Chapter Seven

Steps to Improve Performance:

Encourage
## Improved Performance

<table>
<thead>
<tr>
<th>Necessary Condition</th>
<th>Supervisor’s Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities, knowledge, skills</td>
<td>Select: match workers to tasks</td>
</tr>
<tr>
<td>Instructions</td>
<td>Direct: tell what is expected</td>
</tr>
<tr>
<td>Resources</td>
<td>Facilitate: remove constraints; provide resources</td>
</tr>
</tbody>
</table>

### Notes:
## Improved Performance

<table>
<thead>
<tr>
<th>Necessary Condition</th>
<th>Supervisor’s Action</th>
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<tbody>
<tr>
<td>Effort</td>
<td>Encourage: provide desired rewards</td>
</tr>
<tr>
<td>Communications</td>
<td>Communicate: transmit information and be a good listener</td>
</tr>
</tbody>
</table>

Notes:
Objectives

- Understand the importance and learn the characteristics of effective evaluation
- Understand your role as a coach/mentor
- Learn how to employ the different forms of encouragement as rewards for encouraging and acknowledging good performance
Objectives

- Understand the other side of encouragement—Correction
- Learn how to use employee involvement to increase motivation

Notes:
Actions to Reach the Exceptional Level

Performance Levels

100%

Evaluate Coach Reward Involve

Exceptional

Expected

Minimal

Unacceptable

Select Direct Facilitate

0%

Notes:
Video Presentation

That’s Encouragement!
Evaluating

How is it done?

How do you do it?

Notes:
Video Presentation

The Bad Performance Appraisal

Notes:
Annual Performance Evaluations

Three serious problems:
- Length of evaluation period is 1 year (+)
- More influenced by recent events
- May not be timely—no opportunity to correct problems

Conclusion:
Not the best way to improve workers’ motivation and performance

Notes:
Timely Evaluations

Should tell workers:

- How well they did
- How they can improve
- What will happen as a result of their performance

Notes:
Continuous Performance Evaluations

Effort...Workers doing the right things the right way

Accomplishment...Workers completing what they are supposed to complete
Managing by Walking Around

Supervisors who tour work sites:

- Learn much more about the work and understand better how well it’s being done
- Learn more about individual workers—how they are doing what is important to them how they get along with each other
- Learn more about work procedures and methods, and receive input from workers on how the work can be done better

Notes:
## Considerations in Coaching

<table>
<thead>
<tr>
<th>Question</th>
<th>If</th>
<th>Action Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does employee know the performance expected of him or her?</td>
<td>NO</td>
<td>Reinforce applicable performance standards</td>
</tr>
<tr>
<td>2. Does employee know that actual performance can be improved?</td>
<td>NO</td>
<td>Let employee know</td>
</tr>
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### Considerations in Coaching

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<tr>
<td>3. Are there obstacles beyond employee’s control?</td>
<td>YES</td>
<td>Remove obstacles or revise standards</td>
</tr>
<tr>
<td>4. Does employee know how to improve?</td>
<td>NO</td>
<td>Train employee and/or provide practice or demonstration</td>
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Notes:
Considerations in Coaching

Performance Analysis Flowchart

Notes:
Performance Analysis Flowchart

1. Choose Activity
2. Gather Actual Performance Data
3. Does Actual Performance Exceed Expected?
   - yes → Are You Satisfied?
   - no → Were There Uncontrollable Events?
   - yes → Revise Strategy
   - no → Were There Organizational Constraints?
   - yes → Improve Job Management
   - no → Do Workers Have Ability, Knowledge & Skill?
     - yes → Are Workers Adequately Motivated?
       - yes → Is The Performance Expectation Realistic?
         - yes → Change Methods or Technology
         - no → Revise Expectations
       - no → Apply Motivational Techniques
     - no → Improve Selection, Training & Assignment
4. Are You Satisfied?
   - yes → Is The Activity Complete?
   - no → Revise Strategy
5. Is The Activity Complete?
   - yes → Performance
   - no → Improve Job Management

