Management Tool for Supervisors: From Bench to Management

Introduction:
This publication gives an overview of management topics to familiarize you with the responsibilities and challenges that face new supervisors. It is not meant to be comprehensive, but an introduction to laboratory management issues. While it does provide more in depth information regarding the selection process for hiring an employee, there are many other topics that may prompt you to do further research or training in that area. If your employer does not provide in-house professional development training, you can find excellent resources at your local bookstore, on-line (e.g. Amazon.com), professional seminars, and through the NSH Symposium/Convention program.

The Role of a Supervisor:
Elements of the role include:
• Responsibilities - Tasks to be performed.
• Authority – Rights and powers used to carry out your responsibilities.
• Accountability – Obligation to get tasks done. (Even if tasks are assigned, you are accountable)

You will need to examine:
• Your expectations of yourself as supervisor;
• Your expectations of your boss and the organization; and
• Your perception of the expectations that your boss and organization has of you.

Meet with your boss to define your role, and to learn his/her expectations of you. Also, determine if your expectations will be met and that your perceptions are accurate. Don’t assume.

Remember to thank your boss and project a positive attitude about your new position!

Promotion from within: When you leave the bench to become a supervisor, you assume a different role and many patterns of behavior may require change. You have made a choice to become a boss. It will be difficult to establish your role because you can’t indulge in old patterns of behavior with your old co-worker “friends”, or you will be seen as playing favorites. You can’t share secrets, gossip, lunch together everyday, etc. You will have to “think before you speak”, as you are no longer functioning as a “friend”. You are their supervisor and that is your first responsibility. By accepting the position, you become a part of a management team, and that is where you will receive your support. If you cannot make that transition, you will have an impossible task when you need to say “no”, reprimand, discipline, or even fire people who are friends.

Promotion from outside: For the easiest transition, ease into your new position. Take time to become familiar with the laboratory environment and understand the organizational culture. One of the biggest mistakes made by a new supervisor is to start making immediate changes. Unless something is happening that has an adverse impact on patient care, let the work proceed normally while you observe and learn. Establish a relationship with your employees. This is a big change for them and they will be watching to see what you are like. Ask questions, review their files, and get a feeling for their weaknesses and strengths. Don’t make quick judgments or promises. Involve employees when the time comes to make and implement change. Freely praise what is working well, work in partnership with your staff, and always base change on improving the current workplace environment. Avoid verbal comparisons of how it was done in your previous
workplace as this may be interpreted as a “good lab” vs. “bad lab” scenario. Wait for a while so you can understand why the laboratory operates as it does. Explain this approach to your boss, when you meet to discuss expectations, so he/she will understand why things aren’t changing right away. You will probably be even more appreciated!

**Opportunities for growth:**
Most new supervisors will learn and grow into their position. A supervisor must have good communication skills, both verbal and written. At some point, you will probably be expected to understand and practice the following:

- **Empowerment**
Empowerment is the process whereby employees, and/or work teams are supported and encouraged to fully utilize their skills, abilities and creativity to accept ownership and accountability for their job/project. Empowerment includes supervisors and employees working together to establish clear goals and expectations within agreed-upon boundaries. The empowered employee has a defined level of control, decision making, and problem solving authority.

- **Delegation**
According to Webster, to delegate is:
  - To *entrust* to another
  - To *appoint* as one's representative
  - To *assign* responsibility or authority

A supervisor can develop high performance employee partnerships through delegation of tasks and responsibilities. You identify which tasks can be delegated and define the delegation for your employee(s). You spell-out the limits, explain results wanted, set goals/time limits, define authority, assign fairly, and “get out of the way”. Delegation can be done in a way to build alliance relationships so team members become interdependent with one another rather than dependent or independent.

- **Partnering**
Partnering is a synergistic relationship between persons or groups. Each has specified joint rights and responsibilities in decision making. This involves close cooperation and may occur as a formal partnership such as a Labor/Management Partnership between the company and bargaining unit (Union), between departments and managers, or less formally, between supervisor and employees.

- **Team Building**
An example of team building is bringing a group of employees together to merge their individual ideas and goals into “team ideas and goals.” Good teamwork results in completing a job and/or projects more effectively, and can enhance daily work performance.

