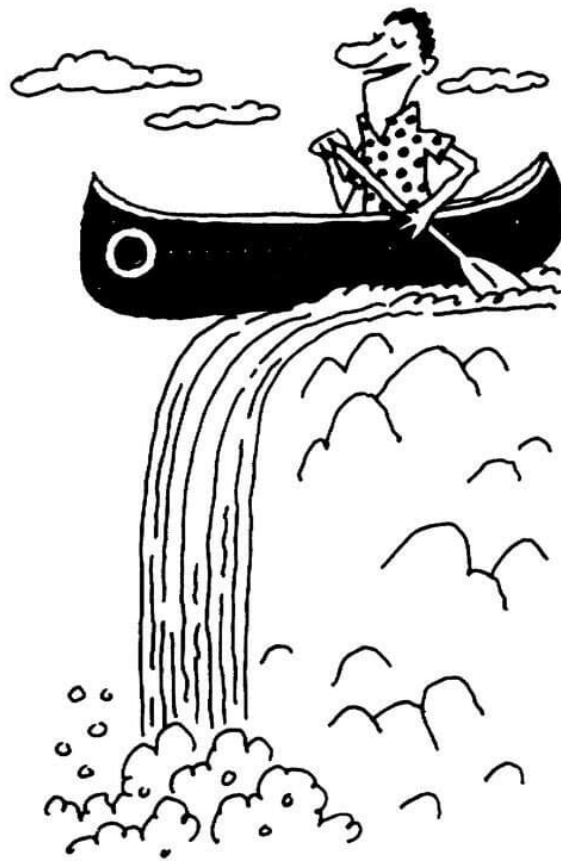


# **Up the Creek: Managing Daily Personnel Disasters**



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## **Section 1 – Introduction, Workshop Overview, and Objectives**

### **1.1. Introductions**

Presenter and class introductions.

### **1.2. Workshop Overview and Agenda**

This one-day workshop takes you through the scenario of being a manager and focuses on the hardest part—managing personnel.

The material contains general guidelines for handling employees and takes you through various scenarios to help find solutions happening every day in the assessment office (or any office for that matter).

Topics include hiring practices, communication issues, working with difficult personalities, and other related personnel issues.

This is an interactive workshop that encourages and solicits attendee participation and problem solving. Attendees are encouraged to provide their own situations that they may have dealt with in the past.

The one part of management you cannot predict is problematic people and handling it properly is often the most difficult skill to master. Let's work together to figure out what to do when you feel yourself getting into uncharted territory, because no one likes to be up the creek without a paddle.

### **1.3. Workshop Objectives**

- Identify the USPAP standards relating to appraisal management
- Learning Effective Communication
- Develop Better Listening Skills
- Working with Difficult People
- Employee Development
- Motivating Employees
- Delegation
- Working with Difficult People

## **Section 2 – USPAP Review**

### **2. Introduction**

This section of the workshop outlines the background and components of USPAP, with descriptions of how it applies to appraisal practice.

#### **2.1. What is USPAP and what does the acronym stand for?**

- A. USPAP stands for the *Uniform Standards of Professional Appraisal Practice*.
- B. The standards were developed to establish requirements for appraisers and to assist users of appraisal services.

#### **2.2. Why USPAP was developed?**

- A. USPAP was developed as a result of unethical appraisal and loan practices in conjunction with a large number of savings and loan closures or bailouts in the 1980s.
- B. The purpose of USPAP is to promote and maintain a high level of *public trust*.

#### **2.3. The Appraisal Foundation (TAF)**

- A. Consists of three separate boards:
  - 1. The Board of Trustees is the administrative body of the Appraisal Foundation.
  - 2. Appraisal Standards Board (ASB) develops, publishes, interprets and amends the USPAP.
  - 3. Appraisal Qualifications Board (AQB) sets the requirements for education and experience in order to be qualified as a certified appraiser.

#### **2.4. Who must comply with USPAP?**

- A. An appraiser must comply with USPAP when either the service or the appraiser is required by law, regulation, or agreement with the client. Individuals may also choose to comply with USPAP any time the individual is performing the service as an appraiser.

## 2.5. Five Rules

To fall in compliance with USPAP, an appraiser must abide by the following five rules when developing and reporting opinions of value.

- A. **Ethics Rule** is divided into three sections:
  - 1. **Conduct** – Assignments must be performed ethically with impartiality, objectivity and independence.
  - 2. **Management** – Cannot have undisclosed fees or commissions.
  - 3. **Confidentiality** – Protect the confidential nature of the appraiser-client relationship.
- B. **Record Keeping Rule** – Work file must be kept for at least five (5) years or at least two (2) years after final disposition of any judicial proceeding and also file retrieval agreements.
- C. **Competency Rule** – An appraiser must:
  - 1. Be competent to perform the assignment.
  - 2. Acquire the necessary competency to perform the assignment; or
  - 3. Decline or withdraw from the assignment.
- D. **Scope of Work Rule** – For each appraisal and appraisal review:
  - 1. Identify the problem to be solved
  - 2. Determine and perform the scope of work necessary to develop credible assignment results, and
  - 3. Disclose the scope of work in the report
- E. **Jurisdictional Exception Rule** – If any applicable law or regulation precludes compliance with any part of USPAP, only that part of USPAP becomes void for that assignment.



## **2.6. Ten Standards**

Standard 1 – Real Property Appraisal, Development

Standard 2 – Real Property Appraisal, Reporting

Standard 3 – Appraisal Review, Development

Standard 4 – Appraisal Review, Reporting

**Standard 5 - Mass Appraisal, Development**

**Standard 6 – Mass Appraisal, Reporting**

Standard 7 – Personal Property Appraisal, Development

Standard 8 - Personal Property Appraisal, Reporting

Standard 9 – Business Appraisal, Development

Standard 10 – Business Appraisal, Reporting

2.7. **Statements on Appraisal Standards** – The ASB retired all Statements and transferred valuable guidance from each Statement into new Advisory Opinions.

2.8. **Advisory Opinions (AO)** – These do not establish new standards or interpret existing standards. The Opinions illustrate the applicability of appraisal standards in specific situations and offer advice.

## **2.9. Frequently Asked Questions (FAQ)**

The FAQ section is a form of guidance issued by the ASB in response to questions raised by users of USPAP and the public to illustrate the applicability of USPAP in particular situations and to offer advice from the ASB for the resolution of specific appraisal issues and problems.

The advice presented may not represent the only possible solution to the issues discussed and the advice provided may not be applied equally to seemingly similar situations.

USPAP FAQ does not establish new standards or interpret existing standards. The USPAP FAQ section is not part of USPAP and is approved by the ASB without public exposure and comment.

## 2.10. New in 2020-2021 USPAP

### 1. Expansion to Advisory Opinion 32 (AO-32)

#### **Ad Valorem Property Tax Appraisal and Mass Appraisal Assignments**

The Comment to Standards Rule 5-5(a)(v) requires an appraiser conducting a mass appraisal assignment to take reasonable steps to ensure that the quantity and quality of the factual data that are collected are sufficient to produce credible appraisals. What are some examples of these steps?

