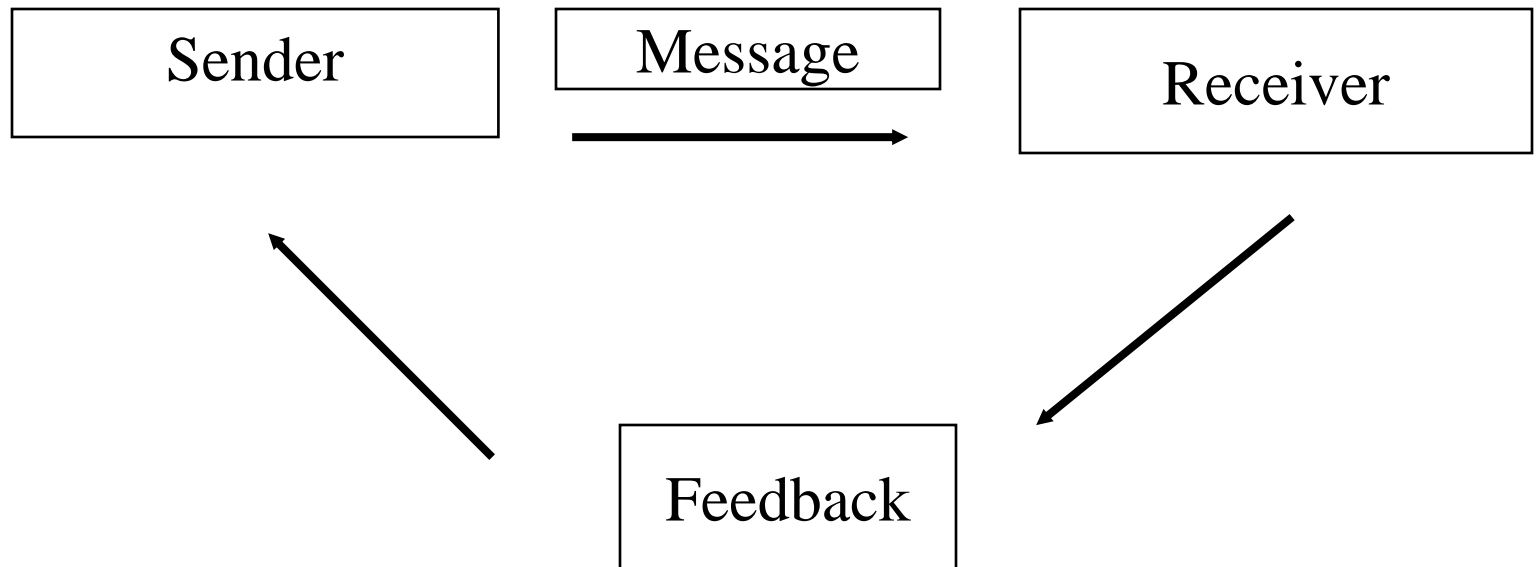




# Job Performance

- ◆ Unacceptable job performance
  - Difficulty reaching or sustaining standard performance anchors **AFTER** all training and sufficient guidance/mentoring is given
  - Producing less than the average employee
  - Inaccurate reports, numerous errors, inefficiency

# The Communication Channel





# Feedback

- ◆ Definition: Two-way communication between the sender and the receiver to ensure the message was accurately received and achieved the desired results.
  - Why is it important????



# Early Intervention

- ◆ Feedback & counseling can often identify the problem and solution before a situation becomes more difficult to handle.
- ◆ Early counseling also reduces the likelihood the supervisor will need to use more severe levels of progressive discipline.