Note: The flowchart can be followed by referring to the decision points and the corresponding actions.
## Considerations in Coaching

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<tr>
<td>5. Do negative consequences follow good performance?</td>
<td>YES</td>
<td>Change the consequences</td>
</tr>
<tr>
<td>6. Do positive consequences follow poor performance?</td>
<td>YES</td>
<td>Change the consequences</td>
</tr>
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Notes:
### Considerations in Coaching

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<th>If</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7. Can employee improve if he or she wants to?</td>
<td>YES</td>
<td>Redirect employee’s efforts through coaching</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>Consider reassignment, transfer, or other required action</td>
</tr>
</tbody>
</table>

Notes:
Mentoring

- Shifts focus from organization to workers
- Requires a personal interest in the advancement and development of workers
- Requires a much greater investment of time than does coaching
- Because of supervisor involvement, payoffs can be greater

Notes:
External Rewards

- Feedback
- Evaluations
- Praise
- Recognition
- Status Symbols
- Promotions
- Job Assignments

Notes:
Feedback

- People want to know how they are doing
- Positive feedback makes workers feel good about their job and the organization
- Negative feedback doesn’t make workers feel good, but lets them know where they stand and urges them to do better
- Even lukewarm feedback helps workers realize that their performance could be better
Performance Evaluations

- Continuous evaluations are favored over annual ones
- Generally, good ones are not viewed as rewards, but they can lead to promotions and pay increases
- Evaluation sessions should be comfortable, not stiff and stuffy
- Conducting evaluations is made easier by giving workers regular feedback

Notes:
One Minute Praising

1. Tell workers up front that you are going to let them know how they are doing.
2. Praise them immediately.
3. Tell them what they did right -- be specific.
4. Tell them how good you feel about what they did right, and how it helps the organization and the other people who work there.

Notes:
One Minute Praising

5. Stop for a moment of silence to let them “feel” how good you feel.

6. Encourage them to do more of the same.

7. Shake hands to make it clear that you support their success in the organization.

Notes:
Activity

Role Play

Demonstration

Praising

Notes:
Activity

Role Play

Practice

Praising

Notes:
Role Play Set A—Praising

SET A, ROUND 1

Your role: Supervisor.

Employee Tommy Joe has recently spent a lot of time off the job thinking about how things could be done better at work. As a result, he has suggested a new inventory system for hand tools. Among other benefits, this system would ensure that available hand tools are in top-notch working condition.

Tommy Joe’s suggestion looks like it will save the organization some money.

Praise Tommy Joe for his suggestion using the One Minute Praising format.

SET A, ROUND 2

Your role: Employee Orlando.

You went home yesterday after work looking forward to your day off today. It’s your son’s birthday and your plans included taking in a baseball game for which you had already bought tickets.

At about eight o’clock last evening your phone rang. It was your supervisor. He/she told you there had been an accident that had badly damaged a very important sign on the local interstate highway. The supervisor said it was necessary for the sign to be repaired the next day. He/she also told you that you were the best person in the crew with signs. He/she admitted to hating to ask you to give up your day off—but quickly added that Percy was off sick and Mark was out of town on vacation. So he/she didn’t have much choice. He/she asked you to come in and take care of the problem.

So today you came to work. It took you most of the day to fix the sign, but you got the job done and it turned out well.

Now you’re in the locker room changing clothes when the supervisor walks over to you.

(Wait to see what the supervisor has to say. Then give feedback to him or her.)

SET A, ROUND 3

Your role: Observer. Observe the praising and give feedback to the person playing the supervisor using the observer checklist.

When you serve as observer:

1. Read to yourself the following scenario for this role play, as your teammates read their role play scenarios.
[Role Play Set A—Praising, continued]

Since early this morning employee Allison and the rest of the crew have been working very hard to replace a section of guardrail damaged in an overnight accident along a very congested highway. Allison came up with an idea that allowed the replacement to proceed very quickly—and which allowed the rest of the work to be completed before the afternoon rush hour. As a result the repairs didn’t block a lane of traffic, and traffic was able to flow smoothly.