*In real property, where applicable and feasible, systems for routinely collecting and maintaining ownership, geographic, sales, income and expense, cost, and property characteristics data must be established.*

*Geographic data must be contained in as complete a set of cadastral maps as possible, compiled according to current standards of detail and accuracy.*

*Sales data must be collected, confirmed, screened, adjusted, and filed according to current standards of practice. The sales file must contain, for each sale, property characteristics data that are contemporaneous with the date of sale.*

*Property characteristics data must be appropriate and relevant to the mass appraisal models being used. The property characteristics data file must contain data contemporaneous with the date of the appraisal including historical data on sales, where appropriate and available.*

*The data collection program must incorporate a quality control program, including checks and audits of the data to ensure current and consistent records.<sup>1</sup>*

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<sup>1</sup> Advisory Opinions 2020-2021 Edition, The Appraisal Foundation, 2020, pages 152-153

## **2. Revisions to Other Advisory Opinions**

The ASB made revisions to several Advisory Opinions to provide additional detail and illustrations for their respective circumstances. Most of these apply to single property appraisal situations.

- ADVISORY OPINION 1, Sales History
- ADVISORY OPINION 2, Inspection of Subject Property
- ADVISORY OPINION 3, Update of a Prior Appraisal
- ADVISORY OPINION 28, Scope of Work Decision, Performance, and Disclosure
- ADVISORY OPINION 31, Assignments Involving More than One Appraiser
- ADVISORY OPINION 36, Identification and Disclosure of Client, Intended Use, and Intended Users
- ADVISORY OPINION 38, Content of an Appraisal Report and Restricted Appraisal Report

## **3. Extension of 2020-2021 USPAP**

- The current edition of USPAP was extended by the ASB and is effective until December 31, 2022.
- All state certified and licensed appraisers are required to take the 7-Hour USPAP Update Course every two years.
- This is in no way tied to the USPAP publication cycle and does not change the requirement that appraisers take the 7-Hour USPAP Update Course.



## **Section 3 – Effective Communication**

### **3. General**

Communication creates an environment for healthy professional relationships in the workplace. Effective communication is easier said than done but is necessary for everyone on staff to know expectations and when a task is complete appropriately.

#### **3.1. What Makes a Good Manager?**

The most successful leaders do 15 things automatically every day:<sup>2</sup>

##### **1) Make others feel safe to speak up**

You as a manager do not have the only ideas or all the answers to all questions that may come up day to day. Enlist your employees as resources. Working collaboratively will result in ultimately a better solution that everyone believes in.

##### **2) Make decisions**

While we want other inputs, ultimately the decision is yours to make, that is after all, why you make the big bucks.

##### **3) Communicate expectations**

Employees need clear goals and expectations from their manager. You are not allowed to be disappointed an employee did something in a way you disagree with if you have never talked to that person about what you wanted in the first place.

##### **4) Challenge people to think**

Employees often already have the answer they came to find out from you. When they show up at your door with a problem, challenge them to suggest a solution at the same time.

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<sup>2</sup> [www.forbes.com](http://www.forbes.com), February 2013

## **5) Be accountable to others**

You may be the boss, but everyone makes mistakes. Own up to them with your employees and they will respect you more for it.

## **6) Lead by example**

If you expect your employees to be on time for work, then you better be too. They will model their behaviors after yours because they will believe it is acceptable since the boss is doing it.

## **7) Measure and reward performance**

Inevitably, some employees will outperform others. It is important to recognize and reward this behavior while at the same time working to help those who are falling short.

## **8) Provide continuous feedback**

Most newer employees, and some veterans for that matter, do not know what they don't know. It is your job to continually enforce expectations and providing positive and constructive criticism.

## **9) Properly allocate and deploy talent**

Everyone has certain aspects of the job that they prefer doing. It is important, whenever possible, to play to your employee's strengths.

## **10) Ask questions, seek counsel**

Going back to make others feel safe to speak up, if you hope to build the best office culture and structure possible, you will ask for other opinions that your own.

## **11) Problem solve; avoid procrastination**

We all would rather skip some tasks, but that does not diminish their importance. If there's a problem, rectify it as soon as possible.

## **12)Positive energy and attitude**

Your attitude tends to translate to those around you. If you want people to follow you, your attitude will have a lot to do with how they follow you.

## **13)Be a great teacher**

The best advice you can give your self is “to always be training your replacement.” It will make it easier on you and develop a healthy relationship with your employees.

## **14)Invest in relationships**

Employees are your most valuable asset. They cost the most time and money and can have the greatest return. Knowing this, it is imperative you nurture your relationships with them. This will yield multiple benefits.

## **15)Genuinely enjoy responsibilities**

If you do not like your job, everyone you work with will know about it whether you openly declare it or not.

***Please note: Numbers 1, 3, 8, and 10 are directly related to communication.***

Communication is the foundation to successful teamwork.

Sometimes, when we communicate with our employees, we believe we have been crystal clear in what we want, and how we want it done. Often, upon the completion of the project, we find out there was a breakdown in our communication somewhere along the way. The job does not get completed, or it is not done in the way it needed to be finished.

It falls on the manager to know how to properly communicate with our staff, the public and other members of the organization. It is important that the manager successfully convey their thoughts and hopes to the receiver of the message in a clear and concise way. It sounds easy but is often a stumbling block for managers.

Most importantly, this is not something you do part of the time. You should be consistently working to create open communication lines between yourself and your employees every single day. Certain situations, such as a hybrid work environment, and staggered work schedules have made management extremely challenging.

### **3.2. Definition of Communication**

A process by which information is exchanged between individuals through a common system of symbols, signs or behavior; a technique for expressing ideas; the technology of the transmission of information.<sup>3</sup>

The sharing of ideas and information for the purpose of helping people understand one another.<sup>4</sup>

### **3.3. The Communication Process**

Communication is a two-way process. Communication entails the sending and receiving of information. Good communication is a dual process and involves both the ability to articulate messages and the capacity to understand responses to them.

The sender must be able to communicate accurately and completely. The receiver must understand the message and must be willing to act on the communication in an appropriate manner.

When communication breaks down it typically is because the receiver did not understand the message the same way the sender did. As the creator and sender of a message, you have the responsibility to express your message in such a way that the receiver will understand it.

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<sup>3</sup> Webster's Ninth New Collegiate Dictionary

<sup>4</sup> Advanced Supervisory Practices Manual



### **3.4. Communication Within an Organization**

Communication flows within an organization in several ways. They can be categorized as formal or informal in nature.

#### **Downward Communication**

- Job instructions
- Office memos/emails
  - Email is now often used as a form of communication.
  - Remember that all email can be viewed by the organization so make sure you are using it in a professional manner.
- Staff meetings

#### **Upward Communication**

- Suggestion Boxes
- Grievance procedures

#### **Horizontal Communication**

- Communication that takes place among people on the same level of the organization.

#### **Lateral Communication**

- Communication that takes place among people on different levels of the organization.

#### **Informal Communication**

- The Grapevine
- Body Language

### 3.5. Communication Styles

Visual Communicator – These are people who like to see what they are learning. They need to receive the message in writing. This places more emphasis on making written instructions clear.

Auditory Communicator – These are the talkers and listeners. They like to discuss work projects. They tend to think out loud and are uncomfortable with written communications. A disadvantage of this style is that words disappear once spoken and conversations are often remembered differently by different people. One way to insure they have properly heard the communication is to have them repeat the message back to you.

Kinesthetic Communicator – This type understands better when they are able to handle and examine items and have the opportunity to practice new skills. They learn by doing, not by reading or by listening.

