Research Team Management Series

Managing Your Laboratory/Research Team: Communication, Conflict Resolution, Performance Appraisals, and High Risk HR Situations

January 27, 2016

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Overview

This session will cover:

• The essentials of communication to manage a team.

• Basic principles for providing constructive feedback, aligning expectations, and managing conflict.

• Managing performance and termination (including different types of hires such as support staff and union employees).
Resources & website links

Columbia University Guide to Performance Management (click below):


Performance Appraisal Form & Tools (click below):

http://hr.columbia.edu/helpful-tools/hr-manager-toolkit/managing-staff/goal-setting-managing-performance/performance

Columbia University Learning & Development for faculty & staff:

On-line Courses (click below):

1. Launch Skills@Columbia (link is external) now. Just log in with your UNI and password.
2. Launch lynda.com for Columbia (link is external) now. Just log in with your UNI and password.

   Conflict Resolution Fundamentals:

   Having Difficult Conversations:

Classroom Courses (click below):

http://hr.columbia.edu/find-out-about/professional-development/classroom-learning

Programs for Managers

Managing Performance at Columbia University
Navigating Columbia University as a New Manager/Supervisor
Office of Equal Opportunity and Affirmative Action

- Overview of University’s obligations as an EOAA employer.

- Ensure the University applies policies and practices equitably and consistently.

- Eliminate bias based on race, color, creed, religion, national origin, alienage or citizenship status, gender (including gender identity and expression), sex, pregnancy, age, disability, genetic disposition or carrier status, genetic information, sexual orientation, partnership status, marital status, status as a perceived or actual victim of domestic violence, military or veteran status, and arrest record.
Office of Equal Opportunity and Affirmative Action

Prohibited Conduct

Discrimination

• Treating members of a Protected Class less favorably because of their membership in that class; or
• Having a policy or practice that has a disproportionately adverse impact on Protected Class members

Harassment

• Subjecting an individual on the basis of her or his membership in a Protected Class to humiliating, abusive, or threatening conduct that:
  • denigrates or shows hostility or aversion
  • creates an intimidating, hostile, or abusive learning, living, or working environment;
  • alters the conditions of the learning, living, or working environment or unreasonably interferes with an individual’s academic performance
Office of Equal Opportunity and Affirmative Action

Prohibited Conduct

Gender-Based Misconduct
• An umbrella term used to describe a broad range of behaviors:
  • Sexual Harassment
  • Gender-Based Harassment
  • Dating Violence
  • Domestic Violence
  • Stalking
  • Sexual Exploitation
  • Sexual Assault

• Involving a student should be reported to the Gender-Based Misconduct Office
• Involving non-students should be reported to EOAA
Office of Equal Opportunity and Affirmative Action

Disability

- **Accommodations:** Must make reasonable accommodations to allow students, visitors, staff and faculty to meaningfully participate in all facets of University life.

- **Equal Access:** Must ensure that programs and facilities are accessible and comply with all federal, state and local accessibility requirements.

- **Grievances:** Formal grievances concerning disability discrimination or harassment are processed by EOAA.

- Faculty and staff should register their disability with the Return to Work/Disability Services Office in Human Resources to ensure that the University is on notice of the disability and need for an accommodation.

- Hana Bloch, Manager, 212-851-0662
Office of Equal Opportunity and Affirmative Action

Obligations

Duty to Act
- Imposed on management and supervisory personnel
- Take reasonable and necessary action to prevent discrimination and harassment
- Respond promptly and thoroughly to any such claim
- Learn of directly or indirectly

Duty to Report
- Involving a student
  - disclosed to, observed or otherwise known:
  - all faculty, University officers and staff working with students **MUST REPORT**
- Involving employees
  - managers and supervisors **MUST REPORT**
  - others are strongly encouraged to report
The essentials of communication for managing a team

Effective Communication:

The process of communication that allows us to interact with other people. Effective communication produces intended or desired result. Effective communication is a two way process that sends the right message to the right person.

Workplace communication involves a constant flow of information. Feedback is very important in the workplace.

It helps to understand a person or a situation in a better way. It enables us to resolve differences, build trust and respect in an organization.
The essentials of communication for managing a team

Effective Communication:

- Enhances effective management.
- Set goals for your staff and have clear expectations.
- Enhances verbal and non-verbal communication and listening skills.
- Further clarify expectations, directions, and results of staff and their team.
- Develop Emotional Intelligence (EI) skills.
- Use Emotional Intelligence to manage difficult situation.
- Apply effective communication skills to provide on-going feedback - positive or constructive feedback.
The essentials of communication and managing a team

Effective Communications:

• Effective communication is key in managing all level of staff.

