

# Performance Evaluation

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Performance evaluation is a supervisory technique designed to improve employee work performance and to bring about more effective, efficient, and economical operations.

## THE SUPERVISOR IS THE KEY

Regardless of the evaluation system used, its success or failure largely depends on the supervisor. The success of the supervisor depends on his effectiveness in getting results through the efforts of others. His ability to get these results depends to a considerable degree on his skill in appraising, counseling, coaching, complimenting and constructively criticizing his subordinates' work performance. The liberal use of praise when merited and the careful use of constructive criticism when deserved are valuable tools in the supervisor's kit.

The benefits to be achieved from any performance evaluation system depends on the interest and attitude of supervisors at all levels—and how well they understand and carry out their responsibilities.

## THE EMPLOYEE'S SIDE

A crystal ball has not yet been invented to give an employee the answers to questions he may have, such as: How am I doing? Am I falling down on any part of my job? What are my weaknesses? How can I do better? Comments the employee gets from fellow-workers and persons other than his supervisor do not fill the bill. His own guesses might be right—but he cannot be sure. In either case there is doubt, and such doubt does not help to get the best from the employee.

How an employee measures up is important, even in those cases where improvement is not an issue. Employees need to feel that their work is approved by others, particularly their supervisors. Approval by implication, that is by the absence of comment unless something has been done wrong, is not enough. Failure as supervisors to comment on satisfactory work can cause an employee's performance to decline or his development to be hindered.

Only the supervisor can answer the employee's questions. In fact he must if he is to develop and keep a well-trained, productive force. To do this, the supervisor must reach a mutual understanding with his employee on what is expected, how well he is doing, and how he can do better.

## PERFORMANCE STANDARDS

### What Standards Are

A performance standard is the criterion, the gauge, the yardstick, or the guide for measuring or judging the performance of an employee.

Standards may be of the type that describe acceptable work, work that is not acceptable, or work that is better than ex-

pected. Standards can be established according to duties (filing, taking and transcribing dictation, preparing reports, etc.), or according to work behavior or elements (accuracy, productivity, judgment, dependability, cooperativeness, etc.)

Standards may be precise or general. A precise standard would indicate the number of work units to be completed during a given period, or the number or percent of errors acceptable. "Maintains supplies so that stocks are adequate for current needs," "Avoids conflicts in dealing with inquiries," "makes replies promptly" are general standards and must be used when precise standards are not feasible or possible. Most standards must necessarily be general.

## Developing Standards

Performance standards can be established for each individual position, for occupational groups (stenographer, mail clerk, chemist, accountant) or for similar interest categories (supervisory employees, research employees, staff members). Any one or a combination of the three can be used. The individual needs of the office will determine which is best.

Care should be taken to develop reasonable, attainable standards. Generally it is better to start with a few good standards and then revise and add to them as needed. The employees involved, superiors, and other interested persons should be given an opportunity to participate in developing standards.

## Understanding the Standards

The supervisor and the employee must have a mutual understanding of the standards and how they will be used. The supervisor should interpret the standards and explain how they will apply to the specific duties and responsibilities of the employee's job.

The employee should be encouraged to participate actively in the discussion, to ask questions, and to point out any differences of opinion he may have. The employee should be told to make notes as necessary on his personal copy of the performance standards.

## APPRAISING PERFORMANCE

Performance appraisal should be a continuous process of observation and evaluation of an employee's actions and the results he achieves. Appraisal should reveal how well actual performance meets standards, which aspects of performance and improvement, and which exceed the standards or indicate the possibility of better using the employee's ability. Appraisal must be based on a thorough knowledge of performance and the conditions under which the work is performed.

## Gather and Record the Facts

Facts are needed by the supervisor to form valid impressions

or conclusions about the employee's work, whether good or bad. These facts, however, may be needed several months after the incidents have occurred. The average supervisor doesn't have the kind of memory necessary to recall dates and details of specific situations that affect the appraisal of performance. For this reason, it is a good idea to keep a record of incidents of deficient or commendable performance.

When an incident considered to be below or in excess of the acceptable standard occurs, record the specific facts about what the employee has done or failed to do. Average or normally expected performance should not be recorded. Do not overlook a recordable incident but do not record trivial incidents. A trivial incident, however, may become significant if it occurs too frequently.

Whenever an employee has done his work in either a deficient or a superior manner, it should be brought to his attention—and promptly. The supervisor should give the employee a word of praise if the work was above average, or corrective instruction if it was not satisfactory. This step gives the employee encouragement and a chance to correct any weakness or oversight before the deficient entries pile up. It also helps to bring a better understanding of expected performance.