The supervisor drives up in his/her truck just as the work is being finished. After discussing the job with the crew, the supervisor sees clearly that Allison’s idea was the major reason the work got done when it did and with little traffic disruption.

The supervisor walks over to Allison and…

2. Remind the person playing the supervisor to mentally rehearse (briefly) how he/she will follow the format before starting the role play.

3. As the role play takes place, use the checklist below to mentally evaluate how well the format is followed.

Observer Checklist

■ Did the supervisor specifically tell the employee what he/she did right?
■ Did the supervisor tell the employee how good he/she feels about what the employee did right and how it helps the organization and the other people who work there?
■ Did the supervisor stop for a moment of silence to let the employee “feel” how good the supervisor feels?
■ Did the supervisor encourage the employee to do more of the same?
■ Did the supervisor shake hands or otherwise make it clear to the employee that he/she supports the employee’s success in the organization?

When the role play ends:

4. First, allow the person playing the employee to respond to the praising—how does he/she feel?
5. Then give feedback to the person playing the supervisor about how well he/she did in praising the employee.
Role Play Set B—Praising

SET B, ROUND 1

Your role: Employee Tommy Joe.

You have recently spent a lot of time off the job thinking about how things could be done better at work. As a result, you’ve come up with a new inventory system for hand tools. Among other benefits, you believe, this system would ensure that available hand tools are in top-notch working condition. You’re confident that your proposed system, if adopted by the department, will save a lot of money.

Through the normal channels you have suggested your inventory system to the department.

Now you see your supervisor walking toward you and asking to speak with you.

(Wait to see what your supervisor has to say. Then give feedback to him or her.)

SET B, ROUND 2

Your role: Observer. Observe the praising and give feedback to the person playing the supervisor using the observer checklist.

When you serve as observer:

1. Read to yourself the following scenario for this role play, as your teammates read their role play scenarios.

Employee Orlando went home yesterday after work looking forward to his day off today. It’s his son’s birthday and their plans included taking in a baseball game for which Orlando had already bought the tickets.

At about eight o’clock last evening Orlando’s home phone rang. It was his supervisor, who told him there had been an accident that had badly damaged a very important sign on the local interstate highway. The supervisor said it was necessary for the sign to be repaired the next day. He also told Orlando that he (Orlando) was the best person in the crew with signs. Furthermore, the supervisor admitted that he hated to ask Orlando to give up his day off—but quickly added that Percy was off sick and Mark was out of town on vacation. So the supervisor didn’t have another choice. He asked Orlando to come in and take care of the problem.

So today Orlando came to work. It took him almost the whole day to fix the sign, but he finished the job and did it well.

Now he’s in the locker room changing clothes when he sees the supervisor walking toward him.
[Role Play Set B—Praising, continued]

2. Remind the person playing the supervisor to mentally rehearse (briefly) how he/she will follow the format before starting the role play.

3. As the role play takes place, use the checklist below to mentally evaluate how well the format is followed.

   **Observer Checklist**

   - Did the supervisor specifically tell the employee what he/she did right?
   - Did the supervisor tell the employee how good he/she feels about what the employee did right and how it helps the organization and the other people who work there?
   - Did the supervisor stop for a moment of silence to let the employee “feel” how good the supervisor feels?
   - Did the supervisor encourage the employee to do more of the same?
   - Did the supervisor shake hands or otherwise make it clear to the employee that he/she supports the employee’s success in the organization?

   When the role play ends:

4. First, allow the person playing the employee to respond to the praising—how does he/she feel?

5. Then give feedback to the person playing the supervisor about how well he/she did in praising the employee.

**SET B, ROUND 3**

Your role: **Supervisor**.

