



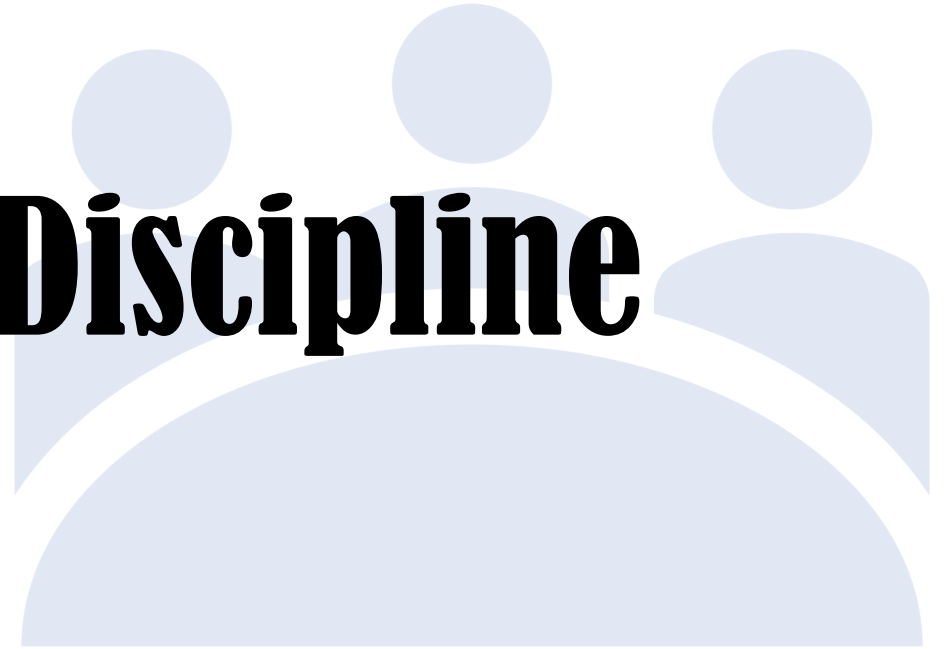
# Management 101: The Basics of Managing People

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**LYONS** **HR**



# Employee Discipline



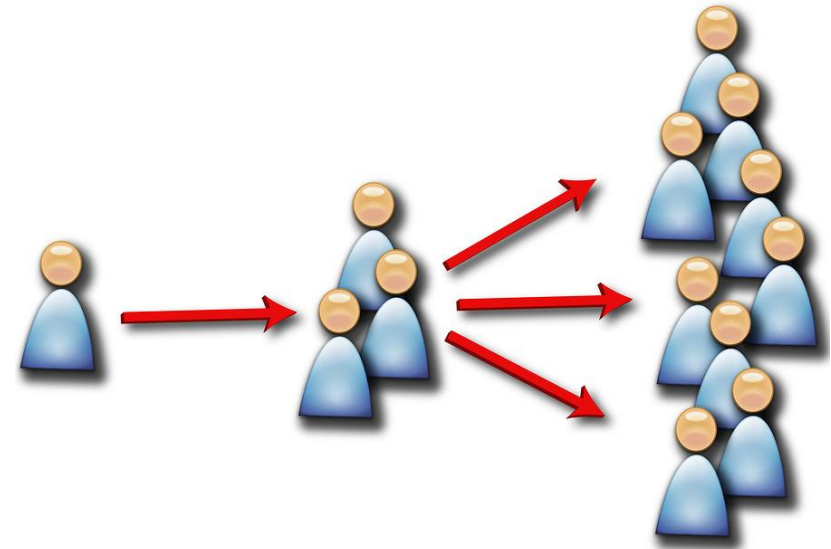
# **Document! Document! Document!**

***Don't rely on talk!***

- **Helps employees take corrective action**
- **Informs employees of expectations**
- **Informs employees of consequences**
- **Helps management respond to potential law suits**