### Review the Facts

The occurrence of a single incident of deficient or superior performance does not necessarily label the employee as "Unsatisfactory" or "outstanding." Factors such as the seriousness, significance, or value of the action by the employee; the number of occasions or frequency of such actions; the circumstances under which the acts occurred; and the difficulty of the situations involved must be considered before a sound conclusion of the employee's performance can be reached.

When the supervisor has the occasion to record an employee incident, he should take the time to review the employee's performance record. The extent of this review will depend on the number of entries, previous discussions with the employee, and recent reviews of the record. The supervisor may determine that the limited mention to the employee when the incident occurred was sufficient. The analysis, however, may reveal a need for the supervisor to review the employee's performance more thoroughly with him.

The performance record should also be reviewed and analyzed when the official performance rating and appraisal is due or when the employee requests a special review. These reviews, particularly for performance rating, involve a more thorough analysis and appraisal of the total job as well as individual elements and categories of performance.

### Level of Performance

When the official performance rating is due, and at other times as necessary, the supervisor must determine the employee's adequacy or level of performance in the total job as well as in the various elements or segments of the job. A well-kept performance record combined with good judgment in considering certain basic factors help the supervisor make sound conclusions on the adequacy of the employee's performance.

A guide for levels of performance is needed to obtain a good degree of uniformity and consistency. The following is a sug-

gested guide for determining the level of performance in each element or category of an employee's work.

1. Unsatisfactory. Below minimum standard for adequate performance. Deficiencies occur so frequently or are of such nature that the value of the employee's work is adversely affected.
2. Marginal. Barely meets minimum performance standard. Closer supervision and review of work required than should be necessary. Needs improvement.
3. Acceptable. Relatively few instances of failures or errors of a serious nature occur. Above standard incidents occur on occasion and tend to offset below standard instances. Normal supervision is required.
4. Above average. Instances of outstanding work occur fairly often. Consistently exceeds requirements. Below standard incidents are more than offset by the outstanding incidents. A minimum of supervision is required.
5. Outstanding. Performance consistently exceeds the standard. Errors or other failure almost never occur and are never of a very serious nature. Occasionally an incident is of significant or material value and makes an important contribution to the work. Exceptional performance is the rule (This level is judiciously given and has significance as a mark of commendation).

## THE PERFORMANCE REVIEW

A performance review is the discussion between the supervisor and the employee on the adequacy of the work performed, strengths and weaknesses in performance, and attention needed to improve performance or to maintain performance at an acceptable level. There are four kinds of performance reviews.

### Incident Review

This involves the continuous responsibility of the supervisor for observing and checking the day-to-day work of his employees. It is the comment, compliment, correction, or guidance the supervisor gives to the employee because of a commendable or deficient work incident at the time it occurs, or as soon as he becomes aware of it.

The extent of the incident review will depend on the nature of the incident. In some minor errors or omissions, a mere mention of it to the employee with some slight advice, guidance, or assurance might be sufficient. In other cases, discussion may be necessary to determine the cause or reason for the incident and to prescribe corrective or preventative action.

### Special Review

The special review is not limited to a single incident of the employee's work. It is a more general review and is held at a time other than when the official performance rating and appraisal is required. The supervisor may find it necessary to conduct a special review for reasons such as:

1. Some specific trend in the employee's work.
2. When repeated "incident" reviews have failed to bring about an improvement in the employee's performance.
3. Skills and abilities could be more fully utilized.
4. To encourage continued above average work.
5. To discuss new or changing performance standards

6. Clarification of performance standards.
7. Any problems encountered in the work.

## Requested Review

While the supervisor has the primary responsibility for determining when a performance review is necessary, the employee should also have the privilege of requesting a review. The employees should be encouraged to exercise this privilege:

1. If he is uncertain as to how he stands.
2. If performance standards are not fully understood, or he feels they are incorrect or incomplete.
3. For any reason which would foster increased mutual understanding of the objectives of the work, and the amount, kind, and methods of work considered to be satisfactory.

## Official Review

This is a formal appraisal and review of performance on the total job and is required when the Performance Rating is required, such as near the end of the probationary period or the annual evaluation and review. In his review the supervisor discusses performance in all elements or categories of the work and lets the employee know how he rates for the total job. He is concerned with all incidents which have occurred during the entire period under review. Plans for improvement of performance and development of the employee's potential should also be discussed.