*Your crew has been working very hard since this morning to replace a section of guardrail damaged in an early morning accident along a very congested stretch of highway.*

*You drive up in your truck just as the work is being completed. After discussing the job with the crew, you learn that Allison had come up with an idea that allowed the guardrail replacement to proceed very quickly. In fact, her idea enabled the crew to complete the replacement before the afternoon rush hour. As a result, the repairs didn’t block a lane of traffic, and traffic was able to flow smoothly.*

*You’re convinced that Allison is the major reason the job got done when it did.*

*Praise Allison for coming up with a great idea using the One Minute Praising format.*
Role Play Set C—Praising

SET C, ROUND 1

Your role: Observer. Observe the praising and give feedback to the person playing the supervisor using the observer checklist.

When you serve as observer:

1. Read to yourself the following scenario for this role play, as your teammates read their role play scenarios.

   Employee Tommy Joe has recently spent a lot of time off the job thinking about how things could be done better at work. As a result, he has suggested a new inventory system for hand tools. Among other benefits, this system would ensure that available hand tools are in top-notch working condition.

   Tommy Joe’s supervisor believes the suggested system will save the organization a lot of money.

   One day Tommy Joe sees his supervisor walking toward him. The supervisor motions to Tommy Joe that he/she wants to talk with him.

2. Remind the person playing the supervisor to mentally rehearse (briefly) how he/she will follow the format before starting the role play.

3. As the role play takes place, use the checklist below to mentally evaluate how well the format is followed.

**Observer Checklist**

- Did the supervisor specifically tell the employee what he/she did right?
- Did the supervisor tell the employee how good he/she feels about what the employee did right and how it helps the organization and the other people who work there?
- Did the supervisor stop for a moment of silence to let the employee “feel” how good the supervisor feels?
- Did the supervisor encourage the employee to do more of the same?
- Did the supervisor shake hands or otherwise make it clear to the employee that he/she supports the employee’s success in the organization?

When the role play ends:

4. First, allow the person playing the employee to respond to the praising—how does he/she feel?

5. Then give feedback to the person playing the supervisor about how well he/she did in praising the employee.
[Role Play Set C—Praising, continued]

SET C, ROUND 2

Your role: Supervisor.

Last night there was an accident that badly damaged a sign on the interstate. It’s a very important sign that needed to be fixed today. You have one person off sick and another out of town on vacation. Besides, the best person to do this job anyway is Orlando.

Trouble is, Orlando was scheduled to be off today and go to a ball game with his son on the little boy’s birthday. As much as you hated to do it, you called Orlando at home last night at about 8:00 o’clock and asked him to come in today to repair the sign. He hesitated, sounding very disappointed, but then said he’d come in.

It took him almost all day to fix the sign, but Orlando finished the job and did it very well. You see him coming into the garage.

Praise Orlando for coming in and doing a good job, using the One Minute Praising format.

SET C, ROUND 3

Your role: Employee Allison.

You and the rest of the crew have been working very hard since this morning to replace a section of guardrail damaged in an early morning accident along a very congested stretch of highway. You came up with an idea that allowed the replacement to proceed very quickly, and that enabled the crew to complete it before the afternoon rush hour. As a result, the repairs didn’t block a lane of traffic, and traffic was able to flow smoothly.

Your supervisor drives up in his/her truck just as the work is being completed. After discussing the job with the crew, the supervisor determines that you are the major reason the job got done when it did. He/she turns to you…

(Wait to see what the supervisor has to say. Then give feedback to him or her.)
Recognition

- Workers should receive recognition for actions valued by the organization
- All types of performance should be recognized

Notes:
Forms of Recognition

- Spoken Compliment (Public or Private)
- Written Compliment (Private)
- Certificates or Plaques (Public)
- Newspaper or Newsletter (Public)

Notes:
Points on Recognition

- Recognition given as soon as possible after behavior
- Workers told specifically what recognition is for
- Recognition given at work place or in a ceremony
- When desired behavior is consistent, praise should shift from continuous to variable

Notes:
Status Symbols

Important recognition given to a few workers, such as:

- Parking space for “employee of the month”
- Hard hat stickers
- New truck
- Organization (agency, division, district, etc.) jacket or other visible item of clothing
Promotions

- Advancement to positions requiring greater skills
- Should be based on employees’:
  + performance
  + ability to perform in new position
  + desire to be promoted to new position
- Temporary assignments may help employees prepare for new positions

Notes:
Job Assignments

- Assign workers to their favorite job when they have performed well

- Job assignments are an inexpensive and very effective reward

Notes:
Frequency of Rewards

- Frequency should vary
- Higher frequency for new tasks
- Lower frequency for familiar tasks
- Do not stop rewarding

Notes:
Correcting Behavior/Performance

- Sometimes undesirable behavior or performance occurs.

