

**MODULE 2 – SUPERVISION, MENTORING & MANAGEMENT**

**NM JUDICIAL BRANCH SUPERVISORY MENTORSHIP PROGRAM**

Laying the groundwork for building your own solid foundation for career success.



Revised: 9/18/2024

---

---

---

---

---

---

---

---

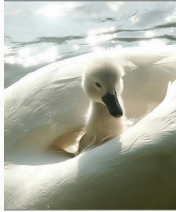
---

---

---

---

**SMP COURSE OUTLINE**



**MODULES**

- 1 – Career Building
- 2 – Supervision, Mentoring & Management**
- 3 – Communications
- 4 – Staffing - Selection & Interviewing
- 5 - Performance Planning, Development & Evaluation
- 6 – Employee Discipline
- 7 - Personnel Rules Overview
- 8 – Harassment, Including Sexual Harassment, Discrimination & Retaliation Prevention
- 9 – Drug & Alcohol Prevention & Testing
- 10 - Workers Compensation, Safety and Loss Control

Revised: 9/18/2024

---

---

---

---

---

---

---

---

---


---

---

---

**Handouts**

- Sample Code of Conduct Memorandum
- Risk Management Division Alternative Dispute Resolution (ADR) Bureau Brochure
- Cigna: Dealing with Difficult Behaviors & Effective Communication Techniques
- Cigna: How to Approach Employee Performance
- Common Disciplinary Problems and Solutions (Deer Oaks)




---

---

---

---

---

---

---

---

---

---

---

---

**Handouts**

- Corrective Action Analyzer – An Aide to Supervisor Self-Analysis
- Progressive Discipline Checklist
- Constructive Feedback – 19 Mistakes to Avoid
- Coaching Steps & Coaching Card (courtesy of Metro)
- Here’s the No. 1 reason why employees quit their jobs- Article
- Improving Work Habits (Deer Oaks)
- The Oreo Approach to Criticism
- How to Give Constructive Criticism
- 11 Tips for Conflict Resolution in the Workplace for Managers

---

---

---

---

---

---

---

---

**Handouts**

- 9 Ways to Deal with Difficult Employees
- Employee Confrontation Techniques for the Conflict Avoidant
- Supervisor/HR Newsletter – Overcoming “Negative Vibes” Among your Staff: 10 Tips
- Manager’s Survival Guide: 5 essential tips to reduce pressure
- EAP Brochure – Well-Being Solutions

[Please also refer to handouts in Module 6 – Discipline]

---

---

---

---

---


---

---

---

**MODULE 2**  
**Learning/Training Goals**

- Coaching Good & Bad Behavior
- Coaching Bad Personal Habits
- When Coaching Doesn’t Work – 2-Minute Challenge
- Preparing Employees for Difficult Messages
- The “Difficult Employee”
- Supervisory Styles
- Supervisory Styles for Common Problems



---

---

---

---

---

---

---

---

**Have you ever heard.....**

**People join companies,  
&  
Leave managers?**

---

---

---

---

---

---

---

---

**Have you ever heard.....**

**The difference between an active &  
passive job seeker is one bad day in  
the office?  
Then you might be faced with the  
employee who quit & left  
vs.  
the employee who quit & stayed.**

---

---

---

---

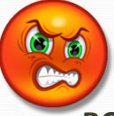

---

---

---

---

**Difference Between**

	<b>&amp;</b>	
<b>BOSS</b>		<b>Leader</b>
Drives Employees		Coaches them
Depends on Authority		Depends on Goodwill
Inspires Fear		Generates Enthusiasm
Says "I"		Says "We"
Places blame for the breakdown		Fixes the breakdown
Knows how its done		Shows how its done
Uses People		Develops People
Takes Credit		Gives Credit
Commands		Asks
Says "Go"		Says "Lets Go"

---

---

---

---

---

---

---

---

### The Boss We Don't Want To Be

Three Categories of Bad Boss

Often we are not trained to be supervisors and we learn how to manage people on the fly after we are promoted.

What things have you liked or disliked that your current or previous managers have done?

WHY?

---

---

---

---

---

---

---

---

---

---

### III. Individual Progress Questions

Please open your Workbook and complete the Individual Progress Questions #1 – #4

We will discuss your answers as a group.

---

---

---

---

---

---

---

---

---

---

### WHAT IS EMPLOYEE COACHING?

#### Employee Career & Goals

Coaching turns down cycles up

---

---

---

---

---

---

---

---


---

---

**WHAT IS EMPLOYEE COACHING?**

Providing employees with:

- Training on how to do their job
- Feedback on their performance
- Setting performance expectations
- Support and encouragement
- Coaching brings issues to the employee's attention when they are minor.



Revised: 9/18/2024 13

---

---

---

---

---

---

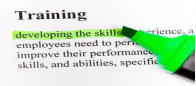
---

---

**WHAT IS EMPLOYEE COACHING?**

**Characteristics of Coaching**

- Is it confrontational? No.
- The goal of coaching is not to make the employee feel bad, it is working with the employee to solve the problem.
- Coaching empowers employees and encourages them to solve their own problems.



Revised: 9/18/2024 14

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Characteristics of Coaching**

- Show confidence in your employee's ability and willingness to solve the problem.
- Try communicating the "what" not the "how" to your employees when coaching them.
- Done well, coaching can help any employee continuously improve their skills, and ability to contribute.
- Is it an ongoing process? Yes.

Revised: 9/18/2024 15

---

---

---

---

---

---


---

---

**WHAT IS EMPLOYEE COACHING?**

**When should you coach?**

- Always be coaching.
- When you see an issue address it immediately.
- Coach behavioral issues early – before they become a habit.



Revised: 9/18/2024

---

---

---

---

---

---


---

---

**WHAT IS EMPLOYEE COACHING?**

**When should you coach?**

- Don't give false praise or encouragement.
- “You're awesome” without specifics is counterproductive.
- Celebrate successes – like a coach.
- Encourage your employees to succeed.



Revised: 9/18/2024

---

---

---

---

---

---


---

---

**WHAT IS EMPLOYEE COACHING?**

**When should you not coach?**

- When you are angry.
- Not in a good place “mentally.”
- When you are reacting to an issue.
- When you do not have all the information or facts.



Revised: 9/18/2024

---

---

---

---

---

---


---

---

## WHAT IS EMPLOYEE COACHING?

### Coaching Good Work

2023 Gallup poll – only 30% of employees reported receiving any recognition the previous year.



Think of a day you were very impressed with one of your coworkers, yourself or your employee.  
What did they do that day that impressed you?

Revised: 9/18/2024 19

---

---

---

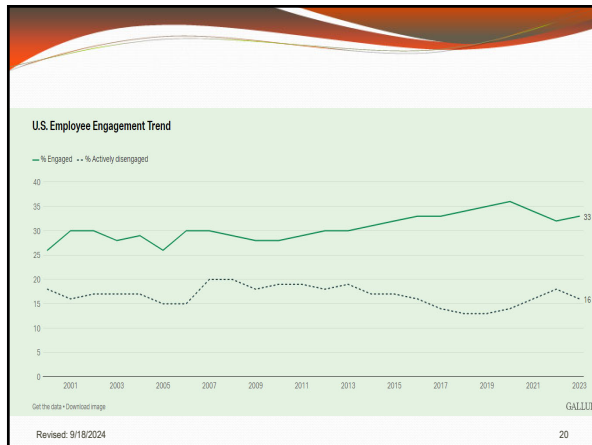
---

---

---

---

---



---

---

---

---

---

---

---

---

“ Recognition is proven as among the best method of improving work motivation and employee engagement. ”

**1 minute = 100 minutes**

1 minute spent on recognising behaviour = 100 minutes of initiative in return.

☹ ☹ ☺

Yet 2 out of 3 people receive no workplace recognition in a given year.

Revised: 9/18/2024 21

---

---

---

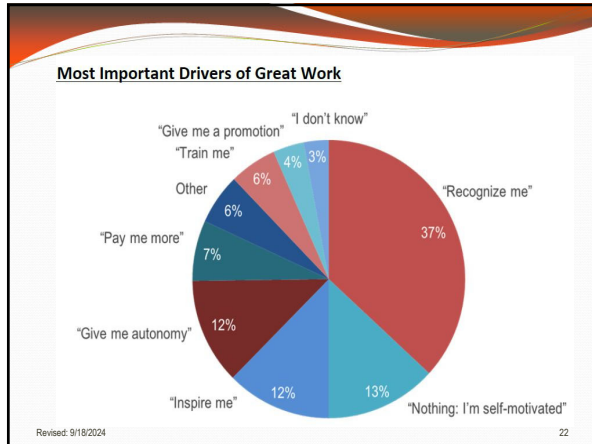
---

---

---

---

---



---

---

---

---

---

---

---

---

## WHAT IS EMPLOYEE COACHING?

### Coaching Good Work:

Let's imagine that same employee leaving for the day without any recognition or appreciation. What might they be thinking?

Revised: 9/18/2024 23

---

---

---

---

---

---

---

---

## WHAT IS EMPLOYEE COACHING?

### BENEFITS OF COACHING

- Helps employees understand what they should be doing and how.
- Provides employees with important information on whether they are performing up to your expectations, and if not, how far off the mark they are.

Revised: 9/18/2024 24

---

---

---

---

---

---

---

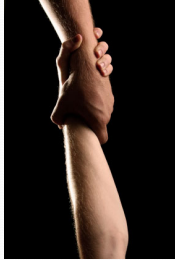
---

**WHAT IS EMPLOYEE COACHING?**

**BENEFITS OF COACHING**

- Helps employees develop and enhance new skills needed for future positions.

Do you think people essentially want to do their job well?



Revised: 9/18/2024 25

---

---

---

---

---

---



---

---

**Coaching**

**Individual Coaching & Counseling:**

- Being honest about strengths and weaknesses.
- The key to performance evaluations.
- Praise in public.


---

---

---

---

---

---

---

---


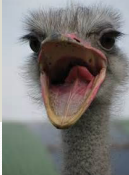
**WHAT IS EMPLOYEE COACHING?**

**Coaching Good Work:**

**What is one secret to keeping a great employee?**

Tell them you appreciate what they did.

But be sincere and specific so they know what behavior to duplicate.


---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching Good Work:**

- Recognize & Reward GOOD WORK
- WHEN YOU SEE IT - SAY IT
- What you say to people on a daily basis matters.



*Remember:*  
**GOOD WORK THAT GETS NOTICED - GETS REPEATED.**

Revised: 9/18/2024 28

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

**Just as important as recognizing good work - is never letting poor work go unnoticed.**



Revised: 9/18/2024 30

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

***“Criticism may not be agreeable, but it is necessary. It fulfills the same function as pain in the human body. It calls attention to an unhealthy state of things.”***

**~Winston Churchill**

Revised: 9/18/2024 30

---

---

---

---

---

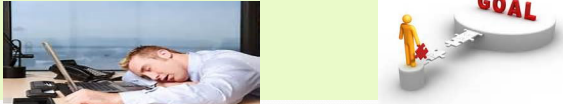
---

---

---

**WHAT IS EMPLOYEE COACHING?**

- ❖ Do not state what you are unhappy about without offering a clear picture of what you want.
- ❖ What do they need to do to succeed.
- ❖ Get them to agree to the problem. [Why is this important?]
- ❖ Be open to valid excuses.




---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

- Address ASAP in private.
- The hard part – make it positive.

Ask yourself:

- Are you correcting things for their success or yours?
- Are they doing it wrong or just differently from how you do it?



Revised: 9/18/2024

---

---

---

---

---

---

---

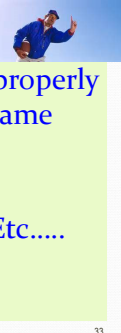
---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

Ask yourself:

- Are you sure the employee was properly instructed before the problem came up?
- Do you know who specifically instructed him or her? When? Etc.....



33

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Coaching for Empowerment**

Should you meet with the employee if you are angry or irritated with them?



Revised: 9/18/2024 34

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Coaching for Empowerment**

- ❖ Wait until you are both calm.
- ❖ An approach that is overly formal or forceful may make the employee feel defensive; not conducive to coaching.
- ❖ Discuss potential solutions to the problem or improvement actions to take.

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Coaching for Empowerment**

- ❖ Don't jump in with all the answers.
- ❖ If you find yourself about to say "I would..." stop and wait and ask, "what do you think?"
- ❖ A good coach is willing to let the learner chose his or her own path.

Revised: 9/18/2024 36

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

- ❖ You CAN ask questions.
- ❖ For example – How do you think that call (with the irritated customer who your employee was impatient with) could have gone better?
- ❖ You may be surprised at what they will tell you.

Revised: 9/18/2024 37

---

---

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

AND what do you do when you hear them come up with a really good solution?

Remember if you see it say it – recognize their good performance.



38

---

---

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

What if they don't come up with any solutions or answers? What can you do then?

Offer them a tip, a short-cut, a suggestion.

Make your advice simple, positive and practical.

Revised: 9/18/2024 39

---

---

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

Most employees will learn more from their own mistakes than 100 of your words or suggestions.

As they say – the only true failure is the failure to try. If they are making mistakes most likely they are trying.

Revised: 9/18/2024 40

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**5 Step Coaching**

- #1. State what you have observed.
- #2. WAIT for the employee to respond.
- #3. Remind the employee of the goal. (e.g., be to work on time, etc.)
- #4. Ask the employee for a specific solution.
- #5. You agree together on the solution.

NOTE: You cannot skip a step.

Revised: 9/18/2024 41

---

---

---

---

---

---


---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching for Empowerment**

- Make it positive.
- This is not to sugarcoat the concern, but when initially bringing up a concern this is a simple concept for managers and supervisors to begin with.



Revised: 9/18/2024 42

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Emotional Intelligence ~ TACT**

**Developing Tact**

How many of you have heard it's not what you say but how you say it?

- ❖ Think before you speak & teach your employees to do the same ~ key to emotional intelligence.
- ❖ Tact means saying the right thing at the right time.
  - ❖ Your body language should match your words.
- ❖ Tact is the ability to deliver a difficult message in a way that considers other people's feeling & preserves relationships.

---

---

---

---

---

---

---

---

**Delivering Difficult Messages  
THE OREO COOKIE METHOD**

Give Feedback or Constructive Criticism like an OREO. The two thin cookies are positive feedback.

Start with the first cookie wafer, then go to the cream filling - the negative feedback, then finish with the bottom cookie wafer - with another positive feedback.

Sandwich the negative between two positives.

\*Avoid sandwiching the constructive feedback between too many positives - may take away from the message.

\*Don't use the approach too often or people might mistrust positive feedback from you.



44

---

---

---

---

---

---

---

---

**Delivering Difficult Messages  
THE OREO COOKIE METHOD**

**Example 1:**

"Joe, I got a call from fiscal and they are upset. They said the reports you created have incorrect figures and they need you to fix your mistakes on the next report. I can't have you turning in spreadsheets full of errors. I know I showed you how to do this when you started. I don't have time to help you so you'll have to work on fixing it. Get it right this time."

How affective would you find this message if you were Joe?

**Employees perform well when more emphasis is placed on the things they do well - positive reinforcement.**

(Taken from: A manager's guide to giving constructive feedback, <http://www.hellom.com/terms/1273p-feedback-delivery-methods-are-to-engage-employees/>)

Revised: 9/18/2024

45

---

---

---

---

---

---

---

---

**Delivering Difficult Messages**  
**THE OREO COOKIE METHOD**  
**Example 2:**

“Joe, thanks for your hard work on those weekly budgeting spreadsheets. I know how time consuming they are and we are really glad to have someone who understands Excel and can do them. There’s just one thing I’d like you to work on for the future and that is to double-check the math each week on the budget spreadsheets to ensure the column totals are accurate. I know spreadsheets can be a bit cumbersome, but as long as you review the math each week, I know the reports will be perfect. If you’d like, I can show you a couple tips that I use to ensure calculations are correctly computed on the spreadsheets.”

How affective would you find this message if you were Joe?

*This method is effective because it leaves the employee feeling valued and appreciated, even though the supervisor cited an improvement requirement.*

46  
 Taken from: A manager's guide to giving constructive feedback, <http://www.hellom.com/items/37830-feedback-delivery-methods-are-to-engage-employees>

---

---

---

---

---

---

---

---

---

---

**Get prepared....**  
**Delivering Difficult Messages**

- ❖ The method in which the feedback is delivered will determine how it is responded to by the employee.
- ❖ If the message is personal prepare them.
- ❖ Don't beat around the bush, but be sensitive.
- ❖ Be gentle, be honest.
- ❖ Well-delivered feedback, even when regarding negative behaviors, may be seen by the employee as an opportunity for self-improvement.

