

# Supervision/Evaluation

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# Introduction

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***A critical measure of success of a Buildings and Grounds operation are the systems and processes in place to hire, supervise, evaluate, promote, and discipline if needed, the workforce of that department.***



# Act 10 July of 2011

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- Relationship governed by Policy
- Employer's discretion
  
- Handbooks
- Expanded personnel policies
- Other methods of defining relationship



# Act 10 Requirement

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- Grievance Procedure
  - Discipline
  - Termination
  - Safety Issues
  - Must be written document
  - Hearing procedure
  - Appeal process



# Management Rights

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- Carry out mandates and goals assigned to organization
- Utilize personnel in most efficient manner
- Hire, promote, transfer, assign
- Establish reasonable work rules
- Discharge, demote, discipline, layoff



# Employer Needs

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- Wide range of competency levels
  - Part-time
  - Seasonal
  - Skilled
  - Subs
- Employees who can grow into positions of increasing responsibility
- Employees who can work independently
- Flexibility within employee groups
- Work Force Efficiency



# Employee Needs

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- What employer expects
  - General
  - Position Specific
- Whether performance is meeting expectations
- Fair and impartial treatment
- Judged on facts, not opinions
- Honest feedback



# Job Evaluation Process

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- Develop/Update Job Descriptions
  - Functional Job Descriptions
- Set Goals
- Progress Reviews
- Performance Reviews





# Develop/Update Job Descriptions

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- Sets out minimum qualifications and requirements
- Describe basic functions
- Describe required functions
- Describe desired qualifications
- Health and environmental considerations
- Duties not defined exclusively
- Basis for performance appraisal
- Basis for compensation



# Functional Job Description

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- Professional Analysis
  - Custodial
  - Maintenance
  - Para-educators
  - Physical Education
- Job Identification
- General Training/Cert/License Required
- Essential Functions



# Functional Job Description Cont.

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- General Information
- Personal Protective Equipment
- Tools and Equipment
- Materials and Products
- Environmental Conditions
- Physical Demands Summary
- *Ergonomic Review*
  - *Observations, potential risks, considerations*



# Custodial Work Descriptions

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- Develop District Expectations and Cleaning Frequency Guidelines
- Describes the specific areas cleaned
- Guidelines covering levels of clean
  - Spotless, Hospital Clean
  - Shiny Dirty
  - Clean Satin
  - Not a Priority, Gross neglect



# Goal Setting

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- One on one meeting between manager and employee. Sets up the relationship
- Identify areas of focus/improvement before end of rating period
- Specific, Measurable, Attainable, Realistic, Time bound (SMART)
- Recorded in supervisors notes/file



# Progress Reviews

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- Manager and employee meet periodically to discuss
  - Physical observation/inspection
  - Standardized form
- Recommend corrective action for improvement
- Offer assistance to correct shortfalls
- Positive reinforcement for meeting all expectations



# Performance Reviews

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- Formal Review
- No Surprises
- Forms documenting performance during review period
- Objective criteria
- Review self appraisal and development of employee goals for next period



# Evaluation Procedures and Techniques

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- Begin early
- Provide adequate notice of deficiencies
- Establish a timetable for correction of deficiencies
- Provide reasonable time for improvement
- Provide specific recommendations that are reasonable and attainable.





# Employee Development Levels

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- Based on Competence Levels
  - Job Knowledge
  - Skills
  - Education/Training
  - Motivation
  - Commitment
- Employees can move within groupings within the organization



# Development Level 1

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- Low Skill
  - Job Knowledge/Skills
- High Will
  - Motivation/Confidence



# Development Level 2

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- Some Skill
  - Job Knowledge/Skills
- Low Will
  - Motivation/Confidence



# Development Level 3

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- High Skill
  - Job Knowledge/Skills
  
- Low Will
  - Motivation/Confidence



# Development Level 4

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- High Will
  - Job Knowledge/Skills
  
- High Skill
  - Motivation/Confidence

High Performer!



# Supervision/Leadership Style

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- Components - Leaders and Followers
- Definition – The adjustment of Supervision or Leadership style based on the situation and to correspond with the development level of the follower
- Adapt to your worker.
- Servant Leadership style.



# Directing Style

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- Specific Instructions
- Close Supervision
- One way communication
  
- *Highly Directive – Low Supportive*



# Coaching

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- Explains Decisions
- Solicits Suggestions
- Continues to Direct
  
- *High Directive – Highly Supportive*





# Supporting

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- Make Decisions Together
- Supports Effort Towards Task Accomplishment
- *Highly Supportive – Low Directive*



# Delegating

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- Turns over decisions and responsibility to the follower/employee
- *Low Supportive – Low Directive*



# The Art of Supervision and Leadership

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- Recognizing the competency level of your subordinates or peers and then using the four leadership styles of **Directing, Coaching, Supporting** or **Delegating** to maximize accomplishments within your organization.



