

Chapter 9

Selecting, Onboarding, and Developing new Employees





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“It is a fine thing to have ability, but to discover ability in others is the true test.”

Elbert Hubbard

Preparing for a candidate interview

- Review the job application and résumé.
- Develop a job description and know what skills are required.
- Identify personal biases that you must guard against.
- Identify questions to ask.
- Identify topics you want to discuss.
- Make sure you know what questions are and are not legal to ask of candidates.
- Consult your HR office, equal opportunity officer, or legal department for guidance.

The interview will be more successful if you

- Put the applicant at ease
- Phrase questions so they will give the information you need; avoid “yes or no” questions
- Listen carefully
- Write down observations promptly.

Interviewing the applicant

1. Introduce yourself.
2. Use the applicant's name.
3. Create an informal, comfortable atmosphere.
4. Review the job description and provide other information about the job.
5. Ask appropriate questions; listen carefully to answers.
6. Give applicants time to ask about the job.
7. Use a standard form to record your thoughts as soon after the interview as possible.

It is illegal to ask job candidates about

- **Marital status**
- **Children**
- **National or ethnic origin**
- **Age**
- **Disability**
- **Religion.**

Stick to issues that relate to the person's ability to perform a job.

Strategies for screening job applicants

- **Screening committee**
- **Assessment center**
- **Performance examination**

Ingredients of a job orientation program

- 1. Making the new hire feel welcome**
- 2. Discussing expectations**
- 3. Explaining and informing**
- 4. Setting up a check-back system**

To make a new employee feel welcome,

- **Make sure others on the work team expect the new employee**
- **Provide the employee with a space to put personal belongings**
- **Tour the workplace**
- **Introduce the employee to other employees**
- **Assign a seasoned employee to help acclimate the new hire.**

Discussing expectations involves

- Reviewing what you expect of the employee
- Learning what the employee expects from the job
- Providing positive feedback to reinforce expectations
- Continuing to share information about expectations.

Orientation also involves explaining

- Where offices and work areas are located and where tools, equipment, and supplies are stored
- Rules and regulations
- The procedure for clearing up misunderstandings or complaints
- The use of supplies and equipment should be used
- Required forms and reports
- How the employee's job fits in with the work of the department and organization overall.

Give a new hire a copy of the employee handbook and set aside time to review important sections together.

On-the-job training gives employees

- Information on how to do their work
- A chance to learn whether they are doing their jobs correctly and to change incorrect or inefficient work practices
- A chance to learn new, better ways of doing their jobs; to use new equipment; and to keep up with changes occurring in the workplace
- A chance to grow on the job by learning new skills, which may translate into promotions and salary increases.

What to ask when planning training

- What do I want employees to know or do?
- What skills and attitudes should they acquire?
- How soon do employees need the training?
- What do employees already know? What skills and attitudes do they already have?
- What do they themselves think they need to learn?