Revised: 9/18/2024  
 47

---

---

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Commit to your Coaching**

- ❖ Correcting poor work is never easy.
- ❖ Correcting poor habits is even harder.
- ❖ Think about why you do it and why it is hard. It's because you care.
- ❖ It is the process of letting people know they matter to you and you care about their success.

F

---

---

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching BAD Personal Habits**

Employees may be blind to something that can affect their performance as much as anything – their personal habits.

- Keep to the facts.
- Make it private.
- When personal – HOW you bring up the subject sets the tone for the entire discussion.

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Commit to your Coaching**

- ❖ Do not cave or back down because you see the employee getting upset.
- ❖ Commit to your coaching.
- ❖ You can take a time-out and revisit / reschedule the meeting, but do not revise your assessment, or decide it is “not worth” addressing once you have begun.

Revised: 9/18/2024 50

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching BAD Personal Habits**

Example of way to address a personal habit:

**“We have to talk about something I feel pretty awkward saying and I think you will feel just as awkward hearing.”**

This way the employee knows whatever is coming is personal and “awkward” and they have a chance to prepare themselves.

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching BAD Personal Habits**

How would you want someone to tell you that others were complaining about your body odor?

Do you have to tell the employee that others complained?

What are the pros and cons of doing this?

Revised: 9/18/2024 52

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching BAD Personal Habits**

What if:  
You said, "There are times when the odor on your body is too noticeable."

"There are times when the odor of your perfume is too noticeable."

What do you think – would that offend you?

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**

**Coaching BAD Personal Habits**

What if they say:  
"My body odor is none of your business!"

BEWARE of coaching sidetracks.  
When confronted the employee may try and change the subject, might try denial, or might give you a counter-attack.

Revised: 9/18/2024 54

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Coaching BAD Personal Habits**  
How should you respond to coaching sidetracks?  
Remember, sidetracks lead no where – they are a dead-end road. Don't go down them.  
Stay on track.

Revised: 9/18/2024 55

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Coaching BAD Personal Habits**  
A response might be, "I don't mean to offend you. What I am asking is unless there is a medical reason I am unaware of we need you to show up everyday with no noticeable odor. That's all that needs to happen. Alright."  
Gentle, but direct.

Revised: 9/18/2024 56

---

---

---

---

---

---

---

---

**WHAT IS EMPLOYEE COACHING?**  
**Coaching BAD Personal Habits**  
If more is said you can add, "again, I am sorry if I offended you in any way. That was certainly not my intention. I just brought it up because it is my job and I want you to succeed."

Revised: 9/18/2024 57

---

---

---

---

---

---

---


---

**“The Difficult Employee”**

Do we wait to deal with the difficult employee?

One reason we fail to take action with difficult people is we don't expect them to be difficult.

One time aberration? Deer in the headlights.



Revised: 9/18/2024 58

---

---

---

---

---

---

---

---

**“The Difficult Employee”**

Do we wait to deal with the difficult employee?

Another reason ~ we avoid confrontation thinking we will only make the situation worse.



Revised: 9/18/2024 59

---

---

---

---

---

---


---

---

**“The Difficult Employee”**

Do we wait to deal with the difficult employee?

Another reason ~ we don't want to be the bad “guy” or think we may not be able to respond constructively.



Revised: 9/18/2024 60

---

---

---

---

---

---


---

---

**“The Difficult Employee”**

**Labeling the “Employee” as “Difficult”**

Do you think labeling people as “difficult” makes you treat them differently?  
 If Bob is your difficult employee what might you think every time you see Bob, or every time he knocks on your door?  
 Manage your “self-talk”



Revised: 9/18/2024 61

---

---

---

---

---

---

---

---

---

---

**“The Difficult Employee”**

**Labeling the “Employee” as “Difficult”**

If we label an employee as “difficult” we:

- Might have lower expectations of them,
- Might interpret their actions as negative,
- Might have a strong emotional reaction to them, i.e., discredit their comments,
- Might treat them abruptly, and
- Might expect less of them.

Revised: 9/18/2024 62

---

---

---

---

---

---

---


---

---

---

**“The Difficult Employee”**

On the flip side ~ Are there people who are *never* difficult? Or do you get surprised by the things you see & hear?



Everyone can be difficult sometimes, and realizing this helps you to be less surprised and able to respond appropriately when those typically not difficult employees are difficult.

Revised: 9/18/2024 63

---

---

---

---

---

---

---


---

---

---

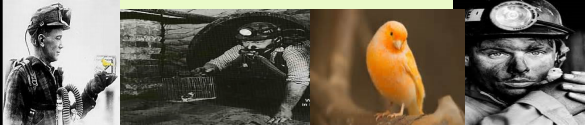
**“The Difficult Employee”**

**Canaries in a Mine**



- ❖ Can a “difficult employee” be useful?
- ❖ Remind yourself that although your “difficult employee” may not have good interpersonal skills they may still be highly intelligent & can clue you in to workplace issues that need be addressed.

*Like canaries were used to indicate the mining environment, “difficult employees” may be more sensitive to work environment issues that legitimately need to be addressed or corrected.*




---

---

---

---

---

---

---

---

---


---

**“The Difficult Employee”**

**Types of Difficult Employees**

What if the employee reacts strongly to you in a meeting? Highjacks your meeting.

- Stop the behavior
- Adjourn the meeting as soon as you are able.
- Talk to the employee privately and let them know the behavior is inappropriate.
- Do not allow it to continue.




---

---

---

---

---

---

---

---

---

---

**“The Difficult Employee”**

Do not let a “difficult person” succeed at making you upset.

**REMEMBER:** Others do not make you feel angry or frustrated.

Send the message: The “difficult employee’s” tactics will not work with you, & you will not reward bad behavior by allowing them to influence your feelings.

Revised: 9/18/2024 66

---

---

---

---

---

---

---

---


---

---

**“The Difficult Employee”**

**FOCUS**

- Focus on behavior and not the person.
- This will reduce defensiveness.
- Remember ~ there will always be someone difficult to manage.
- Ask yourself ~ what makes their behavior difficult for me?
- This is a learning opportunity for you as a supervisor.



Revised: 9/18/2024 67

---

---

---

---

---

---

---

---

**“The Difficult Employee”**

**HOT BUTTONS**

What about “difficult employees” who “push” our Hot Buttons?

Determine what your hot buttons are and consider ways to manage vs. be manipulated.

We will do an exercise to work on this.

- **DON'T**
- **PUSH**
- **MY**
- **BUTTONS!**




---

---

---

---

---

---

---

---

**“The Difficult Employee”**

I am thankful to all those difficult people in my life, they have shown me exactly who I do not want to be!

[WWW.LIVELIFEHAPPY.COM](http://WWW.LIVELIFEHAPPY.COM)

---

---

---

---

---

---

---

---



---

---

---

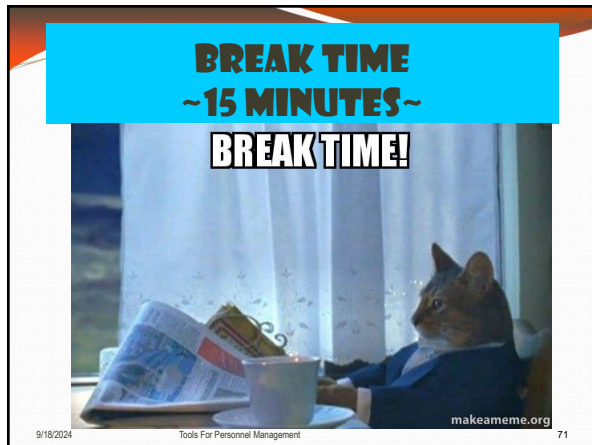
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

---

---

### Supervisory Styles

**Authoritarian** – use if an employee lacks knowledge about a certain procedure or in an emergency.

**vs**

**Participative** – use if an employee understands the objectives of their job and their role in the job task.

**vs**

**Delegative** – use if the employees knows more than you do about the job task.

Revised: 9/18/2024 76

---

---

---

---

---

---

---

---



---

---

---

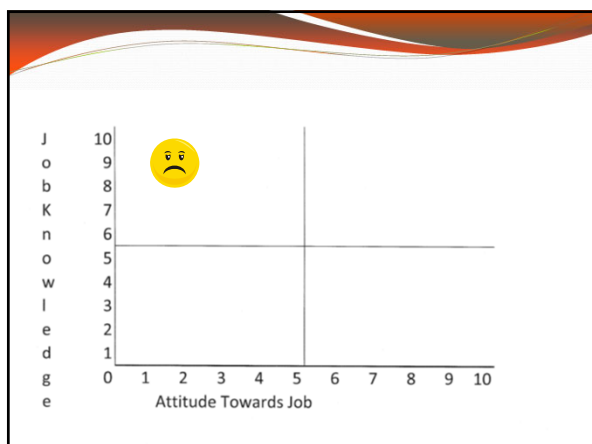
---

---

---

---

---



---

---

---

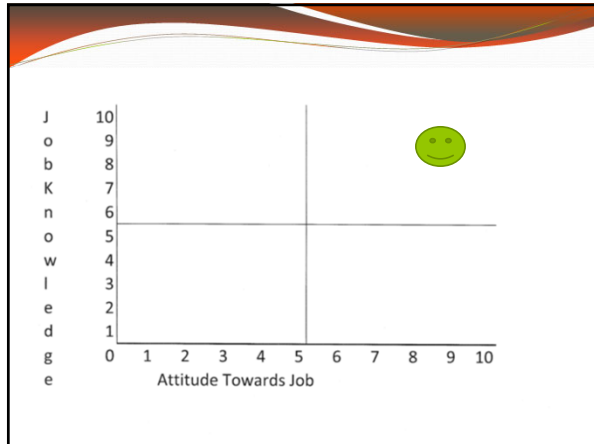
---

---

---

---

---



---

---

---

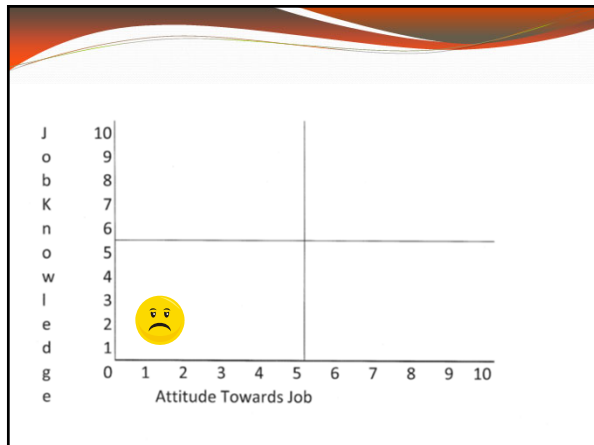
---

---

---

---

---



---

---

---

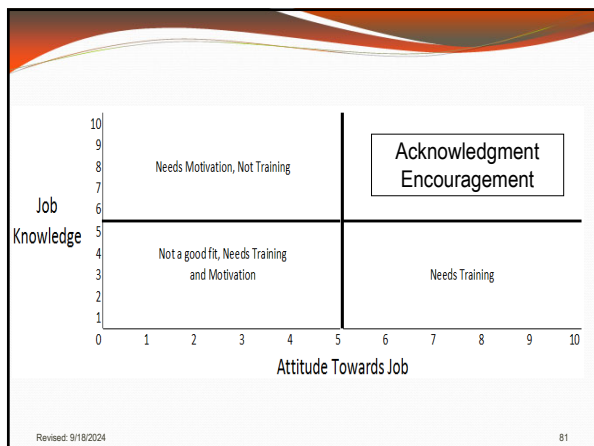
---

---

---

---

---



---

---

---

---

---

---

---

---

### Common Causes for Poor Performance

Common Causes	FIX - Responses
#1: Don't have a reason to care	Carefully explain their role in the organization and how they are important to the organization's larger goals. Provide specific examples of contributions they have made in the past.
#2: Don't know what their job is	Define their job. Look at their performance plan together and ask if it makes sense. Solicit their views on how you could have defined it better to make it clearer for them.
#3: Lack of knowledge or skills	Identify the gaps. Provide training to address specific gaps one at a time. Monitor their progress.

Revised: 9/18/2024 82

---

---

---

---

---

---

---

---

---

---

### Common Causes for Poor Performance

Common Causes	Responses
#4: Don't agree with "the program"	Draw a verbal picture of how their role ties into the organizational goals. Ask if they understand. If not solicit their ideas. Listen carefully to their ideas and respond to each; don't write them off as bad ideas. If any ideas are valuable, say you will follow up on them – and do so. Remind the employee that they don't have to agree with the program, but they do have to meet the specified performance goals.
#5: See no reward The "why bother" employee	Establish creative incentives and publicize them. Emphasize the value of peer respect for a job well done.
#6: Want to be rewarded no matter what	Never reward for poor performance; address poor performance and establish parameters so employees know what poor performance is.

Revised: 9/18/2024 83

---

---

---

---

---

---

---

---

---

---

## Conflict Management Tips

### When should a manager get involved in employee disputes?




84

---

---

---

---

---


---

---

---

---

---

**Conflict Management Tips** 

**What should you consider?**

**Is the conflict affecting work?**

**If you do nothing, what is likely to happen? What are the consequences?**

**Is the conflict a small annoyance or difference of opinion, or affecting the workplace?**

Rev 85

---

---

---

---

---

---


---

---

**Conflict Management Tips**

Affect of doing nothing:

- How will you be perceived by your employees if you do nothing?
- Most employees expect (fairly or unfairly) that management will fix situations such as these and doing nothing could hurt your credibility.
- BUT – maybe your employee’s need downtime from each other – how do you make that determination?



Revised: 9/18/2024 85

---

---

---

---

---

---

---


---

**Conflict Management Tips**

Affect of doing something:

- If you step into a conflict between two employees they might turn on you – comes with the territory of supervising.
- When a third party intervenes in a conflict, there is a tendency for the warring parties to target the third party. Can be upsetting to try and remedy a situation only to find the people start attacking you but consider it a temporary diversion.

What else?



Revised: 9/18/2024

---

---

---

---

---

---

---

---

**Conflict Management Tips**  
**Effective Listening**

**1. Let people tell their story.**  
 When people are deeply upset about something, they need to get their story out. This is a basic principle of mediation and one that's important to remember.

**ACTIVELY LISTEN**

Sometimes, allowing people to speak their minds can increase the level of conflict. This often is temporary. You have to get through the conflict phase to find the solution.

Revi 88

---

---

---

---

---

---

---

---

---

---

**Conflict Management - Tips**

**MASS REALITY CHECK**

**2. Bring a reality check to the table.**

Often in a conflict, the parties are so focused on minutiae that they lose sight of the big picture and its implications. As the supervisor, you need to bring people back to reality by wrenching their attention away from the *grain of sand* and having them focus on the *beach* instead.

89

---

---

---

---

---

---

---

---

---

---

**Conflict Management - Tips**

**3. Identify the true impediment.**

**ASK QUESTIONS**

In every conflict, ask yourself: *What is the true motivating factor here?* *What is really keeping this person from agreeing to a solution?*

**MY WAY YOUR WAY**

90

---

---

---

---

---

---

---


---

---

---

### Conflict Management - Tips

**Do not be afraid of silence during conflict resolution.**  
**Be patient.**  
**Wait out the gaps in conversations.**



A BAD ATTITUDE IS LIKE A FLAT TIRE. IF YOU DONT CHANGE IT, YOU'LL NEVER GO ANYWHERE.

---

---

---

---

---


---

---

---

### Conflict Management - Tips

- Avoid accusatory language.
- Talk about observable behavior.
- Encourage parties to talk about possible solutions.
- Summarize the discussion.



'Rumors are carried by haters, spread by fools and accepted by idiots.'

---

---

---

---

---

---

---

---


### Conflict Management - Tips

**Easing tensions between warring factions isn't easy.**

A bad move on the manager's part could create irreparable barriers, decrease productivity, as well as dampen morale. The situation must be carefully managed so that you're not taking sides.

Your goal is to keep everyone focused on solving a problem and not be sidetracked.

Stu's Views © 2022 Stu. All Rights Reserved www.stu.com



No, Mr. Wolf, my client would not "care to take this outside."

---

---

---

---

---

---

---

---

**Conflict Management – ADR**  
 What if I cannot resolve the conflict?

**What is ADR?**

**Alternative Dispute Resolution**

**Mediation brings two or more people together who are having difficulty communicating. A neutral 3<sup>rd</sup> party mediator helps parties reach agreement.**



94

---

---

---

---

---

---

---


---

**Conflict Management – ADR**

- ❖ **Requires Commitment**
- ❖ **Both sides should be willing to work towards an agreement.**
- ❖ **Management may also make it mandatory.**
- ❖ **Used to preserve the working relationship.**

Can be between two employees, supervisor and employee, two supervisors, multiple employees, your whole office.