- **Be effective at Conflict Management**
Conflict is a normal occurrence in the workplace, but if not managed well, can create an environment that blocks good performance. Results can be lost time (e.g., sick calls), resources (e.g., resignations), and reduced efficiency. When a supervisor manages conflict well, the results will be seen in new ideas, more informed decision making, a pleasant work environment, and better job performance.
**Cultural Diversity:**
Today’s labor pool is typically comprised of multiculturally diverse individuals. Consequently, diversity has emerged as one of the most common issues that supervisors have to manage. Many supervisors and co-workers find that they have to overcome barriers to work effectively with people who are different from them or different from the mainstream. Barriers include stereotypes, assumptions, prejudice, and lack of knowledge regarding minorities and cultural differences.

The supervisor is a role model for the employees, and must be an effective leader to successfully implement changes that result in employees’ “differences” being accepted and valued. A major mistake, often made by supervisors, is expecting minorities, women, and others to “adapt to the workplace”, rather than creating a climate that supports diversity and establishing systems that enable different types of employees to succeed. It is important to learn about your employees’ cultures, values, and beliefs, in order to understand and value their uniqueness. With that knowledge, you can successfully motivate and supervise them.

**Developing and Monitoring Performance Standards:**
Expect to establish Performance Standards for your employees. They deserve to know your expectations and standards of evaluating their performance. Performance Standards are developed to provide measurable goals for every employee. An employee must know what is required to Meet Expectations, Exceed Expectations, and what will fall into a Needs Improvement, or Unacceptable Performance range.

When standards are written they should be SMART:
- **S** = Specific (Not vague)
- **M** = Measurable (e.g., Slides cut per hour recorded for each employee, averaged monthly)
- **A** = Attainable (Can be met by the average employee)
- **R** = Relevant to their position.
- **T** = Can be tracked. (Can follow their progress, or decline over a period of time)

Reference: NSH “Histotechnology Standards of Performance/Competency”

**Training, Coaching, Counseling & Disciplining Employees:**
If employees are represented by a bargaining unit (Union), assure that you include representation at the levels that will be indicated in the contractual agreement:

- **Training**
This includes training or arranging training for employees on company policies and standards, safety, procedures, new procedures and/or equipment, and other training required by law or accreditation regulations. All training should be documented for each employee and should include employee signature and date to acknowledge that the training took place.

- **Coaching**
When an employee has a behavioral issue, attendance problem, makes an error, or is falling below the “Meets Expectations” performance level, it should be addressed quickly. Determine the cause and then re-train if this will resolve the problem. Continue to monitor and provide feedback to the employee. (The employee should never be surprised by a sub-standard performance comment on their annual performance evaluation). Good coaching and monitoring often resolves the issue or problem. Keep notes of all meetings with the employee in their
department file. Notes should only contain facts about work performance, the content of your discussions with the employee, and dates and times. If the employee continues to perform below expectation, proceed to counseling.

- **Counseling**
  Documented verbal and written counsel to notify the employee that their sub-standard performance (attendance, or behavior) must improve. It is appropriate to give notice that failure to improve can impact their annual performance appraisal.

- **Discipline**
  Follow HR policy, procedures and bargaining unit contracts when issuing disciplinary actions.

- **Termination**
  Initiated when all disciplinary steps have been exhausted and the employee has not improved their behavior and/or performance.

_In all cases of counseling, discipline, and termination, you have to take great care to be consistent with all your employees, document each step, and make sure that your decisions are legally sound!_

**Some Don’ts are:**
- Have no favorites.
- Do not reprimand an employee in front of others.
- Never be rude, unpleasant, or sarcastic.
- Don’t be secretive, vague or evasive.
- Don’t abuse your power by intimidating your employees.
- Don’t act in a condescending or patronizing manner.

**Some Do’s:**
- Always treat your employees as you would like to be treated.
- Remember to balance criticism with praise. If you are only giving negative feedback you will not be building the self esteem of your employees.
- Give positive reinforcement whenever possible.
- Look for the things they are doing right.
- When giving praise to an employee, be sincere. If you’re not, they will know.

