



# Supervisory Training

PRESENTED BY:  
PENN BEHAVIORAL HEALTH  
UNIVERSITY OF PENNSYLVANIA HEALTH SYSTEM



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## PART II - SLIDE A

This slide should be up on the screen prior to the arrival of the participants.

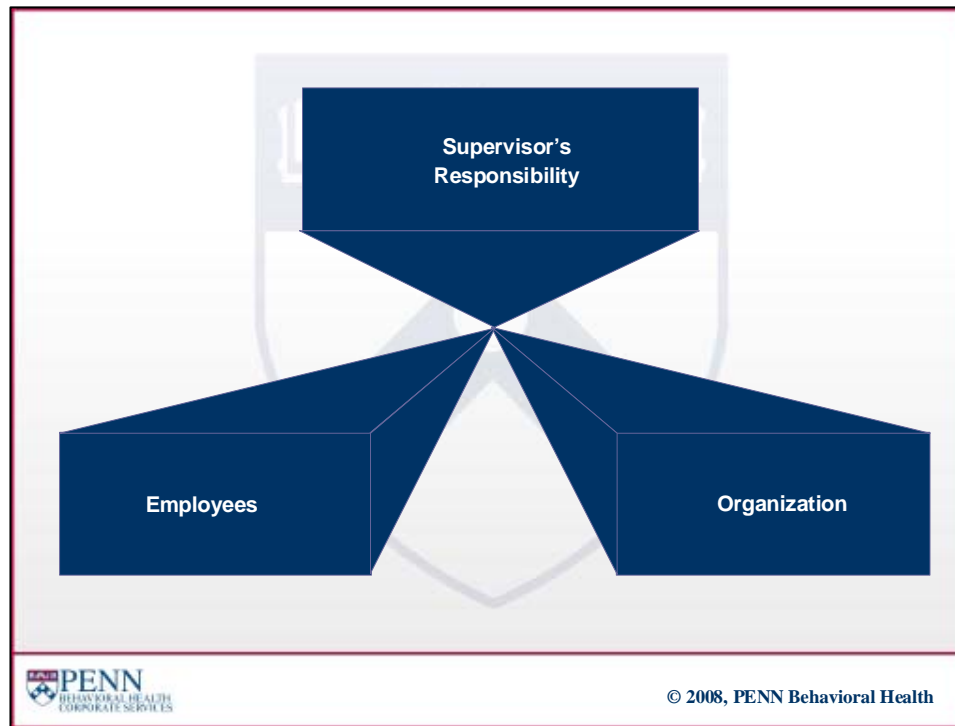


## **PART II - SLIDE B**

When the program is an employee orientation (PART I), there are a total of 20 Slides

When the program is a supervisory training (PART II), there are a total of 41 Slides (20 Employee Orientation and 21 Supervisory Training)

When the program is a Human Resources (PART III), there are a total of 71 Slides (20 Employee Orientation, 21 Supervisory Training and 30 HR/Occupational Health)