**What experiences have you had with ADR?  
 When might it have been helpful to you?**




---

---

---


---

---

---

---

---



**Please open your Workbook and in a small group work on**

**IV. Small Group Progress Question #1 - #15**

**We will discuss your answers as a group.**

95

---

---

---

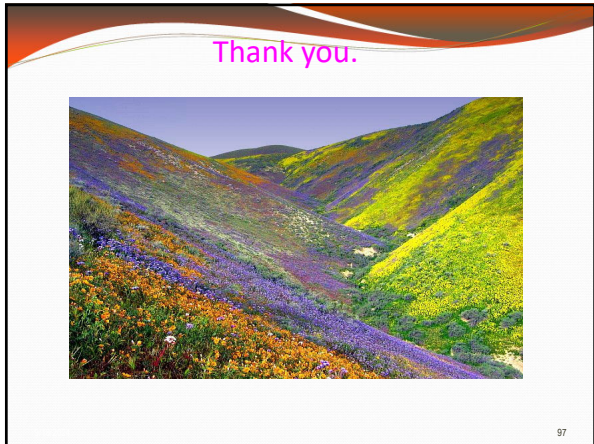
---

---

---

---

---



---

---

---

---

---

---

---

---

# HANDOUTS

## MODULE 2

- Sample Code of Conduct Memorandum
- Risk Management Division Alternative Dispute Resolution (ADR) Bureau Brochure
  - Dealing with Difficult Behaviors & Effective Employee Communication Techniques (Cigna Behavioral Health)
    - How to Approach Employee Performance (Cigna Behavioral Health)
    - Common Disciplinary Problems & Solutions (Deer Oaks PowerPoint)
- Corrective Action Analyzer – An Aide to Supervisor Self-Analysis
  - Progressive Discipline Checklist
- Constructive Feedback – 19 mistakes to avoid
  - Coaching Steps & Coaching Card

# HANDOUTS

## MODULE 2

### Continued

- Here's the No. 1 reason why employees quit their jobs - Article
  - Improving Work Habits (Deer Oaks PowerPoint)
    - The Oreo Approach to Criticism
    - How to Give Constructive Criticism
- 11 Tips for Conflict Resolution in the Workplace for Managers
  - 9 Ways to Deal with Difficult Employees
- Employee Confrontation Techniques for the Conflict Avoidant
- Supervisor/HR Newsletter – Overcoming ‘Negative Vibes’ Among Your Staff: 10 Tips
- Manager's Survival Guide: 5 essential tips to reduce pressure
  - EAP Brochure – Well-Being Solutions

\*Please also refer to handouts in Module 6 – Discipline\*

# Administrative Office of the Courts

Supreme Court of New Mexico



Arthur W. Pepin, Director  
Lynette Paulman-Rodriguez, AOC HR Director

237 Don Gaspar, Room 25  
Santa Fe, NM 87501  
(505) 827-4773  
(505) 827-8091 (fax)

## MEMORANDUM

Date: date

To: XYZ Magistrate Court Employees

From: XYZ, Court Manager

Subject: Code of Ethical and Professional Standards for the XYZ Magistrate Court

The following outlines the standards and office conduct expected of all XYZ Magistrate Court employees, and which will foster a work environment of mutual respect and consideration for your customers, your work, your co-workers, and yourself. Thus, listed below are my expectations of all XYZ Magistrate Court staff. Thank you in advance for your commitment to our Court and our ground rules for operations. This Memorandum will be signed annually.

### CONFIDENTIALITY

The XYZ Magistrate Court has the privilege of access to court cases and personal information of our customers. That information needs to be maintained and protected appropriately and should never be abused. The same goes for conversations overheard. We work in a small office. Information that may be openly discussed in the court is not necessarily information that should be shared or communicated outside of the workplace. If you are unsure what information you may disclose please speak with me directly.

### RESPECT / TRUST

**The following are standards to support the daily decisions of the XYZ Magistrate Court while demonstrating our professional commitment to everyone we serve.**

1. Treat people with dignity and respect to foster a trusting work environment free of harassment, intimidation, and unlawful discrimination.
2. Adhere to the highest standards of ethical and professional behavior and be the example for others.
3. Refrain from participating in the discussion of any unfounded, irrelevant information about other people that may cause dissension.
4. Work to resolve issues with coworkers through effective communication.
5. Use the Chain of Command when issues arise. If you have a complaint or suggestion please share it with me in private.
6. Encourage a high level of employee morale through effective communication. Communicate professionally and restrain from giving advice or direction to your co-workers unless I have specifically requested you to.

7. Process requests in a timely manner, and within established deadlines with consistent follow-up communication.
8. Provide superior external and internal customer service.
9. Follow and promote a safe and healthy working environment.
10. Commit to continuous learning, skills development, and the application of new knowledge related to the operations of the Judiciary Branch, and the Magistrate Courts.

**ABSENTEEISM / TARDINESS**

Absenteeism and tardiness affect the XYZ Magistrate Court's ability to assist the public and may put an additional burden on your coworkers. I encourage you to take your leave as you need to within the following guidelines: both annual and sick leave (e.g., for doctor's appointments) should be requested as soon as the need arises, and at a minimum 24-hours prior to the need. Should the need for sick leave not be known in advance employees should call me directly prior to their scheduled workday. If you cannot reach me, leave me a message and then immediately call Ms. XYZ, Court Clerk Leadworker and speak with her directly. **TARDINESS:** All employees are expected to arrive at work ready to start work promptly at 8:00 a.m. If you are running late please call me directly prior to your scheduled workday. If you cannot reach me, leave me a message and then immediately call Ms. XYZ, Court Clerk Leadworker and speak with her directly.

**OVERTIME & TIME MANAGEMENT**

Overtime has a budgetary impact and as per the New Mexico Judicial Branch Rules (NJJBR) requires administrative authority prior to it being worked. As Court Manager I must secure approval for all extra hours worked through my chain of command prior to them being worked. Employees may not work extra hours or flex their time without my prior approval. Employees should manage their time between 4:00 p.m. – 5:00 p.m. efficiently; this is a time to get caught up or prepare for the next workday.

**BREAKS**

XYZ Magistrate Court employees are allowed the privilege of a 15-minute paid break in the morning and one in the afternoon. You are not allowed to leave court property, though you may go outside. Other than these two breaks employees are expected to remain on the job.

**CELL PHONES**

I understand that most employees have their own cell phone; however they are a distraction in the workplace and hinder the appropriate professional environment we want to establish. Employees are asked to leave their cell phone, to include any device that makes or receives phone calls, messages or texts in their desk, silenced, and not on vibrate. If you have an emergency situation please use your work telephone or discuss your needs with me in advance.

**ACKNOWLEDGEMENT**

I have read this memorandum dated XYZ, titled Code of Ethics and Professional Standards for the XYZ Magistrate Court and agree to abide by these standards to promote a positive work environment and that I am responsible for adhering to its directives; I understand that failure to comply with these standards may result in disciplinary action.

\_\_\_\_\_  
Name (print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

cc: Employee Personnel File

## Who We Are:

We are a state Risk Management program that works with state employees and their agencies to access workplace mediation, communication-based training and offer alternative resources to workplace conflict. Our goal is to provide state employees an early resource to resolve conflicts in the workplace.

## Workplace Mediation:

The ADR Bureau uses a co-mediation model (two mediators) and is a peer mediation program. Most of our mediators are state employees; others are trained professionals who are dedicated to giving their time to help state employees improve their workplace relationships. Mediators help facilitate the discussion by ensuring an open, respectful and effective environment for dialogue to address workplace conflict.

## Address

1100 S. St. Francis Drive  
Suite #2079  
Santa Fe, NM 87505

## Contact Us

Kimberly Ulibarri  
Bureau Chief  
505-827-0444

Abril Trujillo  
Mediation Coordinator  
505-827-0421

[adr.bureau@gsd.nm.gov](mailto:adr.bureau@gsd.nm.gov)

# NM Alternative Dispute Resolution (ADR) Bureau

Risk Management Division  
General Services Department

“Encouraging mutual respect  
through communication.”

## Why Mediation?



The NM ADR Bureau helps manage and resolve work disputes in a fair, timely and cost-efficient manner. Most mediations can be scheduled in about two weeks once all paperwork is received.



Mediation emphasizes problem solving and encourages a forward-looking approach to resolving work disputes.



It allows managers and employees to influence the process and have control over the outcome, unlike other formal processes where someone else ultimately imposes an outcome.

- **Voluntary, Confidential & Free**

Mediation through our program is voluntary, confidential, informal and free. Workplace conflict is a workplace issue and should be dealt with during work time.

- **Self-Determination**

Trained, impartial third parties (mediators) do not take sides, offer solutions or have decision-making authority. They help the parties focus on their interests to reach a mutually agreeable resolution.

**“This was a wonderful experience. I was able to express myself, listen to the other party and seek clarification. We were able to see things in a different perspective and we came out with good things to work on.”**

~ Program Participant



## Dealing with Difficult Behaviors

Behavior	Tactic
<p><b>Hostile-Aggressive:</b> This can take the form of overtly abusive behavior, tantrums, rage, and bullying, or it can be disguised with non-playful teasing, innuendoes, and digs.</p>	<ul style="list-style-type: none"> <li>• Listen without returning anger.</li> <li>• Take unpredictable actions – become nicer as they escalate, quieter as they become louder.</li> <li>• Do not try to argue; instead focus on any point you can agree with them on – most aggressive people will calm down if they feel someone is really listening to what they have to say.</li> <li>• Give them time to run down.</li> <li>• Maintain assertive (not aggressive) posture and body language.</li> <li>• State your own opinions assertively while not dismissing theirs.</li> </ul>
<p><b>Complaining:</b> Chronic complaining without a desire to find a solution</p>	<ul style="list-style-type: none"> <li>• Don't agree, but paraphrase what they say.</li> <li>• Avoid the accusation-defense-reaccusation pattern.</li> <li>• Try to move to a problem-solving mode by asking them to suggest alternatives with questions like "What results are you trying to achieve?" or "How would you like to see this resolved?" Complaining tends to stop when they are put in a position of responsibility for solving the problem.</li> </ul>
<p><b>Unresponsiveness/Passivity:</b> Unresponsiveness can be the result of discomfort with revealing oneself, or it can be used passive-aggressively as a way to deny someone needed information, or to avoid reprimand.</p>	<ul style="list-style-type: none"> <li>• Ask open-ended questions that require more than a <i>yes</i> or <i>no</i> response.</li> <li>• Wait calmly for a response and don't fill the silence with conversation.</li> <li>• Be attentive when they do speak or participate.</li> <li>• Assign tasks rather than wait for them to volunteer.</li> <li>• Ask them for their feedback/opinions in writing instead of face-to-face – sometimes unresponsiveness is due to shyness, not avoidance.</li> </ul>
<p><b>Overly-agreeable but doesn't deliver:</b> This tends to be the result of someone who wants to be liked and will make promises to gain approval, but can't deliver on those promises.</p>	<ul style="list-style-type: none"> <li>• Do not allow them to over-commit.</li> <li>• Give false deadlines.</li> <li>• Make sure they are clear on rewards for following through and the consequences for not.</li> <li>• Tie personal honor into the agreement – "Do I have your word...?"</li> <li>• Get it in writing – even an informal follow-up memo can prevent misunderstandings and make their verbal commitment binding.</li> </ul>



<p><b>Opinionated/Condescending:</b> Behavior that suggests that someone is always an expert (even if they aren't) or knows best (even if they don't)</p>	<ul style="list-style-type: none"><li>• Acknowledge their accomplishments, show them you respect what they know.</li><li>• Bond with them on the premise that “great minds think alike.”</li><li>• Rather than negate their idea, just add yours: “That’s good – here’s what I’m thinking.”</li><li>• Be very prepared and have all your facts when meeting.</li><li>• Question them with confidence – do not allow yourself to be intimidated.</li></ul>
<p><b>Negative/Pessimistic:</b> Tendency toward disagreeing with group consensus or regularly criticizing decisions; finds reasons why something will fail; negative opinions usually go beyond constructive criticism</p>	<ul style="list-style-type: none"><li>• Be assertive about your optimism.</li><li>• Don’t argue.</li><li>• Invite them to suggest alternatives.</li><li>• Beat them to the punch – anticipate and voice any possible problems before they do, and then problem solve.</li><li>• See their negativist perspective as a valuable resource for determining possible problems to be overcome.</li><li>• Rather than being annoyed by their inevitable negativity, actually seek it out or make them <i>responsible</i> for ferreting out any potential problems. This will give them a sense of control while also putting some boundaries around their criticism.</li><li>• Be ready with examples of past successes.</li></ul>
<p><b>Hesitant to make a decision, won’t take initiative:</b> Playing it safe to the point that they won’t “go out on a limb” and make decisions or take initiative to do things without being asked or told to</p>	<ul style="list-style-type: none"><li>• Give them a set of choices and offer your opinions on the pros and cons of each.</li><li>• Empower them to make decisions by pointing out that mistakes are okay and can be used to their advantage.</li><li>• When they make a successful decision, recognize their accomplishment.</li></ul>
<p><b>Not trustworthy:</b> Sabotaging, talking negatively about others, saying one thing and doing another</p>	<ul style="list-style-type: none"><li>• Focus on making sure your relationships with others around you are healthy. This way, any attempts to sabotage you will be out of alignment with others’ perceptions of you and put the backstabber into question, not you.</li><li>• Be direct with them. They have back-door motives – make sure you use the front door. Using a calm voice tone, describe the behavior that is unacceptable to you (stay away from judgmental terms – just state the facts) and ask that it stop. When the behavior is brought out into the open, you take away their ability to “sneak,” and therefore, their power.</li></ul>



## Effective Communication and Listening Techniques

- Give up the need to be right
- First seek to understand, then to be understood
- Avoid acting defensively
- Listen for some truth in what they say
- Paraphrase the issue from their point of view and ask for clarification
- Use "I-statements"
- Ask for additional information if needed
- Explore options
- Look for workable, realistic options; recognize that compromise may be necessary
- Under-promise and over-deliver, but honor your agreements
- Take a "time-out" if necessary



## Faulty Thinking That Can Contribute to Our Impressions of People as “Difficult”

*Adapted from The Feeling Good Handbook by David. D. Burns, M.D.*

- **All-or-nothing thinking:** You see things in “black or white” categories only. If something is not perfect, then it is a disaster by default. You have difficulty recognizing the “gray areas.” When dealing with difficult people, you may have problems seeing their “good side” or giving them the benefit of the doubt.
- **Overgeneralization:** You see a single negative event as a never-ending pattern of defeat by using words like “always” or “never.” You may have one negative interaction with someone and over-generalize it to the point that you have “pegged” that person as impossible to deal with.
- **Mental filter:** You pick out a single negative detail and dwell solely on that, ignoring anything positive that may contradict it. For example, someone you know is actually a very nice person with one particular habit that annoys you. Instead of benefiting from their good qualities, you see the relationship as negative because of you choose to focus on their annoying habit instead.
- **Discounting the positive:** you reject positive experiences by insisting they don’t count. If someone who usually irritates you actually *doesn’t* irritate you one day, you tell yourself that it must be a fluke and continue to focus on their annoying qualities.
- **Mind-reading:** Without checking it out, you arbitrarily conclude that someone is reacting negatively to you. You then continue to respond to that person as if they “have it in for you,” thus creating a difficult relationship that is based on false assumptions.
- **Fortune telling:** You predict things will turn out badly. You assume the worst about someone and go into interactions with them already convinced that it will go horribly.
- **Magnification:** You exaggerate the importance of someone’s shortcomings and minimize their desirable qualities.
- **Emotional reasoning:** You assume that your negative reaction to someone accurately reflects the way they really are. If someone annoys you, then they must be annoying. If someone creates feelings of anger in you, then you assume they must be a cruel and negative person, without considering that your emotional reaction could have nothing to do with them and everything to do with you.
- **“Should statements”:** You tell yourself that someone “should” act differently. “He shouldn’t be so stubborn and argumentative.” *Should statements* lead to frustration and anger, because they set up a false expectation. Just because we think something “should” happen doesn’t mean it will. Life isn’t always fair that way.
- **Labeling:** This is an extreme form of all-or-nothing thinking. Instead of separating a negative quality from the person, you label the whole person. “He’s a



loser,” “She’s a jerk.” This leaves little room for improvement since you are labeling someone’s character, not just a behavior.

- **Personalization and blame:** You blame others for your problems, and overlook things you may be doing to contribute. “My performance review was so low because she’s making my job so hard to do.”