• This includes support staff in a collective bargaining agreement. (Please refer to appropriate collective bargaining agreements for guidance)

• Work closely with Human Resources within your department and CUMC Labor Relations and CUMC HR Client Manager for appropriate guidance.

• Set goals for your support staff and have clear expectations.
The essentials of communication

**Emotional Intelligence:**

According to Emotional Intelligence (EI) expert Daniel Goleman, EI is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for effectively managing emotions in ourselves and our relationships.

Goleman lists five basic elements of Emotional Intelligence.

- **Social skills:** being able to communicate well.
- **Self-awareness:** being realistic about our feelings and abilities.
- **Self-regulation:** dealing with our emotions productively, delaying gratification to pursue goals, and handling emotional distress well.
- **Motivation:** using our deepest emotions to help us to achieve our goals and to overcome obstacles.
- **Empathy:** being able to understand how others think and feel.
The essentials of communication

“Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80% of the ‘success’ in our lives.”

-From Handle With Care: Emotional Intelligence Activity Book

Videos on Emotional Intelligence:

What is Emotional Intelligence? Joshua Freedman at GIBS
https://www.youtube.com/watch?v=RwKMOpjsGCI

Emotional Intelligence: From Theory to Everyday Practice
https://www.youtube.com/watch?v=e8JMWtwdLQ4#t=127.9045052

Available Training in Emotional Intelligence from Lynda.com:

Leading with Emotional Intelligence
The essentials of communication for a team

Managing a team:

Effective teams share information openly and participate in team activities to solve problems to achieve desired outcomes.

Effective communication can assist managers to manage their team more efficiently for success. Managers can:

- Manage positive interactions with team, ensure respect & professionalism.
- Ensure staff engagement, build strong workplace relationship and respect.
- Reinforce collaboration and partnership to solve problems.
- Build credibility, accountability and trust.
- Encourage, support, and motivate each other as team.
- Praise publicly and provide constructive feedback privately.
The essentials of communication

Impact of ineffective communication:
- Poor understanding of required tasks.
- Unclear objectives and direction.
- Fear and confusion.
- Low morale & low productivity.
- High Turnover- loss of valuable employees.*
- Efficiency and cost- loss of valuable time & funds.*
- Loss of funding or discontinued research activities.
- Grievances and potential legal litigation.
- Lack of credibility as a leader.

* Impact on budget and research funds.
The essentials of communication and managing a team

Examples:
Manager to employee conversation:

“I am the boss! I don’t want to hear your ideas now, we have a deadline to meet. This should have been completed yesterday. Don’t give me any attitude either. I can’t deal with all of this, so please, get it done now.”

“Given the grant deadline and time constraint in front of us, I really need you to focus on getting this grant out on time. I appreciate your new ideas, and if we had more time we could review further. We are a bit behind on the timeline on this grant, so let’s make this deadline first. Can I get your agreement on this?”
The essentials of communication and managing a team

What would you do?

“I’m too busy”

“You have a new project initiative for your research study. Your plate is full because you have so many on-going projects and managerial responsibilities. You need help. So you ask your Research Officer and the current student working on your team to manage this new project by outlining the necessary deliverables for this program. You know that the Research Officer and student have had some previous conflicts but you need them to do this. The Research Officer answer is “I am too busy”. This is not you first time going through this with this Research Officer

How do you feel? How do you respond? What do you do?
The essentials of communication and managing a team

Coaching:
The process of equipping people with the tools, knowledge, and opportunities they need to fully develop themselves to be effective in their commitment to themselves, the company, and their work. Coaching will:

• Encourage staff to take ownership through coaching
• Enhance staff performance and team management
• Address conflict management

Coaching and Developing Employees Training video:
Basic principles for providing constructive feedback, aligning expectations, and managing conflict

- Understand your organizational goal & objectives.
- Job descriptions are a good starting point to set expectations for staff.
- Managers should provide ad hoc feedback as much as possible and should provide annual formal performance appraisals or goal setting.
- Ensure staff understands the desired outcome through acknowledgment & commitment - Set reasonable expectations.
- Use effective communications skills to address performance or other workplace concerns.
- Use coaching techniques further support staff and provide guidance.
- Schedule regular meetings and follow up with staff.