### 3.6. Class Exercise: *Communication Style Checklist* <sup>5</sup>

*Listed below are ten incomplete sentences and three ways of completing each sentence. Check the one statement that is most typical of you when you are not busy and not feeling stress.*

1. I keep up with current events by:
  - ☐ Reading the newspaper thoroughly when I have time.
  - ☐ Listening to the radio or watching TV news.
  - ☐ Quickly reading the paper or spending a few minutes watching TV news.
2. If I have business to conduct with another person, I prefer:
  - ☐ Face-to-face meetings or writing letters or memos.
  - ☐ The telephone.
  - ☐ Conversing while walking, jogging, or doing something else physical.
3. My emotions can often be interpreted from my:
  - ☐ Facial expressions.
  - ☐ Voice quality and tone.
  - ☐ General posture.

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<sup>5</sup> Hypothesis with vic; Vak Test

4. When I'm angry, I usually:
- ☐ Clam up and give others the silent treatment.
  - ☐ Am quick to verbalize why I'm angry and may mutter under my breath.
  - ☐ Clench my fists, grasp something tightly, stiffen my jaws, or storm off.
5. When I'm driving, I:
- ☐ Frequently check the mirrors and watch the road carefully.
  - ☐ Listen to the radio, if alone. Prefer to talk, if with others.
  - ☐ Often shift position to get more comfortable.
6. I consider myself:
- ☐ A fashionable dresser.
  - ☐ A sensible dresser.
  - ☐ A comfortable dresser.
7. At a meeting, I:
- ☐ Am most comfortable taking notes
  - ☐ Enjoy discussing issues and hearing other points of view
  - ☐ May find it hard to sit still and would rather be elsewhere.
  - ☐ Often, I stretch, squirm or pace.
8. In my spare time, I prefer to:
- ☐ Watch TV or read.
  - ☐ Listen to music or talk shows or visit with others.
  - ☐ Engage in physical activity, sports, or go for a walk.
9. When I discipline a child, I often:
- ☐ Isolate the child.
  - ☐ Reason with the child.
  - ☐ Touch the child to get his or her attention.
10. I typically reward employees by:
- ☐ Writing positive comments on their reports or posting good work for others to see.
  - ☐ Orally praising the employee
  - ☐ Giving him or her a handshake

*The first answer is in the previous questions is Visual, the second is Auditory, and the third is Kinesthetic. Count the number of answers you chose on the first, second, and third lines. Which communication style best describes you?*

### 3.7. Other Research

Studies have established people fall into four main categories when you look at communication styles.

**‘Why’ people** – want all the reasons for doing something.

**‘What’ people** – want all the facts about it.

**‘How’ people** – want only the information they need to get it done.

**‘What If’ people** – are more interested in the consequences of doing it.

### 3.8. Barriers to Communication

**Status** – In many organizations who says something is more important than what is said.

**Environmental Issues** – These include factors such as noise, temperature, air quality, location, and the immediate surroundings. (cramped, spacious, tidy, messy, etc.) Each of these has an effect not only on a person’s ability to communicate or listen, but also on their enthusiasm and motivation.

**Background Barriers** – Everyone encodes their thoughts and interprets other people’s meaning based on their own cultural, social, and educational backgrounds. Among a diverse group of people, this can cause all sorts of problems.

**Personal Barriers** – Fatigue, hunger, thirst, and other temporary conditions comprise personal barriers to communication, as do personal prejudices and circumstances.

**Number of Links** – Mainly a problem with verbal communication. How many times the message is retold is a problem. Every time it is retold it tends to get changed.

**Expansion and Contraction** – Verbal messages moving downward in the organization tend to be expanded as each person tends to add something to the message. Messages moving upward through the organization tend to be contracted.

**Organizational Politics** – Every organization has its little groups. These groups tend to work well with their members but do not communicate well with other members of the organization. Mainly because they tend to guard their own territory.

**Economic Threats** – If a person's job is threatened, they will communicate differently.

**Hybrid or remote work situations** – It is often easier to understand if your message is getting across when you are standing face to face. Teleconferencing and email can lead to missed signals and misunderstandings.

### 3.9. Ways to Overcome Communication Barriers

**Know your audience** – By this we mean know who will receive the message, how they are likely to interpret the message, and what will be the effect of this interpretation.

**Emphasize value** – When communicating a message, try to emphasize to the receiver the value to them if they follow through with the message.

**Small bites** – the best messages are those that are simple and to the point.

**Consult with others** – Have someone else read or listen to the message before you send it. Use individuals who are not familiar with the subject in your message, especially if the communication is technical or potentially controversial.

**Encourage trust and openness** – Don't try to hide things from the person you are trying to communicate with. Be truthful and open with your communications.

### **3.10. Take Responsibility for Communication with Others**

When communicating with others, you should take 100% of the responsibility for the communication. Whether you are attempting to communicate something or you are listening to something being communicated to you, it is entirely your responsibility to ensure that your message is understood or that you understand the message you are being given.

Some specific examples of how to take responsibility for communication are:

- Avoid making assumptions of any kind.
- Ask the other person to repeat what they think you have asked them to do.
- Be absolutely clear about requirements and expectations. Specifically vocalize anticipated deadlines.
- Repeat to the other person your interpretation of what they have said.
- Ask for clarification and perhaps examples of what is required.
- Ask detailed questions. The more you talk to everyone the better sense you'll get for whether each person on the team is playing the role they need to.

### **3.11. Communication Killers**

- Making the other person wrong
- Talking too much about yourself
- Interrupting
- Talking too much about the negative
- Paying more attention to your phone, laptop, etc. than the person you are speaking to.

### 3.12. Class Exercise: *Employee's Work Declines*

*Zack started in your office about a year ago. When he first came to work, he was a model employee, but you have noticed over the last few weeks he has been coming late and his work has more errors than it did in the past.*

*How would you try to open the communication lines between Zack and yourself to try and figure out what is happening and if it is something you can be assistance in?*

Instructor (Zack): Was there something you needed from me? I have a lot of work on my desk.

Class (Supervisor): Hey Zack. I wanted to take a few minutes to touch base with you.

*At this point the class should take over and walk through the scenario, talking about the good and bad of possible responses to the situation, possibly creating a good, mediocre and bad handling of the situation.*

- *Did something happen in Zack's out of work life that is affecting him?*
- *Does Zack believe he is being treated unfairly or that others do not do as much as him?*
- *Maybe Zack has ceased feeling challenged?*
- *And so on... How would you reply to each of those situations?*

### **3.13. Class Exercise: *Remote Work Environment Adjustment***

*Due to unforeseen circumstances, your office has seen most of your employees working from remote locations, instead of coming into a physical environment every day.*

*You have started to see a change in the way your employees work together. The level of collaboration has been decreasing and it is affecting the quality of work your group is producing.*

*Overall, the team seems less satisfied than they have in the past. You fear the fact they do not see each other everyday is seriously hurting your culture and team foundation. How can you go about improving this situation?*



## **Section 4 – Listening Skills**

### **4. General Issue**

Many people seem to forget that being a good communicator is usually more closely tied to being a good listener than just being able to express your ideas verbally. We have all had conversations with people who communicate through ‘monologues’, or going on endlessly about their ideas, instead of hearing others as well.

#### **4.1. Listening Contains Two Parts: Hearing and Listening**

Hearing is the mechanical aspect of being able to hear sounds and messages around you.

Listening is the process of taking that information and turning it into a meaningful understanding of what is trying to be conveyed.

Listening helps keep the channels of communication open with your staff. The feedback that is given must be incorporated and used when trying to find a solution.

#### **4.2. Definitions of Listening**

To listen to a conversation.<sup>6</sup>

To apply oneself to hearing something.<sup>7</sup>

To pay attention; give heed.<sup>8</sup>

#### **4.3. Being a Good Listener**

To be a good listener, a person must establish and maintain, a positive environment for listening. There are several things a manager can ask themselves to help them become better listeners.<sup>9</sup>

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<sup>6</sup> Webster’s Ninth New Collegiate Dictionary

<sup>7</sup> IAAO Standard on Public Relations

<sup>8</sup> Ibid.