# Most Common Employee Problems

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- Rule Infractions
- Poor Performance
- Insubordination
- Health and Safety Infractions
- Negligence
- Communication



# Most Common Employer Problems

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- Undefined work rules
  - Board Policy
  - Department
  - Day to day operations
- No Performance Standards
- Undefined Supervision\Evaluation Guidelines
- Documentation of Supervision
- Communication

# Employee Rule Infractions





# Insubordination

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- Order Given
- Order Received (understood)
- Noncompliance consequences
- Protesting
- Inappropriate Language
  
- Union/management roles



# Absenteeism

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- How long has absenteeism persisted
- Sick Leave Abuse
- Reasons or mitigating circumstances
  - Absences in relation to receiving sick days
  - Friday-Monday flu
- Nature of the job
- Attendance of others
- Employer's efforts to correct the problem



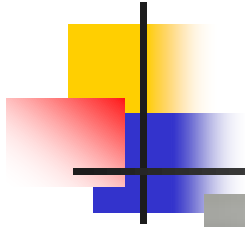


# Health and Safety Refusal

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- Abnormally dangerous actions
- Short cuts involving PPE
- Fear based on objective standards
- Genuine fear
- Others may perform-accommodations
- Horseplay
- Harassment







# Treatment of Marginal Employees

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- 80-20 Rule
- Mistaken Kindness
- Probation
- Positive to a point



# Marginal Employees

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- Once decision is made to build a case for dismissal, terminate all attempts to use positive reinforcement.
- Follow established procedures strictly
- Put everything in writing
- Document what/why of actions taken
- Detail facts on which you base opinions
  - Checklist evaluations
  - Narrative evaluations citing specific events



# Seven Tests of Just Cause

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- **Notice of expected conduct**
  - Written rules
  - Commonly understood expectations
- **Reasonable rules**
- **Complete Investigation**
- **Fair Investigation**
  - Identity of investigator
  - Chance to be heard
- **Adequate proof**
- **Equal Treatment**
  - Master chart for all discipline
  - Prior lax enforcement
  - Setting precedent
- **Proper Penalty**
  - Goal to correct future behavior
  - Employee admissions-wrong doing, admissions, remorse
  - Progressive Discipline



# Increasing Discipline

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- Verbal Warning
- Verbal/Written Warning
- Written Warning
- Letter of Reprimand
- Suspension of work without pay
  - 1 day to 30 days
    - Seriousness/Frequency of offence
- Removal from position
- Termination



# Verbal Warning

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- State that you are issuing a verbal warning
- Document time, date and incident in supervisors notes
  - May be hand written
  - Kept in your file
  - Not apart of employee's formal record
- Second warning
  - Written documentation





# Verbal/Written Warning Steps

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- Clearly state they are “orally warned” for a contract or policy violation
- State the violation that has occurred
- Explain what was wrong and how to improve if applicable
- “Repeated violations could result in further discipline or discharge”
- Record oral warning on form or letter
- File signed copy in employees personnel file



# Warning Letter

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- Detail all previous discussions
- Put employee on notice of possible consequences up to termination
- Schedule follow up meeting
  - Review evaluations and expectations
- Allow employee to challenge or rebut your observations
- Include representation if requested
- Say what you mean – no mixed messages
- Keep focus on job performance
- Be aware of discrimination issues



# Written Reprimand

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- List all facts – Date – Time – Violation
- Cite Contract if applicable
- List Prior warnings
- Tell employee reprimand is a disciplinary action resulting from misconduct
- Tell employee reprimand is an opportunity to improve
- Tell employee of ramifications- increasing discipline
- Copy to employee, union, personnel



# Suspension of Employee

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- List all facts – Date – Time – Violation
- Cite Contract if applicable
- List Prior warnings- reprimands, suspensions
- State length of suspension-with/without pay
- State this is another opportunity to improve
- Tell employee of ramifications- increasing disciplinary action, including discharge
- Copy to employee, union, personnel



# Why do Supervisors Lose Discipline Cases?

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## ■ **Procedural Problems**

- Poor Investigation – Starting Soft
- No due process prior to decision
- Biased investigator or supervisor
- Failure to allow proper representation
- No consideration of past good/bad conduct
- Failure to show what conduct was expected
- Unequal enforcement/poor past practice



# Why do Supervisors Lose Discipline Cases cont.?

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- **Substantive Problems**

- “He said/she said” proof problems
- Penalty too severe
  - Progressive discipline not quite “progressive” enough
- Failure to keep adequate records

- **The occasional “bad” decision**

- Being Vindictive
- Acting in Anger



# Guide Lines for Applying Positive Discipline

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- Criticize behavior not employee
- Reprimand in private – praise in public
- Be specific
- Be consistent
- Be flexible with application of discipline
- Have all the facts
- Don't threaten, argue, show anger or sarcasm
- Reprimand according to individual and situation
- Follow up, positive reinforcement
- Re-establish friendly contact
- Discipline is “corrective” then “punitive”

# Handling Employee Complaints

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# Handling Employee Complaints

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- Address the problem
  - Fair result
  - Not based on winning or losing
  - Facilitate
- Your tools
  - Good listening
  - Positive concern
- Seek privacy and ID the problem
  - Minimize interruptions
  - Give employee complete attention
  - Encourage employee to talk openly



# Employee Complaints Cont,

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- Hear Complaint
  - Let employee talk
  - Take notes
  - Ask questions
  - What is the real issue
    - Have employee summarize
    - Get a verbal reading
- Check it out
  - Facts correct?
  - What is your policy?
  - How have others handled similar situations?



# Methods to Build a Good Employee/Supervisor Relations

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- The supervisor/leader is 95% responsible for the relationship
- Maintain meaningful dialogue
- Maintain control when emotions are high
- Recognize good performance
- Relationships are like rubber “they can be stretched”
- All relationships are different



# References

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[ckramer@ecasd.k12.wi.us](mailto:ckramer@ecasd.k12.wi.us)
- Steven Weld, Weld, Riley, Prenn & Ricci
- Eau Claire Area Schools Administrative Rules and Regulations, Employee Handbook



# Questions?

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