### To Change Your Thinking...

- **Examine the evidence:** Instead of assuming that your impressions of someone are valid, examine the actual evidence for it. Take a look around at how other people are responding to the same behaviors. Is it possible that your assessment of that person is off base?
- **The double-standard method:** Instead of putting someone down in a harsh, critical way, try to look at and respond to their behaviors as if your best friend were exhibiting them. You might find that if the same behaviors were displayed by someone you love, you would be more willing to overlook them.
- **Thinking in shades of gray:** Instead of thinking about your interactions with someone in all-or-nothing terms, rate them on a scale from 0-100. Something that is not a complete success may still be rated as an 80—far from the big fat zero you may have given it before. Rating your interactions with your difficult person this way may cause you to realize that things aren’t as bad as you thought.
- **Define terms:** When you catch yourself labeling a whole person with a word like “loser” or “jerk,” define your terms. You’ll find there is no clear definition for loser or jerk, or many of the other negative labels we apply to people. Be more specific and behavioral – this will force you to factor out specific behaviors and leave the whole person alone.
- **The semantic method:** When you find yourself using words like “always,” “never,” or “should,” substitute language that is not so strong or emotionally loaded, like “sometimes” or “it would be better if.”
- **Re-attribution:** Instead of automatically assuming that someone is “bad,” and blaming them entirely for the problem, think about the many factors that have contributed to it. Then focus on solving the problem rather than blaming someone for creating it.
- **Cost analysis:** Make a list of what someone’s negative behavior *really* costs you. Is it keeping you from doing your job? Affecting your health? Ruining relationships? Or is it only a problem when you focus on it? For example, Joe annoys those around him at work by talking too loudly on the phone. A close examination of what this really cost Sue, who sits next to him, revealed that it does cause her to lose her concentration during the day, but she actually lost more time by dwelling on it than the behavior itself cost her.



## How to approach employee performance problems

Dealing with performance problems is one of the most common—and challenging—tasks you face as a manager. At some point, you'll probably need to talk to the employee directly. But before you confront an employee about a performance problem, you will need to prepare:

1. Identify the work performance issue at hand. Is there a decline in productivity? Are mistakes being made? Are there attendance problems? Does the employee have a difficult time interacting with others in an appropriate manner?
2. Determine whether or not the problem stems from a lack of training or a misunderstanding about the job expectations. Consider options for improving performance (i.e. training, mentoring, change in work responsibilities, etc...)
3. Do not try to diagnose or make assumptions. Be cautious about making personal judgments about the employee's situation. Keep your focus on the job performance or work behavior.
4. Consult with Human Resources, or review Company policy prior to speaking with the employee. Determine what the consequences will be if the employee fails to resolve the performance issues. Be sure you have documented the specific performance problems.
5. Choose a time and place where you can speak with the employee uninterrupted and away from coworkers. Though this may be an uncomfortable conversation do not put it off until the problem escalates further. Behavioral problems seldom "go away" on their own.

When speaking with your employee it is best to follow these steps:

- **Validate the relationship.** Acknowledging the person's accomplishments, length of service, and position within the company can start the discussion in a positive fashion.
- **Clearly state the problem.** Be objective and factual when you are talking to the person. Do not express the problem with emotion (especially anger). Be calm and even tempered when addressing the performance issues (e.g. rather than saying "I'm sick and tired of you missing work and you keep screwing up your assignments!!!" say: "Since April you have missed 13 days of work and we've received numerous complaints about errors in ..."). Do not make reference to suspected personal, emotional, alcohol-or-drug-related problems in the meeting. If the employee brings it up, it is fine to respond but your discussion should center on observable workplace behavior.

- **Explain the consequences of the problem for others.** Explain how their behavior adversely affects the organization, the unit, or other individuals (e.g. “This has led to Anderson canceling their account,” or “Your absence means someone else has to pick up your workload in addition to their own,” or “Your inappropriate comments are upsetting Sally, and making it difficult for her to concentrate on her work.”)
- **State the changes required in specific, behavioral terms, with time frames.** Explicitly ask for what you want or need. Be specific about the desired behavior (e.g. rather than saying “I’d like you to shape up...” say “We expect you to interact with all customers in an appropriate, business like manner”). Establish clear time frames in which you expect to see improvement.
- **Explain the consequences of failing to meet the expectations or outcomes.** Clearly explain your company’s progressive disciplinary process. Take the time to ensure that your employee understands their current status and potential next steps. State the consequences in the same tone as the problem: calmly and without emotion, and express your confidence in the employee’s ability to meet the expectations.

In addition, offer to help the employee with the changes, offer a schedule of periodic meetings with them to review progress and to problem-solve any hurdles, and remind them of the availability of the Employee Assistance Program (EAP) for further help. Your help should be focused on the workplace; the EAP can help with personal issues. If you have questions or concerns about talking with your employee, feel free to call the EAP for a consultation.

*After the employee performance discussion:*

1. Contact HR to discuss the outcome of the meeting.
2. Document your action plan, the employee’s verbal response, and the next steps.
3. Continue to document any substandard work performance. Consider a management referral to the EAP at any step in this process.
4. Document any improved work performance. Give feedback to the employee.

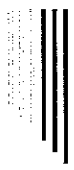
## **Common Diversionary Tactics and How to Handle Them**

When confronted about their unsatisfactory performance, most employees will accept the feedback and try to improve. A few, however, will try to divert you from the issues, using tactics like these. Your best response to each is listed below.

Tactic	Response
<p><b>1. Sympathy</b>—attempts to create sympathy, pity, remorse, guilt, and/or shame by focusing on how much hardship you are causing the individual.</p>	<p>Express concern, but do not probe. Refer individual to EAP. Remain focused on job performance issues.</p>
<p><b>2. Denial</b>—outright refusal of the action or behavior in question. May be done passively or overtly with hostility and/or indignation.</p>	<p>Use your documentation. Stand by the validity of the findings of your investigation. Do not debate, argue, or concede.</p>
<p><b>3. Minimizing</b>—lessening either the extent of, involvement in, and/or the seriousness of a situation.</p>	<p>Use your documentation (see above). Use your policies and procedures to reinforce expected behavior and the seriousness of violations. Cite consequences of the behavior in objective terms, e.g., dollar loss.</p>
<p><b>4. Personal attacks</b>—designed to put you on the defensive, personal attacks may impugn your position, employer, actions, intelligence, compassion, or friendship.</p>	<p>Remain calm. Do not retaliate or defend yourself. Do not respond with anger. Acknowledge the individual's feelings without validating them (e.g. "I'm sorry you feel that way, but we need to discuss your performance").</p>
<p><b>5. Threats</b>—like personal attacks, threats are designed to put you on the defensive. These may be veiled or explicit, and vary from minor to life threatening.</p>	<p>Take all threats seriously. Immediately report the threat to the proper authorities within your company. Take appropriate additional disciplinary action.</p>
<p><b>6. Invoking others</b>—attempts to defuse responsibility for or severity of behavior by claiming it is common among others.</p>	<p>Stay focused on the individual at hand. Acknowledge the person's perception without validating it (e.g. "Perhaps we have other problems, but you and I need to focus on your situation . . .").</p>
<p><b>7. Bargaining</b>—promises that the employee offers in lieu of appropriate disciplinary action.</p>	<p>Do not accept promises. Hold the employee accountable for expected outcomes. Remain focused on the performance problem and your relevant policies.</p>

*This material is provided by CIGNA Behavioral Health, Inc. for informational/educational purposes only. It is not intended as legal or medical/clinical advice. Only a healthcare provider can make a diagnosis or recommend a treatment plan. Only a licensed attorney can offer legal advice. For more information about your behavioral health benefits, which may include legal referral services, you can call the member services or behavioral health telephone number listed on your healthcare identification card.*

---



## COMMON DISCIPLINARY PROBLEMS AND THEIR SOLUTIONS

*A Deer Oaks Presentation*

---

---

---

---

---


---

---

---

---

---



### The Importance of Coaching

- The role of the supervisor is to provide opportunities to help team members' improve work performance on a continuous basis.
- An emphasis on coaching can often help to prevent disciplinary problems.
- For example, poor performance may be due to low ability or inadequate training – both of which may respond better to coaching than to punitive methods.

---

---

---

---

---


---

---

---

---

---



### When Discipline Becomes Necessary

- But sometimes disciplinary interventions become necessary, particularly when team members' attempts to self-regulate are no longer effective.
- Discipline can be used to eliminate dysfunctional employee behaviors.
- An employee can be disciplined when he or she is aware of rules and expectations and chooses to violate them.

---

---

---

---

---

---

---

---

---

**A Definition of Discipline**

□ **Discipline** is the collective term used to refer to the **corrective actions** taken by a supervisor when an employee **chooses** not to act in accordance with organizational **rules, standards, policies, and expectations.**

---

---

---

---

---

---

---

---

**Common Categories of Disciplinary Problems**

□ Disciplinary problems tend to fall within three common categories:

1. Problems of Attendance.
2. Problems of Poor Performance.
3. Misconduct.

---

---

---

---

---

---

---

---

**Examples of Common Disciplinary Problems**

1. Problems of Attendance:
  - Chronic absenteeism or excessive tardiness; leaving without permission.
2. Problems of Poor Performance:
  - Low productivity or poor effort; failure to complete assignments; missed deadlines.
- Misconduct:
  - Theft of or damage to company property; falsifying application or work records.

---

---

---

---

---

---

---

---

### Other Problem Behaviors

The following behaviors may or may not cause problems off the job but often require disciplinary interventions if/when they occur on the job. These include:

<ul style="list-style-type: none"><li>• Intoxication/Drug Use</li><li>• Smoking</li><li>• Sexual Harassment</li><li>• Insubordination</li><li>• Horseplay</li><li>• Fighting</li></ul>	<ul style="list-style-type: none"><li>• Possession of Weapon</li><li>• Gambling</li><li>• Sleeping</li><li>• Possession of drugs</li><li>• Safety Violations</li><li>• Carelessness</li></ul>
--	---

---

---

---

---

---

---

---

---

### Solving Disciplinary Problems

In most organizations, the process of disciplinary intervention is progressive and includes the following steps:

1. Verbal warning.
2. Written warning.
3. Suspension, without pay.
4. Termination of employment.

Most employees accept disciplinary measures when these are perceived as fair, consistent, and equitable.

---

---

---

---


---

---

---

---

### The 4 Components of the Hot Stove Approach to Intervention

1. **Immediacy:** The more quickly the discipline follows the offense, the more likely it is to be associated with the employee's behavior and not with the relationship to the supervisor. 

2. **Warning:** Employees are more likely to see a disciplinary intervention as fair when it is preceded by clear warning signals of what is likely to occur.

---

---

---

---


---

---

---

---

**The Hot Stove Approach to Intervention**



3. **Consistency:** Employees are more likely to interpret disciplinary interventions as fair when they are applied consistently across persons and situations.

4. **Impersonal Nature:** Disciplinary interventions must be perceived as applying to the violation (behavior) and not to the violator (person).

---

---

---

---

---

---

---

---

**1. How to Handle Tardiness, Absenteeism, or Sleeping**

- Have a private discussion with the employee to find out what the problem is.
- Offer the option of staggered hours or flextime if either is feasible or suitable.
- Refer the employee to your EAP program if counseling seems indicated.
- If job satisfaction is an issue, refer the employee for career counseling.
- Use progressive discipline if no change occurs.

---

---

---

---

---

---

---

---

**2. How to Handle Productivity Problems**

- Clarify that the employee understands productivity expectations.
- Have a private discussion to understand the reasons for low productivity.
- Problem-solve with the employee over possible solutions.
- Provide employee with the resources necessary to improve productivity.
- Use progressive discipline if no change occurs.

---

---

---

---

---

---

---

---

**3. How to Handle Dishonesty or Theft**

- In most organizations, falsification of application materials or work records, and/or theft are grounds for immediate dismissal.
- However workplaces differ on the extent to which they may want to give an employee a second chance.
- In the latter case, a referral to the EAP services to receive professional counseling should be considered mandatory.

---

---

---

---

---

---

---

---

**4. How to Handle Drug or Alcohol-Related Problems**

- All employees should be made aware of the company's policies on drug or alcohol use as part of the orientation process.
- Supervisors must be aware of federal regulations regarding reasonable suspicion.
- If there are grounds for reasonable suspicion of drug or alcohol use, refer the employee for drug/alcohol testing, and to the EAP for assessment, recommendations, & counseling.
- Use progressive discipline if no change occurs.

---

---

---

---

---

---

---

---

**5. How to Handle Smoking-Cessation Problems**

- All employees should be made aware of the company's No-Smoking policies during the orientation process.
- A new trend among a growing number of companies is that of hiring non-smokers only.
- Refer the employee to the EAP for assistance with Smoking Cessation.
- Use progressive discipline if policy violations continue to occur.

---

---

---

---

---

---

---

---

**6. How to Handle Pranks and Horseplay**

- Change the norms by engaging the team in discussions on such topics as professionalism, respect, and accountability.
- Encourage new norm of sensitivity to differences in appreciation and type of humor.
- Follow up with formal statement regarding on-the-job behavioral expectations.
- If there are safety concerns, more serious discipline must be implemented immediately.

---

---

---

---

---

---

---

---

**7. How to Handle Sexual Harassment Complaints**

- All employees should be given a copy of the company's policy on sexual harassment during the orientation process.
- Additional discussion/training can be facilitated to ensure that the policy is understood equally by everyone.
- Discipline in accordance with stated policy.
- Remain consistent and equitable, regardless of the gender of the victim.

---

---

---

---

---

---

---

---

**8. How to Defuse Weapon Possessor**

- In some cases, an employee may accidentally bring a weapon to the workplace (e.g., hunter).
- In other cases, the intent is to do harm to a specific individual (e.g., domestic violence that spills into workplace; employee angry at boss).
- Take all situations seriously.
- Contact the police and workplace security.
- Don't try to be a hero – let the professionals handle it.

---

---

---

---

---

---

---

---

**9. How to Deal With the Careless/Safety Violator**

- Clarify that the employee is aware of the company's safety expectations.
- Make sure that the employee has all the right equipment and resources needed to act in accordance with safety expectations.
- Refer chronic risk-takers to the EAP for professional assistance.
- Discipline in accordance with stated policy.
- Remain fair, equitable, and consistent.

---

---

---

---

---

---

---

---

**10. How to Deal With Insubordination**

- Consult with other supervisors to confirm that they share your perspective.
- If there is a consensus, arrange a non-disciplinary HR session to give the employee feedback.
- Refer to specific behaviors and actions that are considered insubordinate.
- Provide coaching on alternative responses.
- Use progressive discipline if no change occurs.

---

---

---

---

---

---

---

---

**Final Review on Effective Disciplinary Techniques**

- Coaching is an effective method of preventing disciplinary problems from occurring or getting worse.
- Intervene as soon as is realistic or feasible.
- Use warnings initially and then progress to more serious forms of discipline.
- Avoid back-punishing (punishing retroactively), over-punishing or double-punishing.
- Remain fair, consistent, and equitable.

---

---

---


---

---


---

---

---

 Thank you for participating in this training program.

- Contact us at 1-866-327-2400 if you need more information.
- Or check our website for more topics.
- [www.deeroaks.com](http://www.deeroaks.com) A resource you can trust.



DEER OAKS  
EAP SERVICES

---

---

---

---

---

---

---

---

## **CORRECTIVE ACTION ANALYZER**

### **An Aid to . . . SUPERVISORY SELF-ANALYSIS**

#### **INSTRUCTIONS**

Objective self-analysis by a supervisor can help improve ability to cope with similar problems in the future.

Use of this form should dramatically improve your ability. The few minutes spent in completing the ANALYZER immediately after you have involved in any effort to employ corrective action will pay off in your self-improvement.

#### **THE BACKGROUND**

1. Are you sure the employee was EVER properly instructed before the problem came up? Yes  No
2. Do you know specifically who instructed him or her and when? Yes  No
3. Have you ever had this or similar problems with this employee before? Yes  No
4. If so, can you say who talked to him or her and when? Yes  No

#### **THE FACTS**

1. Did you have all the facts straight BEFORE you called the employee to talk? Yes  No
2. Are you sure you considered ALL the facts and that you didn't pick and choose just to suit yourself? Yes  No
3. Are you sure you didn't jump to conclusions based on what somebody else said or similar circumstantial evidence? Yes  No
4. Did you give the employee a FAIR chance to explain? Yes  No

#### **THE SETTING**

1. Did you get the employee out of earshot of others? Yes  No
2. Did you lose your temper, raise your voice or use abusive language? Yes  No

3. Did you insist the employee remain calm too? Yes  No
4. Did you avoid being sarcastic with the employee? Yes  No
5. Were you constructive? Yes  No
6. Do you believe the employee went away with the feeling you REALLY want to help? Yes  No

### **THE CORRECTIVE ACTION**

1. Was it fair? Yes  No
2. Was it the same you have given or would have given another employee? Yes  No
3. Did the employee understand CLEARLY what was expected in the future? Yes  No
4. Did he or she leave knowing clearly what may happen if he or she fails again? Yes  No
5. Did he or she leave feeling as good as could be expected under the circumstances? Yes  No

### **THE FOLLOW-UP**

1. Did you [document](#) the discussion? Yes  No
2. Did you learn how to avoid this kind of problem in the future? Yes  No
3. Did you make yourself a note to follow up with either a pat on the back or further discipline later? Yes  No
4. Did you follow up? Yes  No

**SUPERVISORY PLAN FOR SELF IMPROVEMENT**

1. If the answer to ANY of the foregoing questions was “NO,” write out explanations as to “why” in the following space.

---

---

---

2. SPECIFICALLY, how could I have improved MY job performance so as to have made the employee feel motivated to do a better job?

