



# **Leading and Managing with a DEIB Lens:**

How to Effectively Manage Performance Conversations

June 24 & 26, 2024

# Community Statement


The aim of this aspect of our training is for us to create a safe, reflective space for emerging conversations, thoughts, and common respect.

It is vital for the type of exchanges we want to nurture; a learning that seeks to build communities of empathetic individuals who are socially and emotionally responsive and who can challenge hate, bigotry, unkindness, etc.

This is a space to reflect as you are encouraged to think about yourself in relations to others.

- Be present and engaged.
- Share airtime. Don't suppress voices.
- Expect and accept discomfort – and joy!
- Listen to learn, not to respond.
- Speak to our emotions as well as our intellect.
- Anticipate unfinished business or unanswered questions – and don't be afraid to seek answers.
- Take the learning, leave the stories. Do not repeat without permission.

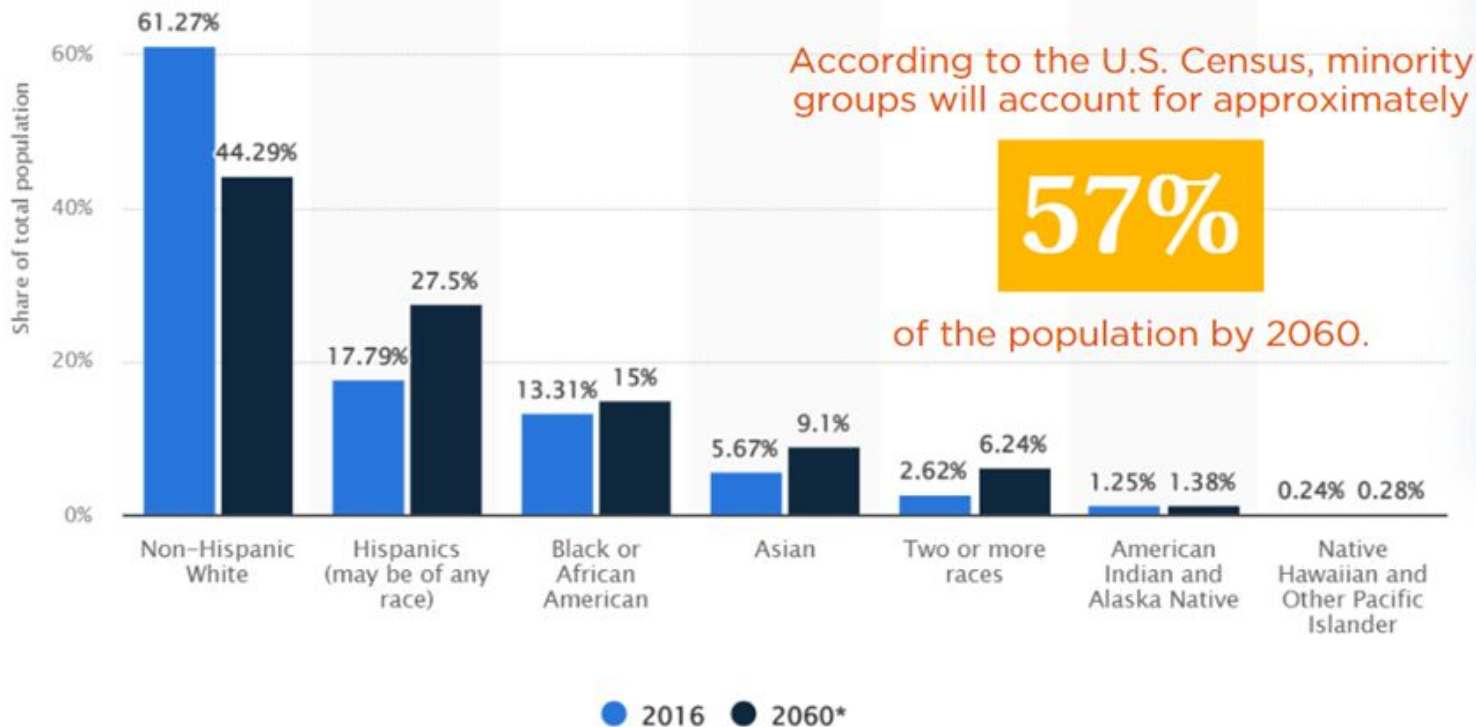
# Objectives

- To broadly understand what it means to lead and manage with a DEIB lens
  - Apply DEIB principles to performance management conversations
  - Discuss what makes up employee performance
  - Identify different types of challenging employee behaviors
  - Share ideas on preparing for and conducting difficult conversations about behavior
  - Share a few tools to manage and document performance
- 



**Where do you  
think bias comes  
from?**


## U.S. Population by Race/Ethnicity, 2016 vs. 2060



Source: "U.S. Census Bureau Projections Show a Slower Growing, Older, More Diverse Nation a Half Century from Now," 2012

# DEIB - Multigenerational Workforce

Present in America's professional landscape:

- Traditionalists – born in 1945 and before
  - Baby Boomers – born between 1946 and 1964
  - Generation X – born between 1965 and 1976
  - Millennials – born between 1977 and 1995
  - Generation Z – born in 1996 and after
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**WHAT DOES ORGANIZATIONAL CULTURE MEAN  
AND  
WHY IS IT IMPORTANT?**



## Mission

We empower learners to achieve their career and life goals through personally enriching experiences and outstanding educational pathways.