<sup>9</sup> Nichols and Stevens

- What point are they trying to make?
- Mentally summarize what the person has been saying. What points have they already made if any?

Weigh the speaker's evidence by mentally questioning it. If the person tells you facts, illustrative stories, and statistics, ask yourself:

- Are they accurate?
- Do they come from an unprejudiced source?
- Am I getting the full picture, or is the person telling me only what will prove their point?

Listen between the lines:

- A person does not always put everything that's important into words.
- Changing tones and volume of a person's voice may have meaning.
- So may their facial expressions, the gestures they make, and the movement of their body.

#### **4.4. Barriers to Effective Listening**

Being an effective listener is an active process, one where the listener interacts with the speaker.

This requires the listener not only listen to what is being said, but also what non-verbal cues, like tones, gestures and facial expressions are present.

Some barriers to effective listening are:<sup>10</sup>

- 1) Assuming in advance the subject/speaker is not important or interesting.
- 2) Mentally criticizing the speaker's delivery.

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<sup>10</sup> IAAO Standard on Public Relations

- 3) Becoming too excited when questioning an idea.
- 4) Skipping details, listening only for basic facts.
- 5) Pretending to be attentive.
- 6) Overreacting to certain words or phrases.
- 7) Daydreaming while the speaker is talking.

#### **4.5. Ways to Become a Better Listener:**

To reiterate, becoming a better listener requires a considerable amount of effort on behalf of the person doing the listening. It requires concentration and often time patience.

To become a good listener, it is important to recognize any bias you might have against the speaker or the subject and put those aside, so they do not affect what you are hearing.

The following are some thoughts on ways to be a better listener:<sup>11</sup>

- Prepare yourself mentally by sitting facing the speaker and making sure you can hear.
- Make good eye contact with the speaker.
- Suspend judgment while the speaker is talking.
- Avoid distractions.
- Wait before responding. Don't interrupt immediately after you hear something you know is incorrect.
- Rephrase in your own words what the speaker is has said, especially the important themes.

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<sup>11</sup> Ibid.

#### 4.6. The Ten Commandments for Good Listening:

If a manager will practice the ten commandments for good listening, the manager's image will undoubtedly be improved.<sup>12</sup>

The ten commandments include:

- 1) **Stop Talking.** You cannot listen if you are talking.
- 2) **Put the talker at ease.** Help the talker feel free to talk.
- 3) **Show the talker you want to listen.** Look and act interested. Listen to understand rather than to oppose.
- 4) **Remove distractions.** Don't doodle, tap or shuffle papers.
- 5) **Empathize with the talker.** Try to put yourself in the talker's place so you can see his or her point of view.
- 6) **Be patient.** Allow plenty of time. Don't interrupt the talker. Don't start for the door or walk away while they're still talking.
- 7) **Hold your temper.** An angry person gets the wrong meaning from words.
- 8) **Go easy on argument and criticism.** This puts the talker on the defensive. Don't argue, even if you win the argument, you lose.
- 9) **Ask questions.** This encourages the talker and shows you are listening. It helps to develop points further.
- 10) **Stop talking.**

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<sup>12</sup> The Principles of Modern Management, Certo

#### **4.7. Class Exercise: *What Did You Hear?***

*Pair up with someone else in the class. Have them tell you a short story about something that happened to them. After they have finished, switch positions and tell a story to them. Take notes if you like, but after you are both done, tell the story you heard from them back and see how accurately you heard what they were saying.*

#### **4.8. Class Exercise: Candy Bar Lovers**

*The instructor uses two words, Snickers and Twix. When the instructor says Snickers, raise your right hand, when they say Twix, raise your left hand. Follow the instructor and keep raising your hand according to which candy bar name is said.*

*Careful, to listen attentively, the instructor may try to trip you up as the game speeds up!*

## **Section 5 – Delegation**

### **5. General Issues**

Simply put, delegation is the manager's best friend. To have efficient and effective organization, a manager must be good at looking at the tasks on their plate and deciding what they can allow others to help with and which are the manager's sole responsibility. While it is crucial in becoming a good manager, most managers have a problem letting go and using delegation to help their staff grow in responsibility and knowledge.

#### **5.1. Objective**

The objective of delegation is to get the job done successfully by someone else. Effective delegation does mean just the simple tasks or following a set of instructions. It also means letting go of some of the decision-making process to others.

- This is often where managers have reluctance or pull back from the process.
- Delegating is a manager's number one management tool and the inability to delegate well is the leading cause of management failure.
- When thinking about delegating, it is important to remember that authority may be passed to others, but the responsibility cannot be delegated.
  - Delegation is the sharing of authority but not the abdication of responsibility.
  - The trick is to delegate so things get done, but not done badly.
  - Remember if the task fails or does not accomplish its goal, do not automatically blame the person you delegated to, instead check to see:
    - If you gave the job to the right person
    - If you gave them the necessary tools to complete the task
- Proper delegation can empower your staff to grow and at the same time make your life easier.

## 5.2. Definitions of Delegation

The act of empowering to act for another.<sup>13</sup>

To entrust one's authority to a competent subordinate; the process of assigning various degrees of decision-making authority to subordinates.<sup>14</sup>

Effective management is the leveraging of the efforts of every member of a work unit toward a common purpose.<sup>15</sup>

## 5.3. What to Delegate

The great unanswerable questions...What to do yourself, and what can you delegate to staff?

The answer is simple, it depends:

- On the level of confidence, you have in staff
- Their level expertise and knowledge of the task you need them to do.

Some things you might want to consider when thinking about what to delegate:

- What activities did you used to do before you assumed this position?
  - These are tasks that apparently can be done by staff in a similar level of the organization. They are tasks you should have experience with making them easier to explain to others.
  - Training should be easier. Training is crucial. The amount of training is directly related to the difficulty of the task, and its success rate. Work with the individual both verbally and while they strive to complete the task to give them feedback. Make sure they understand before left out on their own.

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<sup>13</sup> Webster's Ninth New Collegiate Dictionary

<sup>14</sup> IAAO Course 400, Assessment Administration

<sup>15</sup> Managing for Dummies



- Delegation is not about giving tasks to others because you do not want to do them. It is also not about getting one thing done. It is about encouraging others to learn new skills and reach their potential, which helps not only you, but the entire organization.
- What tasks does your staff have the most experience performing or what do they have a special aptitude or educational experience in?
  - In this situation, the staff will already be familiar with the tasks and will require less training.
  - Distribute the mundane and the challenging tasks evenly throughout the staff. Don't give one employee all the tedious jobs while giving another the more challenging growth opportunity.

#### 5.4. Degrees of Delegation

As a manager, you are not required to delegate everything to everyone.

Various degrees of delegation exist in an organization:

**Low** – the staff are given authority to inquire and investigate to report the findings to the supervisor. They do not advise or act.

**Moderate** – This level allows the employee to inquire, investigate, report, and provide input on the action to be taken, but they are still not allowed to act alone.

**High** – Allows the employee to inquire, investigate and act.

#### 5.5. Delegation Checks

Since you are still retaining the responsibility for the tasks being delegated, there do need to be some controls or checks put in place to insure both the manager, and the employee have a high degree of success rate.

Some checks to consider:

- ✓ Clearly define the task.
- ✓ Establish a reporting schedule.
- ✓ Identify possible sources of information.
- ✓ Establish your availability to assist or provide advice.
- ✓ Decide how success will be measured, how frequently the results will be measured, and how the results will be communicated.