# TYPES OF PROBLEMS

- **Policy violations**
- **Gossip**
- **Insolence/Incivility**
- **Bullying**
- **Insubordination**



# Manager's Responsibility - BOLO

- Identify the presenting problem
  - Make note of special behaviors to address (who/when/witnesses)
- Determine the underlying issue
  - Take time to get a better understanding of the problem
  - Get the employee's point of view (may uncover stressor)
- Strategize possible solutions





**What's your biggest challenge?**

**The Solution:**

**A Corrective Action Plan**

# **CORRECTIVE ACTION: Why?**



**Don't assume  
everyone knows  
how to behave.**



# **CORRECTIVE ACTION:** What's the plan?

<b>OFFENSE</b>	<b>ACTION</b>
1 <sup>st</sup> Offense	Verbal Warning / Counseling - <i>Documented</i>
2 <sup>nd</sup> Offense	1 <sup>st</sup> Written Warning
3 <sup>rd</sup> Offense	2 <sup>nd</sup> Written Warning & <b>FINAL</b> Notice
4 <sup>th</sup> Offense	3 <sup>rd</sup> Written & <b>Termination of TEAM MEMBER</b>

Company reserves the right to skip ANY step in the corrective action policy and terminate employment at any time.

# **CORRECTIVE ACTION: Goals**

- Teach the employee to question his own ideas.
- Give constructive criticism.

# **CORRECTIVE ACTION: Goals**

Constructive criticism is ...

- Precise
- Makes clear distinctions between results, actions and people
- Descriptive, not accusative
- Prescriptive and provides actionable information
- Approached positively
- Demonstrates trust in the employee/team and its capacities

# **CORRECTIVE ACTION: Goals**

- Teach the employee to question his own ideas.
- Give constructive criticism.
- Help the employee develop skills for constructive criticism.
- Coach the employee to act with emotional agility, even in tense situations.

# **CORRECTIVE ACTION: How does the plan work?**



- **Verbal Counseling**
- **Training**
- **PIPs**
- **Follow-Up**

# CORRECTIVE ACTION: The message

- FOCUS ON BEHAVIOR!!!.

Distinguish the person from his behavior. No personal attacks!!!

✗ “You’re a troublemaker.”

✗ “You’ve got anger issues.”

- Be direct, but respectful.
- Give examples of occurrences from your notes.
- Discuss appropriate behaviors.

*“Your behavior may be effective [when], but is not effective [when].”*

# CORRECTIVE ACTION: The message

- Make your expectations clear.
- Confirm employee's understanding (*and document it*).

Verbal

“okay”

“I understand”

Non-verbal (physical\_

head nod

thumbs up

Written

Confirmation email

receipt of handbook  
and job description

# **CORRECTIVE ACTION: The message**

- Inform employee of specific consequences that could result from failure to improve.
- Follow up (2w, 1m, 3m ...) **Recognize improvement!**
- Document all discussions.
  - Why? You hope the behavior is corrected, but it may not be.
  - This doesn't mean you have to get the employee's signature every time!



**Even if all performance goals are being met, toxic and/or disruptive behaviors are actionable offenses.**

**Recognizing Employee's refusal to perform**  
**(Insolence and insubordination)**

- Verbal
- Non-verbal (physical)
- Unreasonable delay



**Disrespect is not required!**

# Disrespect

**The National Labor Relations Act protects the right of employees to band together with coworkers to improve your lives at work, even if there is no union or interest in forming a union.**

**Do not discipline or terminate an employee for disrespectful behavior while engaged in protected, concerted activity.**

# **CORRECTIVE ACTION:** Best Practices

- Early Resolution  
*Avoiding difficult conversations = tolerance.  
Ignoring problems will make matters worse.*
- Follow up
- Document! Document! Document!