## Vision

We will focus our innovative energy on inspiring learners to create a future beyond their imagining.


## Values

- Individual attention;
- Intellectual growth, creativity, and scholarship in the pursuit of knowledge;
- Innovative and relevant approaches to teaching and learning;
- Diversity of perspective, background, and experience in an equitable, respectful, and inclusive environment;
- Freedom of expression and civil discourse;
- Community engagement and service;
- Ethical behavior and integrity;
- Continuous pursuit of excellence.




# Leadership

## What does the term 'leadership' mean and why is it important?

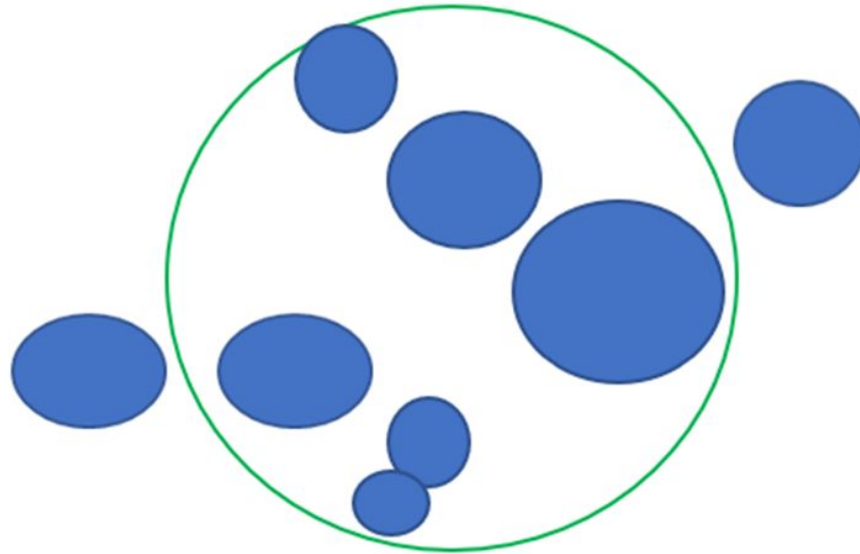
- The ability of an individual to lead, influence, or guide other individuals, teams, or entire organizations towards a common goal.
  - Simon Sinek identifies leadership as *“an act of service, driven by purpose and positive influence.”*
  - Leaders provide: direction, vision, motivate and inspire others to achieve the goals of the organization, while creating an environment conducive to success by...
    - Promoting communication and collaboration among team members
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# Management

## What does the term 'management' mean and why is it important?


- A process of planning, decision making, organizing, leading, motivating and controlling the human resources, financial, physical, and information resources of an organization to reach its goals effectively and efficiently.
  - The process of getting the work or task done in an efficient and effective manner in order to achieve the organization's goal(s).
  - Simon Sinek: *"**leaders** focus on the why while **managers** emphasize the how."*
  - Managers direct and control a group of people to achieve organizational goals through..
    - Strategic thinking, delegation, and communication.
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# Organization and Culture



# Organizational Culture

**What is meant by the term 'organizational culture' and why is it important?**

- An organization's beliefs, values, and attitudes, and how these influence the behavior of its employees.
    - *Defines the environment for everything that happens within an organization.*
  - The culture consists of shared beliefs and values ***established by leaders*** and then communicated and reinforced through various methods, ultimately shaping employee perceptions, behaviors and understanding.
  - An organization's culture is responsible for ***creating the kind of environment that business is effectively conducted, ultimately determining its success or failure.***
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# Organizational Behavior

What is meant by the term 'organizational behavior' and why is it important?

- The study of how individuals and groups interact within an organization and how these interactions affect an organization's performance toward its goal(s).
  - The shorter version: *the study of human behaviors in organizations.*
- Organizational behavior helps identifying and understanding the cause of problems. As a result, managers are able to maintain better relations with their employees by ***nipping any problem in the bud.***
  - OB lies in understanding human motives.
- Organizational behavior is extremely important because it ***distinguishes one organization from its competitors.***

# Approaches to Improve Workplace and Organizational Culture

- **Revisit your organization or department core values**
  - Evaluate your current company culture
  - Outline your plan for improvements
  - **Create opportunities for employees to connect**
  - Help employees advance their careers
  - Make transparency a priority
  - Create an employee recognition program
  - **Give employees flexibility**
  - Celebrate team wins
  - **Prioritize timely and respectful feedback**
  - Address mental health
- 

# What is DEIB?

## Diversity:

Individual differences (personality, learning styles, life experiences) and group/social differences (race/ethnicity, class, gender, sexual orientation, country of origin, physical or cognitive abilities, and cultural, political, or religious affiliations) can be engaged in the service of learning.

