

Building a Gold Medal Lab Team

Strategies for Hiring and Performance Management

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August 20, 2008

The Impact of Good Selection

- Good hiring decisions reflect an enriched work environment, improves morale, enhances teamwork and enhances productivity.
- The satisfied/productive employee is an effective employee – which results in organizational growth and higher productivity for the entire lab

The Impact of Poor Selection

- Poor hiring decisions cause decrease in morale, negatively affects teamwork, detracts from productivity and may cause turnover of good employees
- Managers lose credibility with current employees when someone is hired and they do not work out or are unable to perform the job

Plan the Interview

- Define the job (skills, knowledge, ability)
- Develop and ask job related questions to elicit skill-based and job performance information
- Eliminate questions from your repertoire that are not job-related and that are an invasion of privacy.
- Consistency = fairness

Legal ABC's

- Ask job related questions
- **Be** aware of basic laws
 - Civil Rights Act of 1964
 - Mass Law Chapter 151B
 - Americans with Disabilities Act
 - Age Discrimination in Employment Act
- **Consistently** ask the same questions of all candidates

Age Discrimination in Employment Act (ADEA)

- Applies to employers with 20+ employees
- Prohibits discrimination based on age
- There are currently no upper age limits

Americans with Disabilities Act (ADA)

- Applies to employers with 15+ employees
- Prohibits discrimination against individuals with physical or mental impairments
- Requires reasonable accommodation to a qualified, disabled individual unless it would pose an undue hardship

Civil Rights Act

- Applies to employers with 15+ employees
- Prohibits discrimination based on age, race, sex, national origin, religion and retaliation

Massachusetts Law

Chapter 151B

- Prohibits discrimination based on:

Age

Color

Criminal Record (applicants only)

Genetic Information

Sex, including harassment

National Origin

Physical or mental disability

Race

Retaliation

Sexual Orientation

Conducting the Interview

- Introduction
- Behavioral Interviewing
- Closing the Interview

Introduction

- Be punctual
- Greet candidate by name, in a welcoming manner. Introduce yourself and your role in the lab.
- Provide a moment or two of small talk while you settle in for the interview
- Conduct the interview in a comfortable, quiet setting. Minimize distractions.

Behavioral Interviewing

Behavioral interviewing is based on the premise that the best predictor of future performance is past behavior.

Behavioral Interviewing

- A behavioral example draws from a specific past event where the candidate has used the skill
- The goal of the interviewer is to gain examples about each skill which is important for the job

Behavioral Interviewing

- Ask open-ended questions
 - “Tell me about a time when you ...”
 - “Give me an example of”
 - “Describe a situation that demonstrates ...”
- Allow for silence
- Use encouraging remarks/gestures
- Probe to gain specifics
- Document responses
- Provide realistic depiction of job

Sample Behavioral Question

- Tell me about a time when you recognized a situation that was potentially hazardous (such as equipment misuse, hygiene, disposal of hazardous materials) and did what you could to prevent damage or injury. What were the circumstances? What did you do? What was the result?

Sample Behavioral Question

- Give me an example of a time when you were able to offer assistance to a colleague who clearly needed assistance. What was the situation? How were you able to help?

Sample Behavioral Question

- Describe a time when someone criticized your work. What was the situation? How did you respond? How did you feel about this? What was the outcome?

Closing the Interview

- Ask if they have any questions
- Thank the applicant for their time/interest
- Provide contact information
- Let applicant know who will likely be getting back to them and when (approximately)

Making the Decision

- Rate the interview
 - Does the applicant have the required skills and abilities?
- Review your interview notes
- Consult with others (including Human Resources)
- Check references
- Make job offer

Performance Management

- The success of your employees and lab depends on you
- Lead by example
- Give positive, as well as, constructive feedback
- Address performance and behavior issues as they arise

Providing Performance Feedback

- Show appreciation
- Should be timely
- Give specifics
- Be sincere
- Document the conversation
- Share with others, as appropriate

Purpose of Corrective Action

- Correct performance or behavior
- Notice of deficiencies
- Opportunity to improve

Human Resources Policies to Know

- Harassment
- Sexual Harassment
- Substance Abuse
- Violence in the Workplace

Types of Corrective Action (for weekly employees)

- Oral Warning
 - Written Warning
 - Final Written Warning
 - Suspension *
 - Discharge
-
- *Not a regular step – utilized in limited circumstances after consulting with Human Resources

Preparing For Corrective Action

- Identify the problem
- Gather facts
- Check employee record for previous performance concerns
- Check records of employees who have had similar problems
- Be prepared to give specific examples
- Be prepared to listen to employee's explanation

Talking to the Employee

- Meet in private, no interruptions, allow enough time
- State the purpose of the meeting (i.e., Jean, I asked to meet with you specifically to talk about)
- Describe the behavior/performance issue

Be Specific

- “He has a bad attitude”
- During the past two weeks, you refused to assist a colleague with a critical project and on two occasions spoke in a loud and abrupt manner to a colleague

Be Specific

- “You were late”
- “You are scheduled to start work at 8:30 a.m. and during the past two weeks you have arrived late to work on three occasions.”

Be Specific

- “She is a poor performer”
- “Last month you missed two deadlines on a critical grant project which resulted in the loss of funding.”

Listening to the Employee

- Allow employee to voice their concern in their own words
- Listen to the employee (do not interrupt)
- Gather the facts (ask questions)
- Take notes

Key Factors in Evaluating Appropriate Corrective Action

- Seriousness of offense
- Timing (between offense and corrective action)
- Frequency of offense
- Employee's (and others) work history
- Extenuating factors
- Management support

Corrective Action Tips

- Don't reprimand someone who is angry
- Don't reprimand in front of others
- Have facts before disciplining
- Be specific
- When you criticize, compare to policies
- Criticize constructively
- Apply rules equally

What Would You Do?

- I supervise an employee who appears disgruntled. She is creating a negative work environment for others. She won't speak to others, flings things across the desk and is vague when asked a question. This doesn't seem to really violate a policy but is affecting morale.

Discussion

- Take action
- Identify objective, specific examples of behavior (s)
- Discuss with employee
- Clarify expectations

What Would You Do?

- You are approached by a staff member who complains that a colleague frequently makes inappropriate comments of a sexual nature. These comments take the form of jokes and, at times, are directed at team members.

Discussion

- Take action/Contact Human Resources
- Gather information from all parties
- Determine degree to which violation of policy has occurred
- Meet with accused
- Memorialize in note to file
- Monitor situation

Question

My management style is to let conduct or performance issues resolve themselves without taking corrective action. What's wrong with that?

Answer

You've been lucky!

It is unrealistic to assume that by ignoring a problem it will simply resolve itself.

Performance and misconduct issues tend to worsen with time and eventually require attention. Meanwhile, the morale and efficiency of your remaining staff deteriorate.

Question

Who has the time to investigate, address, document and take corrective action?

Answer

You can't ignore the behavior or performance problem. Time spent investigating, addressing, documenting and taking corrective action is less time spent on declining morale and performance, and more time spent on valuable research.

Questions

How do I know when it is appropriate to take corrective action?

Answer

It is appropriate whenever an employee's conduct or performance fails to meet your standards and expectations.

If you are unsure or have any questions you should always consult with Human Resources.

Questions

I don't have much experience confronting conduct or performance issues. It makes me feel uncomfortable. Where can I get help?

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Answer

Call
Human Resources!