## **5.6. What Successful Delegation Looks Like**

To be successful at delegation, it is important to provide staff all the necessary tools to do the job correctly.

Some things they need:

- Staff knows what you want done. Make sure you communicate clearly.
- Staff has the authority to accomplish the task. The staff needs to know how much discretion they have in performing the job.
- Staff must know how to do the job through training and consultation.
- They must have all the resources they need to complete the job, such as relevant information and knowledge.
- The Manager should monitor the progress of the project. Not micro-manage, but let the staff know you are available to assist if needed. If you do not have a plan or an overview of what is happening, you won't be able to identify, schedule and evaluate the work being done by others.
- Praise the staff for a job well done.

## **5.7. Signs of Poor Delegation**

As a manager you may have questions about delegation.

- Do I need to delegate more tasks?
- Am I doing a good job at delegating work to staff?
- Some things you might consider when asking yourself if you are doing a poor job of delegating might include:
  - Employee morale is down.
  - You are always working late or coming in early.
  - Your staff seems confused or stressed.
  - There seems to be a lot of staff conflicts and tension.
  - You get a lot of questions about the tasks you have delegated.
  - You are frustrated by staff not taking more responsibility for their work or showing any growth in their job.

## **5.8. Advantages to Delegation**

- More efficiency within the organization
- More highly motivated employees
- Stronger employee commitment to the organization
- More managerial time to other functions such as planning or organizing
- Develops the skills and knowledge of the staff
- Prepares the staff to be better managers and supervisors

## **5.9. Barriers to Delegation**

- Faulty thinking, “if you want it done right, do it yourself”
- Lack of trust and confidence in the staff
- Manager has low self-confidence
- Fear of being called lazy
- Fear of competition from subordinates
- Reluctance to take the risk of being dependent on others to do the job
- Finding it difficult to confront people when the work is not properly completed.

### **5.10. Class Exercise: *What Takes Up Your Time?***

*On a piece of paper, list all the things you do in a day in your work life. From the smallest thing to the largest.*

*As you look at the list you have compiled, put a mark by the things you absolutely need to do yourself. Now look at those tasks left on your list.*

- *Are all these tasks necessary?*
- *What can you train someone else to do?*
- *Which employees do you have who show the capacity to help you with some of these responsibilities?*
- *How will you train them so they will be competent to do so?*

### **5.11. Class Exercise: *Building the Dream-Training Others to Do Your Job***

*This is a two-person project. One will describe how to draw a simple home on a piece of paper. The other will be drawing the home exactly as the other person describes it, no embellishments, no filling in blank spaces. See how clearly you can communicate to someone else how to do a task you would normally do yourself without missing any steps.*

## **Section 6 – Employee Development**

### **6. General**

An important part of any manager's career is working with personnel and facilitating the development of your employees. Employees who feel their manager wants them to grow in their profession are often more satisfied with their work life than those who feel ignored or 'stuck' in the same place.

#### **6.1. Creating an Environment for Learning and Growth**

The manager should create an environment that encourages both learning and growth. This environment promotes two things primarily:

- If a manager gives employees the opportunity to learn and grow, they are giving them a sign they believe in and respect the capabilities of those employees.
- This type of environment fosters a workplace where employees strive to meet their goals and objectives.

Employee development starts with a manager's belief that employees want opportunities to grow professionally and that the manager/organization has an obligation to support that growth.

- Employee development will lead to such things as opportunities for promotions, increases in pay, tuition reimbursement, professional development, and so on.

It is important that not all one size will fit all your employees and not all development programs will work for all employees. Instead, focus on the employee's needs and personal objectives when building their development.

Employee development often takes two forms:

- Off-site training such as workshops, courses and seminars to help employees grow beyond the requirements of their immediate job.
- In-house training which offers the opportunity for staff to learn what other employees do.

Both help to keep the job interesting and morale high.

## 6.2. Who is Responsible for Employee Development?

The organization is responsible for creating a work environment and culture conducive to personal growth and development.

What does this mean?

- This means the organization must support learning.
- It also means a learning environment promotes the ability to learn, the motivation to learn and the opportunity to learn.
- The organization must be willing to provide funding for off-site training.
- They must also be supportive of such things as cross-training, job swaps and more.

The manager is responsible for knowing the organization's policies and procedures regarding training and development.

The manager should serve as a role model, counselor and support system for the employee.

Some things a manager should be thinking about when it comes to employee development:

- Create opportunities for your employees to tell you how they really feel about their careers.
  - The former CEO of General Electric (GE), Jack Welch, was a great promoter of employee development.

*"The ultimate goal of managing is not to get an employee to perform as expected, but to have them willingly go above and beyond the call of duty – because they want to."*

## 6.3. Emphasize Shared Responsibilities

- Development is a two-way street, involving both the manager and the employee.
- Make sure the employee understands their role in helping the organization reach its goals.



- To do this the employee must be informed about what those goals are.
- Be clear about any challenges. Be prepared to be honest with the employee about what barriers you see in their development goals.
- Be straightforward about opportunities.
  - If there is little chance of an employee being reclassified or promoted within the organization, make sure the employee knows.
  - Do not create unrealistic expectations for them.
- Help find ways for the employee to collaborate with other people in the profession.
- Continually monitor the employee's progress.

#### **6.4. Employees Must Decide What to Do with their Career**

- This means identifying their personal strengths and weaknesses and determining what is needed to develop the weaknesses into strengths.
- The employee must be willing to communicate with their manager about their interests, plans and objectives.
- Employees should ask themselves:
  - Where do I want to be in five years?
  - How will I get there?
  - What obstacles are there to negotiate?
  - How will I overcome these obstacles?

#### 6.4.1. How to be a Star at Work, by Robert E. Kelley

This book came about as a result of some consulting work that attempted to answer the question: *What Leads to Star Performance?*

The author interviewed workers and managers and found 45 factors that fit into three main categories:

**Cognitive factors:** IQ, logic, reasoning and creativity.

**Personality factors:** Self-confidence, ambition, risk taking and feeling of personal control over one's destiny.

**Social Factors:** Interpersonal skills and leadership

These seemed reasonable, but the results did not always support these conclusions.

*"These results also highlighted that no one – not the stars, not their managers and not the average workers – knew what actually leads to high productivity or star performance. Ultimately, the answer came to the fact that stars are made, not born."*

Star performers do their work very differently than the solid, average-performing pack. It was determined there are nine key work strategies that will help you become a master of your own productivity:

- 1) **Initiative** – Seeking out extra work and going beyond what is required.
- 2) **Networking** – Knowing who knows what by plugging into the network.
- 3) **Self-management** – Managing your whole life at work.
- 4) **Perspective** – Getting the big picture.
- 5) **Followership** – Checking our ego at the door to lead in assists.
- 6) **Leadership** – Doing small leadership in a big leadership world.

- 7) **Teamwork** – Getting real about teams.
- 8) **Organizational Savvy** – Using street smarts in the corporate power structure.
- 9) **Show and Tell** – Persuading the right audience with the right message.

## 6.5. Generational Employees

- What is meant by generational employees?
  - For example, parents are one generation and children are another.
  - We also hear the terms, baby boomer, millennials, generation X and Generation Z.
- The work habits, attitudes and expectations often change between generations.
- Managers must be able to identify the wants and needs of each generation.
- Bob Kuskta, a Human Resources Consultant has referred to those born after 1980 as Millennials.
  - A good manager will develop each generation using their experiences and way of looking at life.
  - One of the best knowledge bases millennials have to offer is their familiarity with technology and the internet.
  - They are also generally considered to have grown up with a greater inclination for immediate gratification, which makes them want to see results faster.
  - They are also interested in quality of life/work balance at an earlier age than their parents. Finding this balance early on leads to greater productivity.