# What is DEIB?

## Equity:

To create equal access and success opportunities for historically underrepresented populations, such as racial and ethnic minorities and low-income students.



# What is DEIB?

## Inclusion:

The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical).

This engagement with diversity has the potential to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

# What is DEIB?

## Belonging:

Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group or place. It's the basic fundamental drive to form and maintain lasting, positive, and significant relationships with others.

# Why does DEI Matter?

"The effect of racism and racial trauma on mental health is real and cannot be ignored. The disparity in access to mental health care in communities of color cannot be ignored. The inequality and lack of cultural competency in mental health treatment cannot be ignored."



# Inequality

Unequal access to opportunities



With apologies to Shel Silverstein from @lunchbreak

2019 Design In Tech Report | Addressing Imbalance

# Equality?

Evenly distributed tools and assistance



With apologies to Shel Silverstein from @lunchbreak

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# Equity

Custom tools that identify and address inequality

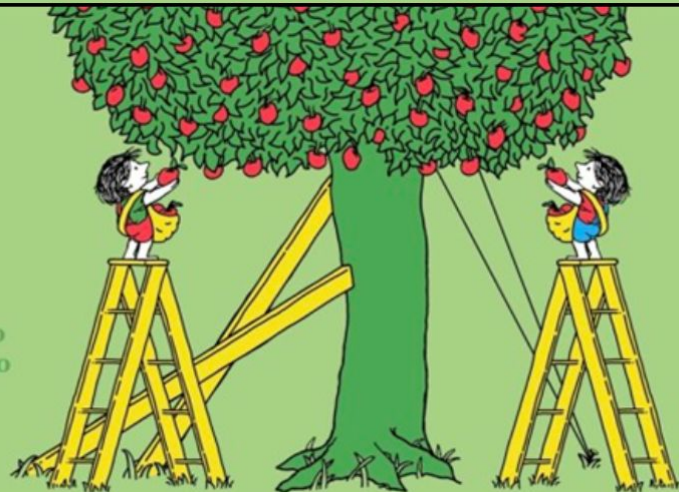


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# Justice

Fixing the system to offer equal access to both tools and opportunities



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# Why We Do It

## **inclusion is** a basic human need

Just like food, water, and shelter, inclusion is a basic human need that people experience in their interpersonal relationships.

Feelings of exclusion commonly lead to people feeling:

- ~ Unfocused
- ~ Stressed out
- ~ Spiteful
- ~ Unmotivated

# Individual Barriers: Microaggressions

## What is a microaggression?

Verbal and nonverbal slights, snubs, or insults that communicate hostile, derogatory, or negative messages based upon a person's identity.

Can often be unintentional due to *unconscious bias*.

Source: Sue, Derald Wing. (2010). "Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation."



## Why Conversations on Microaggressions Matter

A historic trend of over policing,  
inflated rates of incarceration,  
longer prison sentences, etc.



## Why Conversations on Microaggressions Matter

Assumptions about women's role in the workplace can lead to fewer job opportunities, being overlooked for leadership roles, having their voice minimized.





## Why Conversations on Microaggressions Matter


Reinforces stereotypes about gender identity.

"Othering" of a community leads to more widespread discrimination.

# Individual Barriers: Microaggressions

Though they are not as far-reaching as institutional or societal oppression, microaggressions still carry harm and affect the feeling of belonging at Utica University.

They also serve as the foundational assumptions that lead to larger issues of oppression:


- Jokes about women being overly emotional are common place.
    - This could lead to them being overlooked for leadership roles if those jokes are internalized by a hiring manager or supervisor.
  - Black men are assumed to be more violent.
    - This has led to a historic trend of over policing, inflated rates of incarceration, longer prison sentences, etc.
  - “Othering” of the LGBTQ+ community fueled the 1980s AIDS crisis, leading to more widespread discrimination
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# DEIB Work Climate

How to create a positive DEIB work climate:

- To maintain a positive work climate you must ***set the boundary or expectation*** for the organization's workplace vibe, climate, or culture.
- Know that ***you are accountable and responsible*** to yourself, the organization, and the staff... leadership by example in a fair and consistent way.

Therefore, what are the rules abound...

- Set clear expectations.
  - Know the rules of engagement, particularly highlight those to which people must be accountable.
  - Understand the people and the generational makeup
- 



