2023 tHRive HR Fundamentals Cohort | Workshop #7
Employee Relations

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Prepared by:
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tHRive Team

Christie Cawley is a Senior Partner, Executive Consultant, Certified Coach & Master Trainer at Center for Victory, a global talent management consulting firm and is also the President of CCK Consulting LLC/tHRive-People Practices for Nonprofits (www.thriveHR.work). Additionally, Christie has a BA, Applied Psychology, is an active member of the Society of Human Resource Management (SHRM), International Coach Federation (ICF), a Certified Master Trainer with Predictive Index Worldwide, Inc. and a member of Vistage Trusted Advisors.

With more than 25 years of professional experience, Christie specializes in leadership development, talent management and business performance using science and the Predictive Index suite of tools to help clients overcome their most challenging human capital and hiring dilemmas. Christie has extensive experience a human resources leader, non-profit executive, executive coach and business consultant, and supports organizations through significant change implementation and coaches for successful execution and sustainability.

Non-Profit Experience: ACTION Housing Inc., AIR, Allegheny Conference, Allegheny Health Choices Inc, Carriage House Inc., Center for Theater Arts, Center for Women, Children's Hospital of Pittsburgh, Construction Junction Inc., CISPAC-Communities In Schools Pittsburgh Allegheny County, DePaul School for Hearing & Speech, Easterseals of Michigan, Family House Inc., Family Means (Wisconsin), Global Links, Hillman Family Foundations, Humane Animal Rescue, Juniata College, Methodist Church Union, NAMI Keystone, National Council of Jewish Women, Pittsburgh (NCJW), P3R, Peoples Oakland, PRC- Pennsylvania Resources Council, Regional Housing Legal Services, The Forbes Funds, Trying Together (formerly PAEYC), University of Pittsburgh (Department of Athletics & Student Life), YMCA Central Virginia, YMCA Greater Dayton Area, and YMCA Greater Pittsburgh.

Christie Cawley | LinkedIn

Judy Eakin has been working in the nonprofit sector for over 35 years. She was a Director at George Junior Republic and CEO of Pittsburgh Big Brothers/Big Sisters. For the last 24 years she was the CEO of HEARTH increasing its size and number of families served by over 100%. Judy has a Bachelors and Masters degree in Social Work and is a certified Marital and Family Therapist. She has also completed multiple training programs offered by the University of Pittsburgh, Harvard, and Duquesne University with focus on strategic planning, fundraising, program evaluation, and employee development.

In addition to working with boards in her employment, Judy has also served on the Board of Directors and committees for numerous nonprofits. She specializes in Board Development, Program Development, and Strategic Planning. During her time as the "de facto Human Resource specialist", Judy created, modified and implemented policies, job descriptions, and performance evaluations, including those for volunteers and clients. She successfully managed her agency through COVID -19 with help from Christie and the tHRive program. Judy's strengths include identifying and responding to change, relationship development, revenue diversification, and coaching for growth and success.

Judy Eakin | LinkedIn

Joel Skerlong currently serves as a Project Administrator for tHRive and CCK Consulting LLC and also operates a remote consulting practice for Talent Management Agencies within New York City. Joel specializes in analyzing the components of business strategy, implementing value additive procedures within people operations practices, and developing/driving performance management initiatives. Joel recently obtained his certification as a PI Practitioner for the Predictive Index Worldwide, Inc.

Joel Skerlong | LinkedIn

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Workshop #7 Employee Relations | Agenda

I.   Defining Employee Relations
- **Built on Trust**
- **Active Listening**

II.   Performance Management
- **Ensuring Year-Round Alignment**
- **Documentation**

III.   Employee Relations Concerns
- **Performance / Skill**
- **Conduct**
- **Style of Interaction**

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Defining Employee Relations

What is the definition of Employee Relations?

The definition of employee relations refers to an **organization's efforts to create and maintain a positive relationship** with its employees. By maintaining positive, constructive employee relations, organizations hope to keep employees loyal and more engaged in their work. When it comes to employee relations, an HR approach includes two facets. First, HR helps prevent and resolve problems or disputes between employees and management. Second, they assist in creating and enforcing policies that are fair and consistent for everyone in the workplace.