## HOW TO CONDUCT APPRAISAL DISCUSSIONS

In conducting an employee appraisal discussion, the supervisor should consider the following:

1. Prepare for each discussion:
  - a. Study the job.  
Have in mind the specific responsibilities of the job and what it takes to perform them. Review the standards. Note points that may need to be clarified or emphasized.
  - b. Prepare the facts.  
Prepare to illustrate the accuracy of the performance appraisal by having specific facts and examples ready. If the supervisor has kept a performance record on the individual during the rating period, this will refresh his memory.
  - c. Decide what is to be accomplished by the discussion. It may help to ask these questions:
    - (1) How has this person progressed during the rating period?
    - (2) What are his major assets or strong points?
    - (3) How does he need to improve?
    - (4) What steps, if any, are planned to develop his abilities and increase his job effectiveness?
 The answers should help the supervisor decide in advance the major point or points he wants to get across.
2. Choose a good time and place.
  - a. Schedule the interview.  
Let the employee know a day or two in advance. Don't take him by surprise.
  - b. Pick the right time.  
Pick a time when things have been going well. Avoid a time when he has just made a glaring mistake.

- c. Insure privacy.  
Hold the discussion in a place where there will be no interruptions from the telephone, and where both the supervisor and the employee can be comfortable and relaxed.
- d. Allow ample time.  
Do not schedule the discussion too close to lunch time, quitting time, or any other meeting. Time will vary from 15 minutes to about an hour, depending on the situation.

3. Steps in the discussion.
  - a. Opening the conversation.  
Try to put the employee at ease with some friendly opening remark. Let him know that the discussion is important. Avoid a "let's get it over with" attitude.
  - b. Begin by praising strong points.  
It's a good idea, if circumstances warrant, to start with some favorable remark.  
Be sincere when you praise. Relate each commendation to a specific instance. Don't deal in generalities.
  - c. Show the employee his performance appraisal. The supervisor may prefer to give the employee his copy a day or two in advance so he will have time to think about it and plan his own part in the discussion.
  - d. Let him talk.  
Do not interrupt him. Many times the employee will mention his short-comings and problems. Further, he should have the opportunity to state any obstacles that stand in the way of his doing a good job. The supervisor may learn ways he can improve too.
  - e. Avoid negative criticism.  
An individual will seldom really try to change or improve just by being told to do so. When needs for improvement are pointed out, be sure to offer means of correcting them.
  - f. Develop plans for overcoming limitations.  
A basic purpose of the discussion is the improvement of the employee's performance on his present job. But tactfully leading him to see a weakness is not usually enough. The supervisor's responsibility at this point is to help the employee develop a plan to correct it.
  - g. Discuss his individual career plan.  
Lead him to a discussion of his short- and long-range goals and his self-development plans for attaining them. Let him know that you are interested in his growth on the job. Try to make concrete suggestions that will help him to improve his skills and ready himself for advancement.
  - h. Closing the discussion.  
The supervisor should close the discussion when he has made clear whatever points he intended to cover, when the employee has had ample time to review his problems and "get off his chest" anything that is bothering him, and after plans for improvement have been cooperatively developed.

4. The follow up.  
After the discussion, make notes regarding any items of importance that were brought out. Schedule the actions agreed upon. Be sure to follow through on any promises. Check in the weeks that follow to determine whether improvements are apparent. If progress can be noted, the discussion was a profitable one.

# Disciplinary Action

## DISCIPLINE

A well known form of training is discipline. There are 3 basic aims of discipline

1. Bring about a change in the thinking and action of the subordinate. This refers to the person whose work does not conform to standards, or who has fallen OUT OF LINE by violating some departmental regulation. This is the primary aim of discipline and is actually a form of training the individual to increase his effectiveness.
2. Improve and preserve the morale of the group by serving notice on other potential violators. This is the deterrent aspect of discipline.
3. Inform the public that compliance with uniform standards and regulations is required of all members of the organization. This, of course, is particularly needed to raise and maintain the prestige of a government agency in the eyes of the public.

THE SUPERVISOR should aim to establish and maintain discipline through positive supervisory practices to develop in employees a sound attitude toward their work, which in turn motivates them to perform in an acceptable manner. This will help prevent situations requiring disciplinary action. Examples of positive supervisory action include awards, advancement in grade, commendations, and other forms of recognition.