# Let's Talk About Performance!



# What Makes Up Performance?



## Hard Skills (Technical)

vs

## Soft Skills (Behavioral)

- What you see “on paper”
- Learned through education or hands-on experience



### Examples

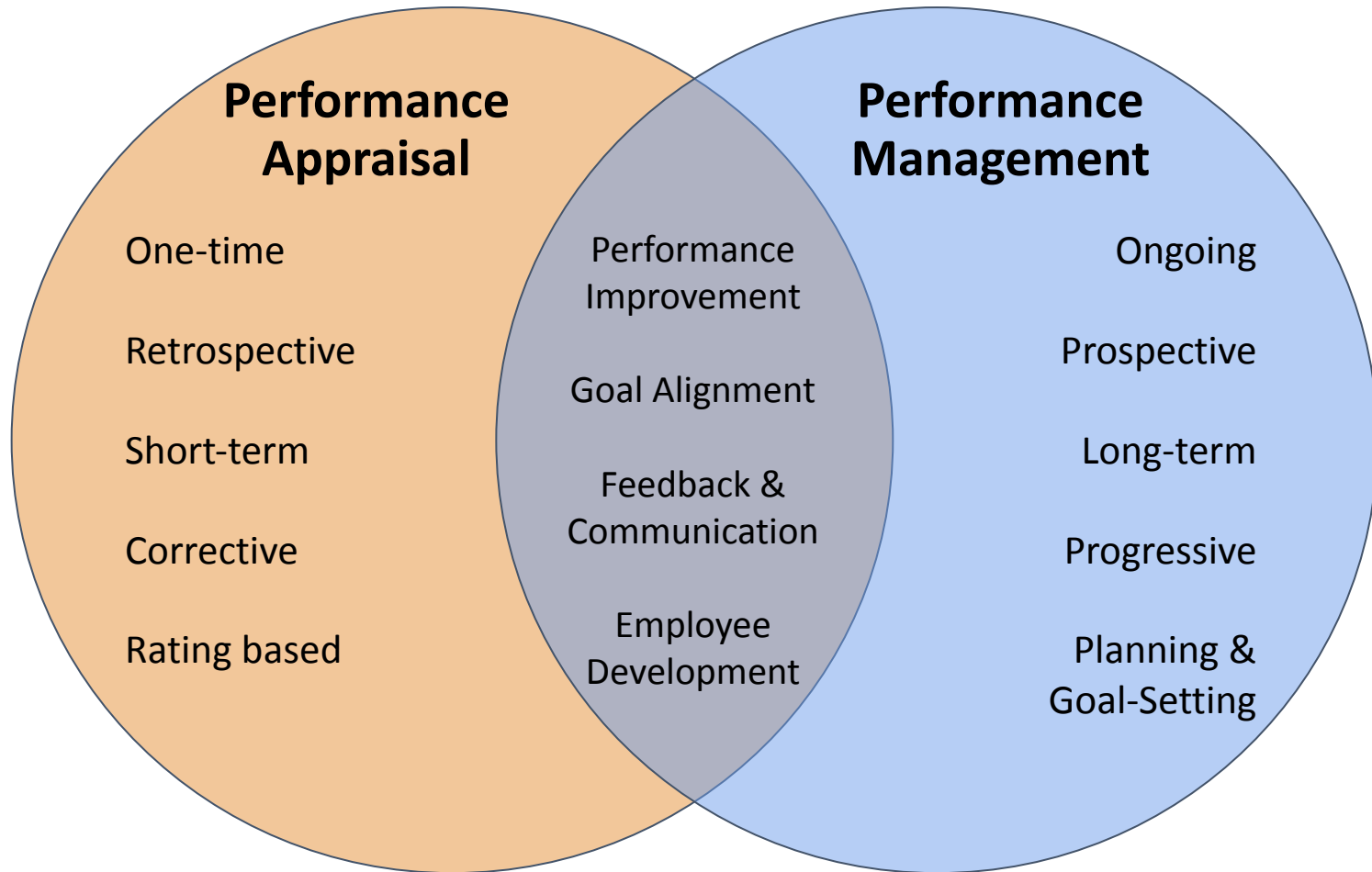
- Data Collection and Analysis
- Classroom Management
- Systems (e.g., BannerWeb, Engage, Navigate, Google, MicroSoft)

- Personal habits or character traits
- Not as easy to be taught, but with time and practice (and mentorship), can be improved!