Managing Conflict in the workplace video:
Managing performance and termination (including different types of hires such as support staff and union employees)

• Engage in conversation regarding goals and objectives.

• Manage performance and provide feedback regarding areas of deficiencies through progressive disciplinary action: Be specific regarding performance concerns, explain how behavior impacts business operation, specify changes needed and consequences for not improving.

• Work closely with local Human Resources, Office of Faculty Affairs & CUMC HR.

• Work with CUMC HR and Labor Relations for support staff covered by collective bargaining agreements for appropriate contract disciplinary information.

• Provide counseling to employees and start the documentation process: emails, note to file and formal warnings letters. If no improvement follow up as needed.

• Continue with the documentation process or appropriate next steps based on performance or behavior concerns. Gather all performance related information to present to CUMC HR.
Managing Special Workplace Situations

• Work through attendance problems by discussing with employee on a regular basis.

• Immediate action: violent interpersonal issues, damage to research study and equipment.

• Interpersonal skills and other concerning behavioral concerns: Like being under the influence: Contact local HR or CUMC HR immediately for appropriate guidance to manage concern.

• Address inappropriate workplace behavior through warnings letters and working with local HR.

• Manage office politics, gossip or conflict among staff by immediately discussing with staff or team.

• Managers must commit to a respectful workplace by addressing any workplace concerns.

• Consult with CUMC HR and the Manager of the Return to Work Program if an employee have disability concerns and/or needs reasonable accommodation.

• Personal- Work life concerns and how to manage.
  Ombuds Office (212) 304-7026  Employee Assistance Program (888) 673-1153

• Concerns regarding discrimination and/or gender-based misconduct:

The Confident Supervisor: Conflict Management: Supervisor training video
https://www.youtube.com/watch?v=RGYCK_nr-O0
Office of Equal Opportunity and Affirmative Action

Scenario #1
A lab worker comes to talk to you (PI) and appears to be very upset. She tells you that she feels like she was passed over for a promotion because she is a different ethnicity than everyone else in the lab, including you.

You think back to the promotion process. You seriously considered her but felt that, relative to the other workers, her performance was not as consistent or stellar. While she was and remains a valuable member of your team, you felt that someone else deserved the promotion at this time.

What would be your next step(s)?
Scenario #2

You are the PI and run your own lab. A lab assistant comes to your office and tells you that he believes he is being sexually harassed by his male supervisor. He claims that he is constantly making sexually charged jokes around him and often comments on his physique (“looks like somebody hit the gym this weekend,” or “you don’t look like you have an ounce of fat on that body – can I touch your muscles?”). The assistant really needs the job and knows that this supervisor has a reputation for making life difficult for anyone who challenges him. It’s been getting progressively worse lately and yesterday, the supervisor brushed against his buttocks, though he’s not sure if it was intentional or not. You hired the supervisor (he worked for you in your previous lab) and find it hard to believe he would engage in such behavior. You also remember that the assistant has a reputation for exaggerating and “making a mountain out of a molehill.”
Scenario #3

• A colleague (she works in the lab next to yours) confides in you that she believes she is being discriminated against by her PI. She claims that the PI is targeting her by constantly yelling at her and berating her in front of others and complaining that she is not doing her work quickly enough. She believes the PI is doing this because the staff member is Hispanic (the PI is Asian). You happened to have worked with this PI several years ago and know that she can be aggressive and tends to yell a lot. You, yourself have been the recipient of several of her “classic” tirades. However, from your experience, you believe she is equally obnoxious to all her staff, regardless of race or ethnicity.

• What would be your next step(s)?
What is next for you?

Based on today’s presentation, what are some things that you learned that you want to:

– Start Doing....

– Stop Doing....

– Keep Doing....
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<th>Need guidance with:</th>
<th>Contact the following:</th>
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<td>Faculty; Research Officer; Post Doc; Students covered by the Faculty Handbook</td>
<td>• Local department office that handles faculty affairs</td>
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<td>• CUMC Office of Faculty Affairs</td>
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<td>Officer of Administration</td>
<td>• Local department HR office</td>
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<td>Union/Non-Union Support Staff</td>
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<td>Visitor (Volunteers, Trainees, and Observers) and Student Visitor</td>
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| Concerns related to: Discrimination, Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking: | http://eoaa.columbia.edu/eoaa-policies-and-procedures
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QUESTIONS?