# Root of the Problem

- ◆ Make sure to find out the actual cause of the problem...communicate...and really listen to what the employee is telling you.
- ◆ Practice active listening skills

# Listening Obstacles

- ◆ “One up” the speaker
- ◆ Waiting to talk  $\neq$  listening
- ◆ Offering Advice
- ◆ Jumping to conclusions
- ◆ Interrupting
- ◆ Disinterest
- ◆ Boring content
- ◆ Dislike of other person





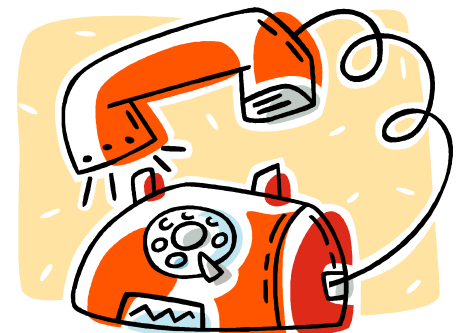
# Factors Affecting Effective Communication

## Perceptual Filters - Perceptions VS Reality

- ◆ Life Experiences
- ◆ Feelings / Emotions
- ◆ Fears
- ◆ Stereotypes
- ◆ Prejudices
- ◆ Self-Image
- ◆ Pre-judgment about someone

# Paraphrasing / Active Listening

- ◆ Demonstrate Listening : Use body language
- ◆ Gives speaker an opportunity to correct
- ◆ If message is not understood, try using alternative words (re-phrasing)
- ◆ Remain non-judgmental
- ◆ Encourage continued communication
- ◆ Be empathetic
- ◆ Give Feedback
- ◆ Avoid distractions





# What is a Crucial Conversation?



# What is a Crucial Conversation?

- ◆ A crucial conversation is a discussion between two or more people where:
  - The stakes are high
  - Opinions vary
  - Emotions run strong




# Two Minute Drill



- ◆ Consider some of the chronic problems, or issues you face with your co-workers, teams, or organization. What conversations have you been putting off that you really need to have?
- ◆ Examples?

# Giving Orders

- ◆ The Command (Do this!)
- ◆ The Request (Will you do this?)
- ◆ The Suggestion (Do you have any ideas how this should be done?)
- ◆ The Volunteer (Who wants to do this?)
  - Pitfalls 





# Reprimanding

- ◆ Get all the facts, reports.
- ◆ Reprimand in private, not in front of others. Exceptions?
  - Violence
  - Sexual Harassment
  - Suicidal
- ◆ Tacit approval



# Reprimanding

- ◆ Put the employee at ease. Give a word of praise first if appropriate
- ◆ Don't use sarcasm, anger, abuse, ridicule, humor (Be professional)



# “Getting to Yes”


- ◆ The Problem – Don’t bargain over positions.
    - People: Separate the people from the problem.
    - Interests: Focus on interests, not positions.
    - Options: Generate a variety of possibilities before deciding what to do.
    - Criteria: Insist that the result is based on some objective standard.
- Fisher & Ury



# Developing Cooperation

- ◆ Positive actions to gain cooperation:
  - Training and developing the team
  - Fair distribution of work
  - Avoiding cliques - favoritism
  - Setting the example – Walk the line
  - Giving credit when due
  - Tactful handling of personal problems





# Methods to get what you want done

- ◆ Personalizing recognition
  - Add a note
  - Join in
  - Change of Pace
  - Blast of Pride
  - Names in Lights



# Uncover Employee Potential

- ◆ Make time for positive recognition
- ◆ Identify ways to apply existing strengths in a new way
- ◆ Ask them what they like to do...
- ◆ Get co-workers thoughts (Be careful)
- ◆ Weaknesses versus strengths
- ◆ New roles



# Eight Points to Remember...

- ◆ Begin with a question
- ◆ Learn to listen
- ◆ Make reprimands constructive
- ◆ Reprimand in private
- ◆ Maintain self control
- ◆ Refuse to get into arguments
- ◆ Avoid nagging
- ◆ Reprimand when needed – don't avoid/sidestep

# Positive Discipline



- ◆ Problem solving process that encourages employees to take personal responsibility for their behavior and improvements...vs punishment



# Remember...

- ◆ Leadership is the art of getting someone else to do what you want done because they want to do it.

*Dwight D Eisenhower*

Questions?