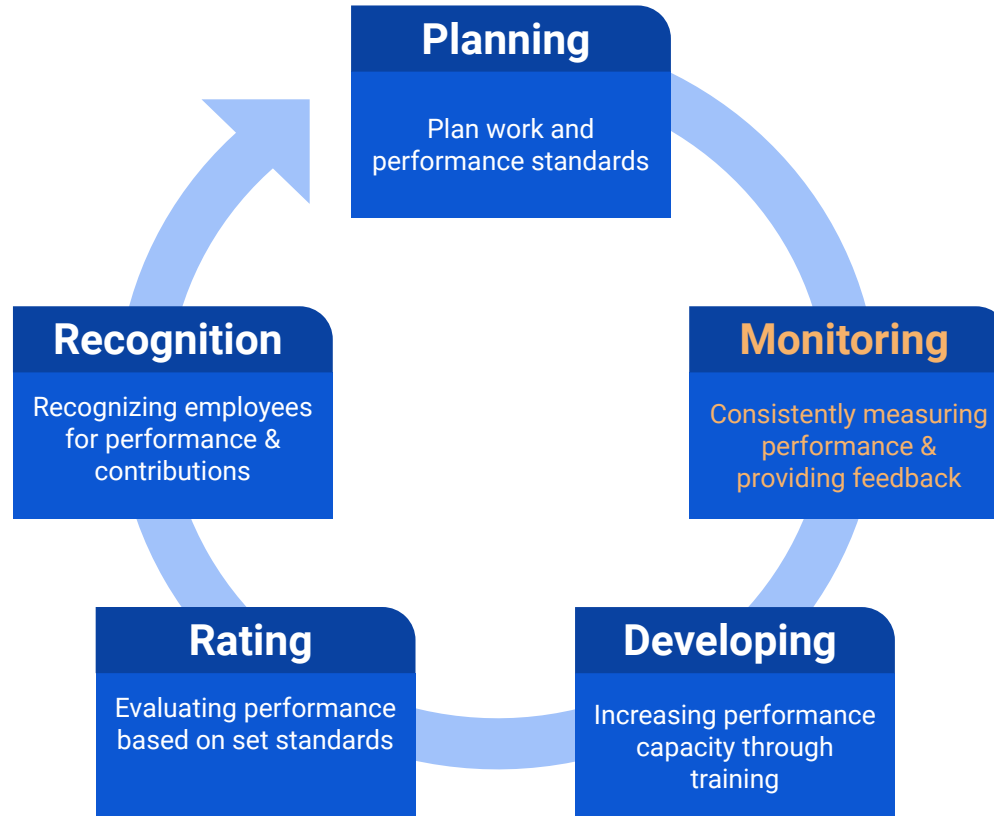


### Examples

- Critical thinking
- Teamwork
- Communication




# Performance Management Cycle






# Why Performance Conversations Can Be Hard

- Out of my comfort zone (ignore it and it'll go away)
  - What if it backfires?
  - Fear of being the bad person
  - Fear of being unfair (check yourself!)
  - Would rather find “workarounds”
  - Let it wait too long ... “I’M BUSY!”
  - Employee is a friend as well
  - Nice person, bad habits
  - I know the person has a medical issue (but does HR know?)
  - It’s not just about a form...it never ends
- 


# Addressing Technical Performance: **Remote Work**

## Important Note:

- Remote work can make it harder to “inspect what you expect.”
  - Make sure to be clear on expectations for remote employees and create a plan to check progress, offer support, give guidance and training.
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# Addressing Technical Performance

GOOD NEWS! If addressed early on, tackling TECHNICAL performance issues can be painless if you have...

- Early intervention
  - Clear expectations
  - Measurement criteria – THINK ASSESSMENT!
  - Ways to offer more training
  - Work together to remove barriers to performance
  - A method for following up (e.g. progress reports)
  - Clearly stated implications if expectations are not met
- 


# S.M.A.R.T. Goal Setting

**S**pecific **M**easurable **A**ttainable **R**elevant **T**imely


- Supervisors should have expectations set for their areas that:
  - Align with the mission and core values of the University (**S**pecific and **R**elevant)
  - Define what excellent service looks like (**M**easurable and **A**ttainable)
    - NOTE: THIS PIECE ON SERVICE EXPECTATIONS IS CRITICAL!
  - Promote productivity and quality work (**T**imely)
- Clear and fair goals promote DEI by avoiding ambiguity, inconsistency, and potential perception of bias.
  - If expectations are unclear, employees may feel feedback is less about their performance and more about unrelated factors (e.g., gender, age, ability, etc.)

# Effective Goals

Goals are great to have but to ensure their effectiveness they must be...


1. Participative (i.e., developed by both manager and individual)
  2. Documented and available for review
  3. Managed on continuous basis and acknowledged
  4. Flexible to account for changing conditions
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# The Reality


- Technical issues are usually much easier to address than behavioral. Less emotional, less personal, not much to debate!
  - BUT – how a person BEHAVES in the workplace (in person or online) is a part of how they PERFORM.
  - Any kind of behavior, work productivity, or other job performance that does not meet your expectations or obstructs work progress warrants a conversation!
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# But What About BEHAVIOR?

## Behavior vs. Personality

- Pay attention to behavior, not personality.
    - Personality: Who a person *IS* (e.g.. – bubbly)
      - *Cannot* be modified by choice situationally, intentionally, or temporarily.
    - Behavior: How the personality trait manifests itself, particularly in terms of impact to others (e.g.. – loud & excitable in a distracting way, overly-excited, socializes in a way that is counterproductive)
  - When it becomes difficult, their defense may be, “I thought that was a GOOD quality!”
  - Make sure you are applying behavioral standards equitably.
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# Problem Behavior

- Behavior becomes a problem when it is disruptive in any way to the workplace.
  - Remember: Behavior that is considered rude and offensive, no matter the intention, is also considered disruptive!
  - **Utica University Resources**
    1. [Employee Handbook](#)
    2. [Code of Conduct](#)
    3. [Statement of Principles](#) & [Stance Statement](#)
    4. [Bias Response and Reporting Network](#)
- 



# Types of Challenging Employee Behaviors



# Challenging Employee Behaviors

## 1. Forms Alliances

### Behaviors:

- Forms “strategic alliances” with those who they perceive to be the most important people (e.g. supervisor) to benefit their own careers or as a way of self-validation
- Plays on a supervisor’s need to be accepted
- May bring gifts, praise and compliments

### Disruptive because:

- Makes others feel left behind (cannot compete)
- Leads to ill-will and lack of trust among employees;  
perception of favoritism/manipulation

Why It’s Tough to Address: People love to be loved!