Inevitably there will be situations which require disciplinary action. In such cases the action needs to be taken quickly, positively, and justly. Severity is not necessarily an element in this disciplinary process. The two principal deterrents to dereliction are SWIFTESS and CERTAINTY OF ACTION. If THE SUPERVISOR delays in handling the situation, the problem becomes worse. The delay tends to cause contempt for the disciplinary process and disrespect for THE SUPERVISOR. He is neglecting his responsibility. Since disciplinary action must be part of his task of getting the job done, THE SUPERVISOR should

1. integrate it as part of his responsibility. It should not be used merely as a weapon;
2. consider the whole situation, not only what the problem is, but why it is;
3. give the subordinate under disciplinary consideration a chance to explain his actions;
4. give the subordinate time to "straighten out" his own problem before disciplinary action is taken;
5. take necessary action PROMPTLY;
6. try to avoid taking disciplinary action when in the state of emotional stress ...better to wait until things calm down. However, PROMPT and CERTAIN action should

not be sacrificed by unwarranted delay. This is especially important if the violation is flagrant;

7. avoid "staying with" an employee who is really incorrigible;
8. avoid getting out from under by transferring a poor employee. Problem employees are not likely to become good employees just by moving to another work unit.

When disciplinary action becomes necessary, resultant penalties in order of increasing severity are:

1. Oral reprimand
2. Written reprimand
3. Cancellation of privileges
4. Fines
5. Suspension
6. Discharge!

## FUNCTIONAL SUPERVISION

It has been pointed out that THE SUPERVISOR is responsible for KEEPING THE EMPLOYEE IN LINE. This is a basic part of his job. Occasionally another supervisor will get into the picture, particularly if the job being performed is a highly technical one. The other boss is not directly responsible for the efficient performance of duty by the subordinate. This is THE SUPERVISOR'S job. The other boss who is helping THE SUPERVISOR by supplying technical assistance is called a FUNCTIONAL or STAFF SUPERVISOR. The boss is merely sitting in as an advisor because of his specific qualification for the particular job being done. The question now arises as to which boss, THE SUPERVISOR or the FUNCTIONAL (STAFF) SUPERVISOR, is responsible for the work performance and discipline of the subordinate. The principle of Unity of Command indicates that each subordinate should have only one boss from whom orders and directions are channeled. This is still the case. The Functional Supervisor has no direct control of the subordinate. To repeat, this THE SUPERVISOR'S task. However, the Functional Supervisor can help by discussing, pointing out mistakes, and suggesting improvements. The Functional Supervisor has no authority to correct dereliction unless the wrongdoing is of an extremely serious nature which threatens to damage the purpose or reputation of the department. If the wrongdoing is not serious, he refers the matter through channels to THE SUPERVISOR who takes whatever corrective action is necessary. In this way the important principle of Unity of Command is not violated. Try to remember functional supervision as a technical and advisory supervisory role where help is supplied to THE SUPERVISOR, but no disciplinary action is taken directly except in an extreme situation.

**PERSONNEL****Task and Standards****Performance Evaluation****Title Associate Staff Analyst**

Task	Standard
#1 Represent the work unit/ supervisor at the meeting/orientation sessions by conveying receiving information, in order to make other aware of unit activities and to report content of meeting to unit/supervisor	Information conveying at the meeting is clear, accurate and complete. All responses to questions are accurate. Presentation at meeting is courteous and facilitates objectives of meeting. Report to supervisor is clear, concise, accurate, complete, and submitted within prescribe deadlines.
# 8	
Inspects vendors facilities, by making onsite visit/observing facilities/questioning informants/reviewing records, in order to determine the vendor's capability to provide the services specified under a proposed/existing contract.	Relevant areas inspected in appropriate details Inspector is courteous and facilitates cooperation Inspection is completed within prescribe deadlines
# 11	
Interviews staff/clients others, using standard interviewing techniques/agency formats, in order to obtain required information	Appropriate and accurate information is obtained interviews conducted tactfully and courteously interviews completed within prescribe deadlines
#14	
Establishes position numbers for new locations and job titles by reviewing master files book for vacant position numbers, in order to assign numbers for all new position.	Request are clear, accurate, and complete Requests are submitted on a timely basis
#16	
Prepares/implements detailed project plan, through identification of milestones, scheduling tasks and due dates, in order to insure efficient monitoring of the project.	Major milestones accurately identified schedule are realistic, efficient, and clearly defined Preparation of plans completed within prescribe deadlines