---

---

---

3. Better yet, what could I have done BETTER to have AVOIDED this problem coming up with this same or another employee?

---

---

---

---

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

## Progressive Discipline Checklist

	<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Have you talked with the employee privately? Listened to the employee?</li> <li>• Have you explained the performance issue to the employee? Did you check to make sure the employee understood the issue (have them explain it back to you)?</li> <li>• Have you been respectful of the employee?</li> <li>• Did you stick to the facts? Keep your cool as a supervisor?</li> </ul>
	<p><b><u>Collaboration</u></b></p> <ul style="list-style-type: none"> <li>• Did you make an effort to see the employee's point of view?</li> <li>• Did you consider the employee's input in making a change in work load, process or other performance area?</li> </ul>
	<p><b><u>Coaching</u></b></p> <ul style="list-style-type: none"> <li>• Did you give good instructions (the employee can explain it to you)?</li> <li>• Did you give dates, expectations, in advance?</li> <li>• Did you set up a schedule with the employee to check regularly how things are going?</li> <li>• Did you stick to the facts? Keep your cool as a supervisor?</li> </ul>
	<p><b><u>Policy, Written Instruction or Job Description</u></b></p> <ul style="list-style-type: none"> <li>• If there is a policy or procedure...is it up to date? In writing?</li> <li>• Have you reviewed the policy or procedure with this employee? When?</li> <li>• Is the performance issue part of the employee's job description? Is the job description up to date? Have you reviewed it with the employee? When?</li> <li>• Is the performance issue part of the employee's performance plan? Is the performance plan up to date? Have you reviewed it with the employee? When?</li> </ul>
	<p><b><u>Training</u></b></p> <ul style="list-style-type: none"> <li>• Has the employee been trained on the process, equipment, policy, procedure? When?</li> </ul>
	<p><b><u>Monitoring &amp; Feedback</u></b></p> <ul style="list-style-type: none"> <li>• How have you been monitoring this performance issue? Daily? Weekly?</li> <li>• Have you kept a record of the monitoring? Both when and what is happening?</li> <li>• Have you given the employee feedback when you monitor?</li> <li>• Did you stick to the facts? Keep your cool as a supervisor?</li> </ul>
	<p><b><u>Counseling – Informal</u></b></p> <ul style="list-style-type: none"> <li>• Assuming the performance issue has continued have you privately talked with the employee about the issue?</li> <li>• Have you let the employee know they need to make a change before this issue becomes a personnel issue?</li> </ul>
	<p><b><u>Counseling – Formal</u></b></p> <ul style="list-style-type: none"> <li>• Have you made notes prior to meeting with the employee?</li> <li>• During the meeting, did you take notes?</li> <li>• Did you follow-up this counseling session with a memo stating what was discussed, the employee's commitment to improve and your commitment to monitor for improvement?</li> <li>• Did your supervisor read and approve the written memo?</li> <li>• Did you give this memo to the employee (in private) asking them to initial or sign a copy for your records?</li> </ul>

	<p><b><u>Mediation</u></b></p> <ul style="list-style-type: none"> <li>• If the performance issue is one you or the employee feel could be helped by talking with a third party, have you used mediation?</li> <li>• Have you or your supervisor contacted employee relations (human resources) about mediation?</li> </ul>
	<p><b><u>Group Notice (Standards of Conduct)</u></b></p> <ul style="list-style-type: none"> <li>• Have you talked with your supervisor?</li> <li>• Have you talked with Human Resources?</li> <li>• Do you have documentation of all the steps that have been taken (see checklist above)?</li> <li>• Have you conducted follow-up and monitoring as detailed in previous disciplinary actions or counseling agreements?</li> <li>• Have you complete the Written Notice form?</li> <li>• Does the discipline fit the severity of the employee behavior or performance issue (1<sup>st</sup> offense versus 2<sup>nd</sup> offense; no intent or harm versus intent to harm others or property)?</li> </ul>
	<p><b><u>Suspension, Demotion, Transfer</u></b></p> <ul style="list-style-type: none"> <li>• Have you talked with your supervisor?</li> <li>• Have you talked with Human Resources?</li> <li>• Do you have documentation of all the steps that have been taken (see checklist above)?</li> <li>• Have you conducted follow-up and monitoring as detailed in previous disciplinary actions or counseling agreements?</li> <li>• Have you complete the Written Notice form?</li> <li>• Does the discipline fit the severity of the employee behavior or performance issue (1<sup>st</sup> offense versus 2<sup>nd</sup> offense; no intent or harm versus intent to harm others or property)?</li> </ul>
	<p><b><u>Termination</u></b></p> <ul style="list-style-type: none"> <li>• Have you talked with your supervisor?</li> <li>• Have you talked with Human Resources?</li> <li>• Do you have documentation of all the steps that have been taken (see checklist above)?</li> <li>• Have you conducted follow-up and monitoring as detailed in previous disciplinary actions or counseling agreements?</li> <li>• Have you complete the Written Notice form?</li> <li>• Does the discipline fit the severity of the employee behavior or performance issue (1<sup>st</sup> offense versus 2<sup>nd</sup> offense; no intent or harm versus intent to harm others or property)?</li> </ul>

# Do You Make These 19 Common Mistakes When Giving Constructive Feedback?

By David Lee

---

*Originally published in The Employment Time · February 25, 2008*

---

One of the most difficult "moments of truth" managers tell me they struggle with is giving constructive feedback—or at least feedback they hope will be perceived as constructive. They often avoid giving it, because they know it's going to be awkward and could possibly make matters worse.

## When Constructive Feedback Goes Bad

When a manager attempts to give constructive feedback, but does it ineffectively, the employee can end up:

- Feeling misunderstood—and therefore hurt and resentful.
- Feeling put down and disrespected.
- Believing all the good things they do aren't noticed or appreciated.
- Believing their boss doesn't know what he's talking about.
- Not knowing exactly what they're doing wrong or what they're boss wants, so they continue to make mistakes.
- Leaving the interaction less motivated, less interested in doing a great job, less interested in going the extra mile.
- Thus, knowing how to give constructive feedback so it's actually "constructive" should be on every manager's professional development to do list. Just as it's important to

know what to do, it's also important to know what NOT to do.

## Nineteen Constructive Feedback Mistakes To Avoid

1. **Sugar coating negative feedback.** - When you're afraid of hurting the other person's feelings or triggering a negative response, it's (unfortunately) natural to sugar coat negative feedback. The result? They can't decipher what you're trying to say or the seriousness of the matter.
2. **Caving in or backing down because the person is getting upset.** - While taking a time-out might be the best response when a person truly becomes unglued, revising your assessment downward or deciding "it's not worth it" are never appropriate responses.
3. **Avoiding the conversation until you've "had it up to here."** - When we wait until that point, and are now in a frustrated, take-no-prisoners state, not much good is going to come out of the conversation. If we're going for the throat, how could they not feel attacked and get defensive?
4. **Using an overly formal or forceful opening.** - Managers often do this as a way to let the person know they mean business and/or reduce the odds that the other person will "fight back". While a serious, all-business demeanor is appropriate for very serious matters and egregious mistakes, it's not necessary in many situations. Most people appreciate a more low key approach that

- communicates “We’re two adults here” instead of “You are about to be scolded by the principal” tone which tends to trigger defensiveness.
5. **“Controlling the airwaves”** – Some managers use this as a preemptive move to prevent the feedback receiver from being able to disagree or make excuses. By doing this, the manager ends up creating a monologue instead of a dialogue. Few things trigger resentment and resistance than being “talked at.”
  6. **Stating what you’re unhappy about without offering a clear picture of what you want.** - This leads to the receiver feeling unsure about what they need to do to succeed, which leaves them feeling impotent.
  7. **Plowing forward with an action plan without first getting agreement about the problem.** - Unless the person understands what you want, what the issue is, and why it’s important to change, they’ not interested in your action plan.
  8. **Giving positive feedback without specifics.** - (e.g. “You’re awesome”, “You do such a great job!”). This is especially counterproductive for people with personality styles that value data, precision, and detail. These people also tend to dislike flamboyant or emotional language. When they hear undefined and unspecified praise, they question the praise giver’s sincerity and knowledge about what they’re praising.
  9. **Mistaking valid reasons for excuses..** - Some bosses are so paranoid about being taken advantage of that they’re unable to recognize valid reasons and extenuating circumstances. To them, everything other than a “You’re right boss” agreement represents the employee trying to make excuses. When employees feel like their legitimate points are seen as excuses, they soon shut out the accuser and become resentful.
  10. **Waiting for the once a year performance review to give feedback.** - This is always a great way to spark confused “What are you talking about?” resentment-packed conversations. The key word in performance reviews is “review”. They’re not supposed to be a place to air late breaking news.
  11. **Using vague judgments without specific examples** – Without concrete, sensory-based language, concepts like “more of a team player”, “more service oriented”, “more helpful”, “more professional”, and “show more initiative” mean nothing. Labels without examples leave people feeling helpless about making changes because they don’t know what specifically you’re unhappy about or what you want.
  12. **Delivering a long warm-up preamble before giving the negative feedback.** - This just builds suspense for what they know is coming: the negative feedback. (“I really appreciate what a team player you are and I really love your attention to detail and I think you’re doing a great job with .... BUT...”).
  13. **Using blunt, provocative, or shaming language to make a point.** - “I would think that would be a no-brainer...” “That train has left the station, so let’s move on, huh?”, “I’m assuming we’re all grown-ups here.”, etc.
  14. **Pretending to agree and then disagreeing.** - “I can see why you feel that way, but...” This pattern is especially good at triggering defensiveness and shutting down when it’s delivered with a vocal intonation that rises to a crescendo just before the “but” part comes. There’s a difference between honestly acknowledging the other person’s viewpoint and just pretending to agree as

a way to soften them up for your opposing point of view. You can acknowledge you understand their perspective without agreeing with it.

15. **Winging it.** - Making an assessment or judgment without thinking through possible angles and getting all the facts. Few things spark resentment or diminished respect for the criticizer than feeling inaccurately—and therefore unfairly—criticized.
16. **Telling them what's going on inside their head.** – Few things trigger defensiveness more effectively than playing psychiatrist and telling someone we know what's going on inside of their head—"I know there's tension between you and Sarah because she got the Team Lead position you applied for, but...". If you have a good relationship with the other person, it's fine to ask them if your guess about what's going on is accurate; just don't imply you know what's going on inside their head (because you don't... unless you have special powers).
17. **Using a "one size fits all" approach to praise.** – Our natural tendency is to praise people the way we like to be praised, but that only works for people who are like us. What works for some personality types doesn't work for others. This is one of the many areas of managing where learning personality styles can be extremely useful.
18. **Only taking the time to give corrective feedback and not positive feedback.** - Gallup's research revealed that 65% of employees reported not receiving any recognition in the previous year. Since positive feedback is a huge motivator, not doing this is a huge mistake for that reason alone. However, if the only time you give feedback is to say something negative, soon employees will have an automatic defensive, closed down response the moment you try to give

them feedback... hardly the conditions for a constructive conversation.

19. **Using sarcastic humor to make a point.** - Some humor—used VERY judiciously—can lighten the tone and help diminish the sense of power differential that causes so much awkwardness when a boss gives a subordinate corrective feedback. That's very different from using sarcasm or "just joking" comments to make a point ("Oh, you're on the 8:23AM to 4 PM shift now?").

### **Now...How About Some Constructive Feedback For You?**

If you're really serious about finding out how you can improve your feedback giving skills, give this article to your team members. Ask them to check off those mistakes they've experienced you most frequently making and would like you to work on avoiding.

It could be an eye opener.

It also can be a huge morale and engagement building activity. Why? Because unlike many bosses who have a "Because I'm the boss I get to treat you how I feel like it and you just have to learn to deal", you are showing that you care about how you affect them, which means you care about and you respect them.

Since research by the Gallup Organization and other firms has shown that manager's caring about their employees has such a huge impact on employee motivation, loyalty, and performance, you get huge "employee motivation brownie points" just for asking.

As you know from your own experience, though, the asking HAS to be followed up by DOING. When managers or management as a whole solicits feedback or input and never does anything with it, employees develop a "why bother" attitude and lose respect and trust.

Marshal Goldsmith, an executive coach and author of the excellent book *What Got You Here Won't Get You There*, notes that following up repeatedly with your team to check your progress makes all the difference in the world. Over the years, he has found that this is a core difference between executives who made improvements as identified by their team, and those who didn't.

By following up and asking for feedback on your progress, you:

OK, now get that feedback!

- 1) Get a reality check
- 2) Show your employees you really do care about how you treat them
- 3) Show your employees their feedback matters
- 4) Show you're humble enough to hear feedback and are not a Know-It-All
- 5) Increase the odds THEY will want to hear your feedback
- 6) Will enjoy a much more engaged, "go the extra mile" team

**About the Author:** David Lee is an internationally recognized authority on organizational and managerial practices that optimize employee performance, morale, and engagement. He is the author of *Managing Employee Stress and Safety*, as well as several dozen articles on organizational and individual performance that have been published in trade journals from North America, Europe, Australia, and Asia. For more of his articles, go to [HumanNatureAtWork.com](http://HumanNatureAtWork.com). For information on David Lee's services and programs, call 207-929-3344 or email: [Info@HumanNatureAtWork.com](mailto:Info@HumanNatureAtWork.com).

### Comments about David Lee's Work:

"Thank you for doing such an outstanding job keynoting our conference. As you could tell by the response, participants loved both the content and the delivery of your presentation."

*Dr. Ian Gawler, Director, The Gawler Foundation, Victoria, Australia*

"I've now worked with over 150 presenters since you last were a part of MEBSR's Spring Conference, and still you stand out as the best person we've ever had come and present on how we best work with one another, increase productivity and thrive."

*Sanna McKim, Executive Director, Maine Businesses for Social Responsibility, ME*

"It was a sheer delight to sit back and listen, learn and laugh as David weaved his extensive knowledge of the material with his abundant practical wisdom generously sprinkled with personal reflections, stories and his own wholesome humor. David brings a rare blend of practical knowledge and genuine humanity to his presentations. One cannot help but leave his sessions smarter, and a better human being, as he has a way of touching one's heart as well as one's head."

*Bill Gaertner, MD, Wisconsin*

"I was inspired by David's presentation. As onboarding new ladies and gentlemen at the Ritz-Carlton, Hotel Company LLC is one of the cornerstones of our success, I cannot agree more with his statement that, 'Everything you do in onboarding matters'."

*Diana Oreck, Vice President Global Learning & Leadership Center, Ritz Carlton, Maryland*

David, I wanted to thank you for being part our show in Las Vegas. The feedback I have received about your sessions was fantastic!!!!!! Three cheers to you.

*Julie McNeney, COO, International Council on Active Aging, Vancouver, BC*

---

For more articles on optimizing employee performance, go to: [HumanNatureAtWork.com](http://HumanNatureAtWork.com)

"Having seen a lot of speakers, I can't tell you just how impressed I was by David. I even waited in line to talk with him... I learned a great deal and laughed my butt off in the process... When we have someone who is so genuine and so well prepared, we owe it to each other to spread the word.... I take it very seriously when I recommend someone else's work and... he's great!"

*Naomi Judd*

"Your presentation on resiliency is extraordinary. I left with a specific action plan for improving the quality of my daily life. Your kindness, your knowledge, and your energy combined for a helpful and inspirational workshop."

*Brenda Foster, Director of Communications, Healthwise, ID*

"David's unique blend of humor and professionalism provides an engaging forum to absorb the content of his presentation. David does not hesitate to encourage participation and captures the audience's attention consistently throughout the seminar. I left the seminar feeling that this experience was well worth the time and money."

*Dennis Hebert, Jr., President, Merrimack Valley Chapter of the NH Credit Union League, NH*

"David's presentation style is unparalleled! The substantive and timely content of his subject materials is immediately adaptable to the workplace making his seminars an invaluable aid to an employer seeking to be an "Employer of Choice."