To address learning needs,

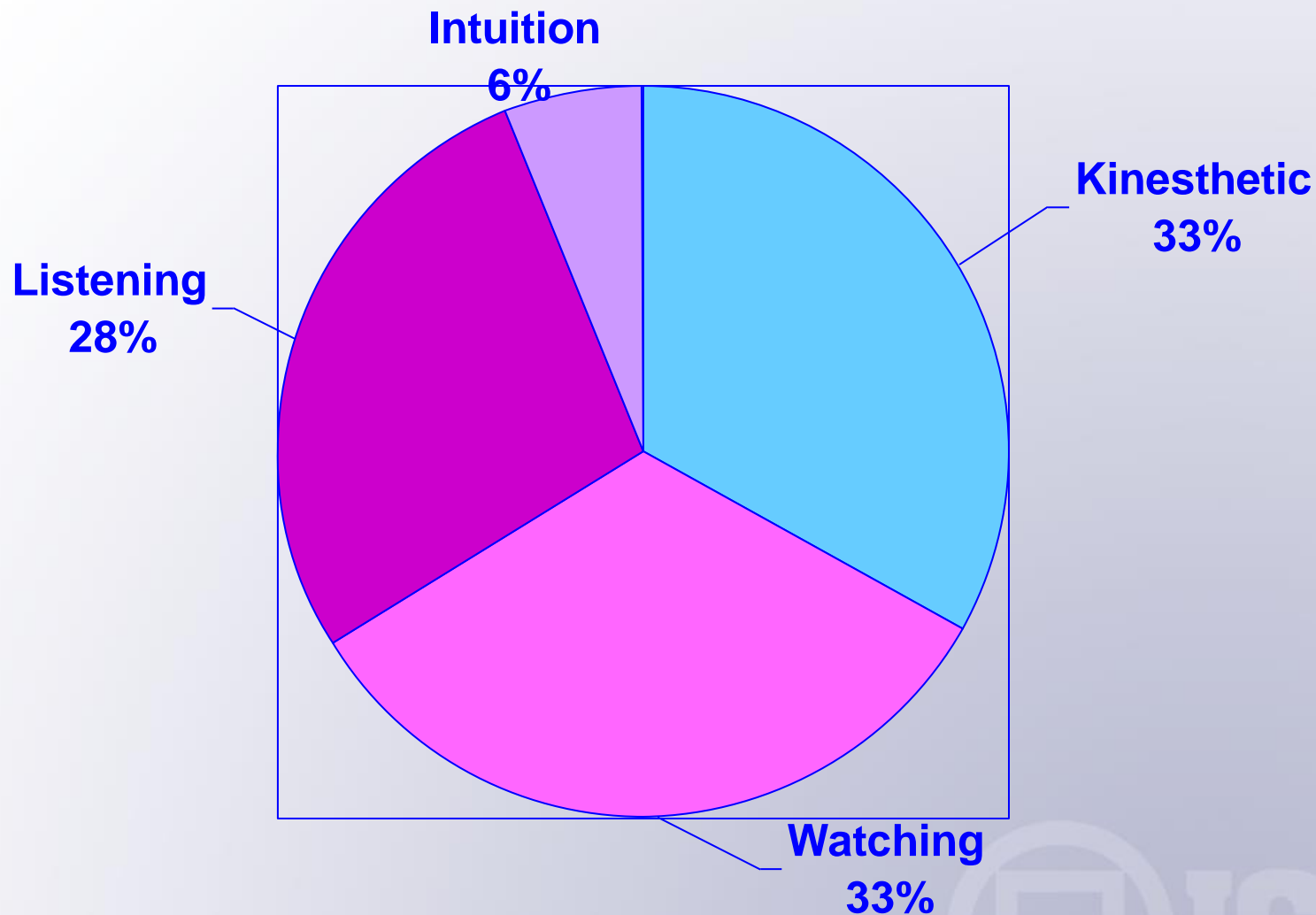
- Present information so that both the left and right sides of the brain are stimulated
- Appeal to all five senses
- Plan a variety of teaching techniques
- Use a variety of materials, visual aids, guest speakers, etc.
- Involve people in a process—doing and participating

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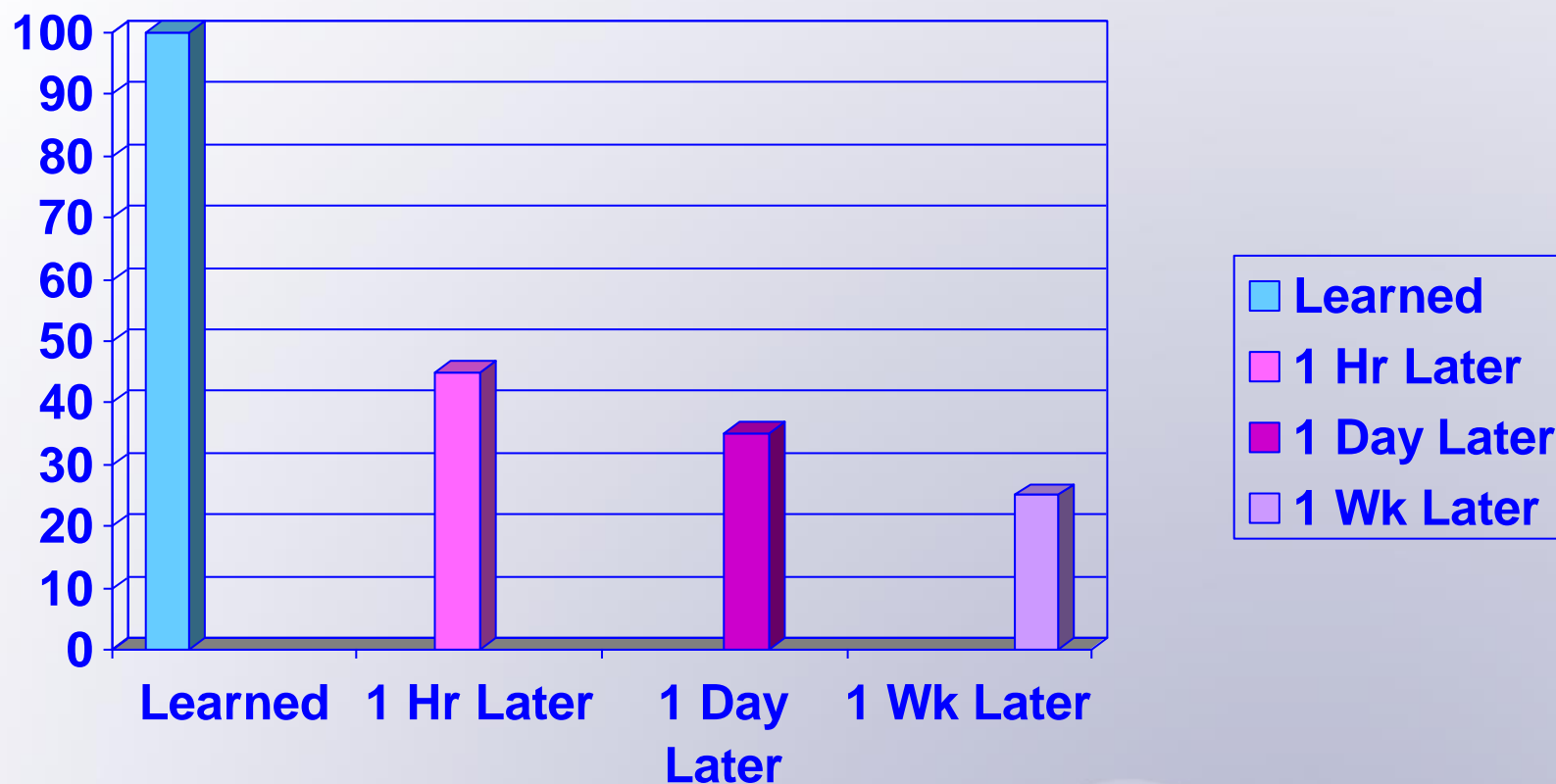
To address learning needs (*continued*)