To maintain positive employee relations, an organization must first view employees as stakeholders and contributors in the company rather than simply as paid laborers. This perspective encourages those in management and executive roles to seek employee feedback, to value their input more highly, and to consider the employee experience when making decisions that affect the entire company.

Source: Bamboo HR

Performance Management Cycle

Performance Management Cycle

Definition: *How behaviors and outcomes generate results, manage risk, demonstrate values and brand. Predictable system so employees know what to expect and manager tracks progress throughout the year.*

To be a *Trusted* process, Performance Management must be perceived as fair and unbiased.

To be *Balanced*, Performance Management should focus on strengths and development areas.

Polling

Performance Management Cycle

tHRive Employee Handbook Performance Evaluation Sample

[ORGANIZATION] is committed to providing feedback, both formal and informal, about job performance. Supervisors are responsible for ongoing performance feedback. In addition, employees receive a formal annual performance review from their supervisors, which may include discussion of strengths, areas needing improvement, and goals or objectives to be achieved. New employees may receive a three (3) month performance evaluation. Formal performance feedback becomes a permanent part of the employee's personnel file.

Manager Role

- *Observe performance*
- *Provide feedback throughout the year*
- *Coordinate goal setting and performance review processes*
- *Reasonableness*

Employee Role

- *Act on feedback*
- *Ask for clarification or more input throughout the year*
- *Own the goals established early in the year*
- *Candidly assess your performance*

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Performance Management Cycle | Traditional 12-Month Cycle

Managing Employee Performance = Coaching (Ongoing) + Evaluation (Annual "Event")

Goal Setting
- Cascading based on mission, need for the role, and desired impact
- Defining and achieving success

Observation, Feedback
- Joint calls, feedback from constituents, work product review
- Informal discussions through year
- Mid-year check in conversations

Documentation
- Keep notes throughout the year
- Watch for trends / patterns of behavior and avoid generalizations

Formal Performance Review
- Employee Self-Assessment
- Summarize documentation, apply rating
- Performance Conversation and Next Steps

Evolving Themes
- More frequent formal feedback sessions (quarterly) rather than annual "event"
- Emphasis on support for growth and stronger performance, rather than punitive performance rating
- Trend towards Coaching Approach – Example: Use "AND" instead of "BUT"

What is the best approach for your organization?

Zoom Poll & Cohort Discussion

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The Four D's

The Four D's

Basis for Goal Setting and Performance Evaluation

Do
(Activities/Job Responsibilities)

- *Responsible for managing X program including overall operation and continuous improvement*
- *Maintain budget expectations outlined in Organization Finance Report. Provide accurate and timely monthly budget updates.*

Display
(Behaviors/Competencies)

- *Clear and compelling written and verbal skills*
- *Improved accuracy when completing monthly budget report*
- *Demonstrated strong teamwork by making recommendations on how to interact with team members remotely, offering to assist with programs that were operational during closure, and provided positive reinforcement to all*

Deliver
(Results)

- *Delivered X program despite pandemic impact by revising program, securing approvals, creating new schedule and effectively communicating updated program.*
- *Did not fully address constituent concerns and request for resources, instead waiting until restrictions eased after three-month closure*

Develop
(Developmental Activities, Growth)

- *Improve effectiveness of program management by reviewing literature, networking with other organizations, gathering internal feedback*
- *Share communication and presentation strengths by mentoring junior colleagues and speaking at more community events (specifics to be determined)*

Start here to set the foundation for Performance Expectations

Then summarize at end of year

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Goals

Goals

Start fiscal year with Goal Discussion
- What the work is?
- Why the work matters?
- What is the desired outcome?
    - *Manager provides framework, employee provides input*

Elements of Goal Setting Discussion
- Organization plan ("vision") and how it impacts team
- Look at major job responsibilities – how are they impacted by the plan for the year?
- What are the professional development/growth opportunities for employee? Should anything be called out as a goal?
- What behaviors will be needed for success?
- What will be measured when assessing performance?
- What is the check-in feedback plan to assess progress toward goals?