**The Supervisor and The Law:**
In addition to learning and enforcing company policies (e.g., attendance), and operating according to any bargaining unit contracts (Union), a supervisor is responsible for being in compliance with State & Federal laws. This includes the Equal Employment Opportunities Act, knowing the protected groups, and how to avoid discrimination charges. You are responsible for knowing your Affirmative Action Goals and hiring accordingly. Books are available to guide you through the laws and requirements of complying with the Americans with Disabilities Act and Sexual Harassment. You are obligated to follow the Family Leave law and laws regarding workplace violence, or the potential for workplace violence. Where the supervisor used to be involved with things that happened only in the work place, now they have to address signs of abuse. If a supervisor has knowledge of (or should have knowledge of through reasonable investigation) of
the potential for violence at work, whether it be from an employee or their relative, the Employer is held accountable. Most organizations have developed Threat Management Teams and have adopted a no tolerance policy for employees, meaning that the employee can be terminated for even making a threatening comment. Get the training that you need to be in compliance as quickly as possible. Mistakes you make can cost your company money, loss of funding, loss of reputation and can cost you your job!

Accreditation:
If you are in a facility that goes through an accreditation process, you have the responsibility of making sure that the laboratory is operating in a manner to receive that accreditation. You will have to know the agency requirements and assure that all documentation is in place. This would include the Employee files, Procedure Manuals, Quality Control records, Quality Assurance programs and the Quality Management process.

Financial Management:
Supervisors are expected to monitor their budget and will usually prepare and present their annual budget projections for approval. This requires justifications (for increases), cost analysis (tests), and cost accounting.

Note: The NSH is in the process of preparing separate publications on “Justification”, “Budgeting”, and “Cost Accounting”

Resource Justification
When new equipment and/or employees are needed, you will be expected to present a justification to support your request. The information below is a basic guide to assist you:

Equipment Justification:
- Identify the equipment, cost and special installation needs.
- Function of the equipment (e.g., diagnostic).
- Reason for the expenditure. (e.g., new service, replacement, expansion).
- Provide background data if the equipment is a replacement. Age of existing equipment, downtime/repair cost. If your equipment is a premature replacement you can justify if it is for improved care, cost reduction, or required by regulation.
- For a new service, provide cost analysis of current outsourcing costs compared to bringing the service in-house. (e.g., Immunohistochemistry)
- For additional equipment, give volume comparisons, now and projected.
- Write a brief department justification statement.
- Identify the consequences if not approved.
- Point out impact on other departments/services.

Payroll Justification (Employees):
- Identify the position(s) needed.
- Explain the functions to be performed by each additional position and why work cannot be performed by existing staff. (Provide workload statistics, indicate new programs planned, new services, etc.).
• Identify if the staff addition will generate a cost savings in a non-payroll area. (Provide estimated savings data).
• Explain the impact on your operation if the addition is not improved. (Relate to efficiency, diagnostic service, and patient care).

**Writing a Job Description**

**Definition:**
A job description is a summary that provides a clear picture of the most important features of a job in terms of:
- Nature and purpose of work performed,
- Principle duties and responsibilities,
- Skill levels,
- Mental & physical efforts required
- Work conditions, and
- Time spent at each task.

As a formal record, it can be submitted to a variety of people, such as the employee, the supervisor, union, courts, and government agencies.

_A job description should describe and focus on the job itself and not any specific individual who might be in the job._

**Purpose:**
The purpose of writing a job description is to record the essential duties performed in a standard format.
This document can be used for:
- Job content evaluation
- Determining how much formal education is necessary to do the job.
- Determining the amount of supervision required.
- Salary survey exchanges.
- Assigning employees to appropriate jobs.
- Legal defense.
- Establishing performance standards.
- Recruiting.

**When writing a job description:**
- Describe the job as it currently exists. _Having current employees complete a job content questionnaire can be very helpful to identify all tasks being performed._
- List essential job duties.
- Use a direct and concise sentence structure.
- Start with an action verb (e.g. Performs, Interprets, Develops, Reviews, Calibrates, etc.).
- Avoid special technical language or abbreviations that may be unfamiliar to the casual reader (_A description that is easily understood can enhance your case if it goes to court._)
- The term “Occasionally” should only introduce statements describing tasks performed by the employee only once in a while.
Warning: Job descriptions are looked at very closely to make sure that only essential tasks and qualifications are listed in order to comply with laws for protected status individuals under the Equal Employment Opportunities Act.

The Federal laws prohibiting job discrimination are:

- Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits employment discrimination based on race, color, religion, sex, or national origin;
- the Equal Pay Act of 1963 (EPA), which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination;
- the Age Discrimination in Employment Act of 1967 (ADEA), which protects individuals who are 40 years of age or older;
- Title I and Title V of the Americans with Disabilities Act of 1990 (ADA), which prohibit employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments;
- Sections 501 and 505 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified individuals with disabilities who work in the federal government; and
- the Civil Rights Act of 1991, which, among other things, provides monetary damages in cases of intentional employment discrimination.