# Challenging Employee Behaviors

## 2. Feels like a Victim


### Behaviors:

- Takes on way too much despite having help
- Constantly talks about the hours they put in - wants everyone to know/needs validation
- Sometimes shifts blame to others (may be seen as manipulative by others)

### Disruptive because:

- Source of negativity to the team/sets a bad example – does everyone have to answer emails at 2am?
- Does not allow others to learn new things; hoarding of work
- Can lead to poor decision making (out of fear for piling on)

**Why It's Tough to Address:** Although they complain, they work hard. Intervention may be difficult if a cycle of behavior.



# Challenging Employee Behaviors

## 3. Excessive Socializing

### Behaviors:

- Has a hard time focusing on work
- Moves from area to area throughout the day (chatty/yapper)
- Tends to share a lot of personal information, sometimes inappropriately
- Glued to their phone and/or social media

### Disruptive because:

- Interrupts others who are trying to work (reduces personal and team productivity)
- Can lead to feeling that privacy is being invaded
- Could unintentionally leave people out (is it inclusive socializing, or selective?)
- Others may feel like the person is not pulling their weight

**Why It's Tough to Address:** They usually have a cheery, positive attitude.



# Challenging Employee Behaviors

## 4. Appears Distant/Averse to Team Environment


### Behaviors:

- Can appear distant and non-communicative to others
- Keeps to themselves; non-participative, at least not in group settings
- Prefers email and text to in-person conversations
- Does not socialize - EVER

### Disruptive because:

- They are sometimes vague and brief, maybe even terse, in their responses
- If kind gestures are ignored, leads to hard feelings
- Makes others think they are mad at them; can inadvertently add drama to the workplace

**Why It's Tough to Address:** They're quiet (usually head down and productive) - AND they have a right to be private



# Challenging Employee Behaviors

## 5. Excessive Delegation


### Behaviors:

- Engages in a lot of busy work, but not a lot of productivity
- Complains about workload to set the stage for passing off work
- Takes a junior person under their wing as their offloading “victim”

### Disruptive because:

- It reduces morale and creates feelings of inequity (why do I have to work so hard when they do not?)
- Brings negative energy to the team
- The “victim” of offloading can burn out and leave
- No meaningful productivity

**Why It's Tough to Address:** It is easier to put up with it than hear them complain or worse, sometimes it is because they are bullies!



# Challenging Employee Behaviors

## 6. “Informal Leader” of Bad Behavior


### **Behaviors:**

- Also known as the “Chronic Complainer”
- Is aggressive and outward about dissatisfaction with nearly everything
- Makes outward gestures of displeasures (e.g., eye rolling, huffing, etc.)
- Acts as though they represent the whole team

### **Disruptive because:**

- Leads to a form of informal and negative leadership; undermines supervisor
- Negativity zaps productivity; showy antics take attention away from matters of importance
- Others often leave because of these people
- Sometimes the behavior is contagious!

**Why It's Tough to Address:** Use bullying behavior; the “fear factor”




# Challenging Employee Behaviors

## 7. Passive-Aggressive

**This is by far the most difficult type of behavior employee to manage!**

### Behaviors:

Is a combination of all of the aforementioned behaviors and can also include...

- Avoiding responsibility for tasks; doing less when asked for more
  - Going over a boss' head to make them appear incompetent or unresponsive
  - Extended lunch breaks, calling in excessively, etc. without regard for impact on others
  - "Forgetting" or "misplacing" important documents
  - Resisting suggestions for change or improvement
  - Missing deadlines or procrastinating
- 



# Challenging Employee Behaviors

## 7. Passive-Aggressive

**This is by far the most difficult type of behavior employee to manage!**


Why It's Tough to Address: They have a tactic for every situation as a means of self-preservation; can explain things away

Disruptive because: Identifying and managing this type of behavior can take up to 80% of your time



# Voluntary Share

Take a few minutes to think about an example of a performance issue, either technical or behavioral, that you have encountered or are worried about (can be from any point of view).

- How did it/could it affect you? The team?
  - Was it handled appropriately/how could it be handled?
  - What do you wish could have been done differently?
  - Any advice from the group?
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# “How Do I Deal?”


Rules of the Supervisory Road



# Rule #1: Remember!

Most people do not wake up in the morning wanting to be the bad seed of the workplace.