New Hire
- Discuss performance goals by Day 60 (earlier if appropriate)

SMART Goals
- Specific, Measurable, Actionable & Achievable, Relevant, Time-Bound

Example
Create new(name) program by creating Executive Summary, securing Board Approval, creating accurate funding and operating budget. Adjust proposal based on key risk and financial considerations, engage team members by soliciting feedback. Implementation date will be based on process considerations.

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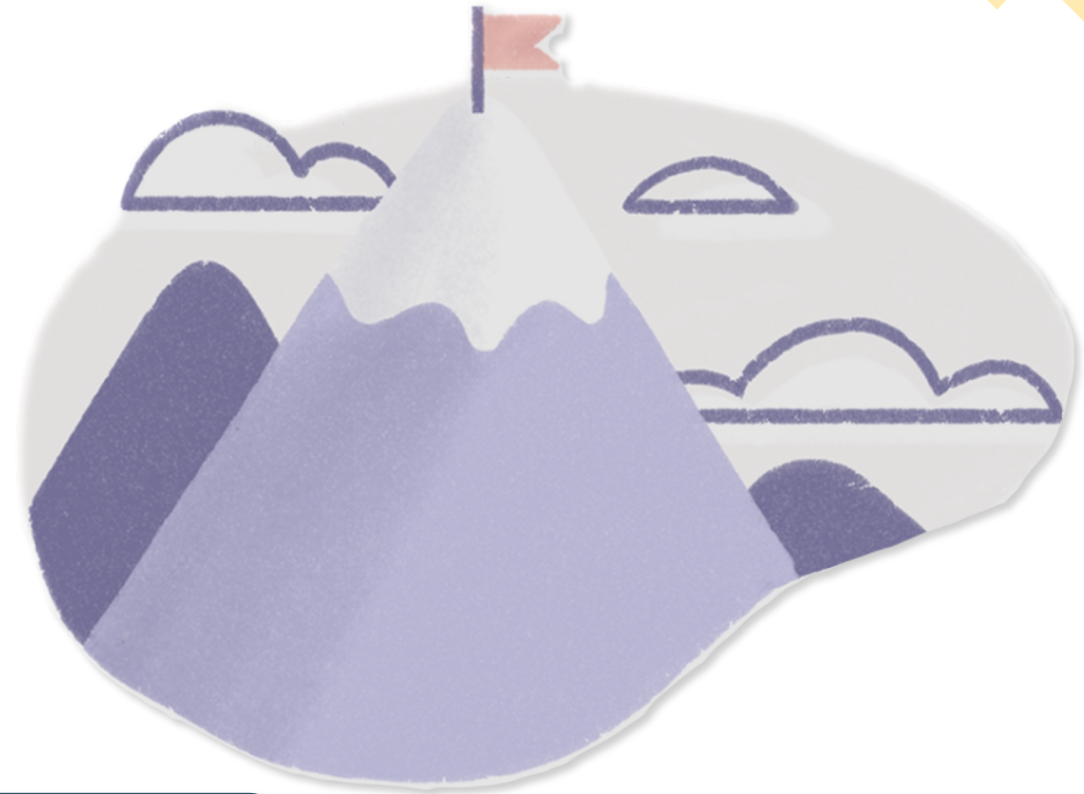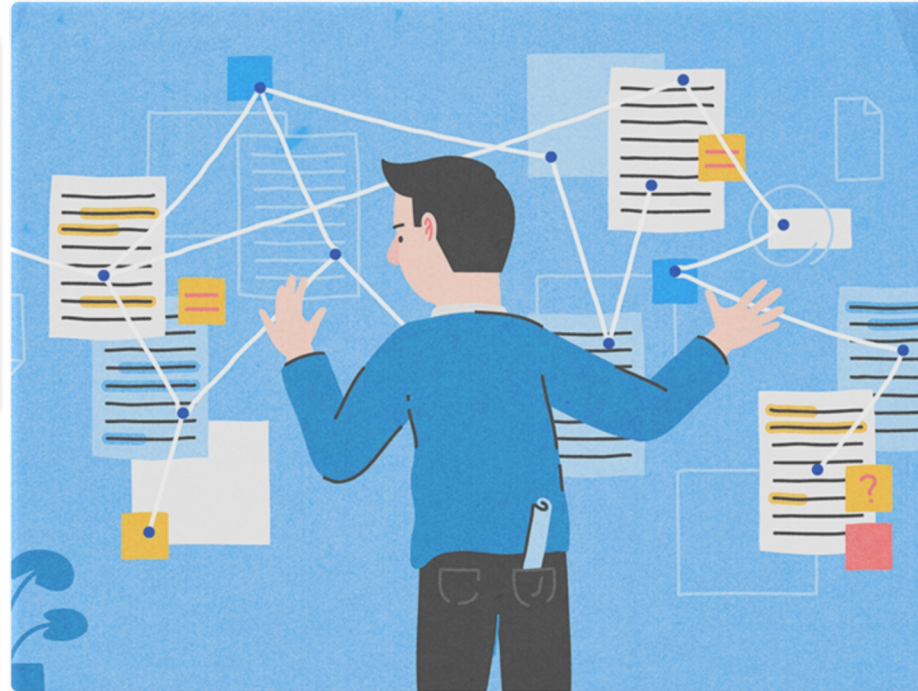
Observing & Documentation