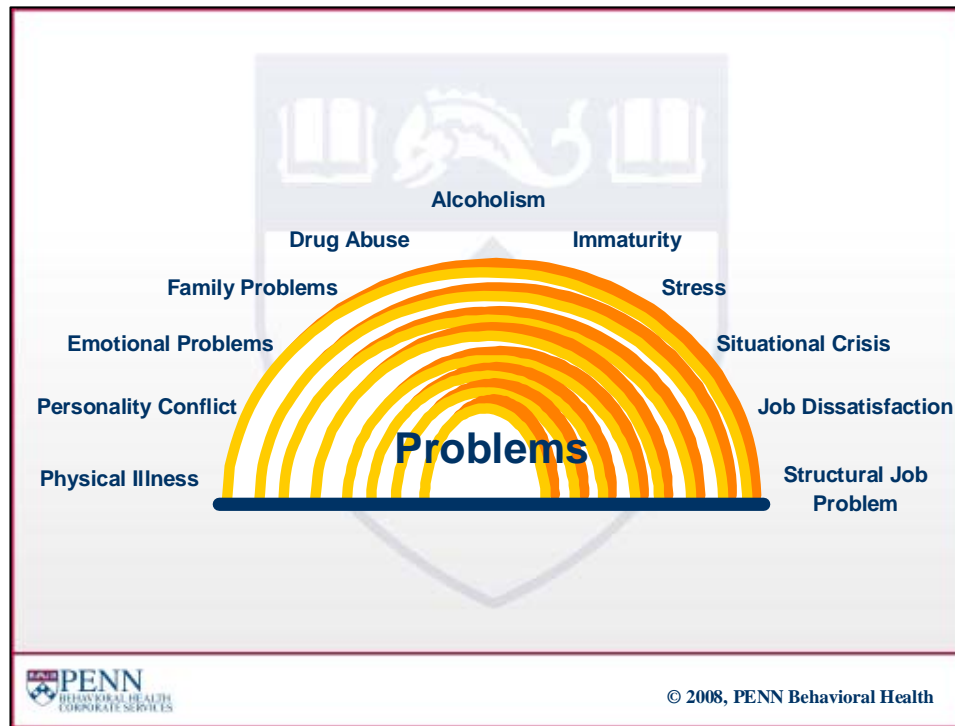


## PART II - SLIDE 1

As a supervisor or manager, you play a vital role at the Archdiocese of Philadelphia and you have a very important responsibility. You are positioned between the needs, wants, and concerns of your employees and the needs, wants and concerns of your organization. Often you may find yourself stretched like a rubber band between each group and experience the stress of trying to be attentive to both.

I would like to present to you how PENN Behavioral Health can assist you in making your job easier in this respect; how PENN Behavioral Health can be supportive to you in the difficult task of managing a troubled employee; and how PENN Behavioral Health can provide you with some tools to aid you with your difficult responsibilities.

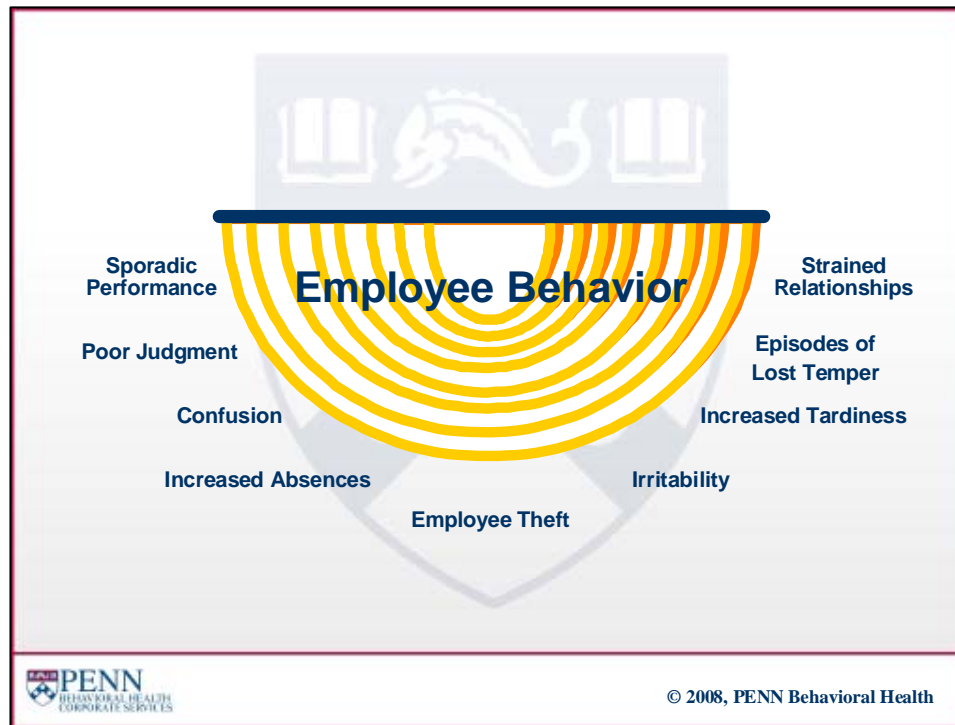
Much of the information that I am about to present to you is contained in the Supervisory Information and Resourcing Procedures Manual which you have in your possession. This can serve as a reference for you in the future when you need to intervene in a job performance problem with an employee.



## PART II - SLIDE 2

First, I'd like to talk about observation – what you as a supervisor or manager want to focus on. When an employee under your supervision is manifesting a work problem, there may be many unknown underlying causes for it, such as family problems, substance abuse or financial issues. As a supervisor or manager, it is not as important to know what the causes are as it is to know what behaviors arise from the underlying problems.

Noone wants you to be your employee's "therapist" by diagnosing their problems or by counseling them. You should, however, be aware that these problems may exist.



## PART II - SLIDE 3

What we do suggest is that you observe any problematic behaviors your employee may exhibit. As soon as any problematic behaviors become evident on the job and point to a decline in job performance, it becomes essential for supervisor or manager to observe these behaviors more closely.

Let's look more specifically at some of these behaviors which might indicate that an employee has a problem which is affecting his/her work.