**PERSONNEL****Task and Standards****Performance Evaluation****Title Staff Analyst Trainee**

Task	Standard
#3	
Compare fiscal/budgetary/statistical/other types of received data against control/reference documents, in order to find discrepancies for correction.	Relevant discrepancies are consistently noted Comparisons are completed within prescribe deadlines
# 4	
Maintains liaison between two or more government/ private agencies/units/vendors/others by obtaining and conveying information/providing feedback. in order to facilitate cooperation/coordinate activities. maintain current records,	Information conveyed/obtained is clear, accurate, and relevant useful information. feedback is obtained/conveyed on a timely basis Manner is tactful and courteous
# 5	
Prepare budget items/modifications following written guidelines/directives of supervisors/standard budgeting procedures, in order to complete official budget documents.	Guidelines/directives procedures fully adhered to budget items/modification are accurate and complete Budget preparation completed within prescribe deadlines
#6	
Monitors spending/project activities by analyzing reports/contracts ,following guidelines and supervisory direction, in order to insure budget/contract specification are met	Deviations from specification are noted consistently Guidelines/directions followed consistently Analyses are completed within prescribe deadlines
#7	
Identifies fiscal problems/irregularities in program by reviewing audit reports, in order to alert contract managers of need for technical assistance to contra tees.	Problems/irregularities consistently identified Technical assistance recommended whenever appropriate Reviews completed within prescribed deadlines

**(OVER)**

B. ADDITIONAL RATING FACTORS (MUST FILL)						
(Check One Rating Box For Each Applicable Category)	+	G	G	US	UR	
1. USING TIME EFFICIENTLY: Works effectively with minimum supervision; uses work hours productively; and organizes time well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. ORGANIZING WORK: Effectively prioritizes work; anticipates problems; and completes assigned or assumed tasks in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. ATTENDANCE, PUNCTUALITY, TIME AND LEAVE USAGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. COOPERATIVENESS: Accepts reasonable assignments without need for excessive discussion, argument or explanation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. EEO PERFORMANCE: Support of Agency's Equal Employment Opportunity policies, programs, and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. DELEGATING (Supervisors Only): Assigns tasks or responsibilities effectively and equitably.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. STAFF DEVELOPMENT (Supervisors Only): Provides sound coaching, training and cross-training of staff to ensure competency and flexibility of unit; helps develop new skills to prepare staff for greater responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. PERFORMANCE APPRAISALS (Supervisors Only): Evaluates staff; conducts developmental appraisals effectively; sets meaningful and obtainable standards; motivates and assists staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

  

D. THE EMPLOYEE'S OVERALL RATING IS	
<input type="checkbox"/> OUTSTANDING	<input type="checkbox"/> CONDITIONAL
<input type="checkbox"/> VERY GOOD	<input type="checkbox"/> UNSATISFACTORY (US)
<input type="checkbox"/> GOOD	<input type="checkbox"/> UNRATABLE (UR)

  

I understand that I am entitled to a signed copy of this evaluation. I have seen and reviewed the Appeal Procedure Form and I understand that I have the right to appeal this evaluation. Signature by employee does not mean that the employee agrees with the evaluation. The employee has ten (10) days to submit an appeal if they do not agree.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
Date

\_\_\_\_\_  
Reviewer's Signature

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
Date



# Performance Problems

## Strategies for Improving Employee Performance



Improving employee performance requires steady and regular attention from the supervisor. Keep the following in mind as you address performance problems.

### Communicate with the employee

- Communicate goals, standards, and tasks clearly.
- Be sure the employee understands performance standards.
- Communicate priorities.
- Communicate the big picture and how the employee fits in it.
- Let the employee know why their job needs to be done.

### Provide regular feedback

- Appropriately reinforce good performance.
- Communicate when poor or marginal performance occurs.

### Identify why the employee might not be meeting performance

- A lack of knowledge or skill to do the job.
- A lack of tools and resources to do the job.
- Processes, systems or procedure may be interfering with the employee's ability to meet performance standards.

### Motivation and attitude

- Commitment - Remind the employee that everyone's input is critical to the office's success.
- Challenge - Ask the employee if he or she has ideas on how to improve the work product.
- Change - Introduce change in stages.
- Personal issues - Suggest EAP as a resource.
- Someone is being "rewarded" for not doing the job – Don't reward non-performance.
- A high performing employee is "rewarded" with more work - Distribute workload fairly and equitably.