# **CORRECTIVE ACTION: Worst Practices**

- Working around a problem (avoidance)
- Playing favorites
- Enforcing policies inconsistently
- Downplaying a well-known problem

# TERMINATION

## Legal Concerns

Avoid discrimination claims by focusing discipline on the employee's performance

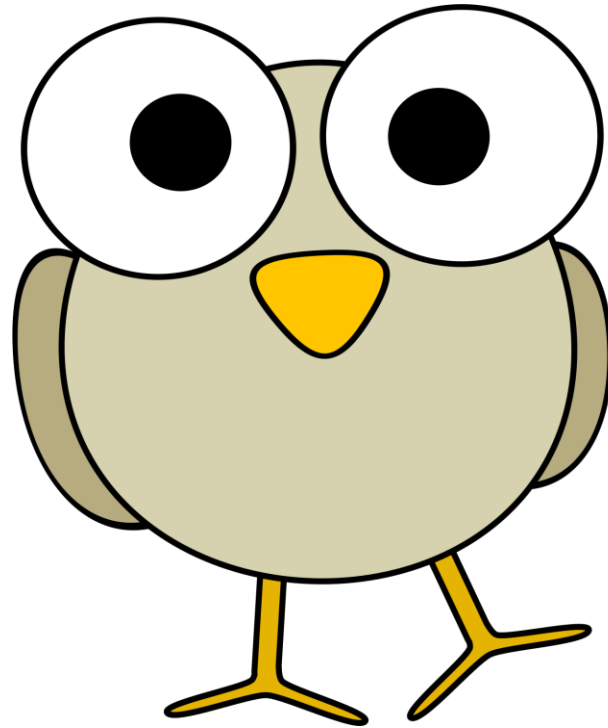
Focus on issues at hand by concentrating on performance

Respect employee and his/her workplace rights



# **Managing Difficult Employees**

WHO is “difficult?”



# WHAT makes an employee “difficult?”

## CAUSES



- **Difficult to deal with**
- **Has a hard time getting along with others**
- **Doesn't perform well**
- **Means well but just doesn't ever quite do what is expected**



# WHAT makes an employee “difficult?”

## EFFECTS



- **Feels like you’re being held hostage**
- **Spend disproportionate amount of time, thought and energy on that one employee**
- **Debate over letting them go, but never pull the trigger (for any number of reasons)**

# Managing a difficult employee



**Preparing Yourself**

**Laying the  
Groundwork**

**Executing the Plan**  
• Employee Development

# PREPARE YOURSELF

Thought Process	Reinforcement
Remember the “why”	<ul style="list-style-type: none"><li>• Focus on good reasons for feedback</li><li>• “I want to see you be successful here.”</li></ul>
Control your own reaction	<ul style="list-style-type: none"><li>• Be centered, prepared and organized.</li><li>• Prepare in advance and base your assessment on observations, data and examples</li><li>• Stay calm when emotions rise</li></ul>

# PREPARE YOURSELF

Thought Process	Reinforcement
Avoid emotional reactions	<ul style="list-style-type: none"><li>• Promote productive feedback by conducting conversations in a productive place</li><li>• May need to schedule second meeting to regroup after employee has a chance to calm down</li><li>• Don't let an emotional reaction sour the effectiveness of feedback</li></ul>

# PREPARE YOURSELF

Thought Process	Reinforcement
If employee is a crier...	<ul style="list-style-type: none"><li>• Let employee know you aren't being mean, but trying to help them succeed</li><li>• Put issue on the table – the employee still needs to hear it</li><li>• Deliver message as empathetically as possible</li><li>• Deliver message at the end of the shift so the employee can go home afterward</li><li>• Have a box of tissues on hand</li></ul>