# Common Performance Problems

- Absenteeism

## PART II - SLIDE 4

Absenteeism. Some examples would be: excessive sick days; repeated absences, particularly if they follow a pattern; frequent use of unscheduled vacation days to cover absences.

# Common Performance Problems

- Absenteeism
- “On the Job” Absenteeism

## PART II - SLIDE 5

On-the-Job Absenteeism. Some examples would be: frequently away from the work location for no reason; repeated trips to the water fountain or restroom; regularly wandering around the worksite.

# Common Performance Problems

- Absenteeism
- “On the Job” Absenteeism
- **High Accident Rate**

## PART II - SLIDE 6

High Accident Rate. Some examples would be: “peculiar” accidents on or off the job; one-car accidents; accidents on the job due to carelessness or lack of concentration.

# Common Performance Problems

- Absenteeism
- “On the Job” Absenteeism
- High Accident Rate
- **Difficulty in Concentration**

## PART II - SLIDE 7

Difficulty in Concentration. Some examples would be: makes inappropriate decisions; makes mistakes due to inattention or bad judgment; shows difficulty in recalling instructions, details, deadlines, etc.

# Common Performance Problems

- Absenteeism
- "On the Job" Absenteeism
- High Accident Rate
- Difficulty in Concentration
- **Confusion**

## PART II - SLIDE 8

Confusion: Some examples would be: displays increased difficulty in handling complex assignments; shows difficulty in recalling own mistakes; misses deadlines.

# Common Performance Problems

- Absenteeism
- "On the Job" Absenteeism
- High Accident Rate
- Difficulty in Concentration
- Confusion
- **Uneven Work Patterns**

## PART II - SLIDE 9

Uneven Work Patterns. Some examples would be: alternates between periods of high and low productivity; displays diminished morning and/or afternoon productivity; uses improbably excuses for poor job performance.

# Common Performance Problems

- Absenteeism
- "On the Job" Absenteeism
- High Accident Rate
- Difficulty in Concentration
- Confusion
- Uneven Work Patterns
- **Lowered Job Effectiveness**

## PART II - SLIDE 10

Lowered Job Effectiveness. Some examples would be: displays poor quality of product or work; wastes materials; takes longer than necessary to complete jobs.

# Common Performance Problems

- Absenteeism
- "On the Job" Absenteeism
- High Accident Rate
- Difficulty in Concentration
- Confusion
- Uneven Work Patterns
- Lowered Job Effectiveness
- **Poor Relationships on the Job**

## PART II - SLIDE 11

Poor Relationships on the Job. Some examples would be: is unable to work effectively with co-workers; becomes increasingly argumentative with co-workers and supervisors; displays wide mood swings.

# Common Performance Problems

- Absenteeism
- “On the Job” Absenteeism
- High Accident Rate
- Difficulty in Concentration
- Confusion
- Uneven Work Patterns
- Lowered Job Effectiveness
- Poor Relationships on the Job

## PART II - SLIDE 12

When we are talking about these job performance problems, we are referring to a situation where an otherwise good employee is beginning to show a decline in his/her functioning at work. That is to say, a pattern is emerging which indicates that a problem may be occurring in the personal life of the employee that is influencing or contributing to the work problem.

# Supervisory Intervention

Observe

Document

Inform Employee

Resource

## PART II - SLIDE 13

PENN Behavioral Health suggests following the O.D.I.R. process – Observe, Document, Inform, Resource.

The first step is to observe the particular performance problems. It is important not to go on employee hearsay, but to be able to observe the behaviors yourself.

# Supervisory Intervention

## Document the Performance

Date/Time/Event

Behavior versus Judgment

## PART II - SLIDE 14

As soon as you notice a change in an employee's performance pattern, it is necessary to begin to document your observations clearly and concisely. We all know that documentation can be burdensome, but it is extremely important that you have an objective means of monitoring employee behavior and intervening with the employee before the decline warrants disciplinary action.