- Give information over time
- Present information logically
 - In the order in which steps are carried out
 - From easiest to most difficult concepts
- Show connection between facts and the concepts behind them
- Provide practice opportunities
- Create a comfortable learning environment.

Ways That We Learn



Retained Learning



Chapter 11

Evaluating Performance



“By the work one knows the worker.”

Jean de la Fontaine

A formal evaluation process

- Enables you to develop criteria and job standards that can be analyzed objectively
- Helps standardize how you and employees evaluate performance
- Provides an opportunity for employees to give supervisors feedback.

A new employee's performance file should include

- **The job description**
- **Major responsibilities assigned**
- **Description of how the job fits in with others in the organization**
- **Description of the employee's qualifications.**

Information added to the employee's performance file should include

- Information about major assignments and about how well the employee handled them
- New information that comes to light about the employee's performance
- Critical incidents: examples of excellent *and* poor performance.

In addition to recording this information in the file, provide ongoing, immediate feedback to the employee.

Performance goals should

- Be set by supervisor and employee together
- Identify actions intended to fulfill the responsibilities in the job description
- Identify actions that will help the employee meet those responsibilities
- Be challenging but realistic
- Be relevant to the employee's job
- Be set forth in the right order of importance
- Identify a time for completion that is realistic.

There should be no surprises in a formal evaluation interview.

Planning an evaluation interview

- Give the employee plenty of notice beforehand.
- Find a private, quiet, neutral location.
- Eliminate physical barriers to create a comfortable atmosphere.
- Review the employee's list of duties, performance standards or goals, and completed appraisal report.
- Encourage the employee to prepare by reviewing this information and reflecting on his or her job performance.

Conducting an evaluation interview

- State the purpose of the interview and specific goals for the meeting.
- Review the appraisal point-by-point.
- Discuss specific aspects of performance; give examples.
- Note good or outstanding performance.
- Be constructive in providing negative feedback.

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Conducting an evaluation interview (continued)

- Keep discussion focused on job-related issues.
- Focus on what was learned to improve future performance.
- Encourage the employee to talk and listen to what he or she has to say.
- Conclude with a summary of the major points and plans for the next appraisal period.

An employee's record should include

- **Goals that are set**
- **Work output**
- **Achievements on the job**
- **Action taken to help the employee**
- **Recognition given for accomplishments**

In addition to recording this information in the file, provide ongoing, immediate feedback to the employee.

Characteristics of a legally acceptable performance appraisal system

- The appraisal instrument is developed from a systematic analysis of jobs.
- Job descriptions are kept up-to-date.
- Appraisal focuses on specific, job-related behaviors.
- Standards and goals are communicated to employees.
- Supervisors are properly trained to evaluate employees.
- Written documentation is maintained.



City of Cincinnati Annual Employee Performance Evaluation

Name _____ Classification _____

ID# _____ Dept\Div _____

Due Date of Rating _____

☐ ANNUAL REVIEW ☐ PROBATIONARY ☐ SPECIAL REVIEW

1. Quality of Work: Includes accuracy; achievement of work assignments; completion of work on schedule; initiative and resourcefulness; neatness of work product; soundness of decisions.