3 main triggers to workplace performance (including behavioral) problems, aside from medical issues:

1. Personal struggles (e.g., lack of confidence)
  2. Ambiguity – lack of clear expectations
  3. Fear of...
    - Being disrespected and not included
    - Not belonging, or of feeling different
    - Being disappointed
    - Losing control
    - Losing a job
    - Confrontation
    - Failure
- 

# And Don't Forget...Burnout

## Telltale Signs

- Decreased productivity
- Poor performance
- Increased cynicism
- Higher disengagement
- Visible exhaustion
- Loss of confidence
- Irritable and sensitive to feedback




## How to Help!

- Seek to know the root cause of the burnout
- Communicate regularly & create a safe space to vent
- Be an advocate for their time away/respect boundaries
- Offer resources

# Rule #2: Know where you can make an impact


It is **not** your job to fix an employee's personal problems....It IS your job to let them know how they can help themselves at work.

- ✓ Set clear expectations right up front and continually
  - ✓ Clear job descriptions
  - ✓ Constant feedback and correction if needed – and support & encouragement too!
  - ✓ Rewards and recognition for a job well done
  - Encourage employees with personal problems to take stock in all good they can do at work...it can be an esteem building.
  - Offer our Employee Assistance Program! (1-800-EAP-CALL)
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# Rule #3: Don't Delay!

Have a performance conversation as soon as you identify unacceptable (& correctible!) behavior.

Why?

- They deserve it.
  - Your team deserves it.
  - You deserve it.
  - Your success as a manager, and the success of your department, **DEPENDS** on it...as does the institution.
- 

# Time to Talk!



*"I know it's not an elephant, but we still need to talk about it."*



# The Secret to Giving Great Feedback

1. Micro-Yes
2. Use data points or specific examples instead of “blur words”
3. Emphasize impact of data points
4. End with questions



# Time to Talk:

## 1. Preparing for the Conversation


Ask yourself these questions:

1. What is the problem? Could there be a direct CAUSE?
2. Why is it disruptive?
3. Have I been clear about the expectation?
4. What is my planned approach? What assumptions have I made?
5. How will I follow up?
6. What is my plan if this conversation is not successful? What resources can I offer?
7. REMEMBER! Your employee's success is dependent on your leadership!

# Time to Talk:


## 1. Preparing for the Conversation

In preparation, remember:

- The goal is to correct and support. Do not minimize the issue (or vice versa) but do offer an ear and support.
  - Make sure you have concrete examples.
  - Esteem building is appropriate for any type of conversation.
  - This is not about you (but be ready for it to be about you), and not about others (but be ready for it to be about others).
  - TIP: Bullet point your discussion to stay on track!
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# Time to Talk:

## 2. During the Conversation

- Make sure you are in a comfortable and private environment; create ground rules for a remote conversation.
  - State the specific problem right away. No beating around the bush.
  - Use your examples, but do not pile on without asking if it is needed.
  - Allow them time to speak and just **LISTEN** while watching body language.
  - Be careful not to ignore the employee's reaction to the feedback, but do not spend too much time acknowledging.
  - Be aware of your own energy; come back to center often, especially when you are off track (having a bulleted list is helpful!)
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# Time to Talk:

## 2. During the Conversation

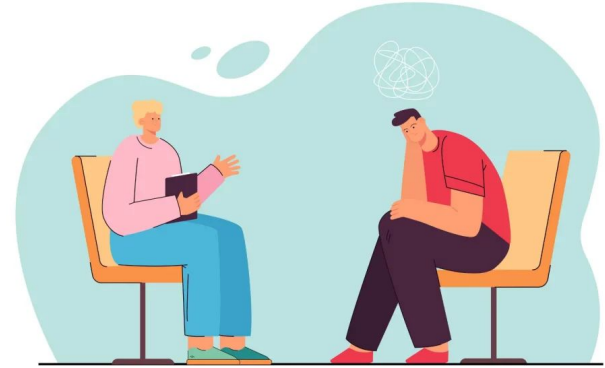
- Remind them of expectations. Remind them that as a supervisor, you OWE them feedback, both good and the opportunities for improvement.
  - EMPOWER them to problem-solve (e.g., “how will *you* close the gap?”)
  - Agree on solutions
  - Make time to offer positive words
  - Go back to solution agreements one more time and promise feedback
  - Offer thanks!
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# Some Challenging Realities

Some feedback conversations may be easy when you and the individual are on the same page but it is likely they may disagree with what they hear.

## Things to consider:

1. Remember the “Why”
2. Find your center and prepare
3. Handle reactions in the moment
4. Move the conversation to a productive place



# Helpful Tips for Dealing with Emotional Reactions


## If someone begins to cry...

- Be prepared with tissues and try to have the conversation at the end of the day so they can go home afterwards.
- Know what you might need to set up another meeting once they have calmed down.

## If someone begins to yell...

- Ask them to take a deep breath and lower their voice. Reschedule the meeting if it is not constructive.
- If they yell through passion, let them know you appreciate their passion but that they can get their point through without yelling.

## If they become defensive...


- Acknowledge and empathize their feelings but remember to stay firm on the issue at hand.
  - Clarify intentions (e.g., “I am sharing what I am hearing and seeing.”)
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# (Another) Reminder!