# PREPARE YOURSELF

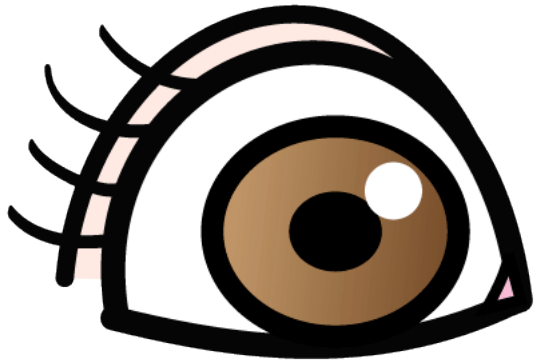
Thought Process	Reinforcement
If employee is a crier...	<ul style="list-style-type: none"><li>• Accept beforehand that you may need to meet again after employee has a chance to calm down</li><li>• “I can see you’re upset. I understand this is difficult for you, but I also know you want to be successful and I want you to be, too. I need you to think about this. Let’s set up another meeting tomorrow morning after you’ve had time to digest this.”</li></ul>

# PREPARE YOURSELF

Thought Process	Reinforcement
If employee yells...	<ul style="list-style-type: none"><li>• Human instinct is to feel intimidated when someone yells at you</li><li>• Stay calm</li><li>• Stand your ground</li></ul>

# Laying the Groundwork

# observe



*Amélie Jépin*

**Check** the situation yourself

**Talk** with people involved

**Collect** all the facts you can

**Don't discount** that occasionally everyone has a bad day

If a normally easy-to-work-with employee is suddenly uncooperative and doesn't communicate, consider there may be extenuating circumstances



# Laying the Groundwork



- How does the employee interact with coworkers?
- Is the employee's change in attitude recent?
- Has the employee's workload or responsibility changed?
- Did something recently happen in the employee's life to trigger an attitude shift?
- Is there a culture or history of accepting poor behavior?
- Have you contributed to the problem by neglecting to deal with behavioral issues?
- Is there a problem not just with the employee but with the entire team?
- Is there a general problem with communication?

# Laying the Groundwork



Based on your observation and evaluation, assess whether the situation calls for coaching, counseling, training or termination.

Invest time in in thinking through where you want the situation to go.

# CORRECTIVE ACTION:

<b>Coaching</b>	Emphasizing specific behavior modification
<b>Counseling</b>	Focusing on problem behaviors Comes with implications including “You need to stop doing X, or you will be placed on a performance program and potentially fired.” These often turn into coaching activities
<b>Training</b>	Skills development and helps to fill knowledge gaps
<b>Discipline</b>	Reflects an immediate improvement program with implications. Make certain you involve your HR team.

# Laying the Groundwork

You cannot  
change  
what you  
refuse  
to confront

## Confront the problem.

- Don't put it off just because it may be unpleasant.
- Everyone on the team is waiting and watching.
- Try to draw out the reasons behind the behavior.
- Develop the solution together.

# Laying the Groundwork

- Plan for follow-up and repeat as necessary.
- Aim for continuous improvement rather than trying to achieve instant success.
- Know when you're in over your head. Involve HR!
- Know when you're at the end. Involve HR!

*When the employee is not willing or able to change behavior, then you need to begin termination procedures in accordance with company policy.*

# Executing the Plan

## LISTEN

Best chance to improve the situation is to have the clearest understanding of the situation, including the employee's point of view.

### It's easy to stop paying attention to the full situation.

- ❖ Avoidance
- ❖ Self-preservation
- ❖ You're irritated
- ❖ Seems hopeless
- ❖ Established opinion about the employee

# Executing the Plan

## LISTEN

### Benefits:

- ❖ May learn of real problem that is not the employee's fault
- ❖ May learn of real problem that you can solve
- ❖ Employee may start acting differently after feeling heard
- ❖ May discover legitimate issues that need to be addressed

# Executing the Plan

## GIVE CLEAR BEHAVIORAL FEEDBACK

Make sure it ...

- ❖ Lowers the employee's defensiveness
- ❖ Gives specific information needed for improvement



# Executing the Plan

## GIVE CLEAR BEHAVIORAL FEEDBACK

Don't ...

- ❖ Make assumptions
- ❖ Be a chicken
- ❖ Waste time complaining about the employee when you could be working toward a solution.