# Supervisory Intervention

## Inform the Employee

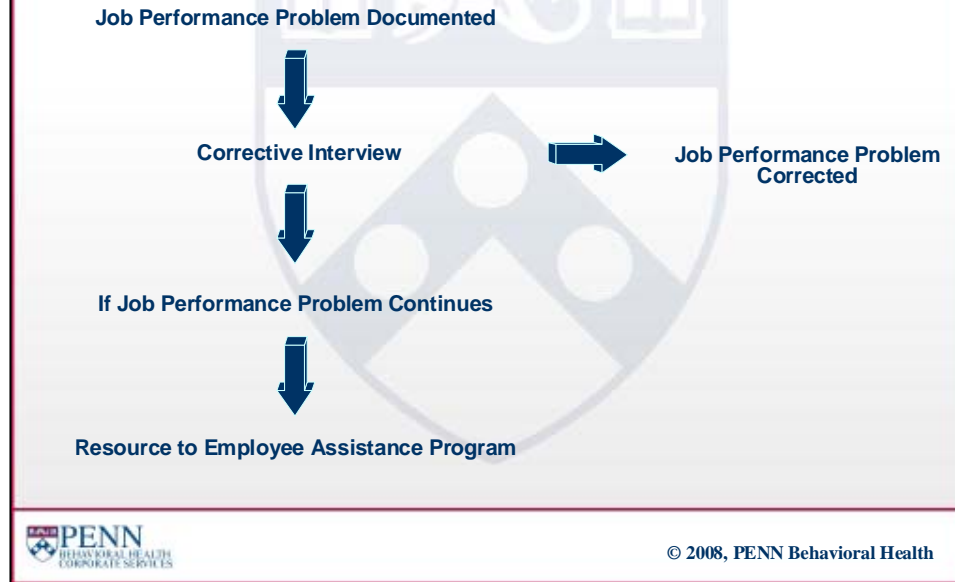
Confronting the Employee

Conducting a Corrective Interview

## PART II - SLIDE 15

After you have documented your observations, we suggest that you meet with your employee for an initial corrective interview to inform him/her of your documented observations. Use our documentation to review with the employee your concerns about the performance decline you have been observing. Discuss with him/her the specific improvements that you expect to see and a reasonable timeframe within which these changes are to occur.

# Supervisory Intervention



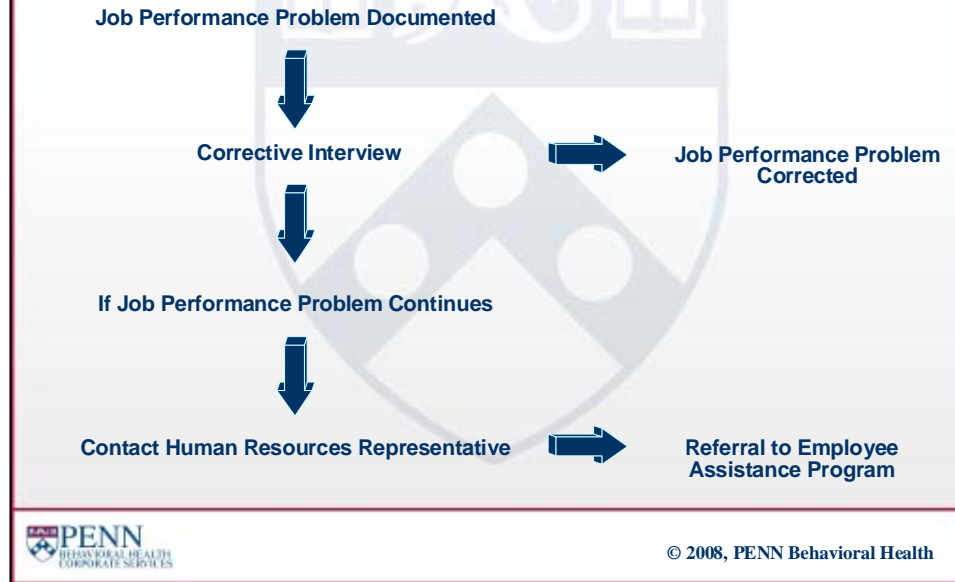
## PART II - SLIDE 16

At this point in the corrective interview, remind the employee about the availability of the EAP but do not attempt to diagnose an underlying personal problem even if you have a good idea of what the problem may be. A resourcing might be appropriate at this time.

A helpful way of addressing this point with the employee may be: “I don’t know what is causing this problem for you. If it is solely related to factors here at work, we need to talk about that. If there are personal difficulties that may be causing the problems we’ve just discussed, the PENN Behavioral Health program can help”.

On the other hand, the performance problem may continue. At this point, you may need to make a more formal resourcing to the Employee Assistance Program.

# Supervisory Intervention



## PART II - SLIDE 17

Let me give you an example. Perhaps you have observed and documented your employee's behavioral problem to be an excessive amount of absences. You would talk with your employee about a this observation and state your documentation. During this corrective interview, you would suggest the use of the EA program as a resource for them to deal with whatever is causing their absences. Your employee may or may not use the EAP service at this point, but if the performance problem is corrected, then our corrective interview may have been enough.