## Employee Assistance Program

- NexGen: 1-800-327-2255 or [www.nexgeneap.com](http://www.nexgeneap.com)
- [Utica University member guide](#)

You can always call HR for help. Please make sure to do so, especially if other issues arise (e.g., a reference to a medical issue) during the conversation.





# After the Conversation



Document...

Document...

Document!

Continual follow up until you are comfortable the issue is resolved.

# Available Tools: Work Improvement Plan

## Work Improvement Plan

Employee Name:

Supervisor Name:

Department/Unit:

Length of Development Plan: *(Please select one)*

Job Title/Position:

☐ 30 ☐ 60 ☐ 90 Days

Issue	Goal	Action Step	Follow Up

# Available Tools: Work Improvement Plan

Length of Plan: Length should be reasonable and determined based on the number of items needing attention.


Issue: Clearly identify the work issue in this section and be prepared to give real examples. Examples are important and lend to the overall credibility of the plan.

Goal: Detail your expectations here. For example, if the issue is that an employee is behind in their productivity, the goal area should list what the expectation is in terms of productivity for the department or for that position. If the issue is associated with behavior, then the goal should detail the manager's expectation for appropriate behavior.


Action Step: This area should detail very specific actions the employee can take to help them attain the goal. For example, if the issue is associated with behavior, an action step could be to attend a course in communications skills and practice techniques with the manager or supervisor.

Follow-Up: This area is key and should include formal mechanisms for follow up with the employee to ensure that they are on the right track. For example, a manager or supervisor may institute formal progress meetings (weekly, bi-weekly) until the plan is successfully completed and beyond.


# Things to Consider with Work Improvement Plans

1. Is the issue new or ongoing? Have previous guidance been provided to the employee?
  2. Has the employee received proper training and onboarding to be successful?
  3. Do you have a genuine interest, belief, and commitment in the employee's success or are you prolonging the inevitable?
  4. Are the issues going to be “fixed” through an improvement plan?
    - a. For example, you cannot “fix” gossiping through a plan, but you can improve on more quantifiable objectives such as meeting deadlines.
  5. Are there other documented concerns or issues that may warrant different disciplinary action?
  6. **Have you consulted with HR?**
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# Lead from a Position of Confidence

- Trust in the decisions you are making because you were hired to solve the problem or do the job in the space you oversee
  - Empower your staff to make decision in their roles because you hired them to help you do the job and address the challenges as describe in the job description
  - Encourage collaboration with and amongst themselves, as well as with others in space where missions align
  - Involvement of staff in decision-making spawns better ideas, improved results, foster greater loyalty, increase productivity, and enhance teamwork
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# Closing Words

- Having to give an employee less than perfect feedback is never easy...  
...but it is your job.
  - Knowing what you can and cannot impact is key, as is setting clear expectations. Make transparency a priority and a way of doing business!
  - Be prepared to hear something you did not expect to hear; be comfortable with saying, “I was not prepared for that but will certainly work with you.” Most times it is better to be cautious and STOP a meeting vs. continuing on the fly!
  - Spending time on **thoughtful and well-planned** performance conversations can mean ALL the difference between success and failure in your department.
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**Questions?**



**THANK**



## Contact us at ANY time!

### Office of Human Resources

Email: [hr@utica.edu](mailto:hr@utica.edu) | Phone: (315) 792-3276

Office: 124 Addison Miller White Hall

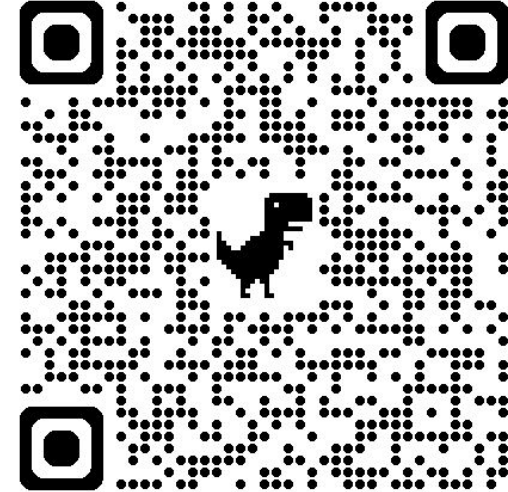
### Division for

### Diversity, Equity, Inclusion & Belonging

Email: [diversity@utica.edu](mailto:diversity@utica.edu) | Phone: (315) 792-3101

Connect with us on Instagram! @utica\_diversity

## Feedback





# References

## **Society for Human Resource Management (SHRM)**

[Managing Employee Performance](#) | [How to Give Feedback to People Who Cry, Yell, or Get Defensive](#)

**LinkedIn:** [What do you do if an employee becomes defensive during a performance evaluation?](#)

**Indeed:** [How To Improve Your Soft Skills \(Plus Their Importance\)](#)

## **Misc:**

[15 Red Flags of Passive-Aggressive Behavior at Work](#)

[How to Spot Employee Burnout](#)

[Performance Management vs. Performance Appraisal: A Comprehensive Guide](#)