The U.S. Equal Employment Opportunity Commission (EEOC) enforces all of these laws. EEOC also provides oversight and coordination of all federal equal employment opportunity regulations, practices, and policies.

Other federal laws, not enforced by EEOC, also prohibit discrimination and reprisal against federal employees and applicants. The Civil Service Reform Act of 1978 (CSRA) contains a number of prohibitions, known as prohibited personnel practices, which are designed to promote overall fairness in federal personnel actions. 5 U.S.C. 2302. The CSRA prohibits any employee who has authority to take certain personnel actions from discriminating for or against employees or applicants for employment on the bases of race, color, national origin, religion, sex, age or disability. It also provides that certain personnel actions can not be based on attributes or conduct that do not adversely affect employee performance, such as marital status and political affiliation. The Office of Personnel Management (OPM) has interpreted the prohibition of discrimination based on conduct to include discrimination based on sexual orientation. The CSRA also prohibits reprisal against federal employees or applicants for whistle-blowing, or for exercising an appeal, complaint, or grievance right. The CSRA is enforced by both the Office of Special Counsel (OSC) and the Merit Systems Protection Board (MSPB).

Additional information about the enforcement of the CSRA may be found on the OPM web site at http://www.opm.gov/hr/er/address2/guide01.htm; from OSC at (202) 653-7188 or at http://www.osc.gov; and from MSPB at (202) 653-6772 or at http://www.mspb.gov.

The Selection Interview

The selection interview is one of many tools available for determining the suitability of a applicant for a specific job as defined by job criteria. The successful interview makes it possible for vital information to be exchanged freely while allowing the interviewer to gain ample impressions, thus improving the probability of an accurate assessment of the applicant/job match.

Hiring the wrong person for the job is a costly mistake:

- It costs the employer in advertising and time involved in the selection process, and
- It costs the employee in reputation and self-confidence if they have to be removed from the position.

Many supervisors, particularly those that have come up through the ranks may not be trained in interviewing and selection techniques, and through no fault of their own, are ill prepared to make the best choices. Interviewing is not an easy skill to acquire. It requires study and practice.

While this document provides some basic interviewing information as a guide to improve skills in applicant selection, it is highly recommended that you obtain formal training through professional workshops, or your Human Resources office.
Pre-interview tasks:
Check with the Human Resources office to determine if they have any specific requirements that you need to be meet during the interview, including questions to be asked or forms to fill out. Also, find out what information about your organization should be given to the applicant. (e.g., drug screening).

By the time you are ready for the selection interview, you should have reviewed the job description and prepared a job profile that reflects the **BASIC & MINIMUM** requirements to perform the job. This would include:

- Reviewing an accurate position description
- Identifying job criteria which would include minimum skills, education, experience and abilities necessary to perform the job tasks (e.g. Certification, Immunohistochemistry experience, Good interpersonal skills, Communicates well)
- Listing specific job related factors (e.g., shift work, travel, work in a team), and
- Listing behaviors a applicant needs to exhibit an acceptable level of service quality (e.g. Commitment to quality patient care, Deals well with interpersonal situations)

_Hiring must be based on the minimum requirements for the position, rather than the “nice to have” skills and education. For example, if your position requires an Associates degree, then you cannot hire based on the selected applicant having a BS degree._

Assure that your job criteria are job related.
*Use this statement as a test:*

_The applicant should exhibit _______ because the job requires_________._

**Example:** The applicant should exhibit: _Good communication skills_
Because the job requires: _Answering the telephone and communicating with patients, hospital physicians, and staff members from other departments._

Reference: NSH, “Histology Task Analysis”

EEO/Affirmation Action Goals:
- Know your EEO/Affirmation Goals
- EEO/Affirmative Action plays an important role in every stage of establishing and filling a position, including interviewing. You must determine which questions can or cannot be asked during interviews. If in doubt check with your Human Resources office.

Interview Record:
It is advisable to prepare a standardized form to use during the interview process so that responses from all those interviewed can be rated. The forms should be retained and can be a valuable record if a hiring complaint is filed. Explain to the applicant that you will be taking notes and that the absence of eye contact does not mean you are not listening. Let them know that you are taking notes because you do not want to forget important facts.