## 6.6. Ways of Supporting Employee Development

**Job Redesign** – involves adjusting jobs so an employee performs the whole job not just pieces of it.

**Delegation** – giving an employee a challenging job assignment or special authority.

**Coaching** – talking with employees about their development interests and needs in order to create an agreed upon plan of action.

**Training** – showing an employee how to perform a new task or improve existing skills.

As managers, we must also realize people learn by different methods:

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 50% of what we both SEE and HEAR
- 70% of what we DISCUSS WITH OTHERS
- 80% of what we EXPERIENCE PROFESSIONALLY
- 95% of what we TEACH someone else

**Cross-training** – letting employees learn parts of each other's jobs, usually with the goal of creating more flexible work hours.

**Skills updating** – providing employees with opportunities to gain new information or skills in an area that is rapidly changing.

**Job Rotation** – letting employees move among several different jobs in order to develop skills, keep interest in the work high and provide better service.

### **6.7. Class Exercise: *Running Out of Room***

*One of your employees is at the top of their pay grade and wants to be reclassified at a higher level. The employee does excellent work but feels you and the organization do not value their capabilities.*

*You are willing to help but feel a promotion into a higher-level position will depend on them attaining better writing and conflict management skills.*

*How would you work with the employee in this situation?*

### **6.8. Class Exercise: *Dissatisfied in Dover***

*Bob has worked several years in the assessor's office as a field appraiser. His work production is good. On several occasions, he has been cited by his supervisor for the quality of his work.*

*Bob is dissatisfied with his current position. He has inquired about moving to a new position within the office, but currently there are no open positions.*

*Bob has come to you to discuss whether he should stay with the organization or look for work outside of it.*

*How would you help Bob work through this situation?*

### **6.9. Class Exercise: *Training Fears***

*Mary is a clerk in the assessor's office. She has recently returned to work after an absence from the workforce for five years.*

*Computer systems and applications have recently been updated in your office and you notice Mary has not signed up for training on the new technology.*

*She tells you she is interested in the training but has had bad experiences in classroom training situations and feels she would not get anything out of the class.*

*How would you handle this situation?*

### **6.10. Class Exercise: *Not My Job***

*There is an employee in your office who does excellent work. You feel as their supervisor they could be a real asset to the office. You offer to have them cross-trained in several areas, but each time you offer, they find an excuse to pass up the opportunity. The need to cross train is not specifically addressed in their job description.*

*After this happens for the fourth time, you ask them why are they not taking these opportunities? In short, their response is that the cross-training and the tasks it covers are listed directly in their job description.*

*How do you respond to this answer?*

## **Section 7 – Motivating Employees**

### **7. General**

Many new managers do not realize just how much of their time will be taken with personnel. They work their way up the organizational ladder doing the necessary work and generally going beyond expectations. What they fail to realize is mastering the work was the easy part, the people are the hard part.

#### **7.1. Motivations Vary**

Why does one employee work harder than another even if both employees possess the same talents and qualities?

- Some employees are motivated by money, while others work harder for reasons such as praise or recognition.
- An effective manager will discover what motivates their staff but will have to at the same time know when some things are out of their control.
- For example, an assessor may not be able to use a salary increase as a motivational tool since budget for offices are typically limited.
- What a manager does have control over though, are simple yet meaningful things such as training, recognition of employees and assignment of important tasks.
- Motivating is a very complex subject that has been studied by numerous individuals.
  - One of the more popular theories by Abraham Maslow called the 'hierarchy of needs' concentrates on the basics necessary for survival and happiness.
  - Fredrick Hersberg's "two-factor theory", the Hawthorne Studies and Vroom's 'Expectancy Theory' are also quoted quite often.

- One theory, however, does not seem to explain human motivations, namely because humans are individuals and not machines that offer predictability.
- As a manager, finding the right motivational tool for each worker will have a tremendous effect on how well your organization or jurisdiction meets goals.

## 7.2. Definitions of Motivation

The act or process of motivating; a motivating force, stimulus or influence.<sup>16</sup>

A state of mind that causes one to behave in a way that ensures the accomplishment of a goal.<sup>17</sup>

Stimulating people through incentives.<sup>18</sup>

The drive that produces goal directed behavior.<sup>19</sup>

## 7.3. Components of Motivation

**Ability** – the individual's physical or mental power to do something.

**Effort** – the energy, drive and time an individual uses in pursuing a goal.

**Desire** – the want, wish or urge to achieve a particular goal or objective.

## 7.4. Myths about Employee Motivation

*Myth #1 – I can motivate people.*

- Sorry to stomp on your dreams, but not really. They must motivate themselves.

<sup>16</sup> Webster's Ninth New Collegiate Dictionary

<sup>17</sup> IAAO Course 400, Assessment Administration

<sup>18</sup> Ibid.

<sup>19</sup> Gale Encyclopedia of Psychology



- What a manager can do is create an environment where employees can motivate and empower themselves.
- The key is to know how to create this for each employee.

**Myth #2 – *Money is a good motivator***

- Wouldn't that make it easier?
- Things like money, a nice office and job security help employees avoid becoming less motivated, but they usually don't help them become more motivated.
- Once they obtain what they think they want, there will be something else that calls to them next.

**Myth #3 – *Fear is a good motivator***

- Nope. Fear is only effective for a short period of time. It soon loses its power and in the long run only drives people away.

**Myth #4 – *I know what motivates me, so I know what motivates others***

- As mentioned previously, humans are individuals and unique in their motivations, the key is to seek out what motivates each individual.

**Myth #5 – *Increased job satisfaction means increased job performance***

- Unfortunately, increased job satisfaction does not necessarily mean increased performance.
- If the goals of the organization do not align with the goals of the individual, the employees are not really working toward the mission of the office.

**Myth #6 – *I can't comprehend employee motivation, it's a science***

- Employee motivation is not a science.
- It is a matter of understanding your employees and then developing a culture that meets those needs.

## 7.5. Things to Remember About Motivating Employees

- Motivating employees starts with motivating YOU.
  - If you do not like your job, it tends to bleed down into the attitude of your employees. YOUR attitude is a major factor in THEIR attitude.
  - ***Remember, enthusiasm is contagious!***
- Always work to align the goals of the organization with the goals of your employees.
  - If the goals of the organization are in symmetry with those of the employees, they will work harder to achieve those goals.
- If you wish to be successful, you must understand each your employees' motivations.
  - Remember, they are all motivated by different things.
  - So, you are going to need to, dare I say it, talk to them. You need to ask, listen and observe to find out their motivations.
- This is a process, not a task.
  - Organizations will change.
  - People will change.
  - Providing a culture that motivates employees is an ongoing cycle.
- Support motivational goals by using organizational systems such as your policies or procedures.
  - Do not just count on good intentions.
  - Have policies in place to deal with issues such as compensation, employee performance, evaluations and so on.