- Progressive discipline procedures are most common, for example: 1) oral reprimand, 2) written reprimand, 3) suspension without pay, 4) discharge

- Supervisors are concerned with correcting undesirable behavior/performance.

Notes:
One Minute Correcting

1. Tell workers beforehand that you are going to let them know how they are doing.

   The first half of the correcting:

2. Correct them immediately.

3. Tell them what they did wrong -- be specific.

4. Tell them how you feel about what they did wrong, and in no uncertain terms.

5. Stop for a few seconds of uncomfortable silence to let them “feel” how you feel.

Notes:
One Minute Correcting

The second half of the correcting:

6. Shake hands to let them know you are genuinely on their side.

7. Remind them how much you value them.

8. Reaffirm that you think well of them, but not of their performance in this situation.

9. Realize that when the correcting is over, it’s over.

Notes:
Activity

Role Play

Demonstration

Correcting

Notes:
Activity

Role Play

Practice

Correcting

Notes:
Role Play Set A—Correcting

SET A, ROUND 1

Your role: Supervisor.

You are at your desk in the office first thing in the morning when you glance out the window and see Mike starting to lift a department post hole auger out of the back of his pickup. He had just arrived at work. Since the department has a firm policy against employee borrowing of department equipment for personal use, you head outside to see what’s going on.

When you ask Mike what he’s doing, he acts a little nervous. He awkwardly explains that yesterday he had looked for you to ask permission to borrow the post hole auger just overnight. He said he knew the department didn’t want employees to take equipment home, but thought it would be okay if you said so. When he hadn’t found you to ask permission, he said he figured it would be okay just this once.

Correct Mike using the One-Minute-Correcting format.

SET A, ROUND 2

Your role: Employee Harvey.

You and Seth have been carrying out a running series of practical jokes. Harmless stuff; all in good fun. You came up with the best one yet when you glued Seth’s boots to the floor of the locker room yesterday afternoon after work.

This morning, though, Seth can’t get them loose. At first, he, you, and the other guys laughed about it. But after a couple of minutes of struggling, Seth’s temper flared up. You also tried to pry the boots free, but to no avail. Seth is now plenty angry and has begun to argue with you, becoming a little threatening.

Your supervisor shows up. He settles Seth down a little, but then yells at you to get those #@%$*! boots loose or else you’ll have to buy Seth a new pair! He heads off, but not before telling you to come see him in his office.

You spend another minute trying to get the boots loose, but then figure you’d better go to the supervisor’s office—which you do.

(Wait to see what the supervisor says. Then give feedback to him or her.)

SET A, ROUND 3

Your role: Observer. Observe the correcting and give feedback to the person playing the supervisor using the observer checklist.
[Role Play Set A—Correcting, continued]

When you serve as observer:

1. Read to yourself the following scenario for this role play, as your teammates read their role play scenarios.

   *Earlier today, in the shop, employee Carl was using a grinding wheel to sharpen a cutting tool. Although required by department policy, Carl didn’t put on safety goggles. A particle got lodged in his eye, and no one could get it out. The paramedics were called, and they determined to take Carl to the hospital where the particle was removed without permanent injury.*

   *Carl has just returned from the emergency room. He sees the supervisor walking toward him. The supervisor takes Carl aside and says…*

2. Remind the person playing the supervisor to mentally rehearse (briefly) how he/she will follow the format before starting the role play.