*Lynn M. Lombard, VP, MMG Insurance Company, ME*

"I can honestly say that your sessions were highlights for me at the conference. Since then I have perused your website and read many of the articles posted on there. Again, thank you and kudos to you for the great presentation!"

*Rob Huppée, Amica Mature Lifestyles Inc., Vancouver, British Columbia*

"David has an uncanny ability to not only capture the attention of his audience, but also maintain a consistent level of interest in his students... Although I recognized and easily understood most of the concepts that David presented in his class, his perspective (which I value immensely due to his knowledge and intellect) and innovative style of teaching sparked my curiosity and interest, and more importantly, triggered my brain to ask more questions, deeper questions... David also has that rare ability to teach effectively to individuals that are at different levels of comprehension and understanding, and exhibit different styles of learning. ... Lastly, I would like to add a very important detail regarding David's style of teaching and his personality. His wit and great sense of humor were very appreciated in the class by all. He has what I like to call 'intelligent' humor which is a gift."

*Aditi N. Thakur, Accenture, Colorado*

## COACHING STEPS

### STEP ONE - GET AGREEMENT THAT PROBLEM EXISTS

- A. The reason I asked you to come in is . . . . .
- B. What kinds of problems do you suppose it **creates for the department** when you \_\_\_\_\_ ?

\* Use questions for which there are only two answers.

#### \*THOUGHT TRANSFERENCE:

- 1) Do you suppose it's more or less likely \_\_\_\_\_ ?
- 2) If you \_\_\_\_\_, will the public be more or less likely to . . . ?
- C. Do you agree we have a problem?
- D. **If yes** - proceed to STEP TWO. **If no** - go to Step One, E.

#### \*THOUGHT TRANSFERENCE:

- E. What kinds of problems do you think **you will have** if you continue to \_\_\_\_\_ ?
  - 1) Are you (will you be) more or less likely to get an oral reprimand?  
**Caution:** Include **only** what person will perceive as negative. List **only** consequences which you can **realistically cause**. (Not what you might like to cause!)
- F. Do you agree we have a problem?

### STEP TWO - MUTUALLY DISCUSS ALTERNATIVES

- A. What will you do differently to ensure that . . . ?
- B. What else could you do? (You may repeat) Reflect back to them what you hear.

### STEP THREE - MUTUALLY AGREE ON ACTION TO SOLVE PROBLEM

- A. What is the best combination of actions you proposed?
- B. When will you start?

### STEP FOUR - FOLLOW UP TO MEASURE RESULTS

- A. Let's meet briefly a week from today at 2:00 p.m. to check on your progress.

### STEP FIVE - RECOGNIZE ANY ACHIEVEMENT WHEN IT OCCURS.

COACHING CARD

SUPERVISOR'S NAME: \_\_\_\_\_ EMPLOYEE'S NAME: \_\_\_\_\_

REVIEW PERIOD: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ through \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Tips on using this form:

- WRITE down Successful and Non-successful events.
- TALK to the employee about each event before you write it down. You don't have to show the employee this form, just discuss what happened.
- COMPLETE at least one Interim Evaluation and the Focal Point Evaluation with all employees.

What Happened	What You Did (Talked with employee, provided feedback, etc.)	Follow Up / Results / Employee's Response
Date: _____ Description: _____ Time: _____	Date: _____ Description: _____ Time: _____	Date: _____ Description: _____ Time: _____
Date: _____ Description: _____ Time: _____	Date: _____ Description: _____ Time: _____	Date: _____ Description: _____ Time: _____

SHARE  
THIS[CAREERS](#)

## Here's the No. 1 reason why employees quit their jobs

CEO David Novak believes there's a tremendous lack of recognition in the world today, something he calls global recognition deficit.



79 percent of employees who quit their jobs claim that a lack of appreciation was a major reason for leaving.

Westend61 / Getty Images

June 21, 2019, 6:42 AM MDT

**By David Novak**

If you go to work every day just going through the motions, you aren't alone.

According to Gallup, only 33 percent of employees are engaged at work.

So, how can nearly 70 percent of the workforce be disengaged?

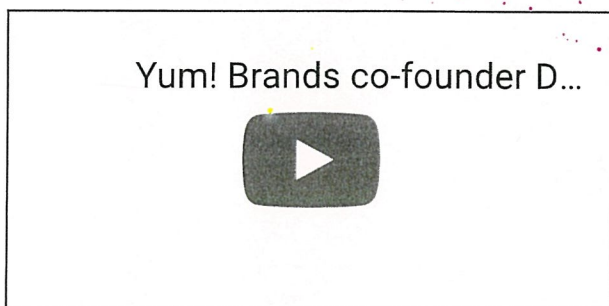
According to OC Tanner research:

- 79 percent of employees who quit their jobs claim that a lack of appreciation was a major reason for leaving
- 65 percent of Americans claimed they weren't even recognized one time last year

My company, [oGoLead](#), fielded national research and found even more evidence for the lack of recognition in the workplace:

- 82 percent of employees feel their supervisor doesn't recognize them for what they do
- 60 percent say they are more motivated by recognition than money

If leaders give their people the recognition they've earned, show genuine appreciation and acknowledge the unique things people have to offer and do, then they will drive significantly better results. At the same time, they will lift the spirits of everyone involved, including themselves, and create a positive energy that becomes contagious and creates a ripple effect across the organization.



So why aren't more people using the power of recognition in the workplace?

For one, people aren't using purposeful recognition. In order for recognition to drive results, it has to be earned. And the team has to know how to earn it. Therefore, bosses have to clearly define what they recognize and how it links to performance outcomes. When they do this, it becomes a catalyst for driving results. This is called [purposeful recognition](#).

Second, there are all kinds of barriers that hold people back from recognition. And trust me, I heard them all when I launched the recognition culture at [Yum! Brands](#).

Bosses need to learn how to overcome the barriers to recognition, which will help them become a leader with an engaged team that drives positive results.

## **Barrier #1: Giving recognition isn't natural, it's awkward**

SHARE  
THIS

[You're defined by what you care about. Here's how to choose.](#)

MAY 7, 2019 03:31

## **Barrier #2: Fear people will expect to be recognized for everything**

This could be a problem if your boss doesn't have purposeful recognition. Leaders need to identify goals and essential behaviors that will lead to those results, and then recognize the heck out of those behaviors.

The last thing any of us want is for people to think they could get recognized just for showing up to work. That's why making recognition purposeful is the breakthrough leaders need to get the results they want.



The time bosses spend on recognition is one of the best investments they can make. By building recognition into their daily routine, it will become more natural for them over time. Recognition just becomes the way they do things, rather than an add on.

In fact, it will actually make them more productive because their employees will want to help them.

I've seen purposeful recognition work on a grand scale with people from different walks of life all around the world. It was the key to my success and I think it can be the key to others' success as well.

*Disclosure: [Invest in You: Ready. Set. Grow.](#) is a financial wellness and education initiative from CNBC and Acorns, the micro-investing app. NBCUniversal and Comcast Ventures are investors in [Acorns](#).*

## [GET MORE CAREER ADVICE](#)

- [Social media updates that will give your career a boost](#)
- [How to ask for a raise \(and get one\)](#)
- [Want to do a better job? This expert says you should work less](#)
- [4 key steps to finding – and snagging – your dream job](#)

Want more tips like these? NBC News BETTER is obsessed with finding easier, healthier and smarter ways to live. [Sign up for our newsletter](#) and follow us on [Facebook](#), [Twitter](#) and [Instagram](#).

David Novak

David Novak is the co-founder and retired chairman of Yum! Brands and the co-founder and CEO of [oGoLead](#), a digital leadership platform. He is also a bestselling leadership book author. His books include The New York Times bestseller "[Taking People With You](#), [The Education of an Accidental CEO](#)" and his 2016 parable, "[O GREAT ONE! A Little Story About the Awesome Power of Recognition](#)". Follow him on Twitter at [@DavidNovakOGO](#).



[ABOUT](#)

[CONTACT](#)

[CAREERS](#)

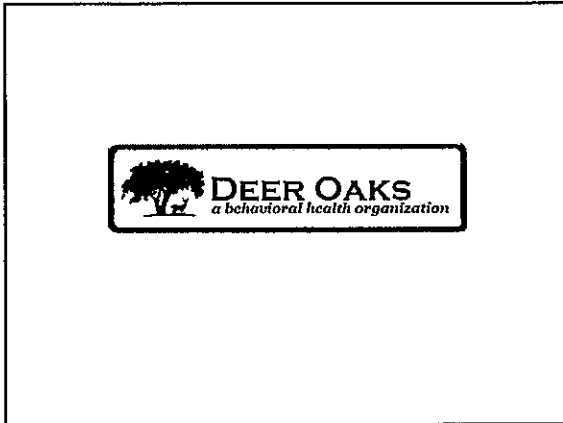
[PRIVACY POLICY](#)

[TERMS OF SERVICE](#)

[NBCNEWS.COM SITE MAP](#)

[ADVERTISE](#)

[ADCHOICES](#)



---

---

---

---

---


---

---

---

### Improving Work Habits

A Deer Oaks Presentation



---

---

---

---

---

---

---

---

### HR Policy not enough?

- Shouldn't having employees read the Human Resources Policy Manual be enough?
- In most workplaces, employees are simply given a copy of the HR Manual and are then expected to act in accordance with stated policies.
- When violations occur, employees receive a reprimand or warning letter.
- *What is wrong with this picture? Discuss.*

---

---

---


---

---

---

---

---

 **HR Policy is NOT enough**

- It is not enough to simply hand out copies of your HR Policy and expect everyone to be on the same page with respect to expected work habits.
- Besides, a good HR Policy is more than just a compilation of expected workplace behaviors.
- Furthermore, reading a policy statement, understanding it in its context, and acting in accordance with its expectations, are three completely different activities. (Discuss)

---

---

---


---

---

---

---

---

 **Who can use this program?**

- This training program is useful for new employees who may need help defining appropriate work behaviors.
- It is also useful for other workers whose workplace behaviors may have resulted in disciplinary actions.
- Finally, it is helpful for supervisors who want to learn how to establish positive workplace norms from the start, to avoid trouble later.

---

---

---


---

---

---

---

---

 **Job Performance vs. Work Habits**

- In many companies, the distinction between Job Performance and Work Habits is unclear.
- It is possible for an employee to perform his/her job excellently while at the same time engaging in dysfunctional or otherwise unacceptable workplace behaviors.
- Employees need to understand clearly that good job performance is necessary but, by itself, not sufficient for satisfying all workplace behavior expectations. *Discuss.*

---

---

---


---

---

---

---

---

 Examples of Poor Work Habits

- Tardiness or absenteeism
- Inappropriate dressing and grooming
- Use of obscene or profane language
- Carelessness or negligence
- Conduct problems. Examples:
  - Smoking in no-smoking areas
  - Wasting of resources

---

---

---


---

---

---

---

---

 Behavior vs. Habit

- Everyone makes a mistake sometime. To err is indeed human.
- Habits are repetitive behaviors that the individual continues to engage in.
- Left unaddressed, the "habit" becomes a norm that is difficult to change.
- Negative work habits then become the bases for disciplinary actions.

---

---

---


---

---

---

---

---

 Behavior vs. Habit

- This program will help you know how to:
  - Identify negative workplace behaviors.
  - Intervene early before behaviors morph into habits.
  - Intervene sensitively without destroying self-esteem.
  - Establish positive workplace norms.

---

---

---


---

---


---

---

---

 **What does it matter...?**

- How I speak, groom, or act as long as I get the job done properly?
- Shouldn't the emphasis be on the quality of my work, not on whether I happen to always be 5 or 10 minutes late?
  - *Discuss.*



---

---

---


---

---

---

---

---

 **Being a professional**

- Is not only about the quality or content of your work.
- Professionalism also includes:
  - Punctuality
  - Dependability
  - Accountability
  - Presentation and appearance
  - Proper language and respectful discourse
- *Can you think of other elements of professional behavior?*

---

---

---


---

---

---

---

---

 **Intervene early**

- Before the rest of the team assumes that the negative behavior is actually acceptable.
- Before the unsatisfactory work behavior morphs into a critical management issue.
- Intervene on the basis of your own observations where possible.
- When using the complaints or feedback of others as a basis for intervention, make sure that there is no hidden agenda.
- Avoid misinterpreting early signs.

---

---

---


---

---

---

---

---

 **Intervene sensitively**

- Adopt an initial stance of giving feedback and/or education, or seeking clarity.
- Focus on the specific unsatisfactory work behavior, not on the employee's personality.
- Avoid interpreting the negative behavior (e.g., "you must be an alcoholic since you show up late every Monday morning").
- Ask instead for the probable causes of the negative behavior.
- Do not belittle or denigrate the employee.

---

---

---


---

---

---

---

---

 **Develop a plan for change**

- Communicate clearly and specifically the nature of the unsatisfactory work habit.
- Seek and obtain the employee's commitment to change – he/she must buy into the need for change.
- If necessary or appropriate, agree to successive approximations of new behavior.
- Agree to deadline by which change must be accomplished (e.g., right away vs. 1 month).
- Review progress regularly.

---

---

---


---

---

---

---

---

 **Model new behaviors**

- Stages of modeling include:
  1. Teach employee new behavior or skill, e.g., alternative approach to expressing anger other than using expletives.
  2. Help employee practice new behavior using role-play or similar approach.
  3. Encourage employee to try out new skill on the job.
  4. Reward employee for positive effort.

---

---

---


---

---

---

---

---

 **Remain supportive**

- This is a critical ingredient in attempting to improve employee work habits.
- Remain supportive and non-threatening.
- Encourage employees to be open, honest, and self-disclosing.
- Don't just restate workplace regulations; avoid ultimatums and threats.
- However, remaining supportive does not mean that there are no consequences for poor work habits.

---

---

---


---

---

---

---

---

 **A fictional case example**

Roger is a brilliant technician in the IT department of a local university. He often stays back late trying to solve IT problems. He has a pager which he sometimes doesn't respond to because he is so exhausted at the end of an extended 10-hour day. He often arrives late for work, his chest covered in crumbs and coffee-stains. He is frustrated that he has not been promoted in 5 years, and curses loudly and that others have come after him and have been promoted over him.

---

---

---


---

---

---

---

---

 **Discussion**

- Identify Roger's many poor work habits.
- How can you intervene on each of these behaviors, while also validating Roger's commitment to the university?
- Take turns role-playing either as Roger or as his supervisor, and make the intervention for each poor habit, or respond to the feedback.
- **Alternative Exercise:** Play video of poor work habits and conduct similar examination and discussion of content.

---

---

---


---

---


---

---

---

 Thank you for participating

- Presented by Deer Oaks EAP Services.
- Contact us today at 1-866-327-2400 for more information, or check our website for other topics:  
[www.deeroaks.com](http://www.deeroaks.com)



**DEER OAKS  
EAP SERVICES**  
A RESOURCE FOR THE FUTURE

---

---

---

---

---

---

---

---

[← Art Marketing Action: Hone Your Artist Statement](#)[Deep Thought Thursday: Art agents and reps →](#)

## The Oreo approach to criticism

BY ALYSON STANFIELD ON NOVEMBER 11, 2009

I'm not comfortable giving criticism on the record. I tend to be short (harsh) with my words and sometimes struggle to make them sound diplomatic.

When I was a member of [Toastmasters](#) I was called upon to evaluate speakers in a formal manner—standing at the front of the room and giving my evaluation orally. At first, I despised this job. But I grew more comfortable in the role because it made me a better thinker, listener, and all-around observer. It also forced me to work on the language I use.

Artists, too, are called upon to critique one another in both formal and informal situations. When faced with this, try the Oreo® Approach, which I learned about in [Toastmasters](#).



Kathleen Nathan, Silver Dress. Photograph. ©The Artist

As you know, the Oreo® is a cookie with two chocolate wafers on the outside and light, creamy filling on the inside. **When you're critiquing someone's art or marketing materials, think of the chocolate wafers (the parts that hold the whole together) as praise. The fluffy stuff in the center is where you can offer room for improvement.**

For example . . . your critique might go like this highly abbreviated version.

Chocolate wafer (praise): *Julia, I really like your use of complementary colors in the composition. They make the image "pop."*

Fluffy stuff (room for improvement): *I'm wondering, though, if it might be better without that tree on the left. Or perhaps toning down the green would allow me to focus better on the center. You might also consider changing the mat color. I think white would be a better choice in this instance. The red, for me, detracts from the collage itself.*

End with another chocolate wafer (praise): *Boy, your craftsmanship is terrific! I'd love to hear about the adhesive you're using.*

**This isn't a magic pill for giving constructive criticism.** I struggle with diplomacy every time I work on an [artist's statement](#), review marketing material at a [workshop](#), or help a client reword an [email newsletter](#).

What are your experiences with giving or receiving criticism? What can you share with other artists in these situations?