Interview Questions:
*Remember one rule: If you don’t need to know, don’t ask, and if the information is not related to the job performance, you don’t NEED TO KNOW.*
Interviewing – Listening Skills:
Listening skills become critical during the interview process. Practice good skills and

DON’T:
• let your mind wander and inadvertently “tune out” what is being said,
• react to words that might upset you….keep listening to develop an understanding of the applicant,
• jump to conclusions….listen to see if your conclusions are true or not,
• give up on them if they have difficulty explaining clearly…make an effort to understand,
• lose the message by concentrating too much on the person…this may be especially true is the person has a very heavy accent or does not speak English well. Concentrate on understanding what they have to say.

DO:
• Allow the applicant plenty of time to respond to your questions. Silence is uncomfortable and an interviewer may tend to move on to the next question if the person cannot come up with an answer. Sit through that uncomfortable silent period and encourage them to take the time needed to think of their response, particularly if you are asking them about past experiences. Exhibiting patience will pay off.

Preparing for the interview:
• Review the position description in light of current requirements to insure you have a clear understanding of selection criteria.
• Review the applicants’ resumes/applications/transfers and determine whether they should bring work samples, licensure/certification documentation, proof of education, etc. to the interview.
• Formulate questions you will ask and prepare for questions the applicant may raise.
• Create an interview environment in which they will feel comfortable.
• Arrange for telephones to be answered and interruptions prevented.
• Allow adequate time, usually 45-60 minutes.
• Arrange the seating to allow the applicant to feel like an equal; if a desk is to be used, arrange to sit on the same side as the applicant in order to give an impression of accessibility.
• Check the lighting; glare can create confusion and make the applicant uncomfortable
• Clean your desk top and make the room tidy.
• Prepare yourself. Dress and act professionally to demonstrate the standards you expect in the applicant.

Suggested Interview Guidelines:
1. Meet the applicant instead of having them brought to you.

Make a point to go to the area where the applicant is waiting and personally escort them to the interview location.

2. Be courteous, friendly and businesslike. Greet the applicant with a broad smile and handshake, introduce yourself and note your title/position.

“Good morning. My name is Jane Jones and I’m the Histology Supervisor.”
3. Make them feel at ease. Open with some rapport building conversation (weather, traffic, etc)

“The freeway was congested when I arrived. How was your drive?”

4. Use the right words. Remain businesslike.

Don’t address an applicant as “honey” or “dear”.
Don’t refer to them by their first name unless you have asked permission to do so.

5. Avoid remarks and opinions concerning an applicant’s “manner”, “appearance”, “maturity”, “drive”, and “social behavior”. Such remarks, a U.S. Court of Appeals has said, subjected applicants “to the intolerable occurrence of conscious prejudice.”

Fair Employment Practice guidelines Number 169 (*), 1979.

6. Don’t joke during the interview. Remain businesslike.

It could easily be misinterpreted (e.g., flirting)

7. Show some knowledge of the applicant’s background and describe the purpose of the interview:

“Mr. Smith, I noticed in your resume that you are a certified Histology Technician and was the Lead Technician in the Special Stain area. During this interview process we are looking for experienced technicians who have experience in the preparation of routine H&E slides and performing a wide variety of special stains.”

8. Set a specific time to end the interview.

“I’d like to spend about an hour discussing your experience, asking you some questions and then answering any questions you may have.”

9. Start with easy, non-stressful questions. Encourage the applicant to talk freely by using open-ended questions.

“What got you started in histology?”

10. Ask specific questions

“What automated staining equipment have you operated”?

11. Get behind the resume; ask questions to discover how an applicant did what he/she did in their former job.

“I see that you ordered supplies for the Special Stain area. Did you determine who to purchase from or which products to use? How did you make these determinations?”
12. Ask “self-appraisal” questions. Seek contrary information to give you a balance between their strengths and weaknesses.

“What do you feel is your greatest technical skill? Why?
“What is your greatest weakness?”
“In what areas do you need more experience?”

13. Probe. Ask open-ended questions that require more than a yes or no answer.

What was your most difficult technical failure? What did you do? What was the outcome?
What was your greatest success? How did you accomplish it?