# Executing the Plan

## GIVE CLEAR BEHAVIORAL FEEDBACK

### Invite employee to share his point of view.

- “I’d like to talk to you about \_\_\_\_\_. What do you think is going well/not well?”
- Let’s employee know the topic of conversation and you would like to get a balanced picture
- They may mirror what you were going to say, turns into coaching session
- May identify part of the problem, so you can pick up where they left off and clarify
- Even if he is completely unaware, listening to his side of the story first will make conversation less adversarial

# Executing the Plan

## GIVE CLEAR BEHAVIORAL FEEDBACK

### Camera check.

- Mentally record person doing what you call “having a bad attitude.”
  - What do you see? (Showing up late, etc.)
  - What do you hear? (Saying negative things, etc.)
- Give feedback about behavior, not mental state or personality.
- De-personalize the conversation.
- Refer to observations.
- “I’ve noticed you’ve been late to work several times and I’ve overheard you saying negative things to \_\_\_\_\_.”

# Executing the Plan

## DOCUMENT

- ❖ Write down key points (i.e. record of bad behavior)
- ❖ If the problem resolves, hold on to the documentation

# Executing the Plan

## BE CONSISTENT

- ❖ Set standards you are willing to enforce and hold employees to them.
- ❖ If you're not okay with an employee's behavior, don't sometimes be okay with it.

(Ex: If a missed deadline upsets you, but sometimes it doesn't, the D-player employees will be late every time.)

# Executing the Plan

## ESTABLISH CONSEQUENCES

- ❖ “I believe you can turn things around.”
- ❖ “Turning things around would look like \_\_\_\_\_.”
- ❖ “If I don’t see that by \_\_\_\_\_ [date], here’s what will happen ...”  
(Ex. You’ll be let go, you’ll receive a written warning, etc.)
- ❖ If employees don’t believe there is a negative side of their behavior, why would they change?

# Executing the Plan

## WORK THROUGH COMPANY PROCESSES

- ❖ If you have to make the decision to let someone go, make sure you have laid the groundwork.
- ❖ Have a very clear conversation with HR to make sure you're on the right path for termination.

# Executing the Plan

## DON'T POISON THE WELL

- ❖ Don't trash the problem employees to other employees -- creates distrust and tension and environment of back-stabbing.
- ❖ Pollutes others' perception.
- ❖ Makes you look weak and unprofessional.
- ❖ If possible, separate the toxic employee from other team members. (rearrange desks, reassign projects, schedule fewer group meetings)



# Executing the Plan

## MANAGE YOUR SELF-TALK

- ❖ Thinking to yourself does not help.
- ❖ Be a fair witness to the problem by focusing on behavior, not your biases or prejudices.
- ❖ “I have to do what I said I would do, whether she turns around or not.”

# Executing the Plan

## BE COURAGEOUS

Firing someone is the hardest thing a manager has to do.

- ❖ Don't make excuses
- ❖ Don't put it off
- ❖ Don't make someone else do it

If it turns around,

- ❖ Accept it
- ❖ Sometimes being proven wrong is great

# Employee Development

Offer resources/training

- ❖ Describe what the workplace should look like
- ❖ Act out scenarios and give participants the chance to practice maintaining composure instead of acting out

Department of Labor Resources

- ❖ [www.dol.gov](http://www.dol.gov)
- ❖ “Leading for Respect”
- ❖ “Respect in the Workplace”

# Employee Development

Learn your employee's personality

- ❖ Personality testing to determine work styles
- ❖ Reactions to environmental stimuli
- ❖ Interpersonal skills
- ❖ Civility training
- ❖ Cultural sensitivity
- ❖ Diversity awareness

# Common Types and Best Approach



## Managing the Victim

**Clearly define accountability**

**Be clear about:**

- **What the employee should be doing**
- **The quality of work to be delivered**
- **The time it should take**