If however the performance problem continues you might need to resource them again through to the employee assistance program or send them to your human resources representative.

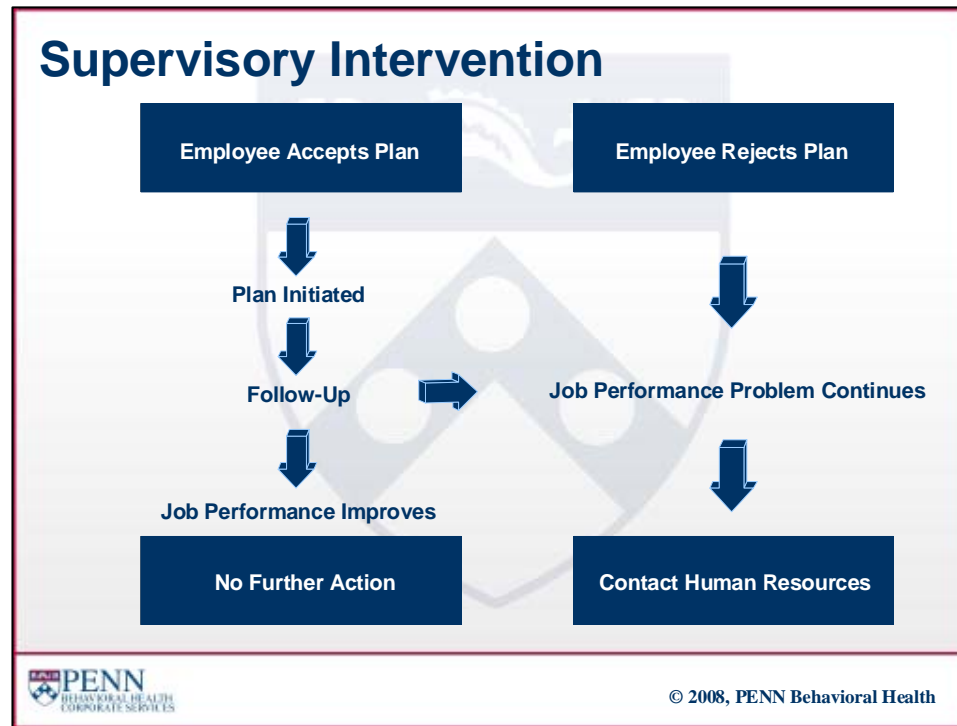


## Resource vs. Referral

### PART II - SLIDE 18

There are two types of ways to utilize the EAP. The first is when you tell you employees that you encourage them to consider using the EAP and perhaps attend a session with a PENN Behavioral Health counselor, but that you will not follow-up to verify that they attended. This type of referral is considered an “informal” resourcing. In this case, you would call 1-888-321-4433 and provide the EAP Intake Counselor the information listed on the Management Consultation form (page 17 in your Supervisory Information and Referral Procedures packet). Since this is an informal referral, you will not follow-up with the EAP Intake Counselor on attendance or results.

# Supervisory Intervention



## PART II - SLIDE 19

The second type of EAP referral is the “formal” referral. This type of referral is only made by the Human Resources Representative. In this case, the employees would be required to attend a session with an EAP counselor and it would be explained to the employees that they need to sign a Consent for the Release of Information form with their counselor. They will be consenting to have their counselor release the following information: (1) whether or not they attended the session, (2) what date they attended the session, and, (3) what treatment recommendation the counselor has. After the corrective interview with the employee, at the very beginning, the Human Resources person would call 1-888-321-4433 and provide the EAP Intake Counselor with the information listed on the Management Consultation form. They would also advise the counselor that this is a formal referral and they want to know whether or not the employee attended their session, the date of the session and the counselor’s recommendation. They will later call the EAP Intake Counselor to obtain this information. It is important that the EAP Intake Counselor receives the Managers’ Human Resources call prior to the employee’s call.



## **PART II - SLIDE 20**

PENN Behavioral Health is also available to provide you with consultation services. If you are dealing with a workplace issue with which you may need additional guidance, you can call 1-888-321-4433 and an EAP counselor will be able to discuss the situation with you.

It is important that PENN Behavioral Health is a resource to assist you with your responsibilities and your employee issues. You need to follow your company policies and procedures in any situation you experience. In some cases, you will need to get your Human Resources Department involved. They are aware of the services PENN Behavioral Health provides and will work with you to obtain assistance.



## PART II - SLIDE 21

If you have any additional questions about the program please call the PENN Behavioral Health 1-888-321-4433 number and one of their counselors will be glad to further explain the program or provide you with assistance.