14. Use questions to gather job criteria information through examples of past performance.

Examples:
Behavioral: “Give me an example of a time you conformed to a policy with which you didn’t agree”
Initiative: “What have you done to make your job easier or more rewarding?”
Communications: “Give me an example of a time when you had to communicate a complex procedure or instruction. How did you do it?”
Planning: “How often is your time schedule upset by unforeseen circumstances? How do you handle it?”
Problem Solving: “Give an example when you had to analyze a situation in order to make an effective decision or take appropriate action”
Service Orientation: “Describe an episode when you had to deal with an upset doctor. How did you turn the situation around?”
Technical/Professional Proficiency/Knowledge/Interest: “How do you keep informed on what is going on in the field of Histotechnology?” “Describe an incident when you were on your own and had to determine which procedure to use.”
Job Motivation: “What do you like best about your job as a Histotechnician?”

15. Don’t discuss personal or moral values.

It is not job related! “Dangerous” information and could result in a discrimination claim.

16. Ask the applicant about his or her qualifications, abilities, experiences and interests.

“Describe your work experience.”
“What Histology techniques do you like best?” “Why?”
“What do you like least?” “Why?”

17. If an applicant volunteers “dangerous” information, respond to it properly.

“I’m single and three months pregnant. Would that affect my application?”

Response: “We select applicants based on their qualifications for the job alone. Your condition will in no way affect your application.”

18. Don’t try to get someone to decline the job by emphasizing unpleasant working conditions.
Let the applicant decide whether or not he/she wants the job after a clear explanation of job conditions (e.g., midnight shift, high percentage of therapeutic abortions, autopsy assist, etc.).

19. Don’t ask about past health issues. Keep the questions job related.

“How would your current supervisor describe your attendance record?”

If heavy lifting and carrying is part of the job. State clearly that the job requires heavy lifting and carrying and ask if they are capable of completing these tasks unassisted. (This should also be listed in the job description as an essential task if you expect everyone to do it)

If you are interviewing a disabled applicant and they cannot perform this function, The Americans with Disabilities Act requires that the employer make reasonable accommodations. Refusing to accommodate based on it being an essential requirement can result in a discrimination claim and the burden of proof will fall on the employer.

20. Talk about a) the job, its duties and responsibilities; its location and other factors. b) The organization, its mission, programs, achievements. c) Career potentials, opportunities for advancement. d) Benefits provided to employees.

21. Don’t mislead applicants as to the status of their application. If they lack certain qualifications for the job, tell them this, tactfully.

Indicate that after the applicant attains the necessary qualifications (e.g., certification) for the job, he/she is welcome to reapply.

22. Give the applicant a time frame of when selection for the job will be made and how they will be notified of results of the interview.

“We will make a decision and provide that information to our Human Resources office within 10 days. They will write a letter to the successful applicant to offer the position. Other applicants will receive a letter to notify them that the position has been filled.”

23. At the conclusion of the interview, ask the applicant if he/she has any questions or comments.

24. Stand, smile, shake their hand and thank them for coming to the interview. Escort them to the door.

After the Interviews:
- Make sure that the interview is properly documented. Review your notes.
- Call and confirm references and other documents provided. (Unless your HR office takes care of this for you).
- Look for consistency between the application, resume, references, certification/license, education, and interview notes.
- Don’t use any “dangerous” information to make your decision.
- Follow your Human Resources policy to notify them of the selection so they can follow up with appropriate paperwork.
- Handle notification to the successful applicant according to your company policy.
New Employee Orientation:
It is essential to have a good employee orientation in place. This is the first impression that your employee will have of the workplace environment. A good orientation introduces them to the workplace and the staff. Give them copies of standards that they will be expected to follow and review them together. Introduce the new employee to the rest of the staff, and make their first day a pleasant experience. Many workplaces assign a “Buddy” so they won’t feel isolated when they begin working on their own.

A Supervisor should:
- Show the employee what to do (Don’t just tell them).
- Show courtesy and consideration.
- Get to know the employee’s interest and goals.
- Make the employee feel welcome and part of the team.
- Maintain the relationship once it has started.