# Common Types and Best Approach

## The Snake



- **When provoked, strike out**
- **Pitches fits**
- **Pushy or a bully**
- **Puts everyone on edge**
- **What's gonna set them off?**

# Common Types and Best Approach



## Managing the Snake

**Learn what drives the behavior**

**90 day improvement plan**

- **Explain how behavior affects the workplace**
- **Outline opportunities for growth and change**
- **If employee doesn't care how behavior impacts the workplace, don't expect change**

# Common Types and Best Approach

## Negative Nellie



- **Always ready to burst your bubble**
- **Averse to change**
- **Resists new policies and processes**



# Common Types and Best Approach

## Managing Nellie



- **Identify tendencies and triggers**
- **Identify the positives/hidden opportunities (Devil's Advocate)**
- **Leverage negativity to get a positive result (spin the situation)**
- **Don't put in a leadership role**

*Can become an important member of your team*

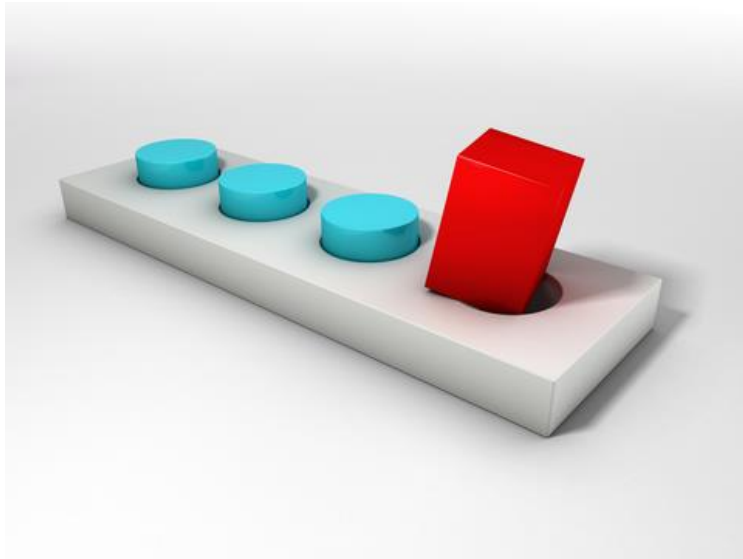
# Common Types and Best Approach



## The Phantom

- **Sorry, I'm sick again, so I'll be out today.**
- **I'd love to help, but I have other things I have to finish.**
- **Seems to disappear when work needs to be done**

# Common Types and Best Approach



## Managing the Phantom

- **Frank, honest discussion about employee fit**
- **Job may not be best fit for them**

*Rarely turn themselves around*

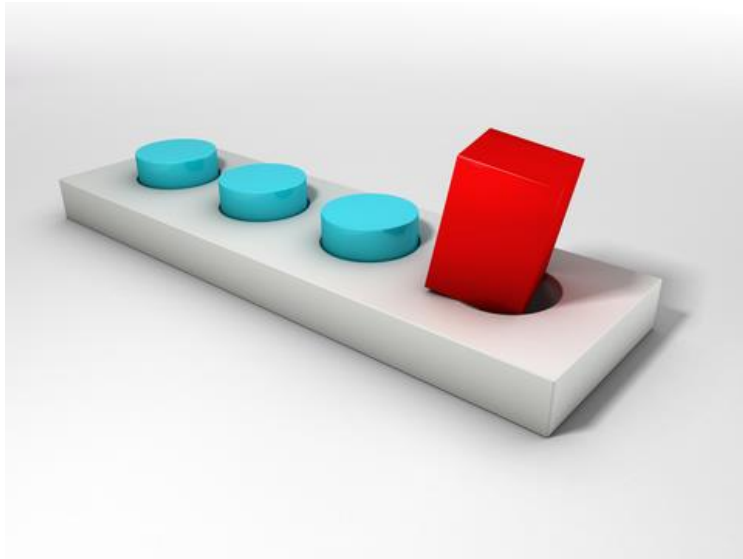
# Common Types and Best Approach

**I**   
**ME**

## The Narcissist

- **Opposite of a team player**
- **All about self and own ego**

# Common Types and Best Approach



## Managing the Narcissist

- **If extremely talented, create option for working alone**
- **Limited team interaction**
- **Make adjustments if employee is highly motivated**