## 7.6. Class Exercise: *What Do They Want?*

*Rank the following items 1 thru 13, with 1 being the most important, according to what you think people want from their work.*

Good Wages	_____
Job Security	_____
Promotions or Growth	_____
Good Work Conditions	_____
Interesting Work	_____
Personal Loyalty to Workers	_____
Tactful Discipline	_____
Full Appreciation	_____
Understanding for Personal Problems	_____
Open Communication from the Top to the Bottom	_____
Flexible Work Hours	_____
Hybrid Work Environment (Ability to Work from Home)	_____
Ability to Manage Their Workload	_____

### **7.7. Steps to Help Employee Motivation**

- Make a list of three to five things that motivate your employees.
  - This should be done by the manager and the employee.
  - Compare the lists and then discuss the differences and how they might be reconciled.
- Develop a reward system that take into account what your employees value and celebrate those achievements.
  - Reward employees when they do something well or above and beyond, and make sure the reward is done immediately after the action took place.
  - Keep in mind their performance in the workplace should be based on behaviors that help achieve goals, not on the popularity of the employee.
- Delegate responsibilities.
  - Delegation allows employees to grow and take a stronger role in the organization.
  - This usually leads to more motivation in their jobs.

### **7.8. When the Motivation is Going Wrong**

- Sometimes, you are unable to motivate an employee and they continue to perform poorly.
- There are three rules you should follow when you need to take corrective action and coach an employee. These come from “How to Give and Receive Criticism.” By Dr. Bruce Weinstein.
  - Begin by finding something you appreciate about the person. This is not only fair but will also make the person more likely to be receptive to what you have to say.
  - Focus on what the person has said or done, not on him/her personally. Only the form is relevant and likely to be acknowledged.

- Finish by assuring the other person of your faith in that the employee will consider what you have told them. This shows respect for the individual, wraps up the conversation and allows a better chance they will hear what you had to say.

### **7.9. Class Exercise: *BE the Motivator!***

*Henry has come to your office to talk about his work performance. Henry is an average employee who is reliable but is not a top performer or especially helpful to others on his team.*

*He wants to move up in the organization and is asking your advice on how he may do that.*

*What are you going to say to him?*

### 7.10. How NOT to Motivate

- This is from an article published in 2008 in a newspaper column in Provo, Utah.
- It denotes the tactics used by one manager to motivate their sales team.

*'A former employee of a motivational coaching business in Utah is suing after he was allegedly water-boarded in front of a sales team. Chad Hudgens is suing Prospect Inc. and his former team leader, Joshua Christopherson, for assault and battery, according to the United Press International.*

*The lawsuit said Hudgens was told to lie down with his head downhill. The sales team was then allegedly told to hold Hudgens down while Christopherson poured water from a gallon jug over Hudgen's mouth and nostrils.*

*At the conclusion of the demonstration, Christopherson told the team that he wanted them to work as hard on making sales as Chad had worked to breathe while he was being water-boarded, the suit said.*

- Stories from employees pulled from the Internet: <sup>20</sup>
  - *I once had a boss who, while I was replying to a question addressed to me by their boss in a meeting (with whom I had worked before and had developed rapport), actually put their hand less than an inch in front of my face to silence me so that they could answer instead.*
  - *Although I'd gotten approval to work from home one day a week (my boss WFH three days a week!), if I took my eyes off of my computer screen (we used Gchat to communicate throughout the day) for three minutes, my manager harangued me. She told me I'd lose my remote privileges unless I started letting her know when I was getting up to take the dog outside, make a cup of tea—or use the bathroom.*

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<sup>20</sup> The Muse, [www.themuse.com](http://www.themuse.com), The Worst Boss I Ever Had: 11 True Stories That will Make You Cringe

- *My first job out of college was in sales, but it operated much more like a call center (mistake number one). As a result of the high volume of incoming calls, every rep was required to be on the phone and at their desk at all times. That meant we had a 'bathroom request' button on our computers. Any time you had to use the restroom you'd click the button, cross your fingers (or legs!), and hope for the best. The requests got kicked up to my not-so-great manager and nine times out of 10 denied immediately.*

### 7.11. How to Motivate

'Managing for Dummies' provides the following advice:

- Studies show the primary traits that all effective leaders have in common are:
  - A positive outlook
  - Forward thinking
- Great managers excel at taking their current situation and optimizing it to accomplish their goals.
- Leaders on the other hand, challenge their employees to achieve the goals by creating a vision of the future and then unlocking their employee's potential.
- Employee's mirror the behavior of their leaders.
- In a recent survey, integrity was the most desired trait in a leader.
- The best leaders are decisive.
  - If employees have the same complaint over and over, they say their boss won't make decisions.
  - Making decisions is one of the key reasons a manager is hired, but too few are willing to take the risk they may be wrong.

### **7.12. A Boss's New Year Resolution**

- ✓ Give Credit Where Credit is Due
- ✓ Spend Time with Each of Your Employees Every Week
- ✓ Provide Helpful and Developmental Feedback – Outside of Specific Job Task Performance
- ✓ Reduce your Priorities List
- ✓ Base Assessments of your Associates' Job Performance on Direct Observation and Documented Evidence
- ✓ Ask Before Telling
- ✓ Have Some Good-Natured Fun
- ✓ Get Some Unvarnished Feedback Yourself
- ✓ Take Time Off to Refresh and Recharge



### **7.13. Class Exercise: *Change in Direction***

*Recently, a new department head has been assigned to your area. They have come from outside your jurisdiction and have several ideas about how to reorganize the office.*

*Currently, you have your department split into different kinds of valuation, meaning, a commercial or income valuation area and a residential or sales comparison area. Your new department head wishes to combine everything under one valuation umbrella.*

*You see both the advantages and disadvantages of the idea, so you are willing to try the new configuration to see if it works. Your staff on the other hand, does not like the idea of this much change. They have been in the current structure for decades and do not believe the new structure will work.*

*Sometimes, whether we like it or not, change is going to happen, so how do you convince your staff to give it a try and see what happens?*



## **Section 8 – Working with Difficult People**

### **8. General**

In your life as a manager, you will run into people who seem, for one reason or another, exceptionally hard to work with. Whether it is due to personality differences, generational gaps or a lack of understanding, it is your job as the manager to work through these issues and help gain a common ground with these folks.

When you begin your management journey, this will inevitably be the most difficult part of your job and as you move up the organizational ladder, it will consume more and more of your time.

With that being said, let's begin by looking at some common causes of these problems.

#### **8.1. Causes of Performance Problems**

- The employee's lack of necessary skills to do the job.
- An employee's inappropriate attitude or difficult personality.
- An employee's personal problems are interfering with their ability to perform the job.
- Interpersonal conflicts between employees in the workplace.
- Poor policies, procedures or job descriptions are incomplete or poorly written.
- A management style that leads to problems. Supervisor who fails to communicate, exhibits poor work habits, treats employees unfairly, ignores poor work performance or fails to provide adequate resources.
- Poor job design which leads to stress and monotony.
- Poor design of the workplace such as poor lighting, outdated equipment, noise or overcrowding.

## **8.2. Coaching**

- A proactive approach to avoiding some disciplinary actions and performance issues is to take on a coaching role with your employees.
- Coaching is helping your workers learn and do their jobs to the best of their abilities.
- It may involve on the job training in basic skills, or it may be more subtle motivation like encouraging your employees.
- All these types of activities should help develop employees who are less likely to cause discipline problems.

### **8.2.1. Effective Coaching Tips**

- Provide your employees with positive encouragement. Praise and encouragement are the most effective coaching tools.
- If you criticize, focus on the problem, not the individual.
- Give the employee positive and negative feedback.
- Be honest with your employees.