Rating: ☐ Does Not Meet Expectations ☐ Meets Expectations ☐ Exceeds Expectations
(Needs Improvement) (Valued Employee)

Explain Why:

2. Quantity of Work: Includes amount of work performed.

Rating: ☐ Does Not Meet Expectations ☐ Meets Expectations ☐ Exceeds Expectations
(Needs Improvement) (Valued Employee)

Explain Why:

3. Rules and Regulations: Includes compliance with rules, policies, and directives; practices safety and proper use of tools and equipment; ethical conduct.

Rating: ☐ Does Not Meet Expectations ☐ Meets Expectations ☐ Exceeds Expectations
(Needs Improvement) (Valued Employee)

Explain Why:

<i>ID#</i>	<i>Dept\Div</i>
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Explain Why:

Explain Why:

Explain Why:

Explain Why:

Name _____ Classification _____
ID# _____ Dept/Div _____
Due Date of Rating _____

☐ ANNUAL REVIEW ☐ PROBATIONARY ☐ SPECIAL REVIEW

Exceeds Expectations

Consistently remarkable, distinguished performance. Employee displays initiative and creativity. Employee has substantially enhanced department efficiency and/or effectiveness. Supervisor must provide specific reasons for rating.

Meets Expectations

Employee is performing as required and expected in a satisfactory manner
“Valued Employee”

Does Not Meet Expectations

Performance does not fully meet job requirements as described below.
Supervisor must provide employee with specific improvement guidelines.
“Needs Improvement”

Rater's Name (Please Print) _____

Rater's Signature _____ Title: _____

Reviewers Overall Rating:

☐ Does Not Meet Expectations
(Needs Improvement)

☐ Meets Expectations
(valued Employee)

☐ Exceeds Expectations

Reviewer's Comments: (If Reviewer's disagrees with Rater's Overall Rating, Reviewer must explain in detail)

Reviewers Signature	Title
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To the Employee: Your signature is requested here only as an indication that you have seen this report. Your signature is not intended to imply that you agree with the ratings.

I saw this Appraisal on _____ Signature: _____
Employee Comments: (Optional)

Common appraisal pitfalls

- **Central tendency effect**
- **Recency factor**
- **Halo effect**
- **Personal bias**
- **Leniency**
- **Strictness**

Chapter 14

Ensuring a Harassment-Free and Respectful Workplace



“The search in the settling of disputes should always be for the best future activities of the parties involved.”

Mary Parker Follett

Gripes, complaints, and grievances

- People *gripe* to let off steam. They usually do not expect a change.
- *Complaints* require supervisors to take action. Some complaints are minor and can be settled on the spot.
- If they are not handled satisfactorily, gripes and complaints can become *grievances*.
- A *grievance* is usually a written expression of an employee's dissatisfaction with something beyond his or her control.
- *Formal grievances* must be resolved through a formal, step-by-step process.

Causes of grievances

- **Work assignments**
- **Working conditions**
- **Problems with co-workers**
 - **Discrimination**
 - **Sexual harassment**
- **Problems with the supervisor**
- **Personal problems**

It is the supervisor's job to respond to gripes and complaints before they develop into grievances.

Danger signals of dissatisfaction

- **Gloominess or lack of enthusiasm**
- **Excessive griping**
- **Lack of interest in the work**
- **Excessive tardiness or loafing**
- **Decline in output or increase in errors**
- **Reluctance to assume responsibility**
- **Excessive short-term sickness**

Sexual Harassment

It is sexual harassment if the employee regards the behavior as unwelcome, undesirable or offensive.

You are responsible for sexual harassment whether you knew about the behavior or should have known.

Take appropriate and immediate action.

Preventing grievances

- Talking frequently with employees and listening carefully to what they have to say
- Providing an outlet for complaints
- Watching for changes in behavior that may signal problems
- Monitoring working conditions
- Showing appreciation
- Helping employees acquire new skills or responsibilities

Systems for handling grievances should

- **Protect an employee's basic rights as a citizen**
- **Fit the size, complexity, and operating conditions of the organization**
- **Be easy for employees to understand**
- **Allow the employee to be accompanied or represented**
- **Be in written form**
- **Provide for a prompt, satisfactory response**
- **Be fully understood and supported by management.**

Steps for handling a grievance

- Determine who is responsible for trying to settle the grievance.
- Listen attentively to the employee.
- Question the employee.
- Get additional facts and verify statements made by the employee.

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Steps for handling a grievance (*continued*)

- **Keep accurate records to show that the grievance was investigated thoroughly.**
- **Assess alternatives.**
- **Determine who has the authority to act.**
- **Make your decision promptly.**
- **Explain your decision to the employee.**
- **Follow up.**