*Unlikely to change, but possible depending on motivation*

# Common Types and Best Approach



## The Brain

- **They're smart and they know it**
- **Quick to let everyone else know it**
- **Rigid in their views**
- **Come across as arrogant**

# Common Types and Best Approach

## Managing the Brain



- **Find ways their intelligence impacts the team, both positive and negative**
- **All solo analysis to draw their own conclusions**
- **Guide the process so you can coach any necessary change**

# CORRECTIVE ACTION:

Behavior	Response
<b>Overly argumentative and bullying</b>	
<ul style="list-style-type: none"><li>• Aggravates and picks fights with others</li><li>• Creates uncomfortable and negative team environment</li><li>• Makes no effort to compromise or settle disagreements</li></ul>	<ul style="list-style-type: none"><li>• Enforce employee standards of conduct</li></ul>



# CORRECTIVE ACTION:

Behavior	Response
<p data-bbox="198 568 652 615"><b>Lazy or unmotivated</b></p> <ul data-bbox="198 661 1072 896" style="list-style-type: none"><li data-bbox="198 661 715 708">• Not engaged in work</li><li data-bbox="198 722 1072 769">• Spends most of their time goofing off</li><li data-bbox="198 783 677 831">• Causes distractions</li><li data-bbox="198 845 940 892">• Contaminates other employees</li></ul>	<ul data-bbox="1284 661 2339 896" style="list-style-type: none"><li data-bbox="1284 661 2028 708">• What motivates the employee?</li><li data-bbox="1284 722 2339 831">• Discuss tasks, their environment and changes that could be made</li><li data-bbox="1284 845 2339 892">• Keep lines of respectful communication open.</li></ul>

# CORRECTIVE ACTION:

Behavior	Response
<p data-bbox="201 568 1057 615"><b>Negative attitude toward the company</b></p> <ul data-bbox="201 661 1057 896" style="list-style-type: none"><li data-bbox="201 661 1057 708">• Attitude clashes with company goals</li><li data-bbox="201 725 1057 829">• Negatively affects overall workplace environment</li><li data-bbox="201 846 598 896">• Toxic employee</li></ul>	<ul data-bbox="1286 661 2288 1153" style="list-style-type: none"><li data-bbox="1286 661 1811 708">• Address immediately</li><li data-bbox="1286 725 2237 829">• Learn about employee's professional and personal situation</li><li data-bbox="1286 846 2288 962">• Note behaviors affecting the team dynamic and bring to employees attention</li><li data-bbox="1286 979 1773 1026">• Set a good example</li><li data-bbox="1286 1043 1931 1090">• Reinforce desired behavior</li><li data-bbox="1286 1108 2002 1153">• Know when enough is enough</li></ul>

# In a Nutshell

## Do

- ❖ Talk to the person to try to understand what's causing the behavior
- ❖ Give concrete, specific feedback and offer the opportunity to change
- ❖ Look for ways to minimize interactions between the toxic employees and the rest of our team

# In a Nutshell

## Don't

- ❖ Bring the situation up with other team members  
(If they bring it up, allow them to offer suggestions)
- ❖ Try to fire the employee unless you've documented the behavior, its impact and your response
- ❖ Get so wrapped up in handling the issue that you ignore more important work and responsibilities



# **Top Qualities of Good Managers**

Better than  
Basic  
---  
Being a Great  
Manager

- Cultural Affinity
- Positive Attitude
- Prioritization
- Warmth and Competence
- Empathy
- Accountability
- Honesty
- Patience
- Character
- Flexibility
- Effective decision making



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