# Performance Problems

## Module Review

### Quiz Feedback

1. Which of the following is most likely NOT a reason for poor performance?

- A. ☐ Lack of communication.
- B. ☐ Lack of feedback.
- C. ☒ Excessive training.
- D. ☐ System issues.

Correct.

2. Which of the following represents a clear performance standard?

- A. ☐ Gather and compile field reports.
- B. ☒ Clean a 12' x 12' office including vacuuming, dusting and emptying all refuse cans in less than 30 minutes.
- C. ☐ Answer the phone and take messages clearly.
- D. ☐ Respond to customer requests politely and in a professional manner.

Correct.

Only B is specific and establishes a clear standard. For example, to improve response D, you might want to write, "Respond to customer requests politely and in a professional manner by confirming the request and asking if there's anything else the office might provide. Provide the customer with an estimated delivery date."

3. Joanne is new to her job where she reports to Mike, a long-time supervisor. Mike needs Joanne's help in setting up a meeting. His best direction would be:

- A. ☐ "Schedule a Quality Review Team meeting tomorrow please."
- B. ☐ "When you get a chance, see about a Quality Review Team meeting. Let's have it here in our conference room at 10:00 a.m."
- C. ☒ "Something came up that needs immediate attention. Here's a list of the Quality Review Team. Please telephone each member and let them know we must have a meeting tomorrow here in the conference room at 10:00 a.m. If someone says they can't make it, tell them this is a priority. The meeting will last 30 minutes."
- D. ☐ "Would you please send an e-mail to the Quality Review Team that we need to have a meeting tomorrow?"

Correct.

The other responses each require Joanne to do some mind reading. Sometimes, getting the right performance from an employee requires some detailed instruction.

4. Frank is a mechanic for a State agency and has an above average performance record. A new procedure was introduced six months ago for logging and tracking repairs. This procedure replaces the old paper-based system with a computer-based system. Frank continues to submit his reports on paper. Frank's supervisor asks how you would address this issue. What advice would you give him?

- A. ☐ Give Frank some more training on the computer system.
- B. ☒ Get some feedback from Frank; confirm that he knows that the process has changed.
- C. ☐ Call Frank in for counseling immediately.
- D. ☐ Remind Frank that he will face disciplinary action if he doesn't improve.

Correct.

Always get employee feedback before making any decisions.

5. Select the best description of a performance improvement plan.

- A. ☒ "We agreed you would attend remedial training within the next month and approach your office manager for help whenever you were encountering a problem. We also agreed that I would be checking your daily work reports."
- B. ☐ "We agreed that improvement in your daily work load is critical and that you would work harder to achieve that."
- C. ☐ "You said you were aware of your recent performance problems and that you are going to accept all the help offered you."
- D. ☐ "You said you want to do a better job. We talked about getting more training and that everyone in the office is willing to help. You agreed to improve on a daily basis and that in two weeks, your overall performance would improve."

Correct.

Performance improvement plans must be specific. Only response A gives measurable and observable behavior standards. For example, what does "working harder" really mean?

# Introduction to Behavior Problems

The term "behavior problems" covers a range of workplace issues including emotional troubles, appearance or hygiene problems, insubordination, verbal abuse, physical abuse or violence, as well as alcohol or substance abuse problems.

Behavior problems can be more challenging than attendance or performance problems. With these types of problems, a gradual or progressive process to get improvement can be successful. With behavior problems however, the situation usually needs to be addressed as soon as the behavior occurs.

This module will focus on three areas of behavior problems: insubordination, inappropriate workplace behaviors needing an Employee Health Services referral, and alcohol and/or substance abuse. In this module you will learn to:

- Recognize the effect of inappropriate behavior in the workplace.
- Identify effective strategies for dealing with behavior problems.

## Identifying Passive Insubordination

Active insubordination is generally easy to identify. It must be addressed immediately to ensure the supervisor's ability to manage his or her direct reports.



Passive insubordination is more difficult to recognize. If the job is not getting done, look for a pattern:

- Does the employee frequently "forget" your directives?
- Are there regular misunderstandings that keep a job from being completed, or being completed correctly?
- Does the employee continually ignore your directives?
- Is the employee continually giving reasons why a directive is not being followed?

These behaviors may seem unintentional, but a pattern may indicate passive insubordination. Passive insubordination can spread throughout a work unit, undermine a supervisor's authority, and contradict or negate established employer policies. It is important that supervisors identify and deal with cases of passive insubordination. Your Employee Relations office can provide guidance when dealing with passive insubordination.