1 3 1

Send to Kindle

See These Posts, Too

- [How to Improve Your Slide Submissions for Juries](#)
- [I Love Your Art But It's Not For Me](#)
- [Art Critics Really Said This](#)
- [A Creative Idea for Unloading Earlier Art](#)
- [Out of Practice: The Physics of Your Art Business](#)

November 11th, 2009 | Tags: [criticism](#) | Category: [Writing the Artist Statement and Communication](#)

12 comments to The Oreo approach to criticism



[Wendy Edsall-Kerwin](#)  
November 11, 2009 at 10:39 am

As a former art school student, one of the things I miss the most was having my work critiqued. Yes, I had teachers that made me cry, and yes, I still get upset after hearing what needs improvement in my work. But it's hard to progress without outside help. You get too close to your work when it's just

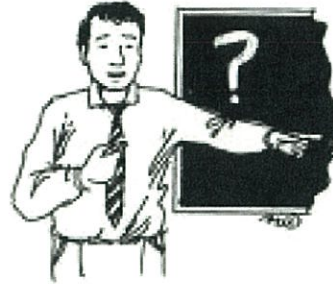
# How to Give Constructive Criticism

By LelahKimball

Constructive criticism is meant to help someone improve and not just to find fault with something someone has done. There are rules, tips, and tricks to giving constructive criticism.

## Avoid an Audience.

If it is not required that you immediately provide feedback in front of others, don't. It is hard to hear things negative about something you did and most likely put time and effort into. It is much easier for the person being critiqued to accept what you have to say, if they don't feel embarrassed. If there are other people around, it will put someone on the defensive from the beginning and you want to avoid that at all costs.



## Time it right.

Pick a time when none of the parties involved are in a hurry or a bad mood. If no one is distracted or stressed, it is easier to keep an even keel and not miss something important.

## Plan what you want to say in advance.

If you don't have a clear idea of what you want to say, and how you want to say it, you might forget something or have something come out wrong. If you have the chance to rehearse, do it. Anything you say could hurt the other person deeply, so say it right.

## Relationships matter.

How you say what you say is highly dependent on the relationship you have with the other person. A parent's disapproval might be harder for a young child to take than a teacher's disapproval. An employer is expected to oversee their employees. A co-worker might have to phrase their opinions much more carefully. An underling critique a higher up would have to tread very carefully.

## Focus on teaching.

Do not think of yourself as a reviewer/critic, but as a teacher. By wanting to help someone improve on their work, you will be helping them to grow. Do not assume you are all-knowing, but a partner on the journey of getting to where they want to be.

## Review assumptions.

Make sure you're clear on the expectations of the project and so is the person being critiqued. If there was a lack of clear communication between what you, the critic, and the person being critiqued consider the requirements of the project, then all criticism is pointless from the get go. Saying something such as, I understood that you need to do A, B, and C before starting can clear up any misunderstandings.

## Share your intentions of providing the critique.

Clarify your expectations of what you expect to happen after your critique. Do you want something redone or do you want to just not see the same mistakes in the future? The intention of constructive criticism is to improve upon the project at hand or future projects.

## Keep it impersonal.

Don't allow personal feelings in on the judgment of the work. There will always be lots of subjective attributes. It might not be a subject you would have chosen to pursue, but it doesn't mean it isn't a worthwhile endeavor. Maybe you would have chosen the opposite side of a persuasive speech, but it doesn't mean there weren't great arguments to be made.

## Focus on the thing and not the person.

Do not allow things like, "you always..." to slip into your critique. Each project is new and different. Don't allow anything that happened prior to the presentation and after the presentation to slip through.

## Keep your tone respectful.

The purpose of constructive criticism isn't to put down, but to help someone improve. You do not need to act in a degrading manner or talk to them the way a parent reasons with a two year old child. Always afford the subject of your constructive criticism your respect. It takes a lot to at least try.

**Back up your opinions with solid reasoning.**

A critique is nothing but an opinion. The person you are critiquing may or may not take your advice. It is assumed that you are giving the critique to help. If you want your help taken seriously, give a good reason for why you think what you do.

**Speak as a team whenever possible.**

If the situation calls for it, as many work situations do, do not use words like "you" and "I", but "we". Be in it together, rather than just dictating.

**Follow up.**

Constructive criticism doesn't just end after you have said your piece. If you truly want to help, check back with the person whom you critiqued. Ask them how it is going. Ask them if they came up with any new ideas. Ask if they need any help. Do whatever it takes to help them move along into the goals. If they have decided that your opinions aren't anything they would like to implement, accept that gracefully. Any critique is just an opinion.

Last updated on March 21, 2011

# 11 Tips For Conflict Resolution in the Workplace for Managers

Posted by [Kate Simmons](#) in [Career Management](#), [Productivity](#) | [0 comments](#)

Conflict in the workplace takes a high toll. One research (Watson et al, '96 Leadership Quarterly) claims that 42% of a manager's time goes to mediating conflicts.



Chronic unresolved conflict is at the heart of 50% of departures.

Conflicts in the workplace can wreak havoc on your human resources, with the best and [brightest](#) leaving first. Therefore, a well-stocked conflict resolution toolkit is essential gear for every manager.

Every conflict has different roots and can be approached in different ways, but some key [techniques](#) can be applied in every situation.

Keep the following key tips in mind when you encounter a conflict.

## **Before you start negotiating**

1. **Define the cause of the conflict.** The real issue of the conflict is not necessarily what you are currently arguing about. Make sure both parties know what the conflict is really about.
2. **Accept your opponent's view of the situation.** If you cannot see the issue from the other person's side, you cannot come to a workable solution. Validating the other's perception does not mean agreeing with it. It simply means you understand the difference of opinion.
3. **Be specific about your complaints.** "You don't listen to me" is not the same as "My idea about the new marketing campaign was unjustly ignored"
4. **Resist getting involved** if the conflict does not involve you or your responsibilities. Things should go smooth everywhere, but your responsibility as a manager only reaches so far.

## **In the solution process**

5. **Keep it private, don't delay.** A workplace drowning in gossip is an unproductive working environment. Have direct, one-on-one talks with your opponent, and make sure the conversations do not leak to the rest of the office. The longer a manager waits to start the conflict resolution, the higher the chance the conflict derails and spread all over the office.
6. **Depersonalize the conflict.** Instead of a boss versus employee scenario, try to reframe the conflict as a people versus a problem story. This way, as a manager, you can stop being seen as the decider, and also become a victim and participant to the solution.
7. **Listen actively.** It's the most important rule in conflict resolution, and as a manager with executive power, it counts double. Stephen Covey said it first: Seek first to understand, then to be understood. Listen with the intention to understand, not react. Consciously repeat what the other has said to make sure you are on the same page all the time.
8. **Vent.** Agree to let each other say everything on your minds. Once both parties have been able to vent their issues, they generate solutions more easily.
9. **Resist +1 behaviour.** Keeping your head cool is essential. Acknowledge anger, but refrain from letting it take over the conflict resolution process.
10. **Look for win-win solutions.** All good conflict resolution must start by thinking outside of the box. To marry 2 different views on a subject, a compromise must be made that gives both sides the feeling they won something.

## **After an agreement has been made**

11. **Document the solution and the plan of action.** Both parties should get copies. Documentation is important. It allows both sides to hold the other one to account if they are deviating from the agreed-on roadmap. Especially should the dispute become a legal case, such documentation could be worth millions.

**Erika Andersen** Contributor

*I cover how people & organizations work, and how they can work better.*

Opinions expressed by Forbes Contributors are their own.

LEADERSHIP 11/21/2013 @ 7:18AM | 143,704 views

## 9 Ways To Deal With Difficult Employees

[Comment Now](#)

Nearly every manager I've ever consulted to or coached has told me about having at least one employee who's not so great. I've come to think of it as an almost inevitable part of the manager's professional landscape: there's generally that one (or more) employee who doesn't perform well, or is difficult to deal with, or has a hard time getting along with others, or means well but just doesn't ever quite do what's expected, or....

And the unfortunate thing is, most managers get held hostage to these folks, spending a disproportionate amount of time, thought and emotional energy on them. Often hovering on the verge of letting them go for years, but never quite being able (for a variety of reasons) to pull the trigger.

Here, then, are nine things that excellent managers do when confronted with a difficult employee – things that keep them from getting sucked into an endless vortex of ineffectiveness and frustration:

1. **Listen.** Often, when an employee is difficult we stop paying attention to what's actually going on. We're irritated, it seems hopeless, and we've already decided what we think about the employee – so we just turn our attention to other things, out of a combination of avoidance and self-protection. But the best managers get very attentive when someone's not doing well. They know their best shot at *improving* the situation lies in having the clearest possible *understanding* of the situation – including knowing the tough employee's point of view. An added bonus: in some cases, simply listening can save the day. You may hear about a real problem that's not the employee's fault that you can solve; the tough employee may start acting very differently once he or she feels heard; you may discover legitimate issues he or she has that need to be addressed.
2. **Give clear, behavioral feedback.** Most managers will spend months, even years, complaining about poor employees... and not ever giving them actual feedback about what they need to be doing differently. Yes, giving tough feedback is one of the most uncomfortable things a manager has to do. But great managers learn to do it reasonably well, and then they do it. [Here's a post](#) where I outline the approach we teach. This approach does two key things: lowers the other person's defensiveness, and gives them the specific information they need in order to improve. Whatever approach you use, make sure it does these two things.
3. **Document.** Whenever you're having significant problems with an employee, WRITE DOWN THE KEY POINTS. I can't stress this strongly enough. Dozens of times I've had managers tell me that they couldn't let a

difficult employee go because they had no record of his or her bad behavior. And all too often this lack of documentation arises out of misplaced hopefulness; that they didn't want to be 'too negative' about the employee (As if it would all magically go away if they didn't write it down). Good managers know that documentation isn't negative – it's prudent. Remember, if you're able to solve the problem, you can just breathe a sigh of relief and put your documentation in the back of the drawer.

4. **Be consistent.** If you say you're not OK with a behavior, don't sometimes be OK with it. Employees look to see what you do more than what you say. If, for instance, you tell employees that it's critical they submit a certain report by a certain time, and then you're sometimes upset and sometimes not upset when they don't do it...the less-good employees generally won't do it. Pick your shots – only set standards you're actually willing to hold to – and then hold to them.
5. **Set consequences if things don't change.** If things still aren't improving at this point, good managers get specific. They say some version of, "I still believe you can turn this around. Here's what turning it around would look like. If I don't see that behavior by x date, here's what will happen" (e.g., "you'll be let go," or "you'll be put on warning," or "you won't be eligible for a promotion" – some substantive negative consequence.) If problem employees don't believe their behavior will have any real negative impact on them – why would they change?
6. **Work through the company's processes.** Good managers hold out hope for improvement until the point when they actually decide to let the person go. AND they make sure they've dotted all the I's and crossed all the T's that will allow them to fire the person if it comes to that. If you're at this point in your efforts to address the situation, you ought to be having very clear conversations with HR so that you know (and are doing) exactly what you need to do to clear the path to termination, if that turns out to be necessary.
7. **Don't poison the well.** All too often, poor managers substitute bad-mouthing the problem employee to all and sundry rather than taking the steps I've outlined above. No matter how difficult an employee may be, good managers don't trash-talk to other employees. It creates an environment of distrust and back-stabbing, it pollutes others' perception of the person, and it makes you look weak and unprofessional. Just don't do it.
8. **Manage your self-talk.** Throughout this process, make sure your self-talk is neither unhelpfully positive nor unhelpfully negative. Thinking to yourself, "This guy's an idiot and will never change," isn't useful, nor is thinking, "Everything will turn out fine, he's great, there's no problem." Good managers take a [fair witness](#) stance, making sure that what they say to themselves about the situation is as accurate as possible. For example, "His behavior is creating real problems for the team. I'm doing what I can to support him to change. If he does, great, and if he doesn't, I'll do what I've said I'll do."
9. **Be courageous.** Firing someone is the hardest thing a manager has to do. If it gets to that point, do it right. Don't make excuses, don't put it off, don't make someone else do it. The best managers do the tough things impeccably. And if – hallelujah – things turn around, be courageous enough to accept that; sometimes being proved wrong when we think someone's not salvageable is almost as hard as being proved right.

If you learn to use these 'good manager' approaches when you have a difficult employee, then no matter how things turn out, you'll end up knowing that you've done your best in a tough situation. And that may be the best stress reducer of all.

Check out [Erika Andersen](#)'s latest book, ***Leading So People Will Follow***, and discover how to be a [followable leader](#). Booklist called it "*a book to read more than once and to consult many times.*"

Want to know what Erika and her colleagues at Proteus do? Find out [here](#).

Join our conversation about leadership on [LinkedIn](#).

---

This article is available online at: <http://onforb.es/17tohmM>

2015 Forbes.com LLC™ All Rights Reserved

# Employee Confrontation Techniques for the Conflict Avoidant

CEDR Two Minute Trainer For Solution Center Members



9 out of 10 of our members express hesitation, if not outright panic, when faced with confronting an employee who needs PCC (progressive corrective coaching).

**Conflict Avoidant?** It's perfectly human to shy away from giving constructive feedback. Instead of approaching conflict head-on, many of our members resort to the 'hope it gets better' strategy, or the more desperate "hope he or she quits" strategy. Experience tells us that these strategies do not improve the situation or protect you legally.

**The Volcano Effect** In fact, unresolved conflict raises the stress level and sense of distrust and alienation in an office. This often leads to a "volcano effect". Tempers flare. You or the employee become prone to erupting under pressure at the least suitable time. When you blow your top, you end up creating the very trauma you were trying to avoid in the first place!

## Conflict Resolution Communication & Actions

On the other hand, effective conflict communication demonstrates your ownership of and commitment to goals you set for your team.

**Mastering the Art of Conflict Resolution** Let's look at specific approaches that will make confronting employees more bearable. With a clear plan, and a little practice, you can master the art of conflict resolution. You CAN get your employees to respond positively to your feedback without resentment or defensiveness.

**Actions Speak Louder than Words** If actions speak louder than words, let's first look at what our actions convey. When you tell your employees what you expect of them, you show that you believe in their abilities. When you don't give your employees the chance to self-correct, you show that

you're not sure they are capable. For your corrective coaching to work, you must believe it can work. Employees sense dishonesty a mile away.

When you meet with your employee, set the tone by establishing the meeting as an opportunity to resolve the conflict (e.g., between two employees or between your expectations and their actual performance). If you haven't been doing corrective coaching, explain that this is a new policy you plan to use with all employees to foster better performance and more clear communication.

**Follow the FIRR Formula.** The following formula is a great way to map out your conversation.

## Fact • Impact • Reason • Request (F.I.R.R)

**Fact. Stick to the facts.** Facts are behaviors that you can see or hear. **Opinions cause people to go into defensive mode.** Using facts reduces the chance your employee will disagree, get defensive, or resent of your efforts. Here are some examples:

<b>Opinion</b>	<b>Fact</b>
You're lazy.	You only finished half the project by the deadline.
You're negative.	You said, "I can't stand this job."
You're not a team player.	You told Susie you wouldn't help her because she is slow and it isn't your responsibility.
You're never on time.	You arrived 10 minutes after your 8:00 a.m. start time.
You're not thorough.	You put 5 files in the incorrect category today.

**Impact.** The impact is the result of the fact(s) you just referred to. (Follows examples from above).

### **Impact: Results of the Fact(s)**

Because you didn't complete the project by the deadline, our office missed an opportunity.

When you make statements like, "I can't stand this job" it lowers office morale.

Refusing to help Susie hurt her feelings and reduced overall office productivity.

Because you weren't on time, Melanie had to manage two clients at the same time.

It took John over an hour to find the files he needed.

**Reason (with Respect).** Reason with Respect is how you express your beliefs that: 1) the employee didn't have bad intentions, and 2) that the employee is capable of performing the action you'll request. **Be assertive, not aggressive, and model the professional tone you expect from the employee.**

## Reason

I know you were working on many things and that you didn't mean to miss the deadline.

I wonder why you would work in a job you can't stand.

I know you're faster at completing your work than some of your co-workers.

I know you didn't intend for our clients to get less attention than they pay for and deserve.

We are all human; mistakes happen.

## **Request.** Request specific and measurable action that you want the employee to take.

How do you know if you're being specific enough? Let's look at some examples.

### **Ambiguous**

Let me know if you're behind.

Be positive.

Help your coworkers.

Be on time.

Pay attention to what you're doing.

### **Specific**

Please tell me within three days of the deadline if you have completed less than 80% of the project.

Express your complaints to me and the office manager only. Smile when you answer the phone.

When you finish your assigned projects, ask your supervisor what else you can do to meet the office's needs.

Be here 5 minutes before your 1st appointment time.

Use the file sorter to put your files in order, then have your supervisor review them before you file them away.