The Employee should:
- Feel that he/she is a valuable part of the department/laboratory.
- Have a positive attitude toward the workplace, other employees and his/her job.
## SUPPLEMENT: Pre-employment Inquiries Under EEO Guidelines

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>For access purposes, whether applicant’s work records are under another name.</td>
<td>To ask if a woman is a Miss, Mrs., or Ms. or to ask for a maiden name.</td>
</tr>
<tr>
<td>Residence</td>
<td>a) Place and length of current and previous addresses.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>b) Applicant’s phone number or how applicant can be reached.</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td><strong>After hiring</strong>, proof of age by birth certificate.</td>
<td>a) Age or age group of applicant.</td>
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<tr>
<td></td>
<td></td>
<td>b) Birth certificate before hiring.</td>
</tr>
<tr>
<td>National Origin</td>
<td>None</td>
<td>a) Birthplace of applicant, parents, grandparents or spouse.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Any other inquiry into national origin.</td>
</tr>
<tr>
<td>Race</td>
<td><strong>After hiring</strong>, race for affirmative action plan statistics.</td>
<td>Any inquiry that would indicate race or color.</td>
</tr>
<tr>
<td>Sex</td>
<td><strong>After hiring</strong>, Inquiry for affirmative action plan statistics.</td>
<td>Inquiry which would indicate sex unless job-related.</td>
</tr>
<tr>
<td>Religion or Creed</td>
<td>None</td>
<td>a) Religion or religious customs and holidays.</td>
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<td></td>
<td></td>
<td>b) Recommendations or references from church officials.</td>
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<tr>
<td>Citizenship</td>
<td>a) Whether a U.S. citizen</td>
<td>a) If native-born or naturalized.</td>
</tr>
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<td></td>
<td>b) If U.S. residence is legal.</td>
<td>b) Proof of citizenship before hire.</td>
</tr>
<tr>
<td></td>
<td>c) Require proof of citizenship, <strong>after hiring</strong>.</td>
<td>c) Whether parents or spouse are citizens.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d) Date of citizenship.</td>
</tr>
<tr>
<td>Martial Status</td>
<td>a) <strong>After hiring</strong>, status for insurance and tax purposes.</td>
<td>a) To ask marital status before hiring.</td>
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<tr>
<td></td>
<td>b) <strong>After hiring</strong>, number and ages of dependents and age of spouse for insurance and tax purposes.</td>
<td>b) To ask the number and age of children, who cares for them, and if applicant plans to have children.</td>
</tr>
<tr>
<td>Military Service</td>
<td>a) Service in the U.S. Armed Forces, including branch and rank attained.</td>
<td>a) Military service records.</td>
</tr>
<tr>
<td></td>
<td>b) Any job-related experience.</td>
<td>b) Military service for any country other than U.S.</td>
</tr>
<tr>
<td>Education</td>
<td>a) Academic, professional, or vocational schools attended.</td>
<td>a) Nationality, racial, or religious affiliation of schools attended.</td>
</tr>
<tr>
<td></td>
<td>b) Language skills, such as reading and writing foreign language.</td>
<td>b) How foreign language ability was acquired.</td>
</tr>
<tr>
<td>Criminal Record</td>
<td>Listing of convictions other than misdemeanors.</td>
<td>Arrest record.</td>
</tr>
<tr>
<td>References</td>
<td>General and work references not relating to race, color, religion, sex, national origin, or ancestry.</td>
<td>Reference specifically from clergy or any other person who might reflect race, color, religion, sex, national origin, or ancestry.</td>
</tr>
<tr>
<td>Organizations</td>
<td>a) Organizational membership – professional, social, etc., so long as affiliation is not used to discriminate on the basis of race, sex, national origin, or ancestry.</td>
<td>Listing of all clubs applicant belongs to or has belonged to.</td>
</tr>
<tr>
<td></td>
<td>b) Offices held, if any.</td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td><strong>After hiring</strong>, may be required for identification purposes.</td>
<td>a) Request photographs before hiring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) To take pictures of applicants during the interview.</td>
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<tr>
<td>Work Schedule</td>
<td>a) Willingness to work required work schedule</td>
<td>Willingness to work any particular religious holiday.</td>
</tr>
<tr>
<td></td>
<td>b) Whether applicant has military reservist obligations.</td>
<td></td>
</tr>
<tr>
<td>Physical Data</td>