### **8.2.2. Ineffective Coaching Techniques**

- Threatening
- Commanding
- Attacking
- Demoralizing
- Ridiculing
- Blaming

### **8.3. Class Exercise: 10 minutes too late...**

*Jackson is consistently 10 minutes late for work and other employees are noticing. Several of his workmates have come to you to complain that he is coming in late but still leaving at his scheduled time.*

*Everyone else on the team is here when they should be and you are afraid if you do not correct the situation immediately, others will begin to take Jackson's lead. Since they are hourly employees, this is not acceptable in your work policies.*

*What are some things you might talk about with Jackson to correct this situation and what alternatives can you think of to help Jackson out?*

#### **8.4. Class Exercise: *Deadlines are for Losers...***

*In your line of work, there are certain statutory deadlines you are required to make. These deadlines are non-negotiable.*

*Lisa eventually adheres to the deadlines, but usually must ask others to help her to do so. The other employees are beginning to complain. They feel they are doing both their work and hers. Lisa is often seen in other's workspaces chatting about un-work related topics and hanging out in the break room drinking coffee.*

*This situation needs to be addressed before it begins to deteriorate morale.*

*How are you going to help Lisa be more efficient in her work processes?*

## 8.5. Coaching and Counseling Exercise

*Read through the following scenarios and indicate which course of action you would recommend.*

Scenario	Coach	Counsel	Do Nothing
Stand is repeatedly five to ten minutes late to work			
John, a new employee, has made a costly error			
Ming tells you she is unhappy with her job			
Brett asks whether you know any divorce lawyers			
Jeremey has been seen drinking with coworkers at lunch			
Liz is having an extramarital affair			
Dan spends too much time chatting with colleagues			
Lora doubts her own abilities			
Flip asks your advice about how to discipline his teenager			
Sara ignores safety procedures			
Jackie complains to you about his working relationship with another member of your team			

Scenario	Coach	Counsel	Do Nothing
Elena has been crying and asks to go home			
Jill sends a lot of 'chain' emails at work			
Frank has frequent personal calls at the office			
Ted Parks his car in the visitor parking after lunch			
Joe has a problem with body odor			
Anita does not contribute the 'cash jar' when she takes a cup of coffee.			
Dot expresses her religious convictions to anyone who will listen.			

## 8.6. Dealing with Absenteeism

Absenteeism is one of the most common problems you will face as a manager.

- First, use any policies your workplace has to offer, if there are none, the following may provide you some guidance.
- Circadian, of Lexington, MA, conducted an analysis in a report called 'Shiftwork Practices' in 2005.
- It asked the question 'What are the indirect costs of absenteeism?'



- A large part of absenteeism costs come from a variety of indirect costs. Excess absenteeism is associated with several aspects of business. The following are some of those:
  - Higher Turnover. Turnover 7.8% per year in facilities with low to average absenteeism and 10.6% in facilities with high absenteeism.
  - Poor quality of goods or services due to the fatigue contributed to excess overtime.
  - Reduced ability to meet demand leading to dissatisfied customers.
  - Safety issues due to novice workers doing work and employees rushing work. Absenteeism is 7.8% per year in facilities with few fatigue issues, and 8.9% in facilities with more fatigue problems.
  - Poor morale and other employees must cover absence leads to resentment and can lead to poorer health as excess overtime may be required.
  - Excess manager time (disciplining, terminating, finding replacements, training and more.)
- There are four positive ways to handle the issue versus taking a punitive approach, according to Gary Vikesland, PhD, in 'How to Deal with Employee Absenteeism'.
  - Change the Management Style
    - We all know employees are not always sick when they call in to work.
    - One reason, outside of illness, that employees are absent is stress. The number one reason employees are stressed usually has to do with their relationship with their manager.
    - Management styles that are too authoritarian or strict tend to promote high levels of absenteeism.
    - In other words, the supervisor yells too much, blames others for problems, and makes others feel it is 'their way or the highway'.

- Change the Work Conditions
  - Stress can also occur between the employees themselves.
  - Companies who value and promote employee respect and professionalism, along with an internal conflict resolution procedure, reduce employee stress.
  - A reduction in stress creates a reduction in absenteeism.
- Provide incentives
  - Incentive provides a boost to employee motivation to avoid unnecessary absenteeism.
  - The general rule of thumb is to reward employees more frequently more difficult the work to perform is.
- Develop an attendance policy
  - Every company should have an attendance policy.
  - An attendance policy allows a manager to intervene when an employee is frequently absent.

### **8.7. Class Exercise: *Where's Walter?***

*Your department has recently started a hybrid schedule for their employees. The employee can work from home three days a week but has an assigned schedule to come into the office for two days for office coverage and team meetings.*

*You begin to notice one of your employees, Walter, calling in sick on each of his office days for finding ways to leave early or go to other appointments. The rest of his team is noticing too.*

*Walter has told others he does not see the need for him to be in the office since he can easily get his work done from home and save gas. He believes his manager should be the one covering the office hours and does not plan on working in the office again if he can help it.*

How would you handle this situation?

## **8.8. Class Exercises: Other Scenarios and Situations...**

### **8.8.1. The Informer**

*Susan has been an employee in your office for a few years now. Overall, her work has been sound, and she is dependable. Due to this, she was recently promoted and asked to join leadership meetings.*

*The leadership meetings are seen as a way to test ideas and brainstorm about office policy before they are taken to the rest of the staff. Only about half of the ideas discussed in the meeting are implemented. At times, if needed, personnel issues are discussed if they involve the entire department.*

*It has always been the culture of these meetings, that what is discussed here is not discussed outside of the meeting until any ideas or changes are finalized. Susan has been made aware of this.*

*After leadership meetings, Susan is often seen talking to her best friend, Carol who did not attend the meeting. In a few hours after the meeting, the department is abuzz with everything that went on in the meeting and miscommunication is rampant as employees fill in the gaps themselves.*

*How would you handle this situation?*

### **8.8.2. Who's the Boss?**

*Chuck and Ella are both valuation managers for different geographical areas in your division. Both are very stubborn and have years of experience.*

*Around valuation time each year, the mass appraisal models must be set for the revaluation of all their properties. It is important there is consistency in the way this is done. Chuck and Ella often disagree on how to do this, but it is imperative they begin compromising and seeing each other's side and reasoning.*

*How do you begin bringing these employees together so they can effectively manage their valuation duties each year?*

### **8.8.3. Disgruntled Gus**

*You have recently been promoted to a management position. Gus will be one of your new employees and was quite fond of the way the old manager did things. After observing the group and their work procedures for a bit, you decide there are some changes that can be made to improve the process.*

*When you ask Gus to change some of his usual procedures, he immediately shows resistance and questions all the reasons for change. You do your best to answer all of his questions, but he is not budging. You decide to give it some time and ask for only small revisions from Gus at a time.*

*Each time you ask him to make a small change, Gus reports it to the jurisdiction's Human Resources Department and files a complaint. Each time you must justify the change to HR and why you are making it. It is resolved each time, but this is starting to become a major part of your day and you cannot get other aspects of your work done.*

*How might you go about trying to make this a better situation for everyone involved?*

#### **8.8.4. All Managers are not Equal...**

*You have been in a management position for some time in your organization. Axel was recently promoted to a management position also.*

*You observe Axel often berating his employees in meetings and in public spaces. You feel like this is not appropriate in any situation, but you aren't quite sure how to handle it. You are not his supervisor in any way and his supervisor seems to be alright with the behavior because you know she has seen this behavior too.*

*What do you do next?*

## **Section 9 – Wrap up & Questions**

### **Conclusion**

One of the most difficult pursuits of management is dealing with people. Hopefully, this course has helped you see some options when you are faced with these situations.

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