Observing & Documentation

Observation
- Gather objective facts such as work results, obstacles, impact
- Commit to gathering at least monthly
- Keep "manager performance file" for each employee
- Provides accurate information input to annual performance review/evaluation

(Inappropriate)
- Tim was late several times, always after a holiday weekend
- Mary is always first to arrive at the office and works through lunch
- John is not always a team player – he's moody

Examples
- Tim was 30 minutes late on January 2, January 19, and February 2. When asked, he said he overslept but was able to make up the time.

- Mary demonstrated teamwork by assisting with X program, adjusted her hours to stay within the 40/workweek guidelines, and secured approval when Overtime was needed to complete assignment.

- John has gotten in arguments with team-mates four times over the last year. He then refused to help those teammates when they asked for work assistance. He also refused to participate in team meetings or work discussions, when his input was needed to plan or complete a project.

SHRM Resource:
It's Critical to Distinguish Between Performance & Conduct Issues by Paul Falcone

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Feedback

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Feedback

Reinforce AND Redirect
- Continuous to provide just-in-time positive reinforcement or early intervention
- Catch them doing something right – you can never get enough positive reinforcement!
- Redirect if something is not right and catch it quick – the longer it goes on, the more likely it will become a habit and harder to change

Coaching: Repeated, Ongoing, and Informal evaluation "Instructive" Feedback (aka "Teaching Moments")
- Debrief conversation shortly after it occurred
- Focus on two areas: behavior (factual, this is what you did) and the impact of those actions (positive or negative)
- Ask employee how it went – what did they do well, what would they do differently next time
- Add on to employee's comments – make sure to cover the most important points, and watch when it's time to stop
- Agree on next steps try "What are the next steps you will take and how can I help you?"
- Document highlights of conversation in the Employee Performance File

Start, Stop, Continue
- Provides broad perspective with practical terms; what should employee start doing, stop doing, continue doing to be effective. Good structure for employee to do more self-evaluation

Tip: Use "AND" not "BUT"

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Formal Performance Review

Formal Performance Review

Determine what criteria you will use to evaluate employee performance:
- Performance against goals
- Contributions beyond stated goals
- Demonstrated values and behaviors
- Demonstrated skills and competencies
- Development of skills and competences

Focus on Achievement and Growth
- Leverage previous Feedback discussions
- Discuss Overall Performance
  - Clear action steps
  - Reinforce "be proud of" achievements
  - Areas to improve or "build upon"

Measure What Matters
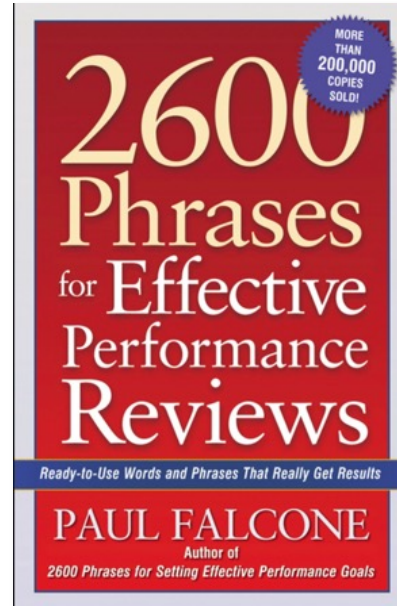
Performance Review Resources

Sample Reviews

Quantum Workplace |
17 Performance Review Templates
to Motivate Employees

Writing Resources:

2600 Phrases for Effective
Performance Reviews
By Paul Falcone

Communication Resources:

How Do Good Leaders Give Advice?
The Short Answer: They Don't
TED Article by Lenora Houseworth

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Employee Relations Concerns

Employee Relations: Concerns

What is the definition of Employee Relations?

The definition of employee relations refers to an **organization's efforts to create and maintain a positive relationship** with its employees.

So…what to do when we don't "relate" as well as we would like?

CNBC | 11 Behaviors That Indicate You're a "Problem Employee"

11 Problem Employee Behaviors
As Described by Leaders Worldwide

Center for Creative Leadership

1 Poor Job Performance
2 Can't Work Well with Others
3 Doesn't Respond to Coaching
4 Resistant to Change
5 Not Responsible for Own Actions
6 Negative Attitude
7 Poor Work Ethic
8 Arrogance
9 Poor Communication Skills
10 Skills Don't Match Job
11 "Yes, But . . ." Weaknesses

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Employee Relations: Concerns

- ❑ **Performance / Skill**

- ❑ **Conduct**

- ❑ **Style of Interaction**

Discussion

11 **Problem Employee Behaviors**
As Described by Leaders Worldwide

Center for Creative Leadership®

1	Poor Job Performance
2	Can't Work Well with Others
3	Doesn't Respond to Coaching
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5	Not Responsible for Own Actions
6	Negative Attitude
7	Poor Work Ethic
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9	Poor Communication Skills
10	Skills Don't Match Job
11	"Yes, But . . ." Weaknesses

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Employee Relations: Identify Issue

Employee's Performance Issue:

Hill

Yes	No	
☐	☐	Is the position properly scoped and relevant to current business demands?
☐	☐	Have you clearly articulated expectations to the employee?
☐	☐	Are the employee's performance objectives clear and measurable?
☐	☐	Do you provide the employee with high-quality and timely, formal and informal feedback?
☐	☐	Do you and the employee have a mutual understanding of the employee's strengths and development areas?
☐	☐	Does the employee have the information he or she needs to perform in role?
☐	☐	Does the employee know what to prioritize based on feedback from management?
☐	☐	Does the employee have access to the resources he or she needs?

Will

Yes	No	
☐	☐	Does the employee want to complete assigned tasks? If not, why could this be?(e.g., boredom, lack of understanding, personal issues, unclear priorities)
☐	☐	Does the employee feel his or her work is valued?
☐	☐	Have you explained how the employee's responsibilities connect to the organization's strategy?
☐	☐	Does the employee feel challenged?
☐	☐	Does the employee ever receive positive and/or motivating feedback?
☐	☐	Is the employee fully engaged?
☐	☐	Does the employee get along with other team members?
☐	☐	Is the employee able to focus at work (i.e. not affected by personal issues)?