**If "ifs" and "buts" Were Candy and Nuts... You must avoid two critical words if you want to shut down your employee's defense mechanism: but and however.** When you use either of these words, you negate whatever you said before them.

For example: *"I know you didn't mean to be late, but..."* or, *"I know you weren't trying to hurt Susie's feelings, however..."*

**Or Cookies... Don't use the Oreo cookie method of positive-negative-positive when you give feedback or make requests.** This model almost always forces you to use "but" or "however". When you use this method, employees know that after the positive comes the negative.

For example: *"You're doing a great job on...; but, I need you to..."*

**Give Positive Feedback on Its Own. For best results, give positive feedback on its own. Use the FIRR method when you want to request different behavior.** Avoid the words "but" & "however". Give the employee the chance to express his or her point of view, or ask for input on resolving the conflict to reach a "win win" scenario.

October 2014  
Page 1



## Overcoming ‘Negative Vibes’ Among Your Staff: 10 Tips

Every HR pro and manager has to deal with a certain amount of pessimistic, hostile or uncooperative behavior at times. It’s just part of the workplace. But a hard-core negative attitude that starts with just one employee can quickly infect an entire department (or sometimes a whole company) if you don’t rein it in quickly. The ugly result: A workplace that’s rife with backstabbing, gossiping and rebellious employees. Cal Butera, the editor of *Business Management Daily’s Office Manager Today and Manager’s Legal Bulletin* newsletters, provides the top 10 tips for confronting employees whose negative behavior has begun to affect co-workers and the company.

1. Don’t get drawn into the employees’ negative mind-set. Listen to their points, but don’t temper your own realistic optimism.
2. Avoid getting into an argument. Negative people thrive on the negative energy of arguments. Point out areas of agreement when possible in order to build rapport. Keep your cool.
3. Set standards. Spell out the consequences of negative behavior, such as decreased morale. Base them on behavior, not attitude. For example, you may not be able to change the fact that an employee doesn’t like a certain company policy. But you can discipline employees if they don’t follow the policy or are insubordinate in gossiping about it.
4. Ask questions. Force the employee to be specific about what is creating his or her negative thoughts and actions.
5. Try role-playing. Ask the employee to put himself in your shoes and pretend he has been asked to resolve the problem. That way, you will have the employee contribute his ideas for the best possible solutions. Involving the employee may also lead to more positive feelings about the solution or outcome since he or she had a hand in creating it.
6. Listen carefully. Use active listening to ensure that you’re understanding the employee correctly.
7. Don’t lower your expectations of the employee. A negative attitude doesn’t necessarily mean a poor performer.
8. Empower employees. Stop the “victim” mentality from forming. Allow employees to take responsibility for “good” events, so they can make them happen again, and for the “bad” events, so they have the power to change them in the future.
9. Solicit feedback. Always ask for employees’ opinions before making major decisions that will affect them. The more you listen to employees, and take an active interest in their concerns, the less likely they will be to complain to each other.
10. Hire right. Identify negative people before they’re hired. During the interview, listen for feelings that “life isn’t fair” in response to questions like: Have you ever felt you’ve been treated unfairly in the past? What were your chief concerns about management in your previous jobs? and What would you have changed if you were the manager at your last job?

Source: Excerpt from <http://www.businessmanagementdaily.com/36886/overcoming-negative-vibes-among-your-staff-10-tips>

# How to Handle the Pressure of Being a Supervisor/Manager



Most supervisors and managers are confronted with stress and pressure on a daily basis. Whether it's dealing with employee problems, changes in the workplace, or balancing competing priorities at work and home, being in a leadership role today brings a consistent array of challenges.

For supervisors and managers, pressure comes with the territory. Learning how to effectively respond to it is the key to success. Below are several strategies for responding effectively to the stress and pressure you face as a leader:

- *Maintain a positive attitude* – A positive attitude starts with how you choose to perceive the challenging situations that confront you. Do you face them with a healthy mindset expecting that everything will work out, or do you allow yourselves to get negative and complain when things aren't going your way? Also, when you stay positive in your approach to a problem or challenge, you'll be more apt to take the steps that increase the likelihood of a positive outcome.
- *Manage your emotions, instead of letting your emotions manage you* – When you're confronted with stress or pressure, it's normal to feel strong emotions such as impatience, frustration, anger, fear, etc. The key is to be aware of your feelings, and manage them well so that you don't overreact emotionally.

One effective self-management strategy is to take a step back when you feel particularly emotional in response to a situation. This could include putting off a meeting or interaction, asking someone on the telephone if you can call them back, or even sleeping on something before you respond to it. Stepping back provides the opportunity to calm down and get your thoughts together so that you can respond rationally.

- *Build up your resilience* – When you keep your life in balance, manage your stress well, and get enough sleep, you will generally have a greater ability to cope with the pressure that comes your way. Build up your resilience daily by connecting with people that you care about, doing things that you enjoy, and remembering to exercise. Taking good care of yourself will help to keep your mind and body primed to deal effectively with challenging situations.

By:  
Greg Brannan  
Director of Business Development & Training Consultant  
Deer Oaks EAP Services, LLC



# Ask Your EAP!

The following are answers to common questions supervisors have regarding employee issues and making EAP referrals. As always, if you have specific questions about referring an employee or managing a workgroup issue, feel free to make a confidential call to the EAP for a management consultation.

## **Q. How can supervisors help employees maintain a positive mental attitude?**

A. If you have a good working relationship with your employees, you can play a constructive role in influencing their positive mental attitude by blending positivity into your supervision style. Here are some ideas: 1) When coaching, remind employees of their capacity to achieve so they “buy in” to their own potential. 2) Encourage employees to embrace personal growth opportunities within the organization and the community. 3) Encourage employees to take chances and think big when it comes to pursuing their goals. 4) When crises occur, model calmness, coolness, and a level-headed response. 5) Encourage employees to develop their passions and find the professional niche that matches their talents and values. 6) Model hope and optimism when the going gets tough. 7) Interrupt negative self-talk and reassure your employees that they have what it takes to win, which will reduce their self-doubt. 8) Encourage employees to “smell the roses” and pursue work-life balance.

## **Q. My employee has been with our organization for a long time. He refuses many assigned duties as well as some that are part of the job description. I don't think anyone in management is willing to consider termination. They want me to “fix” the problem, but I have no leverage. Now what?**

A. Simply put, it appears as though you are unable to direct the employee's work. If true, then you have lost control of the employment relationship. Troubled employees who have gained this sort of leverage over their employers create a lot of risk. Unfortunately, it is not uncommon. Entitlement thinking may lead to bossing coworkers, bullying fellow employees, breaking work rules, end-running managers, and using company property for personal business. Fear of the employee's reaction to confrontation and adapting to avoid it ultimately created this personnel issue. Start by making a formal referral to the EAP. Document the poor cooperation, work refusal, etc. Regardless of whether the employee accepts the referral, you may still meet and consult with the EAP; you may even choose to involve your manager in this meeting. Discuss a concrete action plan. In matters of this type, management teams that focus on a solution usually decide to draw a line and insist on change. The good part is that most are pleasantly surprised at how easily the employee turns around!

## **Q. Can you give me a checklist for counseling employees about their performance to reduce the likelihood that I will leave something out, allowing the employee to manipulate me by saying some element of our discussion was omitted?**

A. Try the following checklist: First, ask the employee how things are going, and whether he or she is having any difficulty with assignments. You'll be surprised at the self-awareness. Next, discuss your concern, and any discrepancy between what you've observed and the employee's self-assessment. Then, tell the employee exactly what expected outcome or result must be achieved. Discuss specific examples of the performance issue in question and how it can be corrected. Before ending the meeting, ask your employee whether he or she understands what needs to be accomplished. Failure to make this clarification will lead to a claim that confusion existed at the end of your meeting. Note: Prior to your meeting, consider your employee's essential duties and performance standards. Are they reasonable? Clarify and affirm that expectations are reasonable, and advocate or make changes, as needed. Also, don't forget to make the EAP a key part of your supervisor's toolbox.

**Copyright ©2014 by The Frontline Supervisor**

*Information contained in this newsletter is for general information purposes only and is not intended to be specific guidance for any particular supervisor or human resource management concern. Some of it might not apply to your particular company policies and available programs. This information is proprietary and intended only for eligible EAP members. For specific guidance on handling individual employee problems, consult with Deer Oaks by calling the Helpline.*

# Manager's Survival Guide: 5 essential tips to reduce pressure

Let's take the time to think about developing strategies to reduce the effects of the pressure managers may feel.

Leadership



Félix-Antoine Desruisseaux  
Assessment Consultant

Thursday, March 23, 2023



There is no denying it, being a good manager and a good leader today is challenging.

Managers often face significant pressure from various sources, including internal factors within their organization or team, as well as external factors beyond the organization's boundaries.

## **Mobilization and Retention**

As professionals, we must prioritize efforts to engage and retain our employees. It's not new, the labor shortage affects all industries and it's imperative that we take active steps to address it.

It is up to managers to find a way to help their employees feel heard, supported and motivated in their work to maintain a certain level of mobilization of their teams and to encourage their workers to stay with the organization and to see opportunities for internal development.

## **Performance vs. Balance**

Another internal pressure experienced by managers is the pressure to perform in the management role, but also balancing their team members' performance and making sure they do not burn out.

There is a shortage of people in the organization, so the teams must take on a greater share of the projects and objectives to be achieved. Expectations are high and the manager is accountable for the overall performance of his team. For this reason, one question often comes up: **How can we be highly performing while taking care of our people?**

## **The High Level of Competition**

Externally, we only need to think about our organizations' competitors. In fact, in this increasingly crowded and competitive market, managers must make strategic decisions and provide innovative solutions to stand out from their organization's competition.

## **The Economic Situation**

The current economic context is influencing the world of work. The threat of recession affects the budgets allocated to work teams. This phenomenon encourages managers to adapt their action plans and be more agile in managing their teams. They must find strategies to be able to do more with fewer resources.

These are just a few examples of pressures that can be experienced by a manager and that can cause stress and anxiety in their daily work. The question I want to ask and try to answer is this: **How can we support our managers who face this kind of pressure?**

Here are 5 ways to support your managers through challenging times 📌

# **1. Develop your Communication Skills**

It may seem trivial to say that we need to improve our communication skills, but communication is at the heart of a manager's work. By improving our communication skills, we can share our expectations clearly and thus promote collaboration throughout the team.

These skills also allow us to maintain or re-establish a healthy and positive work dynamic within the team, particularly through the development of effective conflict management strategies.

## 2. Opting for a Coaching Mindset

It is common to experience pressure in the workplace, especially when managing a heavy workload and numerous projects. Managers are accountable for the performance and success of their team, but they must be able to delegate to balance their workload and their team's workload.

To do so, managers can involve their employees in identifying solutions to achieve certain projects and involve them in the management of certain deliverables. The use of "brainstorming" can be a good way to invite employees to bring forward their ideas.

When delegating, it's important to set clear expectations and establish action plans with your team. This ensures everyone understands their roles and responsibilities, enabling them to follow through on their commitments. By involving your team in the management of deliverables and making them more accountable, you can foster a culture of ownership and collaboration that leads to better results.

## 3. Build a Positive Work Environment

When a manager is under a lot of pressure, he or she often has to think about the elements over which they have control. One of these elements is the relationships they have with their colleagues and employees. He can use openness, authenticity, and also humor to make the climate pleasant for others, but also for himself.

Emphasizing authenticity in relationships can foster collaboration, teamwork, and goodwill. It is an element that allows us to build rich relationships with our collaborators. So, even though at times we may feel more pressure, we can count on the support of our colleagues.

## 4. Share Personal Experiences and Emotions

When we're under pressure, it can be tough to deal with the emotions that arise. However, it's important to remember that we're not alone in feeling this way. It's essential to talk about what's going on and not keep everything bottled up inside.

If you're a manager dealing with a difficult situation, consider joining a community of peers or a co-development group. This can be a helpful way to share your struggles and get support from others who have been there before. By doing so, you may be able to find new perspectives and approaches to dealing with the challenges you're facing.

## 5. Make Time for Personal Passions and Well-Being

It can be challenging to maintain a work-life balance, but it's crucial to carve out time for yourself to "unplug" and recharge. This is easier said than done, but it is a practice that will reduce your chances of experiencing burnout.

One way to ensure you have time for what's important for you is to prioritize it in your schedule. This can help prevent your work from encroaching on the activities that help you maintain your balance and well-being.

**Work pressure** is an integral part of a manager's career. This is why it is important to take the time to think and develop strategies to reduce the effects of this pressure. We invite you to share with us your strategies for reducing the pressure you experience as a manager. Together, we can learn from one another and find effective ways to achieve a more balanced life.

## **Bring your leadership from good to great with psychometrics.**

Develop your leaders with the handiest tool!

Propel your leadership to new heights

## **Let's talk about happiness at work.**

Get the latest tips and best practices to better hire, lead and develop your most valuable assets.

LEAD

### **Crafting an Robust Leadership Program**

Create a strong leadership program in 10 steps—assess, mentor, adjust. Craft a program that transforms potential into power.

[LEAD](#)

## **Thriving with ADD/ADHD: A Playbook for Productivity at Work**

Unlock success in the workplace with ADD/ADHD by embracing unique traits, utilizing strategic approaches, and celebrating individuality.

[LEAD](#)

## **Talent diversity: a driving force for retention and success**

Talent diversity is an important aspect to consider in order to achieve more within an organization.

## **Subscribe to our Newsletter**

Get more fresh content delivered right to your inbox to help you hire smarter, lead stronger, and grow better.

## **Advocating for Business Happiness**

### **SOLUTIONS**

[Hire](#)

[Lead](#)

[Grow](#)

### **RESOURCES**

[All Resources](#)

[Blogs](#)

[Customer Stories](#)

[Use Cases](#)

[Webinars](#)

[Guides](#)

### **COMPANY**

### **PRODUCT**

[Platform Overview](#)

[Assessments](#)

[Competencies](#)

[Request Demo](#)

### **SERVICES**

[All Services](#)

[Certifications](#)

[Profile Interpretation](#)

[Team Analysis](#)

[Team Building](#)

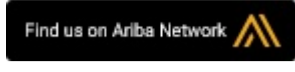
[Potential Evaluation](#)

[About Us](#)

[Contact Us](#)


[Become a Partner](#)

[Legal](#)



---

© 2021 AtmanCo. All right reserved. [Privacy Policy](#) [Cookies Settings](#)

 +1 (877) 935-5959



**SoNM Benefits: Providing you tools to live a healthier life.**

## Contact Us... Anytime, Anywhere

**No-cost, confidential solutions to life's challenges.**

### Confidential Emotional Support



You may receive up to 5 free EAP sessions. Our highly trained clinicians will listen to your concerns and help you or your family members with any issues, including:

- Anxiety, depression, stress
- Grief, loss and life adjustments
- Relationship/marital conflicts

### Work-Life Solutions



Our specialists provide qualified referrals and resources for just about anything on your to-do list, such as:

- Finding child and elder care
- Hiring movers or home repair contractors
- Planning events, locating pet care

### Legal Guidance



Talk to our attorneys for practical assistance with your most pressing legal issues, including:

- Divorce, adoption, family law, wills, trusts and more
- Need representation? Get a free 30-minute consultation and a 25% reduction in fees.

### Financial Resources



Our financial experts can assist with a wide range of issues. Talk to us about:

- Retirement planning, taxes
- Relocation, mortgages, insurance
- Budgeting, debt, bankruptcy and more

### Online Support



GuidanceResources® Online is your 24/7 link to vital information, tools and support. Log on for:

- Articles, podcasts, videos, slideshows
- On-demand trainings
- "Ask the Expert" personal responses to your questions

Your Well-Being Solutions Employee Assistance Program offers someone to talk to and resources to consult whenever and wherever you need them.

Call: 833.515.0771

TTY\*: 800.697.0353

*\*Telecommunication Device for the Deaf*

Your toll-free number gives you direct, 24/7 access to a GuidanceConsultant<sup>SM</sup>, who will answer your questions and, if needed, refer you to a counselor or other resources.

Online: [guidanceresources.com](http://guidanceresources.com)

App: GuidanceNow<sup>SM</sup>

Web ID: SONMEAP

Log on today to connect directly with a GuidanceConsultant about your issue or to consult articles, podcasts, videos and other helpful tools.

# 24/7 Support, Resources & Information



### Contact Your Well-Being Solutions Employee Assistance Program

*SoNM Benefits: Providing you tools to live a healthier life.*

Call: 833.515.0771

TTY\*: 800.697.0353

Online: [guidanceresources.com](http://guidanceresources.com)

App: GuidanceNow<sup>SM</sup>

Web ID: SONMEAP

*\*Telecommunication Device for the Deaf*