3. As the role play takes place, use the checklist below to mentally evaluate how well the format is followed.

   **Observer Checklist**

   - Did the supervisor specifically tell the employee what he/she did wrong?
   - Did the supervisor tell the employee how he/she feels about what the employee did wrong?
   - Did the supervisor stop for a moment of silence to let the employee realize how he/she feels?
   - Did the supervisor shake hands or otherwise make it clear that he/she is genuinely on the employee’s side?
   - Did the supervisor remind the employee how much he/she values the employee?
   - Did the supervisor reaffirm that he/she thinks well of the employee but not of his/her performance (or behavior) in this particular situation?

When the role play ends:

4. First, allow the person playing the employee to respond to the correcting—how does he/she feel?

5. Then give feedback to the person playing the supervisor about how well he/she did in correcting the employee.
Role Play Set B—Correcting

SET B, ROUND 1

Your role: Employee Mike.

Yesterday, at the end of work, you looked for your supervisor to ask if you could borrow a post hole auger from the garage to take home. You knew about the policy against borrowing department equipment for personal use, but you hoped the supervisor would say okay. You only wanted to use the auger for one evening, to erect a fence in your back yard. When you couldn’t find the supervisor right away, you decided to go ahead and load the auger into your pickup and take it home. Daylight was wasting!

This morning you brought the auger back, and are unloading it from your truck, when the supervisor walks up behind you and…

(Wait to see what the supervisor says/does. Then give feedback to him or her.)

SET B, ROUND 2

Your role: Observer. Observe the correcting and give feedback to the person playing the supervisor using the observer checklist.

When you serve as observer:

1. Read to yourself the following scenario for this role play, as your teammates read their role play scenarios.

Employees Harvey and Seth have been carrying out a running series of practical jokes. Harvey thought he had come up with the ultimate prank when he glued Seth’s boots to the floor of the locker room yesterday afternoon after work.

Problem is: This morning Seth can’t get them loose. After a couple of minutes of trying, his good-natured laughter turns sour. Harvey also tries to pry them free but also fails. Seth is now plenty angry and he begins to argue with Harvey.

Hearing a ruckus, the supervisor comes running. Once he calms Seth down, he tells Harvey to get those #!@%*)! boots loose without damaging them or else he’ll have to buy Seth a new pair! As he stomps off, the supervisor glares back at Harvey and tells him to come see him in his office when he’s done.

When Harvey steps sheepishly into the supervisor’s office, the supervisor…

2. Remind the person playing the supervisor to mentally rehearse (briefly) how he/she will follow the format before starting the role play.
[Role Play Set B—Correcting, continued]

3. As the role play takes place, use the checklist below to mentally evaluate how well the format is followed.

   **Observer Checklist**

   - Did the supervisor specifically tell the employee what he/she did wrong?
   - Did the supervisor tell the employee how he/she feels about what the employee did wrong?
   - Did the supervisor stop for a moment of silence to let the employee realize how he/she feels?
   - Did the supervisor shake hands or otherwise make it clear that he/she is genuinely on the employee’s side?
   - Did the supervisor remind the employee how much he/she values the employee?
   - Did the supervisor reaffirm that he/she thinks well of the employee but not of his/her performance (or behavior) in this particular situation?

When the role play ends:

4. First, allow the person playing the employee to respond to the correcting—how does he/she feel?

5. Give feedback to the person playing the supervisor about how well he/she did in correcting the employee.

**SET B, ROUND 3**

Your role: ***Supervisor***.

*Earlier today, in the shop, employee Carl was using a grinding wheel to sharpen a cutting tool. Although required by department policy, Carl didn’t put on safety goggles. A particle got lodged in his eye, and no one could get it out. The paramedics were called, and they determined to take Carl to the hospital where the particle was removed without permanent injury.*

*Carl has just returned from the emergency room. You see him walking to the garage, so you walk out to see how he is. After finding out that he’s okay, correct him using the One-Minute-Correcting format.*
Role Play Set C—Correcting

SET C, ROUND 1

Your role: Observer. Observe the correcting and give feedback to the person playing the supervisor using the observer checklist.