Performance Issue Root Cause Diagnosis

Skill

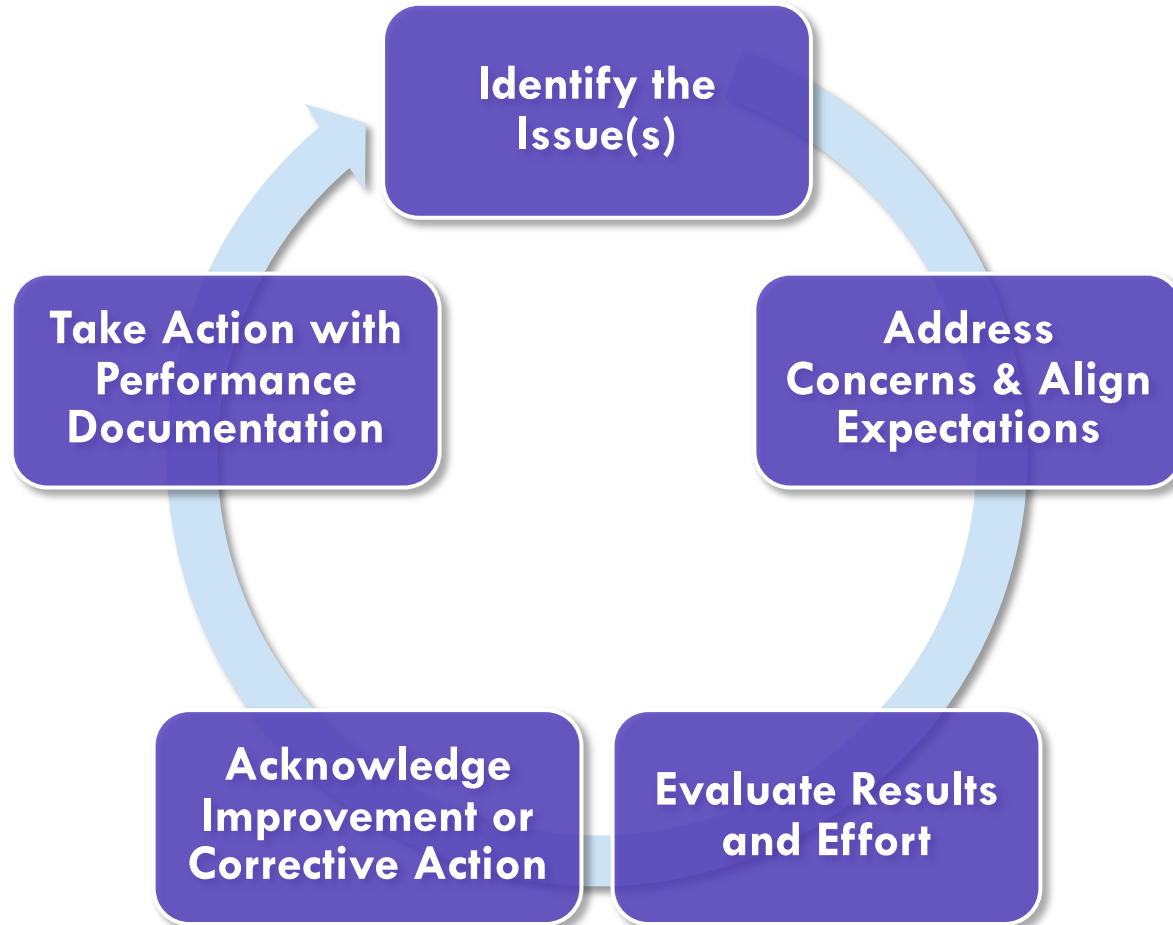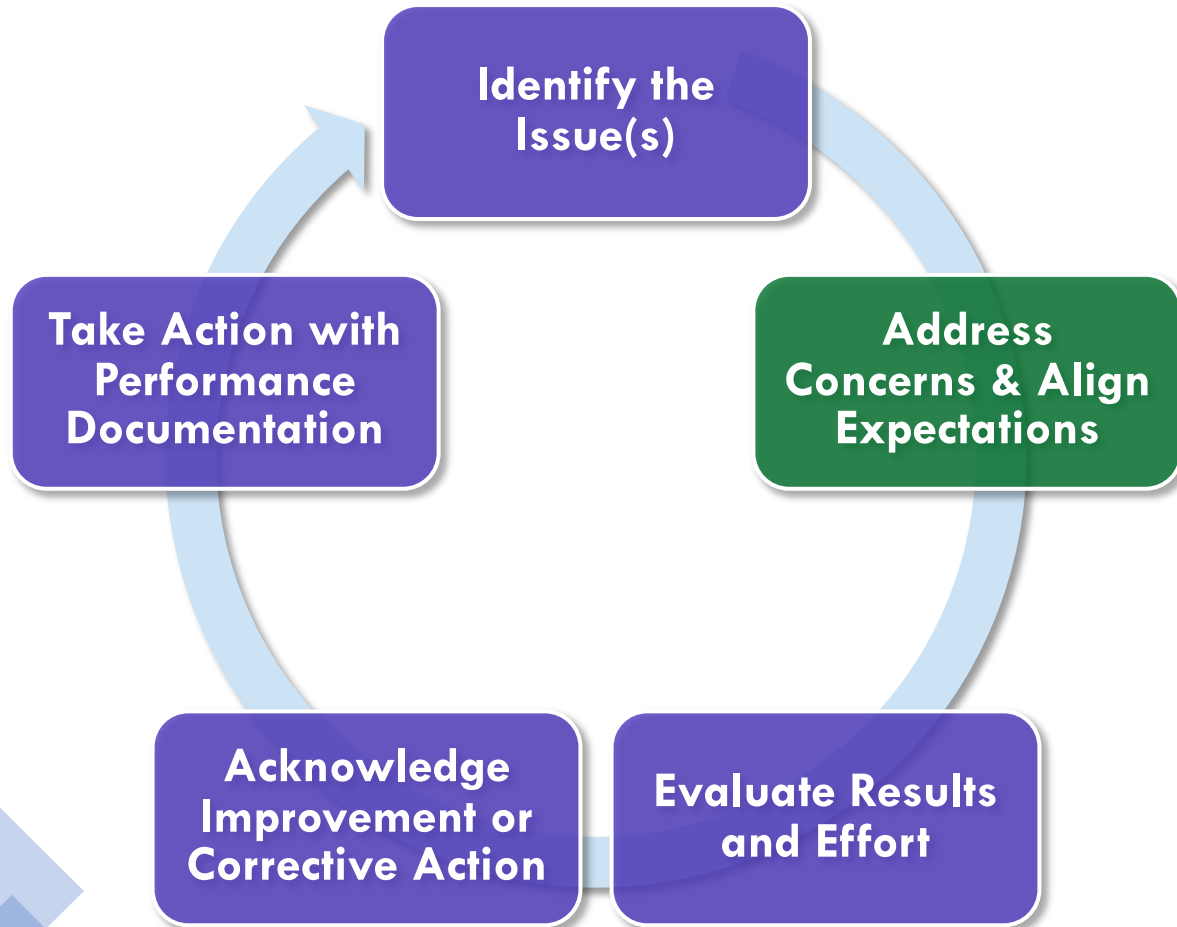| Yes	No	
☐	☐	Does the employee understand how to complete the tasks?
☐	☐	Does the employee know what success looks like?
☐	☐	Has the employee received all necessary training and on-the-job development?
☐	☐	Has the employee completed similar tasks in the past?
☐	☐	Can the employee complete the task to expected performance level without hand-holding?
☐	☐	Does the employee have poor time management skills impeding completion of tasks?
☐	☐	Does the employee understand how to use the necessary technology?
☐	☐	Do the employee's competencies align with the job responsibilities?

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Employee Relations: Next Steps

PIP or Corrective Action?

Discussion

- Identify the Issue(s)
- Address Concerns & Align Expectations
- Evaluate Results and Effort
- Acknowledge Improvement or Corrective Action
- Take Action with Performance Documentation

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Employee Relations: Next Steps

Identify the Issue(s)

Address Concerns & Align Expectations

Evaluate Results and Effort

Acknowledge Improvement or Corrective Action

Take Action with Performance Documentation

1. **Conversation Prep – Clarify WHAT you wish to tell employee**

2. **The Frame – Prepare HOW to tell employee**

3. **Practice Conversation Openers**

4. **Consider Employee Reaction**

5. **Align on Steps Forward**

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Q&A / Next Steps