<td>a) To require applicant to prove ability to do manual labor, lifting and other physical requirements of the job, if any.</td>
<td>To ask height and weight, impairment or other non-specified job-related physical data.</td>
</tr>
<tr>
<td></td>
<td>b) Require a physical examination.</td>
<td></td>
</tr>
<tr>
<td>Handicap</td>
<td>To inquire for the purpose of determining applicant’s capability to perform the job. (Burden of proof for non-discrimination lies with the employer).</td>
<td>To exclude handicapped applicants as a class on the basis of their type of handicap. Each case must be determined individually.</td>
</tr>
<tr>
<td>Other Qualifications</td>
<td>Any area that has a direct reflection of the job applied for.</td>
<td>Any non-job related inquiry that may present information permitting unlawful discrimination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Reference and Reading List:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Book</strong></td>
<td><strong>Author</strong></td>
</tr>
<tr>
<td>“You’re the Boss”</td>
<td>Natasha Josefowitz</td>
</tr>
<tr>
<td>“101 Biggest Mistakes Managers Make &amp; How to Avoid Them”</td>
<td>Mary Albright, Clay Carr</td>
</tr>
<tr>
<td>“Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace”</td>
<td>Ron Zemke, et al</td>
</tr>
<tr>
<td>“New Supervisor Training”</td>
<td>John E. Jones, Chris W. Chen</td>
</tr>
<tr>
<td>“Supervisor’s Survival Kit”</td>
<td>Elwood, N. Chapman, Clifford R. Goodwin</td>
</tr>
<tr>
<td>“First Time Supervisors Survival Guide”</td>
<td>George T. Fuller</td>
</tr>
<tr>
<td>“Essential Managers Manual”</td>
<td>Robert Heller, Tim Hindle</td>
</tr>
<tr>
<td>“The Essential New Manager’s Kit”</td>
<td>Florence Stone</td>
</tr>
<tr>
<td>“The Fine Art of Interviewing”</td>
<td>James G. Goodale</td>
</tr>
<tr>
<td>“One-To-One: Interviewing, Selecting, appraising, and Counseling Employees”</td>
<td>James G. Goodale</td>
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<tr>
<td>“Interviewing: More Than a Gut Feeling”</td>
<td>Richard S. Deems, Ph.D.</td>
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<tr>
<td>“Essential Managers: Interviewing Skills”</td>
<td>Tim Hindle</td>
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<tr>
<td>“Essential Managers: Motivating People”</td>
<td>Robert Heller</td>
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<tr>
<td>“Essential Managers: Dealing with People”</td>
<td>Robert Heller</td>
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<tr>
<td>“Essential Managers: Communicate Clearly”</td>
<td>Robert Heller, Tim Hindle</td>
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<tr>
<td>“How to Improve Performance Through Appraisal and Coaching”</td>
<td>Donald L. Kirkpatrick</td>
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<tr>
<td>“Why Employees Don’t Do What They’re Supposed To Do and What To Do About It”</td>
<td>Ferdinand F. Fournies</td>
</tr>
<tr>
<td>“Coaching and Mentoring for Dummies”</td>
<td>Marty Brounstein</td>
</tr>
<tr>
<td>“Effective Coaching”</td>
<td>Marshall J. Cook</td>
</tr>
<tr>
<td>“1001 Ways to Reward Employees”</td>
<td>Bob Nelson</td>
</tr>
<tr>
<td>“Successful Team Building”</td>
<td>Thomas L. Quick</td>
</tr>
<tr>
<td>“The Complete Idiot’s Guide To Team Building”</td>
<td>Arthur R. Pell, Franklin C. Ashby</td>
</tr>
<tr>
<td>“Essential Managers: Managing Teams”</td>
<td>Robert Heller</td>
</tr>
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<td>“Improving Work Groups: a Practical Manual for Team Building”</td>
<td>Dave Francis, Don Young</td>
</tr>
<tr>
<td>“The Power of Partnership”</td>
<td>Riane Eisler</td>
</tr>
<tr>
<td>“Supervisor’s Handblok on Insubordination”</td>
<td>Maurice Trotta</td>
</tr>
<tr>
<td>“Complete Idiot’s guide to Dealing with Difficult Employees”</td>
<td>Robert Bacal</td>
</tr>
<tr>
<td>“Managing Disagreement Constructively: Conflict Management in Organizations”</td>
<td>Herbert S. Kindler, Kay Keppler (Editor)</td>
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<tr>
<td>“Developing Performance Standards for Hospital Personnel (Practical Laboratory Management Series, No 1)</td>
<td>Lucia Berte</td>
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<tr>
<td>“Essential Managers: Performance Reviews”</td>
<td>Ken Langdon, Christina Osborne</td>
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<tr>
<td>“The Changing Nature of Performance: Implications for Staffing, Motivation, and Development”</td>
<td>Daniel R. Ilgen (Editor), Elain D. Pulakos (Editor)</td>
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<td>“Essential Managers: Managing Change”</td>
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