When you serve as observer:

1. Read to yourself the following scenario for this role play, as your teammates read their role play scenarios.

   Yesterday, at the end of work, Mike looked for the supervisor to ask if he could borrow a post hole auger from the garage to take home. He knew about the policy against borrowing department equipment for home use. Still, he hoped to use the auger to erect a fence in his back yard, expecting to keep it for only one evening. When he didn’t find the supervisor, Mike went ahead and loaded the auger into his pickup and took it home.

   This morning Mike has brought the auger back. He’s unloading it from his pickup when the supervisor walks up and asks what he’s doing.

2. Remind the person playing the supervisor to mentally rehearse (briefly) how he/she will follow the format before starting the role play.

3. As the role play takes place, use the checklist below to mentally evaluate how well the format is followed.

   Observer Checklist

   ■ Did the supervisor specifically tell the employee what he/she did wrong?
   ■ Did the supervisor tell the employee how he/she feels about what the employee did wrong?
   ■ Did the supervisor stop for a moment of silence to let the employee realize how he/she feels?
   ■ Did the supervisor shake hands or otherwise make it clear that he/she is genuinely on the employee’s side?
   ■ Did the supervisor remind the employee how much he/she values the employee?
   ■ Did the supervisor reaffirm that he/she thinks well of the employee but not of his/her performance (or behavior) in this particular situation?

When the role play ends:

4. First, allow the person playing the employee to respond to the correcting—how does he/she feel?

5. Give feedback to the person playing the supervisor about how well he/she did in correcting the employee.
[Role Play Set C—Correcting, continued]

SET C, ROUND 2

Your role: Supervisor.

Shortly before starting time you hear a ruckus coming from the locker room. You immediately head over there. On the way the thought occurs to you that this may have something to do with Harvey and Seth carrying on with their endless, often childish, series of practical jokes. You came close to sitting them both down the other day when things nearly got out of hand.

In the locker room you find what you had feared. You first separate Seth and Harvey, trying to calm Seth down. When you ask what’s going on, you’re told that Harvey had glued Seth’s boots to the locker room floor and now they won’t come loose. So you tell Harvey he had better get the boots loose—without damage—or else he’ll have to buy Seth a new pair. And you add that Harvey had better come to your office in a minute.

Correct Harvey using the One-Minute-Correcting format.

SET C, ROUND 3

Your role: Employee Carl.

Earlier today, in the shop, you were using a grinding wheel to sharpen a cutting tool. Although department policy requires that you wear proper eye protection in such cases, you thought it would just take a minute. So you didn’t take time to find a pair of safety goggles and put them on. After just a few seconds of grinding, a particle got lodged in your left eye. You asked a couple of coworkers to take a look and see if they could get the particle out. But they couldn’t.

Soon somebody called the paramedics. After they examined your eye—and couldn’t remove the object—they determined to take you to the hospital. There the particle was removed—no harm done.

On your return to work, you head for the garage. You notice your supervisor walking your way.

(Wait to see what your supervisor wants. Then give feedback to him or her.)
Employee Involvement

- Significant increases in performance have been obtained when workers are involved in all aspects of their work
- Introduces more experience in planning
- Generates more commitment
- Workers have more control over work

Notes:
Range of Employee Involvement

- Self-Managing Work Teams
- Job Enrichment
- Performance Improvement Team II
- Employee Survey Feedback
- Quality Circles
- Performance Improvement Team I
- Formal Suggestion System
- Informal Suggestion System
- Military, Authoritarian, Autocratic

INCREASED INVOLVEMENT

Notes:
Key Points

- Evaluate workers continuously.
- Feedback is important to both you and the crew
- Correct to improve bad/unacceptable performance or actions

Notes:
What You Have Learned

- The importance and characteristics of effective evaluation
- Your role as a coach/mentor
- To reward workers for good performance using feedback, evaluations, praise, recognition, status symbols, promotions, and/or job assignments.

Notes:
What You Have Learned

- How to use Correction to give workers the opportunity to change their unacceptable performance or behavior
- How to use employee involvement to increase motivation

Notes: