

Poor performers

*Why do they go wrong &
how to deal with them effectively?*

Master thesis

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Student Business Administration – Specialization HRM
Elkan van Dijk 1852965

Supervisors
Drs. M. Schrikkema
A.A. de Waal PhD MBA MSc

vrije Universiteit amsterdam



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1. Introduction

This thesis aims to address a gap in the current literature on how to deal effectively with poor performers in organizations that want to be(come) high performance organizations (HPOs) or are HPO. The emphasis of existing literature seems to be on how to become an HPO and what the factors are of competitive advantage that apply worldwide (De Waal, 2012; Lado & Wilson, 1994; Barney, 1995). This way of thinking could lead to an over-emphasis on thinking only about ‘good’ employees (e.g. De Waal, 2008; Smith, Organ & Near, 1983; Dyne, Graham & Dienesch, 1994). Thus another interesting topic, the ‘bad’ i.e. poor performing employees and how to deal with them effectively, has not been paid much attention to so far.

The research described in this thesis focuses specifically on this topic, the poor or non-performing employees. The research will create an understanding on the definition of poor or non-performing employees (in this thesis we will use the terms poor performers and non-performers alternately) and on how managers deal effectively with them in different cultures. Questions that have to be answered are: How are poor performers defined? How do they behave? How can poor performers be recognized by their behavior? What is the cause of poor performing? What is the influence of national cultures on dealing with poor performers?

The purpose of this thesis is to investigate how managers can deal effectively with poor performers in organizations in different national cultures. In doing so, literature about ability to perform (e.g. Dunnette, 1976), motivation (e.g. Wiley, 1997), causes of poor performance (e.g. Mitchell & Wood, 1980) and performance in different national cultures (e.g. Lam, Chen & Schaubroeck, 2002) is used. The present research contributes to the performance management literature by examining how poor performers are defined, how they can be recognized by their behavior and what the influence is of national cultures on poor performance.

The practical use of the research described in this thesis is that, with the knowledge about poor performers, how they can be recognized by their behavior and what the influence is of national cultures on poor performance, managers can determine if there are poor performers in their organizations, even if they have the opinion there are no poor performers. The steps to recognize a poor performer, to identify the causes of poor performance and the interventions on poor performance can be used to increase managers’ awareness for poor performers in organizations and give managers suggestions on how to deal with them effectively.

Research on HPOs show that dealing decisively with non-performers is one of the 35 critical aspects for success in organizations (De Waal, 2008). When we analyze the average scores on these 35 aspects from the existing HPO-database – the database contains currently approximately 37.000 HPO surveys that are filled in, (inter)national, profit/ nonprofit, (non)corporates) - it turns out that dealing effectively with poor performers belongs to the group of characteristics that consistently scores low worldwide during HPO diagnoses. In addition, many people in organizations recognize the importance of this HPO characteristic and how difficult it is for them to deal with it effectively in practice. This is even more recognizable in non-Western cultures, where it is often ‘not done’ to deal with poor performers firmly (Hempel, 2001).

To be able to research poor performers in organizations it is important to firstly define the concept of a poor performer. Therefore, the first research question is: What is a poor performer and how is poor performing defined in different national cultures? Thereafter, it is important to recognize poor performers on their behaviors in different cultures in order to be able to deal effectively with them. Therefore, the second research question is: How can poor performers be recognized on their behavior in different national cultures? If these research questions are answered, the causes for non-performance can be investigated in different national cultures. In order to reveal these causes, the following research question is used: What are the causes of poor performance in different national cultures?

Finally, if the causes are revealed, advice can be given to managers of organizations and interventions can be made. Therefore, the main research question of this research is: *How to deal effectively with poor performers in organizations in different national cultures?*

2. Theoretical framework

This chapter describes the existing literature about poor performers. Firstly, we define what a poor performer is according to the literature and thereafter a definition of a poor performer is given. Secondly, we discuss how poor performers can be recognized on their behavior. Thirdly, the causes of poor performance will be discussed and thereafter the interventions which can be made to deal with poor performance. Finally, the influence of the national culture on poor performance will be discussed.

2.1 Poor performers

Poor performers fail to meet the organization's objectives (Ferguson, Ormiston & Moon, 2010) and thus can affect the motivation and effectiveness of their colleagues (Daley, 2008; Furnham & Taylor, 2011; Hogan, 1994; Kerr, 1983; Taggar & Neubert, 2004). Therefore poor performers need to be identified in order to prevent extra costs. These extra costs, both financial and non-financial, are caused by unused or hardly used talents, lack of innovation, an internal focus on employees instead of an external focus on the environment, a decreased morale among the other employees and lost productivity (Daley, 2008).

In this thesis poor performance is seen as the product of the motivation and ability of an employee (Anderson & Butzin, 1974). The ability of an employee can be seen as the skills, knowledge and aptitude for the job (Dikkers, 2008). Motivation can be seen as the reasons why a person works for a company and the commitment the person has to the company (Meyer, Becker & Vandenberghe, 2004). An employee who has an ability for the job which is a little below average but at the same time has a very good motivation for the job, can still perform above average. However, when the ability for the job is too much below average, motivation cannot compensate enough anymore. In the case of an employee with high ability and low motivation it is likely that he/she will perform below average (Anderson & Butzin, 1974). Therefore it is important to have a good recruitment and selection procedure, in order to prevent situations where employees are unsuitable for the job concerning ability or motivation or both (Ahmad & Schroeder, 2002).

In order to draft a definition of poor performance we assume that the process of performing poorly is prolonged and managers already tried to intervene in this poor performing behavior. This assumption is made because of the fact that if an employee is performing below average only once or twice in their career because of a valid reason such as illness, problems at home or for example a manager who did not give enough information to perform as good as possible on one task then this constitutes a temporary problem and as such will be solved after the reason has gone away. Furthermore, this temporary status of performing below average has nothing to do with the motivation or ability of the employee. The last reason for our assumption is that this temporary status of performing below average does not affect the motivation and effectiveness of their colleagues.

Hence, the definition of a poor performer which is used in this thesis is:

"Poor performers fail to meet individual and organizational objectives and affect the motivation and effectiveness of their colleagues negatively for a prolonged period of time."

2.1.1 Motivation

When discussing employee performance it is important to take motivation of that employee into account. Motivation is not a fixed trait. Motivation refers to a dynamic internal state resulting from the influence of personal and situational factors. As such, motivation may change with changes in personal, social or other factors. If an employee is not motivated, a manager needs to take all these factors into account in order to get a complete view of the situation (Wiley, 1997).

Another part of motivation is how committed an employee is to the organization. In this thesis we define commitment in terms of attitude. Sheldon (1971, p. 143) defines commitment as an attitude where ‘the identity of the person (is linked) to the organization.’ Hall, Schneider and Nygren (1970) define commitment as an attitude when ‘the goals of the organization and those of the individual become increasingly integrated or congruent’. Hence, attitudinal commitment focuses on the process by which people come to think about their relationship with the organization (Mowday, Porter & Steers, 1982).

According to Meyer and Allen (1991) there are three general types of organizational commitment. Affective attachment to the organization is the first general type, where the focus is on the employee’s devotion to the company. The second type of organizational commitment is perceived costs of the employee leaving the organization. The last type, obligation to remain with the organization is a less common approach where an employee considers it morally right to stay in the company, regardless of how much status enhancement or satisfaction the company gives him over years (Marsh & Mannari, 1977).

If a manager wants to improve motivation, a manager needs to look at personal and situational factors and has to take also organizational commitment into account.

In order to research the element of motivation, the following questions are asked:

- What factors do you take into account if an employee is not motivated?
- What do you do to improve motivation of an employee?

2.1.2 Ability to perform

Tracey, Sturman and Tews (2007) make a distinction between technical job requirements (cognitive ability) and attitude, disposition or personality aspects (motivation). Cognitive ability has been defined by the American Psychological Association as the “ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought” (Borghans, Duckworth, Heckman & Ter Weel, 2008, p. 979).

If an employee lacks the required cognitive abilities for the job, it is likely that the employee fails and his performance is going to be poor, irrespectively of the motivation. If an employee has abilities far above the job requirements, it is likely that there is a decline in motivation of the employee, because he gets frustrated by the limitations of the job (Dikkers, 2008).

According to Tracey et al. (2007) the belief that attitudes predict performance better than cognitive ability is prevailing among many managers, even though cognitive ability has repeatedly been shown to be the better predictor of performance for new hires (Rynes, Brown & Colbert, 2002). Because of the fact that many scholars (Hunter & Hunter, 1984; Ree, Earles Teachout, 1994; Ree, Carretta & Steindl, 2001) state that cognitive ability is one of the best

predictors of employee performance, we focus on cognitive abilities. Dimensions of cognitive ability are verbal comprehension, perceptual speed, inductive reasoning, deductive reasoning, spatial visualization and memory (Dunnette, 1976). Verbal comprehension means that an employee is able to understand what is read or heard and the relationship of words to each other. Perceptual speed is the ability to identify visual similarities and differences quickly and accurately. Inductive reasoning entails that an employee is able to identify a logical sequence in a problem and then solve a problem. Deductive reasoning is being able to use logic and assess the implications of an argument. Spatial visualization is the ability to imagine how an object would look if its position in space were changed. Memory says that an employee is able to retain and recall past experiences.

These six dimensions of cognitive ability are one of the best predictors of employee performance (Hunter & Hunter, 1984; Ree, Earles & Teachout, 1994; Ree, Carretta & Steindl, 2001) and therefore it is important to recruit and select not only on motivation, which is a prevailing approach among many managers, but definitely also on these six dimensions of cognitive ability to perform.

In order to research the element of ability to perform, the following questions are asked:

- Which indicators predict performance the best according to you, and why?
- Which dimensions do you use to recruit and select new employees?

2.2 Recognition of a poor performer

An evaluation process is needed in order to evaluate the performance of employees. According to Lee (1985) behavior monitoring or control requires knowledge of the transformation process or the means-ends relationship. Lee (1985) gives the example of a supervisor of an assembly line; he can observe the behavior of employees, because he knows how the work gets done. In this case it is about process monitoring. Monitoring of output is also possible, because the work of assembly line workers is standardized. Lee states that non-standardized work is on the other hand difficult to monitor day to day, but in that kind of situations a supervisor can monitor the quality and quantity of the employee's output. In this case it is about output monitoring.

The first part of recognizing a poor performer is thus on behavior according to Lee (1985) and is called subjective performance measurement. A supervisor or manager who knows how the work gets done can observe poor performance. Cases of behavioral poor performance are for example little or none effort to get the job done or little or none effort to be successful. In this case the employee does not bother to get difficult tasks done or puts much effort in his job. The employee also does not have the drive to become successful in his job or career. A second example of a case where at a manager can recognize a poor performer is little or no perseverance. The employee concerned is easily distracted if a case at work is too difficult and the employee does not persevere. A third example which is in line with the other two behavioral poor performance cases is where an employee makes needless mistakes or the same mistakes more than twice (Gilley, 2000). The employee could easily prevent this kind of mistakes by taking more care of his activities. Another way of preventing this kind of mistakes is to learn from mistakes. These preventions lead to more alignment with the results expected by the manager. A fourth example where at a manager can identify a poor performer is an employee who is taking little or no responsibilities for his actions and has an external locus of control. In

the case of an external locus of control, people attribute the cause of an event to the external environment rather than to themselves (Rotter; 1966; Spector, 1982). A last example of recognizing poor performance is withdrawal of the employee within the meaning of not coming to work anymore (Sheridan, 1985).

The second part of recognizing a poor performer is on the quality and quantity of the employee's output (objective performance measurement). Examples of this form of recognizing poor performers are profitability, costs, amount of sales, on-time delivery and sales activity. This form of recognizing poor performers is more specific, because organizations have different targets and therefore other performance measurements.

Thus, a manager can recognize poor performers in two different ways. The first way to recognize a poor performer is by using process monitoring and subjective performance measurement. The second way to recognize a poor performer is by using output monitoring and objective performance measurement. By both of the ways to recognize poor performers it is important to stay objective and rely only on observed behavior (Bauer & Baltes, 2002).

After a manager has recognized the poor performer(s) in the company, he has to identify the causes of poor performance of the employee.

In order to research the element of recognizing poor performance, the following questions are asked:

- How do you identify poor performers in your company?
- How is the quality and quantity of the output of a poor performer in comparison to a good performer?

2.3 Causes of poor performance

Brown and Mitchell (1986) state that the more employees are performing poorly, the higher the probability that something common to all employees or management is to be blamed. Sparrowe, Kraimer and Franz (1999) define this type of causes of poor performance as external. These factors are outside of a person, for example environment, task difficulty, lack of support or bad conditions. The second type of causes is internal and are factors inside of a person, such as ability to perform, skills, knowledge or motivation.

Because of the existence of external and internal causes, comparisons between employees need to be made. Firstly, a manager needs to compare the performance level of the different employees over time. For example, if nine employees out of ten are performing poorly, it is more likely that there is a general problem in the company. If one employee out of ten is performing poorly, it is more likely that there is a problem with the individual employee.

Secondly, it is important to compare the performance of one employee across different tasks, so that a common cause in the company or tasks can be excluded. For example, when an employee carries out different tasks and only on one task the employee performs poorly, it can be a problem with the task (description). When an employee performs poorly on more tasks, it is likely that there is a problem with the employee himself, assuming that the manager has checked if the description of assignments is fully understood by the employee and that the effective relationship between manager and employee is open, which means that personal biases do not affect the manager's perspective on the employee (Brown & Mitchell, 1986).

Mitchell and Wood (1980) and Kelley (1987) suggest that there are three factors a manager uses to make an attribution of causality, i.e. managers use in general three factors to considerate what the cause (internal or external) of poor performance is. These three factors are distinctiveness, consistency and consensus. Mitchell and Wood (1980) states the following:

“Distinctiveness refers to the degree to which the subordinate performs poorly or well on other types of tasks. High distinctiveness (i.e., the subordinate performs well on other tasks but poorly on the one in question) is likely to lead to an external attribution by the supervisor (i.e., this assignment was too difficult for the subordinate). Consistency refers to how well the subordinate has done on similar tasks. Low consistency (i.e., the subordinate has done well on this type of assignment in the past) would also lead to an external attribution by the supervisor. Finally, consensus refers to how other subordinates perform on this particular task. High consensus (i.e., everyone seems to do poorly) would also lead to an external attribution by the supervisor.”

External attribution occurs when there is high distinctiveness, low consistency or high consensus. Internal attribution occurs when there is low distinctiveness (the subordinate performs also bad on other tasks), high consistency (the subordinate has performed never well on this type of assignments) and low consensus (no one else is performing poorly). As a result, managers take the past performance of employees into account to assess their level of performance and to assess if the cause of poor performance is external or internal.

In order to research the general element of causes of poor performance, the following questions are asked:

- How do you consider what the cause of poor performance is?
- How do you determine whether the cause of poor performance is internal or external?

2.3.1 External causes of poor performance

External factors can be the cause of poor performance of employees. Therefore, it is important to recognize these factors and to deal with these factors. There are many external causes of poor performance a person can come up with, but this thesis aims to discuss only the most important in our point of view.

First of all, the manager can be a cause of poor performance. When a manager does not give direct and clear (i.e. enough information about the assignment) assignments to an employee, it is more likely that this person will fail the assignment (Suh, 1999). Too high or impossible expectations of management about the performance of an employee can lead to poor performance (Berlew & Hall, 1966), just like a lack of autonomy or a lack of career development opportunities.

The affective relationship of a manager with an employee can cause poor performance. According to several scholars, the affective dimension of a relationship constitutes a significant contextual factor (Altman & Taylor, 1973; Rossiter & Pearce, 1975; Baxter & Shepherd, 1978). Baxter and Shepherd (1978) state that it seems reasonable that when a manager is in conflict with a disliked employee, the concern for personal goals should dominate concern for maintenance of the relationship. When a manager is in conflict with a liked employee, the

manager is likely to be concerned with maintaining the relationship. Therefore, a manager would act more dominant and hostile in the case of a disliked employee, then in the case of a liked employee. This ensures that the affective relationship a manager has with an employee has an influence on the performance of the employee.

Also in the case of bad leadership there will be more poor performance than in the case of good leadership (Walumbwa & Hartnell, 2011). Bad leadership includes leaders who use power for personal gain, promote only their own personal vision and censure critical or opposing views (Howell & Avolio, 1992; Erickson, Shaw & Agabe, 2007). Good leadership includes identification with the employees (Walumbwa, Avolio & Zhu, 2008), leader-member exchange (Wang, Law, Hackett, Wang & Chen, 2005), psychological empowerment (Avolio, Zhu, Koh & Bhatia, 2004) and giving employees autonomy and feedback (Piccolo & Colquitt, 2006; Shin & Zhou, 2003).

Furthermore, age can be seen as an external cause of poor performance, because there is a widespread belief that job performance declines with increasing age, although the relationship between age and job performance is a subject on which little factual information is available (Cascio, 1986; McEvoy & Cascio, 1989; Rhodes, 1983).

Another cause of poor performance can be ethnicity or race. Although this is an individual or internal characteristic, it influences the external environment, namely the job performance evaluation given by the manager (Kraiger & Ford, 1985). If the manager evaluates the job performance of an employee continuously low because of the employee's age, ethnicity or race, the employee loses motivation and his performance will be poor. Race or ethnicity can thus influence the actual job performance, because of pervasive differential treatment experience. This treatment results in fewer and less favorable opportunities for minority members (Greenhaus, Parasuraman & Wormley, 1990; Ilgen & Youtz, 1986).

Just like ethnicity or race, gender can also play a part in differences in performance appraisal. Davison and Burke (2000) report that women receive higher ratings than men on jobs which are exercised more by women and men receive higher ratings than women on jobs which are exercised more by men. Murphy and Cleveland (1995) have shown that managers' performance judgments are sometimes influenced by the gender, race or age of the employee who is being evaluated. Tucker (2013) states that, as reported by Johnson and Smith (1997), studies on gender effects on performance appraisal have provided mixed results. Some studies show evidence of gender-related bias (e.g. Drazin & Auster, 1987; Bacon, Stewart & Silver, 1999), while other research has failed to find such effects (Bacon, Stewart & Stewart-Belle, 1998; Bowen, Swim & Jacobs, 2000). A manager who is biased because of age, ethnicity, race and/or gender, offers less favorable opportunities to these employees because the manager has no faith in the employees' abilities. Because of this treatment these employees lose their motivation and because their loss of motivation their performance level is low (Giuliano, Levine & Leonard, 2011).

Summarized, the most important external causes of poor performance are the (relationship with the) manager, lack of career development or autonomy, age, ethnicity and gender. These causes need to be taken care of in order to prevent or stop poor performance.

In order to research the element of external causes of poor performance, the following questions are asked:

- How do you make sure that you give direct and clear assignments to an employee?
- What kind of autonomy or development opportunities do the employees have?
- What is your experience with biases (age, gender, race) and poor performance in your company?

2.3.2 Internal causes poor performance

There are not only external causes of poor performance, but also internal (individual) causes of poor performance. In this paragraph examples of internal causes will be discussed.

In this paragraph two of the most important internal causes are discussed. These two internal causes are chosen because of the fact that performance is a product of cognitive ability and motivation (Anderson & Butzin, 1974). Motivation may change with personal factors (Wiley, 1997; Tracey et al., 2007) and therefore the Big Five personality dimensions are used. A reason for using the model of the Big Five personality dimensions is that this model simplifies the thousands of personality traits that exist to five personality dimensions which can be used in the industrial-organizational psychology field (Mount & Barrick, 1998). Another reason to use this model is that the Big Five study enhanced understanding and contributed to the theoretical development of causal models explaining job performance (Mount & Barrick, 1998).

The first internal cause of poor performance which will be discussed is the cognitive ability an employee has. According to Morgeson, Delaney-Klinger and Hemingway (2005) cognitive ability is positively related to job performance, because of the fact that cognitive ability reflects a capability and a set of competences that extends across all aspects of work and therefore an employee with high cognitive ability is likely to perform better. In case of an employee with low cognitive ability it is likely that this employee will perform less, because this employee lacks the capability and the set of competences to perform well at the different aspects of work. Morgeson, Delaney-Klinger and Hemingway (2005) state in their article that workers who have the opportunity and capability to perform will perform better in their jobs and vice versa.

Other scholars (Hunter, 1986; Hunter & Schmidt, 1996; Ree & Earles, 1992; Schmidt & Hunter, 1998) state that cognitive ability measures for predicting job performance are stronger than any other method. Cognitive ability is also the best predictor of acquiring job knowledge on the job (Schmidt & Hunter, 1998; Schmidt, Hunter & Outerbridge, 1986) and is therefore a strong predictor of performance.

The second internal cause of poor performance is the personality an employee has according to the Big Five model of personality dimensions. This model advances openness to experience, conscientiousness, extraversion, agreeableness and neuroticism (emotional stability) as five distinct traits that predict work attitudes and behaviors (Witt, Barrick & Mount, 2002). Of the Big Five personality dimensions, conscientiousness and agreeableness were found to have the highest validity on a positive relationship with overall job performance (Barrick & Mount, 1991; Guay, Choi, Mitchell, Mount, & Shin, 2013; Hurtz & Donovan, 2000; O'Boyle, Humphrey, Pollack, Hawver & Story, 2011) and therefore only these two traits will be discussed.

Employees with a high level of conscientiousness are predisposed to be organized, disciplined, methodical and exact. Therefore, they are more likely than employees with a low level of conscientiousness to correctly perform tasks, to solve problems and to remain committed to work performance (Witt, Barrick & Mount, 2002).

Employees with a high level of agreeableness are predisposed to be selfless, cooperative, helpful, tolerant and flexible (Digman, 1990; Witt, Barrick & Mount, 2002). Agreeableness is the most relevant in work assignments where there is a need of collaboration (Mount, Barrick & Stewart, 1998). However, it is important to look also at the interaction effect of conscientiousness and agreeableness when explaining job performance. Goleman (1998) states that when an employee with a high level of conscientiousness lacks interpersonal competences (agreeableness), dysfunctional outcomes may result. Employees with high level of conscientiousness but with a low level of agreeableness may be perceived as unreasonably demanding, inflexible and generally difficult to work with, which suggest that conscientiousness and agreeableness interact with each other in the prediction of job performance (Witt, Barrick & Mount, 2002).

Summarized, the two most important internal causes of poor performance are an employee's cognitive ability and his/her personality. When discussing poor performance, a manager needs to take these causes into account.

In order to research the element of internal causes of poor performance, the following questions are asked:

- Which competences does an employee need to have in order to perform well in your company?
- Which personality is the most useful inside your company, and why?

2.4 Interventions on poor performance

As stated in the previous paragraphs when assessing performance it is important that every employee knows his or her responsibilities and tasks and that a manager has given clear directions and instructions in order to fulfill these responsibilities and tasks. Thereafter, it is important to monitor employees in order to determine their level of performance and to see if they fulfill their responsibilities and tasks in the right manner. The last step is giving feedback arisen from the monitoring process and/or take steps to intervene on poor performance. In the context of poor performance we have made a schematic overview of assessing performance and this overview is given in figure 1.

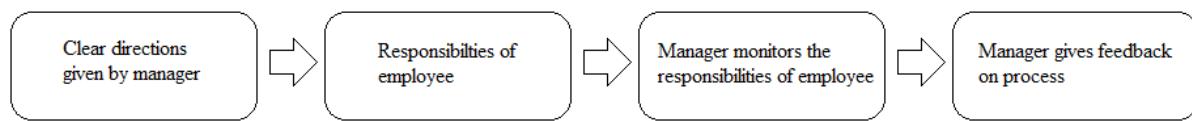


Figure 1: Schematic overview of assessing performance

In this paragraph we will discuss the interventions which can be made to overcome the external or internal causes of poor performance, by giving feedback on the process as shown in figure 1.

The response of a manager to poor performance is dependent on the impact of an employee's poor performance on the company. The consequences can be minor, but poor performance can

also have major consequences. Mitchell and Wood (1980) give the example of a nurse repeatedly giving the wrong medication to a patient. If the patient only gets a headache this can be seen as a minor consequence, but if the patient dies, this can be seen as a major consequence of poor performance. As a consequence, the reaction of the manager depends on the severity of the impact of poor performance (Gavin, Green, & Fairhurst, 1995).

The responses of a manager are directly related to the attributions of causality of poor performance a manager makes according to Mitchell and Wood (1980). If an attribution of external causality is made, a manager is likely to respond in a way to change the external causes of poor performance as discussed in paragraph 2.3.1, through being distinct to employees about expectations and performance measurements, giving more development opportunities and support the employees more by giving them positive reinforcement. If an attribution of internal causality is made, a manager is likely to respond in a way to change the internal causes of poor performance as discussed in paragraph 2.3.2 through career counseling in the case of an employee who is able to reflect on his/her own behavior or through training. However, Green and Mitchell (1979) provide evidence that suggests that managers in general see poor performance of their employees as more internally than externally caused regardless of the surrounding circumstances.

In order to research first in general the element of monitoring (poor) performance, the following questions are asked:

- How do you monitor the performance of employees?
- How do you react on an employee who is performing below average (poor)?
- Which actions do you take to overcome poor performance?

2.4.1 Intervention on external causes of poor performance

In this paragraph interventions which can be made in case of external causes of poor performance are described. The interventions are divided in two categories, namely development opportunities and reinforcement.

2.4.1.1 Development opportunities

If a manager has (too) high expectations about the performance of an employee, he has to evaluate his expectations with the employee, so that it becomes clear if the employee can perform according to the expectations of the manager. If he cannot perform according to the expectations of the manager, the manager can adjust his (too) high expectations or offer the employee development opportunities, in order to overcome the employee's poor performance. Employee development is a significant part of human resource practices and refers to the long-term personal and professional growth of employees (London, 1989). This high-commitment form of human resource practice influences the external causes of poor performance like a lack of career development opportunities. If there are more development opportunities it positively influences employee behavior and attitude and therefore employee performance (Huselid, 1995; Lee & Bruvold, 2003; Jawahar, 2012; Whitener, 2001). In addition, the strategic human resource management paradigm (Huselid, 1995; Jawahar, 2012) emphasizes to invest in human resources in order to create a sustainable competitive advantage. According to Huselid (1995) training and development opportunities enhance work attitude and positive work behavior.

Tansky and Cohen (2001) confirm the research of Nadler and Nadler (1989) and state that continuous learning, in other words development, gives employees the chance to adapt, and in turn, perform. When an employee gets development opportunities this individual enhances skills, work attitude and positive behavior. Through this enhancement of skills, attitude and behavior he can meet the (high) expectations of the manager.

In order to come to a solution of poor performance caused by the relationship between the manager and employee, the manager has to evaluate this relationship by talking about it with the employee. If the manager receives feedback of the employee who indicates that the relationship can be improved by enhancing the manager's personal growth, the manager has to take his responsibilities and has to examine if he has to enhance his own management abilities. Nadler and Nadler (1989) state that learning experiences provided by the employer enhance performance and personal growth. Personal growth means that a person is able to overcome biases about other persons and can maintain or improve their affective relationship with these persons and perform better. A manager has to realize that he also can be a cause of poor performance.

Giving employees the opportunity to develop themselves is also a form of giving more autonomy to employees. Increased autonomy allows employees greater flexibility in deciding how to do their job. By getting more autonomy employees will recognize that they have to use a wider range of skills and knowledge to perform well in their role (Morgeson, Delaney-Klinger & Hemingway, 2005).

Furthermore, Tansky and Cohen (2001) state that employee development can play an important role in helping to maintain employee effectiveness in an organization.

Hence, development opportunities can be used to intervene on poor performance caused by external factors, by taking away the lack of development opportunities, giving employees the opportunity to meet expectations, ensuring personal growth in order to maintain or improve affective relationships and giving employees more autonomy. Employees can develop themselves by contributing to assignments and giving their opinion about difficult issues.

2.4.1.2 Positive reinforcement, punishment and reducing biases

In general, punishment has not been viewed favorably (Arvey & Ivancevich, 1980). In the articles of Hunt and Schuler (1976) and Oldham (1976), punishment was negatively correlated with subordinate motivational effectiveness.

Organizational psychologists prefer reward behavior above punishment behavior (Sims, 1980; Hunt & Schuler, 1976; Oldham, 1976). According to these authors positive leader reward behavior, such as merit pay increases, recognition, advancement in the organization, is generally positively correlated with subordinate performance. However, surprisingly, punishment, such as reprimand, dismissal or withholding of pay, was positively correlated with satisfaction of subordinates of an administrative group. Sims (1980) concludes that people in this group desired role clarification to such a high degree that they were willing to accept punishment as a means of role clarification. Sometimes punishment has to be used, for example in case of seriously poor performing or even misbehavior. In this case dismissal can be used as a form of punishment.

In contrast to reward behavior, where the behavior of supervisors causes better subordinate performance (Greene, 1976), poor performance of employees tend to cause leader punitive behavior. Sims and Szilagyi (1978) and Szilagyi (1979) found that low levels of employees' performance cause higher levels of punishment. Szilagyi (1979) found that higher levels of punishment tended to lead to higher levels of employee absenteeism.

Furthermore, Sims (1980) states in his article that the relationship between reward behavior and employee performance is much stronger than the relationship between punishment behavior and employee performance. Hence, this thesis focuses more on reward or positive behavior than on punishment or negative behavior of supervisors to influence the external causes of poor performance. Examples of positive behavior in an organizational concept are positive emotions, affect and positive reinforcement (Luthans, 2002). Skinner (1953) states that positive reinforcement involves the addition of a reinforcing stimulus following a behavior that makes it more likely that the behavior will occur again in the future. By providing positive reinforcement or feedback, managers can shape the behavior of the employees and make them perform better (Pearce, Porter, 1986). In the case of giving positive reinforcement and/or direct and clear directions, an employee is more likely to perform well. Thus, it is important to define the job and task requirements, so that employees know their responsibilities and tasks and can perform better.

A manager who is biased because of age, ethnicity, race and/or gender, offers less favorable opportunities to these employees because the manager has no faith in the employees' abilities. Because of this treatment these employees lose their motivation and because their loss of motivation their performance level is low (Giuliano, Levine & Leonard, 2011).

Also in the case of age of employees positive reinforcement is needed, because of the widespread belief of older employees performing less (Cascio, 1986; McEvoy & Cascio 1989). When managers reinforce older employees positively, it is more likely that such widespread beliefs do not rise in the company. The same can be said for gender or ethnicity, managers need to prevent biases about minority members in the company.

An option to reduce managers' biases about employees' performance is to use free recall interventions. In free recall interventions, managers who rate the performance of employees are instructed to recall observed behaviors free of stereotypes or opinions about employees. Managers' own biases can namely be reduced by using free recall interventions (Baltes & Parker, 2000; Bauer & Baltes, 2002). They have to rely only on those observed behaviors to complete the performance rating. This relying on free recall interventions should reduce the manager's reliance on judgments which are influenced by stereotypes when making performance ratings (Bauer & Baltes, 2002). According to Bauer and Baltes (2002) a free recall intervention is an attempt to reduce an overall judgment of the employee who is being rated, which is often biased by stereotypes. The manager who rates the employee has to use specific observed behaviors, in order to reduce biased results.

Summarized, it is better to focus on rewards and positive behavior than on punishment or negative behavior, because the relationship between reward behavior and employee performance is much stronger than the relationship between punishment and employee performance (Sims, 1980).

In order to research the element of interventions on external causes of poor performance, the following questions are asked:

- How do you ensure enough development opportunities for employees?
- How do you overcome biases about certain employees?
- What is your experience with rewarding behavior in relationship with performance?
- How do you communicate with and give feedback to your employees?

2.4.2 Interventions on internal causes of poor performance

In this paragraph we look at the interventions which can be made in case of internal causes of poor performance. We divide the interventions in two categories, namely organizational support and training.

2.4.2.1 Organizational support

A way to respond to internal causes of poor performance is giving employees organizational support. Organizational support means being concerned with the welfare of employees in the company (Shore & Shore, 1995; Randall, Cropanzano, Bormann & Birjulin, 1999). Supportive organizations are seen by Randall et al. (1999) as organizations which are compensating employees fairly and looking after their needs. Because of the fact that employees are relatively safe in this kind of organizations, they are more likely to perform better and have a higher job performance (Eisenberger, Fasolo, Davis-LaMastro, 1990; Randall, Cropanzano, Bormann & Birjulin, 1999).

Employees with high cognitive ability – the ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought (Borghans, Duckworth, Heckman & Ter Weel, 2008, p. 979) – are more capable than employees with low cognitive ability to perform well at all aspects at work (Hunter & Hunter, 1984; Ree, Carretta & Steindl, 2004). Therefore, the company needs to look after the needs of employees with low cognitive abilities and support and motivate the employee to compensate for the fact that the employee scores lower on understanding complex ideas, that they adapt less effectively to the environment, that they learn less from experience and that they engage less in various forms of reasoning.

Employees with a high motivation are more likely to perform well than employees with a low motivation at all aspects at work. Therefore, employees with a low motivation need support of the organization in order to improve the motivation. By giving employees support the manager helps employees to look after their needs and identify their motivation, strengths, skills, knowledge and abilities to provide them the insights into what they are capable of and how these characteristics can be used by themselves in order to perform better.

According to Neves and Eisenberger (2012) communication is a very important factor when giving support. Communication has to be effective, which means provide direct feedback if employees perform poor but also if they perform well and clarify the feedback in case it is not clear what is meant with the feedback. The working climate and context need to be taken into account, to enhance communication between the manager and employee. Employees need to be able to learn from mistakes and have to be supported by management, which can be done by giving employees extra training.

Finally, the personality of an employee also plays an important role in the performing of an employee. Employees need to be conscientious and agreeable in order to perform well.

Managers need to support employees who score lower on conscientiousness or agreeableness, so that they become more organized, methodical, cooperative, tolerant and flexible. If poor performers develop through support and training, they are likely to perform tasks better and correctly, to solve problems and get committed to work performance (Witt, Barrick & Mount, 2002).

2.4.2.2 Training

Training can be an excellent tool to develop employees and to give them skills to overcome internal causes of poor performance. Landy (1985) defines job training as “a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the attitudes and social behavior of its members in ways consistent with the goals of the organizations and the requirements of the job”. According to Bartlett (2001) and Tannenbaum, Mathieu, Salas and Cannon-Bowers (1991) training and development contribute to desired workplace attitudes, hence training is an excellent tool to overcome poor performance. Aguinis and Kraiger (2009) write that training-related changes result in improved performance. Arthur, Bennett, Edens and Bell (2003) show that training has an overall positive effect on job-related behaviors or performance, in comparison with no training or pre-training states.

According to Schmidt (2007) the most preferred methodology of training by employees is instructor led training, because of the face-to-face interaction with an instructor or coach. Rowden and Conine (2003) note the importance of a training environment that allows talking, sharing information and collaboration between or among trainees and the trainer, mentor or coach (Schmidt, 2007). Dvir, Eden, Avolio and Shamir (2002) show that training of leaders also has an positive effect on followers behavior. Hence, training can also be used to train managers in order to enhance the motivation of employees and to shape their personalities so that employees become more agreeable and flexible (Aguinis and Kraiger, 2009).

Another form of training is informal on-the-job learning (Pischke, 2001; Georgellis & Lange, 2007). Blechinger and Pfeiffer (2000) state that the longer the work experience the less relevant the initial education of high school or university is. Therefore it is important to let employees continuously improve themselves by formal and informal training.

The design of a training has to be focused on error training, in contrast to ‘traditional’ training which focuses on teaching the correct methods and thus avoiding making errors. According to Aguinis and Kraiger (2009) error management training encourages employees to make mistakes and engage in reflection to understand the causes of the mistakes and how the employees can avoid these causes in the future. A field study of Heimbeck, Frese, Sonnentag and Keith (2003) provides results where students who were allowed to make mistakes in their training, together with instructions to learn from their mistakes, perform better than students who received ‘traditional’ training.

In the case of poor performance it is important to use training to give employees the right tools and behavior to act according to their job requirements. Training can be used to give employees the opportunity to learn from mistakes made in the past and support them in their learning. So training is an important tool to shape employees’ behavior, which is in the end the dimension a manager wants to change.

In order to research the element of interventions on internal causes poor performance, the following questions are asked:

- Which type of organizational support do you offer to your employees?
- Which type of training do you offer to your employees?
- How does training change employees' poor performing behavior?

2.5 Cultural aspects

Many people in organizations do recognize the importance of dealing with poor performers and how difficult it is for them to deal with it effectively in practice. This is even more recognizable in non-Western cultures, where it is often 'not done' to deal with non-performers firmly. Therefore, also the cultural aspects of poor performance are taken into account.

According to Lim (1995) the term 'culture' refers broadly to a relatively stable set of beliefs, values and behaviors commonly held by a society. Hofstede (1980) and Schein (1990) make a distinction between national culture and corporate or organizational culture. Hofstede (1980) and Hofstede and Bond (1988) state that a national culture is accountable for the economic performance of various countries. The concept of corporate or organizational culture serves to understand the differences in performance between companies in the same national culture (Schein, 1990).

2.5.1 Cultural aspects of performance

Since 1980 thousands of articles have examined the topic of organizational culture (Hartnell, Ou & Kinicki, 2001). Despite the abundance of studies on organizational culture in the last few decades, there is no widely accepted causal relationship between organizational culture and performance (Ojo, 2009).

Organizational culture influences organizational, group and individual behavior and is therefore important to look at, because poor performance is caused by behavior of the employee himself or behavior of the environment.

Earley (1994) states that scholars have proposed several typologies of cultural dimensions. One such dimension is individualism and collectivism. Whereas individualism and collectivism represent the general attributes of a culture, in this thesis the terms allocentrism and idiocentrism have been used to measure the individual level orientations that reflect this cultural dimension (Lam et al, 2002; Triandis, 1989).

Allocentric people view themselves as inseparable from the others in a group and perceive goals of collectives as more important than their personal goals. Idiocentric people view themselves as being separate from others, are concerned with achievement and perceive their personal goals as more important than the goals of collectives.

An employee from an individualistic culture (idiocentric) strives to improve his job performance because of the recognition he may receive, whereas a worker from a collectivistic culture (allocentric) seeks improvement because of the gains his group may receive (Earley, 1994; Erez & Earley, 1993). So the reasons for employees to perform well can be different across cultures. Therefore it is important to look at the cultural aspects of performance, before a manager can prevent or stop poor performance of employees.

2.5.2 Cultural aspects of intervention

We discussed different forms of intervention on poor performance. In these different forms of intervention managers have to use the same steps. We have elaborated on these steps in paragraph 2.4. In short, these steps are identifying the poor performing by communicating with the employee without biases, making clear expectations and giving feedback while monitoring the process.

According to De Luque and Sommer (2000) organizations assess performance and implement feedback mechanisms to provide feedback to their employees. Considering international management implications, feedback techniques from the U.S. to evaluate an employee's performance, might not be universally effective across different cultures (Early, 1986; 1989). Non-verbal feedback signals such as head movements and facial expressions are also not universally across different cultures (Paggio & Navarretta, 2011).

Feedback seeking behavior by employees is different across different cultures and countries. For example, employees in the United States are more likely to inquire feedback than employees from Hong Kong. This difference is related to cultural differences in self-assertiveness and power distance. Employees with low individualism (allocentric employees) and high power distance societies are less likely to inquire supervisor-focused feedback in order to manage their performance (Morrison, Chen & Salgado, 2004).

Because society and thus organizations are continuously evolving, there is no universal theory for examining organizational behavior and feedback that can be used in all contexts (MacKenzie, 1986, Morrison, Chen & Salgado, 2004). Therefore it is important to take cultural aspects into account when discussing organizational behavior and feedback within different contexts. What is seen as good behavior by an employee born or trained in one culture, might not be correctly perceived and responded to by a manager born or trained in a different culture (De Luque & Sommer, 2000).

Although there are several scholars who have noted the many dimensions of cultures and at different levels, such as individual, group or societal level, we use the proposed model of De Luque and Sommer (2000), because it is on individual level. The dimensions of De Luque and Sommer (2000) are based on research of many other scholars, such as Hofstede (1980), Trompenaars (1993), Schwartz (1992) and others. The four dimensions De Luque and Sommer (2000) propose are specific-holistic orientation, tolerance for ambiguity, individualism-collectivism and status identity.

2.5.2.1 Cultural aspects of intervention on external causes

Specific-holistic orientation defines the contrast between knowing people only job specific or knowing people in a holistic way, i.e. having not only a formal relationship but also a relationship with colleagues outside the job. The first approach (job-specific) is more common to U.S. individuals, who keep their personal life and professional career separated (De Luque & Sommer, 2000), whereas the second approach (holistic) is more common to Japanese, Chinese and Russians, because they expect to know the person holistically, i.e. knowing the person's life outside the organization, before doing business. The knowledge about specific-holistic orientation is important when dealing with external causes of poor performance. As stated in the paragraph about external causes of poor performance, relationships can be a major cause of poor performance. A manager has to maintain or improve their affective relationship

with employees in order to influence the performance of employees in a good manner. This means not knowing an employee only job specific, but also in a holistic way, so that a manager can consider the best possible way to intervene on poor performance.

The individualism versus collectivism dimension illustrates how individuals see themselves in relationship to cultural peers. Characteristics of cultures define the social identity of individuals. According to Tajfel and Turner (1986) social identity is defined as the relation of the person to the whole. The concept of individualism versus collectivism is the most widely studied concept state De Luque and Sommer (2000) in their article. In an individualistic culture there is an intrinsic belief in individual decisions and individual goals become the primary focus of behavior (Kluckhohn & Strodtbeck, 1961; Triandis, 1995). An employee from an individualistic culture (idiocentric) strives to improve his job performance because of the recognition he may receive, whereas a worker from a collectivistic culture (allocentric) seeks improvement because of the gains his group may receive (Earley, 1994; Erez & Earley, 1993). In a collectivistic culture there is a situation where people belong to groups that share a reciprocal concern for each other (Triandis, 1995). The emphasis and priority is on the group over the individual.

In order to deal with poor performance in an individualistic culture, a manager needs to support individuals and give individual training in order to improve the performance of employees. In order to deal with poor performance in a collectivistic culture, a manager needs to support the team and give group training in order to improve the performance of employees (De Luque & Sommer, 2000; Earley, 1994).

Triandis (1989; 1995) states in his articles that there is a tendency to find more individualism in Western cultures and more collectivism in traditional Eastern cultures.

Age, gender, class, caste (India) and ethnic behavior are all concepts of status identity. De Luque and Sommer (2000) define status identity as follows: ‘the cultural syndrome of status identity embodies the notion that cultural members are stratified into categories or a hierarchy based on culturally salient criteria.’

Some societies accord status to people on basis of their achievements, whereas other cultures determine status through the respect given a person because of for example birthright, gender, age. Societies characterized by achievements are labeled ‘lower status identity cultures’ and societies characterized by ascription are labeled ‘higher status identity cultures’ (De Luque & Sommer, 2000). Persons in lower status identity cultures are more likely to perform well, because their status identity is characterized by achievements and therefore employees by themselves are able to influence their status identity. Employees in higher status identity cultures who have a low status because of their gender, class or ethnic behavior, are more likely to perform poor, because they are demotivated because of the fact that they cannot get a higher status through achievements. Options to intervene on this kind of poor performance because of demotivation is to motivate the employees to perform better, ensure them that stereotypes and biases will be reduced and make a change from a high status identity culture to a low status identity culture.

2.5.2.2 Cultural aspects of intervention on internal causes

Because of the fact that managers already need to have a good recruitment and selection procedure, in order to prevent situations where employees are unsuitable for the job concerning attitude or motivation or both (Ahmad & Schroeder, 2002), there are less cultural aspects of intervention on internal causes of poor performance.

According to De Luque and Sommer (2000), tolerance for ambiguity refers to the extent to which ambiguous situations are perceived as threatening. It also includes the degree to which employees are willing to take part in changes and innovation (Kedia & Bhagat, 1988). This dimension also includes the uncertainty avoidance as described in the five dimensions model of Hofstede (1980). In cultures with low tolerance for ambiguity less risk full decisions will be made and there will be a high dependency on rules and procedures. In cultures with high tolerance for ambiguity individuals are not threatened by opinions and behaviors different from their own (Berger, 1979). Examples of a culture with high tolerance for ambiguity are the U.S. or European countries. The dimension of tolerance for ambiguity means that if employees and managers have a high level of tolerance for ambiguity they are not threatened by opinions and behaviors different from their own. Because they are not threatened by different opinions and behaviors, managers are more likely to reflect on the behavior of employees and can intervene on poor performance.

In order to research the element of culture, the following questions are asked:

- Can you describe your organizational culture?
- Can you describe the individual level orientation of the employees (focused on themselves or group)?
- How does your company take cultural aspects into account when dealing with poor performance?
- Which status identities are there in the company and how do these identities influence poor performance?

2.6 General overview of interview questions

Construct or element	Interview questions
Poor performer	Do you agree with the definition of poor performers we use?
Motivation	What factors do you take into account if an employee is not motivated? What do you do to improve motivation of an employee?
Ability to perform	Which indicators predict performance the best according to you, and why? Which dimensions do you use to recruit and select new employees?
Recognizing poor performance	How do you identify poor performers in your company? How is the quality and quantity of the output of a poor performer in comparison to a good performer?
General causes of poor performance	How do you consider what the causes of poor performance are? How do you determine whether the cause of poor performance is internal or external?
External causes of poor performance	How do you make sure that you give direct and clear assignments to an employee? What kind of autonomy or development opportunities do the employees have? What is your experience with biases (age, gender, race) and poor performance in your company?
Internal causes of poor performance	Which competences does an employee need to have in order to perform well in your company? Which personality is the most useful within your company, and why?
Monitoring (poor) performance	How do you monitor the performance of employees? How do you react on an employee who is performing below average (poor)? Which actions do you take to overcome poor performance?
Interventions on external causes of poor performance	How do you ensure enough development opportunities for employees? How do you overcome biases about certain employees? What is your experience on rewarding behavior in relationship with performance? How do you communicate with and give feedback to your employees?
Interventions on internal causes of poor performance	Which type of organizational support do you offer to your employees? Which type of training do you offer to your employees? How does training change employees' poor performing behavior?
Culture	Can you describe your organizational culture? Can you describe the individual level orientation of the employees (focused on themselves or group)? How does your company take cultural aspects into account when dealing with poor performance? Which status identities are there in the company and how do these identities influence poor performance?

Table 1.

3. Methodology

This chapter describes the methodological approach which was used during the research. Firstly, an overview of the research approach is given. Secondly, the research strategy is given, including the choices which were made in respect to the methods. Lastly, the data collection approach is described.

3.1 Research design

In order to better understand the nature of the poor performing problem and how to deal effectively with this problem in different national cultures, a mostly inductive research approach is used. According to Saunders, Lewis and Thornhill (2009) an inductive research approach involves the development of a theory as a result of the observation of empirical data. The result of our analysis would be the formulation of a theory. The theory would follow data rather than vice versa. Research using an inductive approach is likely to be particularly concerned with the context in which such events are taking place (Saunders et al., 2009). In our thesis this concerning with the context is important, because we want to take different companies and cultures into account when discussing poor performance.

In order to answer the question ‘How to deal effectively with poor performers in organizations in different national cultures?’, we use a multiple case study. Robson (2002, quoted in Saunders et al., 2009) defines a case study as ‘a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence’. Yin (2003) highlights the importance of context, because within a case study the boundaries between the phenomenon being studied and the context within which it is being studied are not clearly evident.

In order to ensure that the data are telling us what we think they are telling us (Saunders et al., 2009), we use triangulation. Triangulation means the use of two or more independent sources of data or data collection methods within one study (Saunders et al., 2009). We use not only qualitative measures such as semi-structured interviews, but also quantitative measures such as scores from the HPO database.

3.2 Data collection

To collect the necessary data, thirteen semi-structured interviews (see paragraph 2.6) were conducted with managers of profit and non-profit companies in different countries. The selection process of the respondents was based on managers who have worked with or are working with the HPO Center. The respondents worked in different sectors, but were all managers who had to deal with poor performance of employees. The managers who were interviewed were working for a company which was located in one of the following countries: the Netherlands, Germany, United Kingdom, United States of America, Thailand, Australia or China. Eight Dutch managers, one German manager, one English manager, two American managers and one Australian manager were interviewed.

The interviews were conducted by telephone, by Skype or by face-to-face contact. The semi-structured interviews were divided in seven themes and two of these themes were further divided in subthemes. The seven themes we used in the interviews were motivation, ability to perform, recognizing poor performance, causes of poor performance, monitoring (poor) performance, intervention on poor performance and cultural aspects of poor performance.

Causes of poor performance were divided into external and internal causes of poor performance. Intervention on poor performance was divided in intervention on external and internal causes. By conducting semi-structured interviews we were able to ask the interviewee additional questions. Through this, we allowed ourselves to ask new questions brought up during the interview and thereby got a better understanding of the underlying processes.

The interviews had a duration of approximate one hour and all were audio recorded in order to transcribe the interviews as soon as possible and code the interviews in a later stage of the process.

Because of different time zones the interviewer and some interviewees were in, four managers filled in a survey instead (See Appendix A). Three Thai managers and one Chinese manager replied on the survey.

An appropriate sample size for a qualitative study is one that adequately answers the research question (Marshall, 1996). In total we contacted twenty managers, but seventeen managers were interviewed during the process. The purpose of this thesis is to explore the literature and to compare this with findings from interviews. So we wanted to take a sample size, which was not too big, but big enough to research this subject.

After the transcription of the interviews by the interviewer, key themes and patterns were identified by manual open coding (See Appendix B). The data which was collected was disaggregated into conceptual units and provided with a label (Saunders et al. 2009). After significant themes and issues were indicated, we used axial coding. Axial coding was used to look for relationships between the categories of data that had emerged from the open coding. The essence of this approach was to explore and explain the phenomenon of poor performing by employees and what the factors were that cause this poor performing. The last step in the coding process was to use the existing theory discussed in chapter 2 and to conceptualize the collected data.

4. Results

In this chapter patterns that were found after analyzing the responses of the interviewees are described. Firstly, how to recognize and monitor poor performance is described. Secondly, the causes of why employees perform poor according to managers are given. Thirdly, the interventions which can be made to overcome poor performance are discussed. Lastly, the cultural aspects of poor performance and how managers take these aspects into account are described. Throughout the text quotes from interviewees have been placed (in italics) to illustrate the various findings.

4.1 Recognizing and monitoring poor performance

The respondents were asked to elaborate on their modus to identify and recognize poor performance in their company. There are two main ways managers use to identify and recognize poor performance in their company.

The first way how managers recognize and monitor poor performance is the formal performance appraisal once or twice a year. “*We have once a year a performance appraisal, where it becomes clear who is performing and who is not*”. A manager stated “*We identify performance mainly by performance appraisal results*”. The performance appraisal can be done in an objective and subjective way. With objective measures such as sales volume or deliver results on time, a manager can identify poor performers fairly easy and objectively. “*It's pretty simple, it's quantifiable, so if they are not doing stuff to help generate opportunities themselves, they will sell themselves out*”. Another manager stated “*If a sales person is not functioning well, he will sell less and that is directly measurable.*”

With a subjective performance appraisal it is more difficult to measure performance. “*The scientific stuff is pretty simple, that is easily quantifiable... but the qualitative side of it, is kind of more difficult to measure*”. A subjective performance appraisal is frequently used in business settings where it is more difficult to objectify results of the employees. “*However, there are also functions where it is not directly measurable and then you have to look at their behavior*”. Another manager who worked in the field of education stated “*I am not building widgets on a factory or cutting pieces of wood in a particular size. So it is a little more difficult in my world to be out and say what the metrics are*”.

With the subjective performance appraisal managers need to stay unbiased and have to rely on observed behaviors when making performance ratings (Bauer & Baltes, 2002). Managers said this is especially a challenge when for example employees know there are monetary consequences involved. The employees then are over assessing their colleagues’ performance, because having a good evaluation has often the effect of getting a bonus, so that the performance appraisal becomes too soft and poor performance is not dealt with. “*As soon as you introduce money... they are unwilling to say anything honest about them and generally what you get is grade inflation, so people over assessing people's performance and their abilities and that sort of things*”. To prevent discussions about performance ratings is another reason that managers need to stay unbiased, rely on observed behaviors and get support from their superiors. “*At the moment that managers are assessing employees' performance realistic, they will get discussions and especially the poor performing employees are dissatisfied*”.

The second way how managers recognize and monitor poor performance is informal monitoring and looking at the actual behaviors of employees: “*...Quantitative criteria and also the way of acting of employees. Especially within the group*”. “*If you hear that people in a certain department are in a bad mood or always negative, then you have to start asking questions. So there is a continuous, it is not a formal review, but it is a continuous open eye policy*”. This way of monitoring performance is seen as important by the interviewees, because managers can then intervene on poor performance in an early stage. “*You don't want to talk in January a year later and say you didn't perform well. The idea is that on the moment somebody is performing poor you are conversing with him on a more frequently basis*”. Another manager stated that “*It is not a formal sit down... it is more how is it going, how is your progress going forward. So it is more of an informal discussion than a formal process*”.

Interviewees found it important to use a combination of the two ways to monitor performance. The formal performance appraisal is a yearly or half yearly event where employees formally get to know how they are performing. The informal monitoring and looking at the acting of employees is important to recognize poor performance in an early stage, so that the manager can intervene directly on the poor performing behavior. In Table 2 a schematic overview of the interview findings is given.

Interviews	Literature	Stated by # respondents	Percentage of total respondents
Formal performance appraisal	Objective performance measurement (paragraph 2.2) Subjective performance measurement (paragraph 2.2)	4	24%
Informal monitoring	Objective performance measurement (paragraph 2.2) Subjective performance measurement (paragraph 2.2)	8	47%
Staying unbiased	Staying objective (paragraph 2.2)	6	35%

Table 2. Recognizing and monitoring poor performance: findings from the interviews matched with concepts found in the literature.

When we compare the findings from the interviews with the existing literature, there are two ways managers measure performance. On one hand performance is monitored in an objective way, where you can measure outcomes. On the other hand performance is monitored in a subjective way, where managers rely on observations of behavior. Compared to the literature, interviewees confirmed these two ways of performance measurement and added the concept of formal and informal monitoring. Managers can use the objective or subjective measurements in two ways. One is that there can be formal monitoring two or more times a year, or there can be informal monitoring where the manager is in conversation with the employee without the official session of performance appraisal two or more times a year. Most interviewees stated that they use a combination of these two ways of monitoring.

Managers use not only the difference between objective and subjective measurement, but state also the difference between formal and informal monitoring.

4.2 Causes of poor performance

As discussed in paragraph 2.3, there are many causes of poor performance a person can come up with. The most important way to understand the cause or causes of poor performance is having conversations with the employees. Through conversations a manager can identify the causes of poor performance on a case by case basis. “*The main thing is, you know, you normally can see the outcomes of poor performance, but trying to go what is it, what is causing that, you need to work with them*”. Another manager stated: “*Talking to people. That is basically all you can do*”. All interviewed managers stated that they use conversations and counseling sessions in order to know what the cause is and to improve the motivation of employees. One manager stated: “*I usually conduct counseling sessions once a month to allow staff to be themselves and let out their unhappy thoughts*”. Another manager stated that “*To know if motivation is the cause of poor performance involves dialogue with your employee over a period of time... they will tell you what is really going on with them and possible solutions*”.

If a manager notices that an employee is not motivated, it is important to enter into dialogue with this employee in order to know which factors caused the drop in motivation and to deal with these causes accordingly.

Two managers confirmed the theory of attribution of causality by Brown and Mitchell (1986), that the more employees are performing poorly, the higher the probability that something common to all employees or management is to be blamed. “*If one employee is performing significantly less, then it is the employee I think, if the whole team is performing below average, it might be an external factor*”. Another manager thinks it is more complicated. “*It is more complicated I think. One has a relationship with the other. If the organization is the cause of poor performance, it is obvious that more people are performing poorly. The other way around, if many employees are performing poorly, it doesn't mean that the organization is the main cause. It could be just bad luck*”.

Table 3 shows a schematic overview of the interview findings.

Interviews	Literature	Stated by # respondents	Percentage of total respondents
Enter into dialogue with employees	-	17	100%
Something common to be blamed	Attribution of causality (paragraph 2.3)	2	12%

Table 3. Causes of poor performance: findings from the interviews matched with concepts found in the literature.

When we compare the findings from the interviews with the existing literature, there is a difference in approach to define what the causes of poor performance are. In the literature it is mostly about making an internal or external attribution by monitoring from the outside at employees and monitoring what is going on, instead of talking with employees and listening to

them. An important concept we found from the interviews is that a manager needs to enter into dialogue with employees and not only use a one way conversation, but definitely listen to them in a two way conversation.

4.2.1 External causes of poor performance

Four interviewees stated that (the relationship with) the manager can be the cause of poor performance. Managers can avoid being the external cause of poor performance by giving direct and clear assignments to the employees. Respondents stated that they “*Try to make things as clear as possible and check in with them regularly about the task*”. Other managers check if the employees understand their assignment correctly, by asking feedback and if the manager and employee are on the same line. “*The manager has the responsibility to check if the direction the manager has in mind and the direction the employee is going are congruent. It has to be a continuous conversation*”.

Most of the respondents did not observe pervasive differential treatment in their company (Greenhaus et al, 1990; Ilgen & Youtz, 1986). However, there were some managers who stated that there are minorities in the company who experience differential treatment and receive a lower performance appraisal than others. Through this experience of differential treatment and receiving a lower performance appraisal than others, these employees are inclined to perform less. “*...Some people choose to show their indifference towards lesbian staff*”. “*For gender, female has both responsibilities to work and family rather than male. Thus, the female workers might reluctant to take full responsibility to work*”.

One manager stated that the causes of poor performance are not relevant or interesting. Managers need to focus on the fact that an employee is not performing and give the employee the autonomy and opportunity to improve him- or herself, but the initiative has to be with the employee and not with the manager. So the employee is responsible for making an improvement plan and the manager only supports this process. “*You make them realize that they are not performing, you make clear on which points they are not performing and you give them the opportunity to improve themselves. The initiative is always with the employee, I offer him my support, but he needs to make an improvement scheme, not me*”.

Other managers stated that development opportunities and autonomy are very important and that a lack of these opportunities will influence the performance of employees negatively. “*If you don't give them these opportunities, it is a big signal to the employees that you don't invest in them anymore*”.

In Table 4 a schematic overview of the interview findings is given.

Interviews	Literature	Stated by # respondents	Percentage of total respondents
(the relationship with) the manager	Manager as cause of poor performance (paragraph 2.3.1)	4	24%
Experience of differential treatment	Pervasive differential treatment (paragraph 2.3.1)	2	12%
Causes of poor performance are not interesting	-	1	6%
Employee's opportunity to improve himself	(Lack of) autonomy and development opportunities (paragraph 2.3.1)	7	41%

Table 4. External causes of poor performance: findings from the interviews matched with concepts found in the literature.

When we compare the findings from the interviews with the existing literature, interviewees stated that from the external causes the relationship with the manager is an important cause of poor performance. This is the same as what we found in the existing literature, where many scholars define (the relationship with) the manager as an external cause of poor performance. Experience of pervasive differential treatment, as described in the literature, was not confirmed by many interviewees. However, two interviewees stated that there are minorities who experience pervasive differential treatment and therefore perform less.

One of the interviewees came up with a statement that it does not matter what the cause of poor performance is. More important is the fact that you have to give the employee the autonomy and opportunities to improve himself. This statement is in line with the literature where is described that a good way to solve external causes of poor performance is providing autonomy and development opportunities.

The fact that a lack of employees' opportunity to improve themselves is an important external cause of poor performance described in the literature, is confirmed by the interviewees. When employees do not have enough opportunities to improve themselves it is a big signal to them that a manager does not invest in them.

The literature is overall confirmed by the findings from the interviews. One addition is made by an interviewee that the manager does not need to focus on the causes of poor performance, but need to focus on giving the employee the opportunities and autonomy to improve himself.

4.2.2 Internal causes of poor performance

Regarding the internal causes of poor performance, the most mentioned one during the interviews was the employee not being in the right place. According to thirteen respondents the motivation drops if people are not challenged enough or challenged too much, i.e. they are not in the right place or do not have the right job in the organization. “*I think the most important factor would be that the person is not in the right place and it can be two-sided. It can be that he or she works below their level or above*”, stated one of the interviewees. Other interviewees

stated that “*It could be often the case that people are not in the right place*”, “*It has to do with challenge, the job is too easy for them or too difficult*” or “*An employee has a job which is not in line with his competences and needs*”. These findings are congruent with the study of Morgeson et al. (2005) described in paragraph 2.3.2. Morgeson et al. (2005) explain that cognitive ability reflects a capability and a set of competences that extends across all aspects of work. Therefore an employee with low cognitive ability is likely to perform less, because this employee lacks the capability and the set of competences to perform well at the different aspects of work.

The second internal cause of poor performance described in paragraph 2.3.2 is the personality an employee has. Respondents stated that they do not want one personality, but preferable a mix of different personalities. “*I don't want one personality. I want diversity, so that people can challenge each other...*”. Another manager stated that “*Having the right person in the right spot, in my opinion there is not the perfect person for the company, I mean if somebody is always negative, that doesn't work in any department obviously, but in general it really depends on the functions you are looking for.*” According to these managers there is not one perfect personality for a company, but it depends on the company and the function the employee is in. However, most of the interviewees stated that they prefer employees who are “*Open minded, willing to learn and adapt quickly to change*” or employees who are “*collaborative*”, “*Who can communicate well and are methodical*” and who are “*conscientious*”.

Table 5 shows a schematic overview of the interview findings.

Interviews	Literature	Stated by # respondents	Percentage of total respondents
Not being in the right place	Too high expectations of management (paragraph 2.3.1) Having low cognitive ability (paragraph 2.3.2)	13	76%
Personality	Personality dimensions (paragraph 2.3.2)	13	76%

Table 5. Internal causes of poor performance: findings from the interviews matched with concepts found in the literature.

When we compare the findings from the interviews with the existing literature, an important internal cause of poor performance, which is indicated by many respondents, is not being in the right place. This is congruent with what we found in the literature, where this concept is described as too high expectations of management or having low cognitive abilities. When employees have too low cognitive abilities for a function, they are not in the right place and have to be trained or need to get another function.

About personality, another internal cause of poor performance, managers stated that they preferably want a mix of different personalities. This is in contrast to what we found in the literature, where conscientiousness and agreeableness are found to have the highest validity on a positive relationship with overall job performance. However, when we asked further,

managers prefer to have employees who are open minded, collaborative, methodical and conscientious, which is in line with the literature.

4.3 Interventions on poor performance

Enter into dialogue and communicate with employees is an important way to recognize and intervene on poor performance. By communicating with employees a manager learns what is going on with the employees and why they are not performing. Thereafter, a manager can find different solutions by a case by case analysis to overcome the poor performance of an employee.

Organizations need to give employees as much autonomy as needed in their role and give employees the opportunity to develop themselves. As Morgeson et al. (2005) stated, employees with more autonomy will recognize that they have to use a wider range of skills and knowledge in order to perform well in their role.

Managers stated that they often give the what and why of an assignment, but the how is free to fill in for the employee. “*Autonomy is very high here, people appreciate that. Every year we hold an employee satisfaction survey and autonomy scores high*”. Another respondent stated: “*Try to get them as much as possible. As much as necessary to do their job. Because that is typically what motivates people. If they can make their own decisions, if they have their own responsibility but also decisions, that is important*”. A third respondent stated: “*on the whole, we employ intelligent people, because we want to use their brains, so therefore not giving autonomy to think, kind of defeats the object, if you know what I mean*”. However, if you are poor performing in your role autonomy will be decreased. “*...dependent on the performance, I think, depends on how much autonomy people gets. If you are a poor performer, and you are not doing the basics you get an awful lot less autonomy*”. In common, the respondents stated that there are more than enough development opportunities. “*There are a lot of opportunities to develop themselves with specific courses or trainings. Besides, teams also have a budget to arrange trainings for the team. I think a lot of organizations would be jealous*”. Another manager stated: “*It is a lot. We spend ten percent of the wage expenses on training, so that is a lot... it has to be work related, but there has never been a request which was rejected.*”

When the cause of poor performance is a lack of skills or abilities, training is the best development opportunity. “*If you don't have the right skills or knowledge, you can be trained*”. Training often helps employees to reflect on their own behavior and therefore they will perform better. “*Somebody will reflect on his own behavior and abilities and thereafter there will follow an action reaction mechanism*”.

So ensuring that employees have enough development opportunities and autonomy is a tool to prevent poor performance, but if an employee is already poor performing, he will get less autonomy and will be monitored more strictly with frequent conversations where the manager will give the poor performing employee direct and clear aspects where the employee has to improve. “*You have to counsel them. Sit down and talk to them. Trying to get them back on track... it is coaching and counseling*”.

A big part of entering in dialogue and communicating with employees is giving feedback to the employees. After the determination where at the employee is poor performing and direct and clear assignments are given to the employee how he or she needs to improve, frequent feedback

is given on how he or she is doing. “*If you have been talking to somebody about their performance is not being good throughout whole the year, then having a conversation with them at the formal time and saying look I have been telling you all way through the year that you need to improve... that is a much easier conversation because it is not a surprise*”.

According to the respondents both negative as positive feedback is not given frequently enough and has to be improved. “*Giving feedback is incredible difficult, we give workshops to learn how to give feedback, but it stays difficult and people are having trouble with distinguishing the personal aspect from the functional aspect of giving feedback. You are nice, but you act blunt*”. “*If you had told me that eleven months ago, I could have done something about it*”.

So an important factor of feedback is that a manager needs to give feedback on a frequent basis and he or she needs to use the functional aspect of feedback, not the personal aspect. The functional aspect of feedback means that feedback is given by observed behavior. The personal aspect of feedback means that feedback is given by personal factors, for example giving feedback such as you are blunt, instead of: you are behaving blunt, but you are not a blunt person. If the feedback is based on unbiased observations and given directly to an employee when something goes wrong, it is much easier for the employee to deal with it and improve their performance.

When motivation is the cause of poor performance, managers need to enter in dialogue with the employee and give the employee organizational support in order to improve his motivation. “*I usually conduct counseling session once a month to allow staff to be themselves and let out their unhappy thoughts. This exercise seemed to be very effective for our staff*”.

Another manager stated that “*There is sort of a coaching process, like engage them, to help them kind of think through what they might do, but not everybody is receptive to that. Some people just don't respond.*” Therefore, managers stated that it is important to recruit and select already on attitude, because the attitude of employees is difficult to change. “*You can't change people much. You can't transform a grey mouse into... whatever*”.

In Table 6 a schematic overview of the interview findings is given.

Interviews	Literature	Stated by # respondents	Percentage of total respondents
Development opportunities	Employee development (paragraph 2.4.1.1)	7	41%
Training	Training (paragraph 2.4.2.2)	12	71%
Autonomy	Autonomy (paragraph 2.4.1.1)	13	76%
Feedback	Positive reinforcement (paragraph 2.4.1.2)	10	59%
Organizational support	Organizational support (paragraph 2.4.2.1)	8	47%

Table 6. Interventions on poor performance: findings from the interviews matched with concepts found in the literature.

When we compare the findings from the interviews with the existing literature, managers came up with almost the same interventions on causes of poor performance as described in the literature. However, what managers stressed to be an important tool to find the right solution to overcome poor performance is entering into dialogue and communicate with employees. The interviewees stated that it is important to have a two way dialogue and that managers also need to listen to employees and not only talk to them.

The findings from the interviews confirmed the literature where is stated that development opportunities and positive reinforcement are used to intervene on external causes of poor performance. The findings also confirmed the fact that training and organizational support are used to intervene on internal causes of poor performance.

4.4 Cultural aspects of poor performance

When dealing with poor performance, managers need to take also the cultural aspect of the organization and its employees into account. We interviewed managers from different countries, such as the Netherlands, Germany, United Kingdom, United States of America, Thailand, Australia and China.

Most respondents in the Netherlands stated that Dutch managers and especially in the nonprofit sector are reluctant to give negative feedback. They stated that they view the relationship between manager and employee more important than giving negative feedback. “*We think that the relationship is important and maybe even the most important thing. In general we have to like each other and that is at the expense of the honest and open conversation*”. Managers and employees in nonprofit organizations were also reluctant to give negative feedback because they are afraid that it will be used against them some other time. “*It is difficult to give feedback, because imagine that you are confronted with it some other time*”. This manager stated also: “*People find it in general difficult to give feedback to each other*”.

One manager stated that some managers think that you cannot address poor performance in a pleasant atmosphere. “*That pleasant atmosphere, it doesn't suit such an atmosphere to address and intervene on poor performance. If two out of ten people are poor performing, the other eight will try to perform even better to compensate for the two poor performers and keep the atmosphere friendly*”.

The respondents from Germany, the UK, the US and Australia found it not that difficult to give negative feedback. A manager from the US stated about giving negative feedback: “*No we are absolutely not (afraid to give feedback), because if you got negative feedback, that stuff is not going away. Your manager will deal with it now, so we deal with it head on*”. A manager from Germany stated that “*if you have a good communication process in your company, you get people motivated, because they are not afraid to speak up*”. A manager who has worked in Australia and in the UK stated that it is easier to deal with poor performance in non-government organizations, because in government organizations managers are bound up in the rules and the culture is very objective driven. “*Certainly UK government organizations and Australian government organizations are very much bound up in the rules and are very objective driven... you have to have got evidence of what is going on, it has to be documented and you have to follow process*”. This is what managers in Dutch governmental organizations also experienced. “*Before something can be realized, it has to go through many different layers of the organization*”.

The respondents from Thailand were decisive about dealing with poor performance. One of the Thai managers stated: “*Most of the team members speak out about the poor performer*”. Another manager stated: “*a poor performer will not last longer than three months and will be forced to resign. However, if that person has been with the company for a long time, we would try to rotate job for him so that he has another chance to prove himself in a new position*”.

A Chinese respondent stated that they are not very decisive about poor performance: “*many managers just try to ignore poor performance*”.

Respondents from Thailand stated that status identities in family companies can carry on poor performance forever. “*Family culture can carry on the poor performance in the team forever*”. The respondent from Germany confirmed this “*If you go in family owned companies, so not publicly traded or not run by an outside general manager or so, then you find people in certain positions that should not be in that position. In most cases, those companies don't perform very well*”. In the Netherlands, Australia and Germany status does not influence poor performance in publicly traded companies and only status is given to employees who perform well. “*no I think in my opinion poor performance is not limited or constrained by somebody's status*”. “*, it is all about performance, I got ya, it is all about performance. You know, it does not make any difference what family they are from, it doesn't make any difference where they went to school, it makes difference, can this guy get it done*”.

Thus, most managers from the Netherlands stated that they are reluctant to give negative feedback and therefore it is more difficult to deal with poor performance. Respondents from Germany, the UK, the US and Australia find it not difficult to give negative feedback and therefore they were able to overcome poor performance in an early stage. Respondents from Thailand were decisive about dealing with poor performance, in opposite with many managers in China, where many managers try to ignore poor performance according to the respondent from China.

Table 7 shows a schematic overview of the interview findings.

Interviews	Literature	Stated by # respondents	Percentage of total respondents
Relationship between manager and employee important	Specific-holistic orientation (paragraph 2.5.2.1)	3	18%
Reluctant to give feedback	-	5	29%
Status identities	Status identities (paragraph 2.5.2.1)	10	59%

Table 7. Cultural aspects of poor performance: findings from the interviews matched with concepts found in the literature.

A phenomenon which is not mentioned in the literature but what we found in the interviews, is that managers in the Netherlands are reluctant to give (negative) feedback. The interviewees stated that they view the relationship between manager and employee more important than

giving negative feedback. Respondents from Germany, the UK, the US and Australia found it not that difficult to give negative feedback. Managers stated that if they are reluctant to give (negative) feedback, it is more difficult to deal with poor performance. Therefore it is important to learn how to give (negative) feedback, in order to solve poor performance in an early stage by giving feedback to poor performing employees.

The interviewees confirm the literature by stating that status can influence poor performance. The findings from the interviews show that especially status identities in family companies can carry on poor performance forever. In the Netherlands, Australia and Germany status is given to employees who perform well, instead of given to family members.

Thus, it is important to have the right person with the right skills, knowledge and attitude in the right place, and not a family member or friend.

5. Discussion

To overcome a gap in the current literature on how to deal effectively with poor performers in organizations, a literature review and a survey (in the form of telephonic and face to face interviews) were conducted. To arrive at the answer to the main research question of this research: '*How to deal effectively with poor performers in organizations in different national cultures?*', we had to answer first three other research questions namely, What is a poor performer and how is poor performing defined in different national cultures? How can poor performers be recognized on their behavior in different national cultures? What are the causes of poor performance in different national cultures?

Firstly, the definition of a poor performer which is used in this thesis is given according to the literature and confirmed by the respondents of the multiple case study, namely 'poor performers fail to meet individual and organizational objectives and affect the motivation and effectiveness of their colleagues negatively for a prolonged period of time'. Poor performance is seen as a product of motivation and ability of an employee.

Secondly, the recognition of a poor performer is discussed in different national cultures first according to the literature and thereafter through the multiple case study. We found that an evaluation process is needed in order to evaluate performance of employees. This can be done in two ways, recognition on the basis of behavior which is called subjective performance measurement, or recognition on the basis of the quality and quantity of the employee's output which is called objective performance measurement. In the interviews and surveys the respondents confirmed this theory and stated that subjective performance measurement is used more in complex functions where it is difficult to measure output, objective performance measurement is used more in simple functions where it is easy to measure output.

Thirdly, the causes of poor performance are discussed in different national cultures first according to the literature and thereafter by the multiple case study. We found that causes of poor performance can be external or internal. External factors which cause poor performance are for example the (relationship with the) manager, lack of career development or autonomy, age, ethnicity and gender. External causes of poor performance which can be different across cultures are pervasive differential treatment and status identities. For example, lesbians in China were thought to be poor performers and in Thailand female employees were sometimes considered as reluctant to take full responsibility to work, because they have both responsibilities to work and family, rather than males.

Status identities might influence poor performance dependent on different cultures. In this study family owned companies in Thailand and in Germany carry on poor performance forever. In the Netherlands, Australia and Germany status does not influence poor performance in publicly traded companies and only status is given to employees who perform well.

Internal factors which cause poor performance are cognitive ability and personality or attitude. We did not find differences among the different cultures in this study.

Fourthly, the interventions on poor performance are discussed. We found that it is important to ensure enough development opportunities for the employees in order to overcome poor performance of employees. Having a good dialogue with employees is necessary to know what development opportunities will do for specific employees. Feedback is an important tool to give employees direct and clear messages about their role in the organization and has to be used by

managers in order to overcome poor performance of employees. Organizational support has to be given also to the demotivated employees to ensure that the company is looking after the employees' needs. Training has to be used in order to overcome poor performance caused by a lack of knowledge, skills or abilities.

The answer to the research question '*How to deal effectively with poor performers in organizations in different national cultures?*' is that a manager needs to be clear in giving assignments to an employee and needs to be clear about his expectations of an employee. Thereafter, he needs to monitor the process and take care of mistakes of the employee.

But the most important thing which is the basis of all this, a manager needs to learn to enter into dialogue with the employee and listen to what is happening with the employee, what he or she wants to have as development opportunities, training etc. It needs to be a two way dialogue, where the manager also listens and not only talks to the employee. Thus, an important way to deal effectively with poor performance in all the cultures in this study is that a manager needs to enter into an efficient and effective dialogue and make it an interactive improvement process with the employee.

6. Limitations and further study

6.1 Limitations

Schwandt, Lincoln and Guba (2007) state a few criteria which can be used when discussing a qualitative research. One of these criteria is credibility. Prolonged engagement, which is lengthy and intensive contact with the respondents in the field is a good way to increase credibility (Schwandt et al., 2007). In this thesis the credibility could be more, because of the fact that all participants are interviewed for only one hour. Also the fact that most interviews are conducted by telephone and only a few by face to face contact could diminish the credibility. Furthermore, credibility is used to evaluate whether the research is credible from the perspective of the participants in the research by continuous, informal testing of information by soliciting reactions of respondents (Schwandt et al., 2007). This continuous, informal testing of information is only done during the interviews by summarizing and asking if the interviewer understood the answers of the interviewee well.

Another criterion is transferability. Transferability is the range and limitation for application of the study findings, beyond the context in which the study was done (Malterud, 2001). The transferability can be a limitation in this thesis. We conducted thirteen semi-structured interviews and four filled in surveys. The research context is described, so that the reader who wants to transfer the results to a different context is then responsible for making the judgment of how sensible the transfer is (Trochim, 2006).

The third criterion which can be used when discussing qualitative research, is confirmability. Confirmability or neutrality refers to the degree to which the findings are a function of solely information of the interviewees and conditions of the research and not of other biases, motivations and perspectives (Guba, 1981). The neutrality of this thesis can be confirmed by reprocessing the methods, however if other managers are interviewed in a larger sample size, maybe other findings can be obtained.

The last limitation of this research is the fact that only managers are interviewed and no employees. Green and Mitchell (1979) provide evidence that suggests that managers in general see poor performance of their employees as more internally than externally caused regardless of the surrounding circumstances. However, managers can also be a big cause of poor performance as stated by for example Suh (1999), Berlew and Hall (1966) and Walumbwa and Hartnell (2011). This is a limitation of this thesis, because the interviewed managers will probably see poor performance more internally than externally caused.

6.2 Implications and future research

The aim of this thesis is to address a gap in the current literature on how to deal effectively with poor performers in organizations that want to be(come) high performance organizations (HPOs) or are HPO. The emphasis of existing literature seems to be on how to become an HPO and what the factors are of competitive advantage that apply worldwide (De Waal, 2012; Lado & Wilson, 1994; Barney, 1995). Therefore, this thesis is used to focus on another interesting topic, the ‘bad’ i.e. poor performing employees and how to deal with them effectively, because not much attention has been paid to this topic so far.

The research described in this thesis focuses specifically on this topic, the poor or non-performing employees. The research will create an understanding on the definition of poor or non-performing employees and on how managers deal effectively with them in different cultures. The different aspects of poor performance (the definition of a poor performer and poor performance, recognition of a poor performer, causes of poor performance and the interventions on poor performance) are interesting for further research and have not been paid much attention to so far. An interesting aspect of this thesis is the fact that a lack of development opportunities, feedback, organizational support or training opportunities influences poor performance in a way that more employees are performing poor. Further longitudinal research might be conducted to find out whether these improvements of ensuring enough development opportunities, feedback, organizational support and training ensures an actual decrease in poor performance. This future research should not only include interviews with managers, but definitely also with employees.

Promoting managers to enter in dialogue more often and give enough development opportunities, feedback, organizational support and training seems to enhance the performance of employees in a company. Poor performance is an actual problem in many companies and costs companies in the Netherlands an estimated €14 billion per year. Reducing poor performance in organizations can reduce this huge amount. Another practical implication is that dealing decisively with poor performers is an important way to become a high performing organization (De Waal, 2007). Managers can use the results of this thesis in order to satisfy this HPO characteristic and move a step closer to becoming a high performing organization.

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Appendix A – Interview questions

In this appendix an overview is given of which interview questions are used in the thirteen semi structured interviews and which questions are used in the four surveys.

Construct or element	Questions
Poor performer	<p><i>“Poor performers fail to meet individual and organizational objectives and affect the motivation and effectiveness of their colleagues negatively for a prolonged period of time”</i></p> <p>Do you agree with the definition of poor performers we use?</p>
Motivation	<p>Which factors do you take into account if an employee is not motivated? What do you do to improve motivation of an employee?</p>
Ability to perform	<p>What indicators predict performance the best according to you, and why? (such as technical job requirements (cognitive ability) and attitude, disposition or personality aspects (motivation)) Which dimensions do you use to recruit and select new employees?</p>
Recognizing poor performance	<p>How do you identify poor performers in your company? How is the quality and quantity of the output of a poor performer in comparison to a good performer?</p>
General causes of poor performance	<p>How do you consider what the causes of poor performance are? How do you determine whether the cause of poor performance is internal (inside the person) or external (the company)?</p>
External causes of poor performance	<p>How do you make sure that you give direct and clear assignments to an employee? What kind of autonomy or development opportunities do the employees have? What is your experience with biases (age, gender, race) of a manager about employees and poor performance in your company?</p>
Internal causes of poor performance	<p>Which competences does an employee need to have in order to perform well in your company? Which personality is the most useful within your company, and why? (Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism and/or other?)</p>
Monitoring (poor) performance	<p>How do you monitor the performance of employees? How do you react on an employee who is performing below average (poor)? Which actions do you take to overcome poor performance?</p>
Interventions on external causes of poor performance	<p>How do you ensure enough development opportunities for employees? How do you overcome biases about certain employees? What is your experience on rewarding behavior in relationship with performance? How do you communicate with and give feedback to your employees?</p>
Interventions on internal causes of poor performance	<p>Which type of organizational support do you offer to your employees? Which type of training do you offer to your employees? How does training change employees' poor performing behavior?</p>
Culture	<p>Can you describe your organizational culture? Can you describe the individual level orientation of the employees (focused on themselves or group)? How does your company take cultural aspects into account when dealing with poor performance? Which status identities are there in the company and how do these identities influence poor performance?</p>

Appendix B – Coding scheme

In this appendix the used coding scheme is given.

After the transcription of the interviews by the interviewer, key themes and patterns were identified by manual open coding. The data which was collected was disaggregated into conceptual units and provided with a label (Saunders et al. 2009). After significant themes and issues were indicated, we used axial coding. Axial coding was used to look for relationships between the categories of data that had emerged from the open coding. The essence of this approach was to explore and explain the phenomenon of poor performing by employees and what the factors were that caused this poor performing.

Colors correspond with an interviewee from country:

Netherlands

Netherlands

Netherlands

Netherlands

Netherlands

Netherlands

Netherlands

Netherlands

Netherlands

Germany

Australia

United Kingdom

China

Thailand

Thailand

Thailand

United States

United States

Code	Quotes from the interviews
Work challenge / job fit	<ul style="list-style-type: none"> - The employee's environment which can be work condition (clear accountability, work challenge) - Most of the employees would like to get the job that matches their competencies, their strengths or their personal goals. - The nature of the job given and the person responsible – analyze the goodness of fit again - Sometimes they are not in the proper role, and there is a need for open dialogue about that. In that kind of situation, the best solution is for them to change roles, particularly if early in their career. I often will emphasize learning opportunities in their current role, and tell them stories about my own career path and how I used my early experiences to move up. - Nou ja kijk, een coach kun je inzetten dat je het gevoel hebt dat iemand misschien niet zo lekker op z'n plek zit. - Dat kan bijvoorbeeld een mismatch tussen wat iemand kan en graag doet en wat van hem gevraagd wordt, iemand kan op een verkeerde opdracht zitten. - Often times it is lack of communication by us and often times they are just not in the right place. - Ik denk dat het in de basis komt doordat ze op de verkeerde plek zijn, dus dat ze daarmee niet gemotiveerd of zelfs gefrustreerd raken, bij datgene wat ze zouden moeten doen. - But I had situations where, I remember very well, I had a service manager in the US, who managed 50 service technicians across America. Before he was put into this position, he was the best service technician this company had. But he was not a good manager of people. So in this case, when I found out, and it was really a nice guy, he was just overwhelmed with managing people. But he still was that service technician. So in this case, what we did, we send him to a leadership seminar to train him on leadership issues and I put next to him an administrative person, in this case actually a female which was quite interesting, who was exactly the opposite. She knew nothing about technology and the machines themselves, but she was a very good people person and they worked hand in hand. He was the service manager, she was the service administrator. She took care of making appointments, putting the service technicians into the right direction, managing them essentially, but he was the go to person for all the technical problems that nobody else could fix. So instead of firing your best service tech, because he was overwhelmed with the management position, we found a different solution. - Yes, correct, yes. There are very few bad people that I found across my career, and you have to really let them go. But you find situations where people are in the wrong spot. You know the Peter principle? - Second thing I'll then consider is, okay is the job they are doing or the task that I have asked them to do, either beneath them or exceeds, either below their expectations or above their expectations. I probably come back to, I try and think about the psychological contract in there, so if I said to them do a, b, c, but in reality they are only capable of doing a, therefore they are stressed because I asked them to do is beyond their capabilities. - Ja dat kunnen er tal zijn. Een medewerker past niet binnen de cultuur van de organisatie, een medewerker zit op een functie die niet aansluit bij de competenties en de behoefte van de medewerker. Het kan zijn dat die medewerker op een te hoog niveau functioneert, de functie is te hoog, maar kan ook zijn dat de functie te laag is, te weinig uitdaging biedt. - met uitdaging te maken hebben, dat het werk te makkelijk is of juist moeilijk. Misschien onderling concurrentie. - kan dat vaak zijn dat mensen gewoon niet op hun plek zitten, dingen doen waar ze niet blij van worden. - Nou ja ik denk dat de belangrijkste factor zou kunnen zijn dat de persoon in kwestie niet op de juiste plek zit. En dat kan twee kanten op. Dat kan zijn dat hij onder zijn of haar niveau werkt of erboven. Als iemand op zijn tenen moet lopen en daardoor... ehm... ja, al het andere is daar wel een beetje van afgeleid als ik even goed na ga.
External factors of poor performance	<ul style="list-style-type: none"> - External factors such as the current economy or social issues (i.e. Flooding, or Protesting rally) – anything that might affecting or taking the staff interest away from the job. - There are two components: and their environment (supervisor, peer, work assignment). - I think that main causes are deficiency of leadership, work systems/processes, and resources - Well I think, you know, again it comes back to, as a company we deal with everybody on a case by case basis. So it comes back to understanding the underlying problem, you know, if someone's mom just died for example, well, you know, if they didn't have a dip in their work rate you would really be surprised. For some people maybe, they actually increase their output because they have thrown themselves into their work, they just don't want to think about it. It is difficult to tell, but I mean, you know, you have to also consider whether or not it is, looking at their history, is it just a slight blink or is it a further example of what they already have been doing. - Often times it is lack of communication by us and often times they are just not in the right place.

	<ul style="list-style-type: none"> - Not on a continuous basis, but on a situational basis. If something come up, it could be a situation where it is really important for the company, it could be an external situation were certain market areas crash and something is not available anymore because something happened. Or the other way around, in a market in the US I had a certain situation where an incident happened and our market doubled in three months basically. Because something externally happened. We could not ship enough equipment. Then you have to really rethink your goals, because if you had goals for 10 percent increase in revenue compared to last year, then you have to go in and say, wait a minute, this is now an external thing, my market doubled, we don't want only ten percent, but we want 50 percent of this growth or something like this. And people understand. I mean, fair goals and fair communication and only things that people can actually, this is one of my, let's call it credo's, in developing performance appraisal is, people need to understand them and they need to be able to influence them. - It could be that the department leader is not doing a good job as a leader and so the whole department is leaning back and waiting to see what is going on. That could be a motivational issue. You can only find out by looking at the situation. The competition has a new machine or a new product, much better or much cheaper in a certain market, then all of a sudden that department is not selling anymore or not enough. - Ze kunnen te maken hebben met het doel dat de organisatie nastreeft, dat dat gewoon niet zijn of haar doel is. - I guess from an individual leader perspective, what I will look at from one of my team members, is they are not motivated, first thing I look at is, first thing I will ask is everything okay with them and their personal life. - marital difficulties or money worries outside, somebody just died, and there are external factors affecting how they are performing at work, how they are turning to work. - Ja er kunnen ook privé omstandigheden mogelijk een rol spelen. - Dat kan met privé te maken hebben. - omgeving heeft vaak ook wel invloed.
Internal factors of poor performance	<ul style="list-style-type: none"> - the employees themselves (their competencies and motivation) - Psychological factors, such as stress from work and family aspects. - Well I think, you know, again it comes back to, as a company we deal with everybody on a case by case basis. So it comes back to understanding the underlying problem, you know, if someone's mom just died for example, well, you know, if they didn't have a dip in their work rate you would really be surprised. For some people maybe, they actually increase their output because they have thrown themselves into their work, they just don't want to think about it. It is difficult to tell, but I mean, you know, you have to also consider whether or not it is, looking at their history, is it just a slight blink or is it a further example of what they already have been doing. - Dat kunnen natuurlijk meer, die kunnen in de werknemer zelf zitten. - Die kunnen denk ik ook nog wel verband houden met, uiteindelijk is dat ook een persoonlijkheidskenmerk van de werknemer, maar dat hij zegt ja ik geloof het allemaal wel, weer een nieuw ambitieus doel, ik zit hier al tien jaar, ik heb dit al een paar keer gezien. Dus ik weet niet hoe je dat moet omschrijven, maar een beetje een soort apathie die dan ontwikkeld wordt. Dat is vooral een gevaar bij mensen die langer bij de organisatie zitten. - het kan zijn dat je persoonlijk niet helemaal in je vel zit, dat heeft ook invloed. - Het kan ook natuurlijk zo zijn dat de persoon in kwestie zich niet kan identificeren met de doelstellingen van de organisatie waar hij werkt.
Cognitive ability	<ul style="list-style-type: none"> - I think that cognitive ability, attitude and personality aspects are critical to predict performance because to perform well you need both "Can do factors" and "Will do factors". - Attitude. Vaardigheden kan je altijd nog wel bijspijkeren, maar de attitude daar let ik altijd scherp op. - Uiteindelijk wel ja. Om iets verder in te gaan op vaardigheden en attitude. Vaardigheden zijn bijvoorbeeld, helder kunnen presenteren, mondeling en schriftelijk, andere vaardigheid is samenwerken in een team, dat moet je gewoon kunnen. Een andere vaardigheid is besluitvaardigheid, dus besluitvaardig zijn. Zo kan ik nog wel even doorgaan, maar ik denk dat dit wel de belangrijkste zijn. Attitude is gewoon hoe je jezelf opstelt, of je een open karakter hebt, of je representatief bent, dat is uiteraard ook wel belangrijk als je met een klant praat. - And you don't have to be a rocket scientist, I am not talking about genius level, I am talking about just people with good street smart, I don't know if that translates well to the Netherlands. Meaning native intelligence, they don't have to repeat the chemistry chart, you know what I am saying? - Ja kunnen en willen, dat zijn de dingen die we doen. De eerste dingen die ik noemde over technische capaciteiten, over opleidingsniveau en dergelijke dat hoort een beetje bij kunnen. Willen is meer het ambitieniveau en daar hoort het nemen van risico's bij.

	<ul style="list-style-type: none"> - Nee, nee, het is allebei even belangrijk. Maar ja... je hebt ze ook alle twee nodig hè. Ik weet zeker dat ik in het verleden ook mensen heb gesproken die goed voor de geest halen en die wilden heel graag, maar als je ze dan voert met dingen die we hier gewend zijn te doen, dan ze niet kunnen leveren, met andere woorden dan kunnen ze niet. Dan blijkt ook wel snel dat je ze alle twee nodig hebt en dat de een niet zonder de ander kan. Anderzijds als je wel kan maar niet wil, dan kan je wel doen wat je kan, maar dan groei je niet heel veel verder. Maar ook in dit geval word je niet heel veel beter. - That's again a little bit situational and depends on the job. If somebody wants to become R&D manager, or engineering leader or something like this, then it's a focus a lot on the tasks he did in the past, has he got the knowledge in the field, if somebody wants to be an IT manager and he works with a certain software, then you want somebody who understands the software. We had a lot of x-ray technology in our company, so I was looking for people on the R&D side or IT side who has that kind of experience. So it is a very technical experience. Obviously, you look at people skills and things like that in an interview as well. - Yes, there is one case, where I had somebody like that, who couldn't deliver on expectations despite repeatedly counseling, the cause of that was poor skills. Poor ability. And they had repeated discussions to the point where they had eventually to let go. - In principe ook wel de laatste jaren steeds meer op karakter en eigenschappen dan op kennis. Vroeger keek je heel erg op wat kan iemand, maar nu kijken we meer naar de persoonlijke kenmerken van wat hoe is die persoon en wat voor type is het, is hij georganiseerd en dat soort dingen. - De motivatie is altijd een van de belangrijkste aspecten, want hoe goed je ook bent, als je niet gemotiveerd bent en je doet het een beetje op de automatische piloot, dan kan je misschien wel in vergelijking met collega's prima presteren, maar haal je er dus blijkbaar bij lange na niet uit wat er in zit. Het is een open deur eerste klas, want iemand die niks kan op zijn of haar vakgebied, die presteert ook niks. Dan kan hij heel veel compenseren met de juiste inzet en heel veel motivatie, maar ook dan haalt deze persoon er niet uit wat er in zet en is hij beter op een andere plek. Het is een combi van deze twee indicatoren.
Attitude	<ul style="list-style-type: none"> - I think that cognitive ability, attitude and personality aspects are critical to predict performance because to perform well you need both "Can do factors" and "Will do factors". - Employee's attitude, morale, behaviors, performance, absenteeism and intention to leave. - Nou ja, als ik de vraag aan iemand stel waar wil jij over vijf jaar staan? En mensen geven er antwoord op, ja, ja, dat weet ik niet, laten we maar eens met deze baan beginnen. Dan is dat voor mij een heel ander antwoord dan iemand die tegenover mij zit en zegt nou ik zie deze baan als een belangrijke opstap om mij helemaal in te werken in het beleidsveld huppeldepup, maar ik voorzie nog wel dat ik graag een masteropleiding wil gaan doen, of ik wil nog graag een senior inhoudsfunctie gaan bekleden, want ik wil toch wat gaan betekenen. Dat is een heel andere gesprekspartner die ik dan aan tafel heb staan en dat geeft mij dan wel een stuk ambitie aan. Maar ambitie merk ik ook in de tussenliggende gesprekken als ik het heb over resultaten. Als ik het heb over wie wil z'n hand opsteken om deze klus te klaren. Wie wil een keer iets extra's doen dan alleen het werk wat hij moet doen. De gemotiveerde ambitieuze mensen zijn de mensen die altijd net een stapje harder gaan dan de ander, die altijd net een stukje meer werk willen verrichten, er dieper in gaan, nog een keer iets uitzoeken, nog eens een netwerk inzetten. Dat zijn voor mij de gemotiveerde, ambitieuze mensen. - Maar de mensen die heel erg gemotiveerd zijn, nou ja, die werken nog wat langer door om iets af te krijgen, komen al wat eerder, om alvast rustig te kunnen starten 's ochtends. Mensen die niet gemotiveerd zijn, ja je ziet het gewoon, die beginnen precies om 9 uur, en die gaan om half 6 of eerder naar huis. Dat is een factor. Een andere factor waardoor je ziet dat mensen niet gemotiveerd zijn, is deelname aan activiteiten. Wij bieden onze mensen heel veel aan, trainingen, technische avondjes, bij ons in de IT is het heel belangrijk om altijd up to date te blijven, we bieden heel veel aan. We hebben bijvoorbeeld Oracle 12c, dat is een nieuwe versie van de database. Een aantal avonden georganiseerd, mensen moeten die kennis eigenlijk tot zich nemen, we zijn niet zo van het verplichten van dingen, maar je ziet gewoon de gemotiveerde mensen, die zitten bij de eerste uitvoering op de eerste rij zal ik maar zeggen en de wat minder gemotiveerde mensen die zie je gewoon niet, die komen niet. - Well, I think the first thing one has to look at is, you know, what is the culture and what is the environment. We are a small business, we are only 35 employees, right, but, our hiring process, it is really a selection process, it is not a hiring process, so it is unusual for non-motivated people to get through the process, you know what I am saying? - So what I am saying is, that motivation for me, in my line of thinking is, if you got a problem with motivation, you already had a problem with your selection or hiring process. Does that make any sense to you at all?

	<ul style="list-style-type: none"> - You know, sometimes, there is a saying in the US, you can lead a horse to water, but you can't make him drink it. So the point is, there are, I think, and I hope this can still work for you with your premise here about poor performers, but I think we are what we are. If someone is not motivated, you know, there might be some reasons, but I think you are either motivated or you are not. And you know, when I have, what I found in the past is that if I have someone in our shop, or in our company, who is not motivated, I try to have conversations with them, but it is rare that those conversations are fruitful, they are rarely fruitful. And the guy has got to go at the end of day. I can't have not motivated people, I can't. There is no such thing, if 35 or 36 employees here, there is no such thing as having 36 A players, but I can have a B player, who is motivated though and it would work well. - Ja kunnen en willen, dat zijn de dingen die we doen. De eerste dingen die ik noemde over technische capaciteiten, over opleidingsniveau en dergelijke dat hoort een beetje bij kunnen. Willen is meer het ambitieniveau en daar hoort het nemen van risico's bij. - Nee, nee, het is allebei even belangrijk. Maar ja... je hebt ze ook alle twee nodig hè. Ik weet zeker dat ik in het verleden ook mensen heb gesproken die goed voor de geest halen en die wilden heel graag, maar als je ze dan voert met dingen die we hier gewend zijn te doen, dan ze niet kunnen leveren, met andere woorden dan kunnen ze niet. Dan blijkt ook wel snel dat je ze alle twee nodig hebt en dat de een niet zonder de ander kan. Anderzijds als je wel kan maar niet wil, dan kan je wel doen wat je kan, maar dan groei je niet heel veel verder. Maar ook in dit geval word je niet heel veel beter. - If I go to the sales side, very different for example, the guy does not have to have necessarily our industry experience, but needs to be able to sell. - Well, attitude has a bit to do with it. How enthusiast they are about the work. How much time they are willing to put in, you know, the indicators like what do they do are not around. Do they produce results, without a lot of direction, I look for things like that. - So for me, more important in somebody joining my team, they have to have the right attitude. My attitude requires people to be flexible, then it is about an out and out skillset. I work in business change and HR, so it is easy for me to do that. There aren't any very hard and fast metrics about asking people to be a computer programmer, where you have got to have particular skillsets, you know. So, if I recruit somebody who may not have the exact technical skills for my job, that is fine, because if they have got the right attitude, I can coach them and train them into having the right skillsets. For me, that instinctual, that subjective assessment of somebody about whether they will fit within the team, is probably more important, or is more valuable than has this person got a degree in this or a qualification in that or two years' experience in another thing. Does that make sense. So it is really hard, if you can come up with a way to accurately predicting what are people are going to be like in an interview, then I would be delighted. It will saves me hours of time (laughs). - In principe ook wel de laatste jaren steeds meer op karakter en eigenschappen dan op kennis. Vroeger keek je heel erg op wat kan iemand, maar nu kijken we meer naar de persoonlijke kenmerken van wat hoe is die persoon en wat voor type is het, is hij georganiseerd en dat soort dingen. - De motivatie is altijd een van de belangrijkste aspecten, want hoe goed je ook bent, als je niet gemotiveerd bent en je doet het een beetje op de automatische piloot, dan kan je misschien wel in vergelijking met collega's prima presteren, maar haal je er dus blijkbaar bij lange na niet uit wat er in zit. Het is een open deur eerste klas, want iemand die niks kan op zijn of haar vakgebied, die presteert ook niks. Dan kan hij heel veel compenseren met de juiste inzet en heel veel motivatie, maar ook dan haalt deze persoon er niet uit wat er in zet en is hij beter op een andere plek. Het is een combi van deze twee indicatoren.
Relationship with colleague or manager	<ul style="list-style-type: none"> - and relationship with supervisor/colleague - Ehm... ik zei net al, tegenwoordig gaat het veel beter dan vroeger. Hoe het tegenwoordig gaat, dat we er gewoon wat dichter bovenop zitten, verder dat er vrij snel een gesprek plaats vindt, in eerste instantie tussen de manager en de medewerker. Als er op gegeven moment echt een conflictsituatie dreigt te ontstaan, komt een van de directeuren erbij zitten, dat ben ik dan meestal. Ik probeer dan zelf de bemiddelende rol te spelen. Wat wordt er gedaan. Er worden acties afgesproken, er wordt een dossier samengesteld en er wordt veel vaker, je gaat bijvoorbeeld een keer per twee weken praten in plaats van ieder half jaar. - I think it is again working with them to understand that something happened in their outside life, that has affected their work or is it something within work, are they having problems with a colleague, you know, is it that they are upset because of somebody else got promoted and they haven't, you know there can be all sorts of reasons. - So if their problem is that they are not communicating and because they don't know how to communicate, then I could see training being a benefit there. But if it is more a case of well I am not going to speak to that person cause they always take rubbish. Than you can do as much training as you like, but they are still going to think that that person talks rubbish. So you need to find another way to dealing with them. And I think there is an

	<p>awful lot to be said for on the job experience as it were. So for example, it would be a case of trying to deal with all this on a case by case basis. So it would be a case of actually we need you to improve your relationship with that person. The attitude of they always talk rubbish is not acceptable. Therefore, the specific measurable goal that we are going to give you is that actually you need to work with them on this piece of work. If you are having problems than we need to work through these problems, not talking to the mismatch, does that make sense?</p> <ul style="list-style-type: none"> - Well, I make it more informal. By talking to them frequently. It is not a formal sit down, let's talk about goals, it is more how is it going, how is your progress going forward. So it is more of an informal discussion than a formal process. - Ja, kijk dan vind ik een belangrijk onderdeel is wel de lijn, zoals wij dat noemen, dat is een spel tussen leidinggevende en de werknemer. Dus de leidinggevende moet daar impact op uitoefenen. Ja dat heeft twee kanten zeg maar, dat is inspireren en confronteren. - Wat een belangrijke rol speelt, is wat een leidinggevende vraagt, dat ontwikkelt zich, dat is niet statisch. Drie jaar geleden was een bepaald niveau voldoende, maar dat ontwikkelt zich, er is nu een hoger niveau nodig. Dat betekent dat iemand drie jaar geleden best kon functioneren, maar dat je toch zegt, hij kan onvoldoende mee in de groei van de eisen die gesteld worden. - Wat ook nog kan is, dat heeft natuurlijk ook te maken met de groei van steeds hogere eisen, dat is natuurlijk wel dat je een andere leidinggevende krijgt of een ander management, die überhaupt de lat hoger legt, waardoor mensen soms jarenlang er mee weg konden komen, maar nu wordt dat niet meer geaccepteerd. Maar goed, dat is nog steeds, dat kan ook een oorzaak zijn, dat iemand al langer niet presteert, maar dat het nu pas wordt aangepakt. - whether there being difficulties with their colleagues, that is the first thing I'll consider. - Generally speaking, if I got someone's who is performing badly, the first place I look is what have I done wrong with this individual. So I don't go to the person and say you are rubbish and I need to fire you, no, okay, what have I done wrong. Have I given too much to do or have I given too little to do. Or am I constraining them at some way. So once I have work through those things, and there is nothing going on at home, you got a job it either is or should be within your capabilities and I am not overloading you and I am not constraining you, or whatever. - Het kan zijn dat de manager niet het beste uit je haalt. Het werkt natuurlijk altijd twee kanten op. Geen helderheid in wat er van je wordt verwacht, merk ik toch ook wel dat dat vaak demotiverend kan zijn.
Recruiting and selecting	<ul style="list-style-type: none"> - For example, Sales Force department, we use scenario interview (to test their ability to open sales ...) and simple questionnaires to test their current knowledge about the economic, political, and general knowledge. - We use university graduation as a screening for basic level of cognitive ability. We also do a simulation as the last round of the interview process to determine the analytical ability for common problems, and see creativity and planning for solutions. - Een sollicitatiegesprek heeft ook niet een honderd procent voorspellende waarde. Je ziet toch vaak pas in de praktijk, als mensen daadwerkelijk aan het werk zijn, hoe ze het doen. Ik merk dat op het moment dat mensen minder gemotiveerd raken dat hun kwaliteit van werk afneemt. - Nou kijk ik vraag ook wel naar zijdelingse werkervaring. En daar bedoel ik eigenlijk mee, je ziet vaak dat als mensen in een organisatie terecht komen dat heel verticaal gaan denken. Ik moet het aan m'n baas vragen, als m'n baas er niets over zegt moet ik het aan de hoger gelegen baas vragen. Dat noem ik verticaal denken. Horizontaal denken dan zie ik dat mensen in hun eigen omgeving opeens gewoon contact opnemen met de directeur van het waterleidingsbedrijf dat ze weet ik veel wat willen bereiken in hun buurtvereniging. Dan gaan ze opeens ander gedrag laten zien in hun thuissituatie dan dat ze in hun werksituatie doen. Dus de manier waarop ze in hun thuissituatie acteren, lid van een vereniging, lid van een bestuur, lid van een wijnclub, allerlei soorten activiteiten, die hebben voor mij ook een voorspellende waarde wat betreft ambitie. - Ik heb niet een checklist ofzo, waar ik heel erg op let in het gesprek is attitude, hoe is een persoon die aan tafel zit, heeft de persoon zich voorbereid, het komt heel goed over als de mensen al een aantal vragen op papier hebben staan. Waar ik verder op let is communicatieve vaardigheden, dat is in ons vak heel erg belangrijk. Ja een aantal dingen is vrij basis, kijk een CV, wat je van tevoren krijgt, je mag er gewoon vanuit gaan dat dat klopt. Het is nooit zo zinvol om alle vorige werkgevers, wat heb je toen gedaan, wat heb je toen gedaan, daar geloof ik nooit zo in. - Exactly. And I mean no, let's face it, so many people to interview, as a means to selecting staff. And yes, we all know that is one of the worst ways to choose staff, because an interview on its own is just not sufficient. And again, one of the interview techniques that we use is about getting people to describe a situation that they were in or a task they were in doing. What action he personally took and what was the result? And again, that is about

	<p>understanding their past performance. I think on the whole, when we do recruitment now, we tend to do a fair amount of selection days for example, so that we actually have people doing tasks as part of their selection, they will do a presentation, or you get them doing a particular exercise as part of the recruitment process, so that you can see how they actually perform. Because you want to see their actual performance, rather than telling you about their performance, does that make sense?</p> <ul style="list-style-type: none"> - I look for things like what they have done in the past. What kind of topics they get interested in, what kind of results they have achieved in the past. All kind of ideas they have that we are talking about. - Ehm... ja dat doet ik... allereerst kijk ik naar de werkervaring. Dat is eigenlijk het eerste selectie criterium. dan speelt interessantheid mee, dat is een beetje een raar woord misschien, maar ik kijk welk type werkgevers heeft de persoon gezeten, wat voor type functies. Ik kijk zeker naar opleiding, en ik naar nevenactiviteiten. Een belangrijke nevenactiviteit voor mij is bijvoorbeeld sport. Heeft die persoon fanatiek gesport. - Nou daar vragen we wel specifiek naar, bij de laatste sollicitatie hebben we wel een soort van open vragen gesteld van als deze situatie zich voordoet hoe zou je dan reageren om ook specifiek op die competenties informatie naar boven te krijgen. Dat is wel een beetje maatwerk hoor, want het is per functie ook wel weer verschillend wat je precies aan competenties wil. We hadden laatst een nieuwe telefoniste, Tanja, die heb jij gesproken, die moest voornamelijk heel erg vriendelijk en vrolijk en gezellig en spontaan zijn zeg maar, bij een techneut is dat weer iets minder belangrijk, die moet eigenlijk gewoon netjes en gestructureerd en geconcentreerd zijn. Terwijl zo'n telefoniste die moet eerder, die moet juist weer vriendelijker en spontaner zijn, dus dan komt het sociale aspect weer veel meer naar boven. We hebben wel techneuten lopen die sociaal gezien niet veel presteren zeg maar.
Identifying poor performance	<ul style="list-style-type: none"> - The employees who cannot finish work on time with quality as expected for many times and their works have impact on others' works and behaviors. - As a trading house, it is quite easy to identify how good a sales person does each month. If they reach their promised target sales volume, then they are in a good shape. Same things apply to staff from the Logistic Department. If they completed their daily deliveries, they are still good performers to us - Determined by the individual manager. - Mainly by performance appraisal result. - Wat heel belangrijk is, is dat je zicht hebt op het werk dat hij moet doen, volgens zijn functiebeschrijving, volgens zijn resultaatafspraken en dat je dat goed volgt. Dat is echt functioneringsgesprekkenniveau, functioneringsgesprekken, werkoverleggen. Wat ga je doen, wat heb je gedaan, waarom heb je het wel of niet gedaan? Dat stukje. Maar wat ook belangrijk is, is het onderstroomgedrag. De mensen die altijd zeuren, die altijd klagen, die overal iets negatiefs van vinden. De mensen die bij het koffiezetterapparaat de stokerige vragen stelt, wat vind jij er nou van, belachelijk he? Daar moet je zicht op krijgen, en daar heb je niet alleen jouzelf als afdelingshoofd voor nodig zeg maar, maar daar heb je ook je MT voor nodig. Met elkaar moet je steeds op menselijk niveau spreken over je pappenheimers. Je hebt je potentials in beeld, en je moet ook de poor performers in beeld hebben. - Ehm, nou dat zijn ook de mensen waarover je klachten krijgt als afdelingshoofd zijnde. Wat ik al zei, in functionerings- en beoordelingsgesprekken, daar komen ook de niet presteerders boven water. Mensen waar klachten over zijn, mensen wiens beleidstukken altijd terugkomen, mensen die je keer op keer moet wijzen op dezelfde fouten, dat zijn allemaal factoren die voor mij een indicator zijn waarom mensen het niet oké doen op dat moment. - Dat is eigenlijk wat ik al gezegd heb, dat zie je in de halfjaarlijkse functioneringsgesprekken, de managers gaan dan een aantal bronnen na, kijken hoe tevreden was de klant, hoe tevreden zijn de projectcollega's. Nou als daar gewoon een matig, als daar een beeld uitkomt wat matig is, dan heb je met een poor performer te maken. Los daarvan, we hebben we ook wel eens te maken gehad met iemand die werd weggestuurd bij een klant, dat kan natuurlijk echt niet. Maar goed, dat zijn meer de incidentele situaties. Bij sommige mensen zie je gewoon die een mindere beoordeling, dat dat gewoon tamelijk structureel is geworden, ja dan heb je volgens mij wel een probleem. - Right, okay, the theory goes, and it is not about theory, that the line managers are responsible for people's performance all year around. So although we have an annual review, and as part of the review we give feedback, which is 360 feedback to a certain extent, so that we can identify whether the people are performing as well as they should. We do have certain performance criteria that we expect people to meet and we score them against it on an annual basis. So annually, we could be picking up people that only partly achieve what they meant to be achieving or they are not achieving at all. However, that shouldn't come as a surprise to the line manager, the line manager should already know if there is an issue about that. And you know, people are encouraged if they got an issue with

somebody's performance, if they can't speak with the individual about it, then they need to be speaking to the line manager, so that they can address it.

Once again here Elkan, this mean I am ... here, it may not be appropriate, but you know, it becomes, we are a sales organization, sales and marketing, so it is the topline. If they are not getting it done, it is pretty simple, it is quantifiable, so if they are not doing stuff to help generate opportunities, or generate opportunities themselves, they will sell (?) themselves out.

Hm... I mean you typically look at your KPIs, and if something goes wrong in a certain KPI, you try to find out what is going wrong. If someone is for example... if the quality of a certain product is not there where it should be, then you start asking questions right. And then sometimes, or if the sales in a certain territory is not where it should be, then you start asking questions or if you hear that people in a certain department are in a bad mood or always negative, you hear in the cafeteria or something like this, then you have to start asking questions. So there is a continuous, it is not a formal review, but it is a continuous open eyes policy that I typically use. Looking at stuff that doesn't go into the right direction. It is a little bit like a dashboard right, everything is green, that means on target, then it should be okay, you don't have to spend much time in there because your people are doing a good job. But all of a sudden things go the wrong way or sideways, then you start looking and start asking questions. That is how you identify problems in a department, communication problems or it can also be external issues. Whatever, if one of the competitors do a shitty job or a good job, then you can find out. So there is a continuous looking at the organization typically, that is how I did it. But not only the performance review. Where it becomes more difficult obviously, if you have a few thousand people and you have a shop floor where people come in and do their normal work, then the responsibility of the foreman or the shop floor supervisor to make sure the same thing works there, that is a training issue right. You have to train those shop floor supervisors or production supervisors whether they are sensitive, not only to the output of production or to the quality, but also what is going on in the company. You can look at, one of the measures I look at when I come into companies is the how do you call this in English, the sick rate, like what percentage of people are sick. If you get the sick rate broken down into departments, then you can very quickly, not always, but quickly find out if there is something going on. But there are typical sick rates, and compare them just across the whole industry and if you have a double sick rate in a company or in a certain department, that is a good indicator to look at what is going on. Sometimes there is an easy explanation, somebody really whatever, broke his leg, he has a major injury and he is not there for a week. Obviously sick rate goes up, there is a good explanation. But, in departments where are problems and motivational problems, sick rates are higher than in the rest of the company, that is my experience. A good indicator.

- Well, you know, find out, at least that is what I do, find out what they view as interesting work. And if it is not what you can provide, then figure out a way to get them what they need. Cause I think that the worst case is that people are not positioned or are not helped by what they like to do. And then they just tread water in place, so to speak.

- Well we have goals that we set early. Early in the year. Those are objectives through the year. if they don't reach those, then there is a problem with performance. That is one indicator. But, you know, goals change throughout the year, so if a new project or something comes up, say mid-year, and they don't deliver on that as they agreed, there is a problem with performance.

- Well, you look at the situation besides you and talk to them. Look at them and talk to them. Say things like what is going on, or are there external forces here, are there things beyond your control? Is it under your control? If that is the case, what is the problem? You know, it is a two way discussion.

- Hij kan bijvoorbeeld negatief acteren, dus een negatieve invloed. Hij kan passief zijn in groepsverband, dus de factor initiatief is natuurlijk een belangrijke factor. Neemt iemand het initiatief of zit hij er alleen maar bij? Want als hij nooit het initiatief neemt in de groep, hoe groot is de kans dat hij het initiatief neemt buiten de groep? Dus dat zijn wel belangrijke aanwijzingen waarop je getriggerd wordt om nader naar iemand te kijken.

- Ehm. I think it comes back what I was saying previously. So firstly I need to be aware of what is going on, I need to know the objective measures of performance across my team. Are we collectively meeting our deadlines, our deliverables, our outputs. So I need to be clear about that in the first place, at a team and individual level. Then I need to have that awareness, and you create that by having a relationship and a dialogue, talking to and being aware of what are people doing, listening to the conversations that are going on in the team. So I have to understand that. It is a combination of these two things. I think it is about, again, being close to what is going on. That is the way you identify, so if you spot that, you have asked somebody to deliver a document on time, you gotta do first draft, second draft, final production, end of week 1, end of week 2, end of week 3 and they miss those deadlines, that is a pretty good indication that somebody is not quite right. And then

	<p>back to where we were at the start. How do you identify, is it a performance issue or is it an attitude issue.</p> <ul style="list-style-type: none"> - Ehm... Nou ja je hebt sowieso je performance management cycle, dus je beoordelingscyclus, dat doen we twee keer per jaar. Maar dat is best een moeilijke, want als je in een grote organisatie werkt als HR, dan zie je bepaalde zaken wel, maar een niet alerte manager die durft bepaalde dingen aan te pakken en dat is toch wel iets wat je regelmatig ziet. Managers die bij poor performance het maar een beetje door laten sukkelen en het eigenlijk niet goed oppakken ook niet benoemen. Dus in die gevallen zie je het vaak fout gaan en dan gaat het helemaal fout en dan komen ze bij de afdeling personeelszaken of HR, en ja dan is de eerste vraag wat heb je er tot nu toe aan gedaan? Nou dan komt het nog wel eens voor dat dat veel te weinig is of zelfs helemaal niets, dat er niets vastligt op papier en dergelijke. - Ehm... Ja dat komt in principe vanzelf boven drijven, dat is een beetje raar misschien, je ziet uiteindelijk vanzelf wel als de motivatie de verkeerde kant op gaat of als mensen afhaken. Ja wat wij ook doen is ieder jaar wel twee gesprekjes doen met de medewerkers om te kijken van hoe gaat het, zit je op de goede plek, vind je het nog leuk, al dat soort dingen worden wel jaarlijks twee keer gepoetst. We hebben één keer per jaar een werksituatiegesprek en één keer per jaar een beoordelingsgesprek. In die gesprekken komt het eigenlijk altijd wel naar boven. - Nou ja, we kunnen het sowieso deels zien aan de hand van zo'n beoordelingssysteem, je maakt aan het begin van het jaar resultatafspraken. Het idee is dat je de helft van het jaar, het beste is natuurlijk zoveel mogelijk bespreekt hoe sta je ervoor, als het goed is, kan je dan al zien hoe iemand dat al doet op dat moment. Na een jaar krijg je dan uiteindelijk echt een beoordeling, ja en dan zie je sowieso al het verschil tussen iemand die zeer goed is of matig of slecht. Ik denk, je kijkt naar een pakketje, je kijkt ook naar het aantal ziek meldingen, als iemand zich heel veel ziek meldt, merk je ook heel er is iets, ga je ook een gesprek over aan.
Understanding causes of poor performance	<ul style="list-style-type: none"> - We conduct exist interview, in-house counseling session, and buddy program. - Dan ga ik even verder, wat ik belangrijk vind in zo'n proces is dat je hoor en wederhoor toepast. Uiteraard als je met een poor performer te maken hebt, die zal altijd in eerste instantie gaan externaliseren, dat is denk ik een menselijke eigenschap, het ligt vooral aan je omgeving en niet aan jezelf. Dus je moet daar een aantal gesprekken over voeren, waarbij ik, het is gewoon belangrijk om verschillende bronnen te raadplegen, ook de persoon in kwestie uiteraard. Het kan namelijk soms wel liggen aan externe omstandigheden. - Nou weet je, ik probeer wel te ondervinden in hoeverre zeg maar, of er methoden zijn om hen wel mee te nemen. Als we de indruk krijgen dat het niet past of, die jongen heeft wel vaker aangegeven dat hij een bepaalde richting op wilde groeien en daar heb ik hem vaak zat de mogelijkheden toe gegeven, maar hij heeft ze nooit gepakt. In zijn geval denk ik dat hij zowel kunnen als willen het niet haalde zeg maar, dan neem ik op gegeven moment de keuze, van ja dan ben jij het niet meer in ieder geval. Dan constateer je dat we het geprobeerd hebben, maar dat we uiteindelijk op dit moment niet meer op elkaar passen en dan moeten we daar een keuze in gaan maken. We geloven daar ook heilig in dat het op korte termijn misschien niet leuk is, afhankelijk van de manier waarop je afscheid neemt, maar op lange termijn zeker wel. - Talking to people. That is basically all you can do. I mean you have to find out what is behind the scene. Either yourself, or you have the department leader as an indicator to find out what is truly going on. Or send somebody from HR if you have a really big company, a HR director to find out what is going on and then to report. - Ja ook dat is weer een taak van de manager om ten eerste het issue of het poor performance issue te benoemen, het ook concreet te maken, niet alleen maar zeggen je doet het niet goed maar dan ook aangeven van hoe zou het wel moeten, wat voor gedrag voor functioneren vind ik als manager wel goed en wat vind ik niet goed en daar ook weer concrete voorbeelden van geven. Dan in een gesprek zien te achterhalen van ben je het daarmee eens, dat is vaak ook nog een probleem dat iemand het ontkent. - Ja dat is moeilijk denk ik. Ik denk dat je toch in eerste instantie het zakelijk moet houden, dit zijn de eisen die we stellen aan jouw functioneren en daar word je ook elke maand netjes voor betaald. Dat je duidelijk aan moet geven waar dan die ondergrens ligt zeg maar. - Nou ja, we kijken zeg maar wel naar mensen die minder presteren, en onder andere wat zijn daar de redenen van, en die komen op zich wel redelijk snel boven water. Bij de een is het netheid, bij de ander is het concentratieproblemen, bij een ander is het weer nog kennis. - Ja ik denk dat je dat vrij snel kan zien, als het zeg maar bij één medewerker significant afwijkt dan ligt het toch denk ik sneller aan de persoon, als het bij het hele team achterblijft, zou het een externe factor kunnen zijn. Ik denk juist het feit dat als je vijf of zes mensen in dezelfde functie hebt en een doet het minder, dan is het vaak wel, ja de

	<p>werkomstandigheden zijn voor iedereen hier in principe gelijk, iedereen krijgt evenveel kansen, dus dat is dan wel, denk ik, een indicator.</p> <ul style="list-style-type: none"> - Wij proberen ook wel te selecteren op groepotentieel. Dat vinden we ook wel belangrijk. Iemand kan onwijs gemotiveerd zijn, maar we merken best veel mensen die aan hun plafond zitten, zoals we dat noemen. Dan kan je heel gemotiveerd zijn maar dan steek je energie in de verkeerde dingen. - Ehm... ja ik moet zeggen dat ik dat niet goed weet. Vaak heeft een HR manager een idee, we hebben nu ook een afdeling waarbij iedereen onrustig is, dus dan kan je wel met één individu het gesprek aan gaan, maar als je wat breder kijkt zie je gewoon dat, weet je, het kan dan heel erg aan een leidinggevende liggen, dat die gewoon niet duidelijk genoeg is, een beetje met winden meewaait. Dat is denk ik ook wel een factor. Ja... - Ja dat moet volgens mij echt op basis van het goede gesprek zoals dat dan heet. Je moet toch samen, en dat hoeft niet perse altijd één op één te zijn, dat kan ook met behulp van collega's, moet je er toch achter komen waar de oorzaak van het niet presteren ligt. Als je die weet, dan kan je er aan werken of proberen er aan te werken. - Ook dat vind ik een lastige, omdat het volgens mij wel wat genuanceerder ligt. Ik denk dat het een relatie heeft met het andere. Kijk op het moment dat het aan de organisatie ligt, vind ik het volkomen logisch dat er meerdere mensen onderpresteren. Andersom, het feit dat er meerdere mensen onderpresteren, hoeft niet te betekenen dat de organisatie de belangrijkste oorzaak is. Want je kunt, dat is misschien wel te theoretisch, maar je kunt gewoon pech hebben en een aantal wat mindere medewerkers in je stal hebben. Ik zou het oproecht te makkelijk vinden om te zeggen dat het alleen maar aan die medewerker ligt in alle gevallen. Kijk als er eentje in de organisatie is die niet presteert en alle anderen dat zijn wel echt goede medewerkers, dan is het voor mij wel heel helder dat het bij die persoon ligt en dat hij waarschijnlijk op de verkeerde plek zit. Maar dan kan het nog steeds zijn dat hij op de verkeerde plek binnen de organisatie zit en dat de organisatie dus op zichzelf gewoon prima functioneert. Het tweede is, wat is de organisatie? Misschien is dat ook een beetje een doodlooper. Zeker als je kijkt naar een provincie, een organisatie, ja dat zijn de mensen. Het is leuk dat hier stoelen en computers staan en weet ik wat allemaal, maar de organisatie dat zijn de mensen. Dus als de mensen niet presteren dan presteert de organisatie ook niet... Ik vind het lastig. Dat is ook weer het gesprek. Als het goed is, krijg je van de medewerker terug als die het idee heeft dat er iets fout zit in de organisatie, in de structuur, het aansturen of dat soort dingen. Op dat moment kan je daar dan ook, als je diezelfde mening bent toegedaan, iets aan veranderen.
Monitoring performance	<ul style="list-style-type: none"> - They have to report their activities daily to their supervisors, to keep track of their performance - Employees have expected outcomes for their tasks in terms of volume and quality. I monitor those. - Mainly by assessing targets/goals achievement. - Mechanism of performance management system (regular monitoring and feedback) - Dit jaar zijn er voor het eerst de in het oog springende beoordelingen op managementniveau besproken. Dus de mensen die een onvoldoende beoordeling hadden en mensen die een heel goede beoordeling hadden die zijn in het brede platform van het MT besproken om te kijken of daar ook herkenning was om ook op die manier te gaan normeren met elkaar. Hee zien wij nou hetzelfde als iemand niet presteert, of als iemand excellent presteert. Hebben we dan dezelfde definitie. Dus de beoordelingsgesprekken, functioneringsgesprekken dat zijn de manieren om te monitoren en die worden dan ook wel statistisch verwerkt door de personeelszaken, maar inhoudelijk wordt er genormeerd binnen het managementteam. - Wat we wel doen is twee keer per jaar zo'n formeel beoordelingsgesprek. In zo'n gesprek wordt er teruggekeken op het afgelopen half jaar en wordt er vooruit gekeken naar het komende half jaar en voor dat halve jaar worden er afspraken gemaakt. Je gaat deze opdracht uitvoeren, je gaat een keer een cursus geven, je gaat nog een artikel schrijven, op die manier he. En na een half jaar kan jij als manager bepalen welke doelstellingen wel of niet behaald zijn. De managers hier, we hebben hier een managementteam van acht mensen, waaronder drie directieleden waar ik er dan eentje van ben en het is heel belangrijk dat die beoordelingsgesprekken SMART zijn, specifiek, zegt die afkorting je wat? - So as I said. Basically a line manager should have monthly conversations with the staff. So I mean, it does rely on the individual line managers. - We do the weekly, same thing. In terms of reaction, it becomes pretty clear, it doesn't take us long to weep people out, if they performing below average, it is 4 or 5 or 6 months. You know, we don't just get rid of people, we allow people, but what we find, Elkan, is that getting back to the premise I used a while ago, we are what we are. And if you not gonna succeed, you not gonna succeed. - Ja, we hebben een jaarlijks evaluatiegesprek. Die ronde komt volgende maand met iedereen. Daarvoor hebben we de aandachtspunten in de strategie nogmaals vanuit het

	<p>bedrijf gecommuniceerd. Dat doen we eind deze maand en dan volgende maand gaan we met de consultants allemaal praten om eens te kijken hoe ze het afgelopen jaar hebben gepresteerd en welke acties we voor dit jaar zouden willen benoemen. We doen dat op een aantal competenties. Dat zijn er een vijftal, waar we de mensen op de beoordelen of in ieder geval als leidraad gebruiken om het gesprek aan te gaan.</p> <ul style="list-style-type: none"> - Ja in principe is dat een jaarlijkse beoordeling. Maar daar zitten tussentijdse beoordelingen in. Dus ik wacht niet tot november voordat ik tegen iemand zeg dat hij niet goed bezig is. - Well again, in my world, there is very little, I don't have very detailed tasks and deliverables which are broken down by half daily, twice daily, once a week, once a month type of things. I am not driven entirely by a project plan or... I am not building widgets on a factory or cutting pieces of wood to a particular size. So it is a little more difficult in my world to be out and say what the metrics are. We need to produce an document or run a workshop, some of it might by, if I am watching somebody facilitating a workshop and they are not coping with it, that might be an indication that they are not doing very well. Or if asked them to produce for example a communication plan and it is not ready for publication or I need it to rewrite it extensively, that's indication. Again, it's about the more you know what is going on, the easy it is to monitor performance and you can do it objectively and you can do it subjectively. - Aan het begin van het jaar stellen we die doelstellingen op voor iedereen, of althans de... dat is een grote betrokkenheid van de medewerker zelf, die er in eerste instantie zelf over na moet denken en een voorstel moet maken voor zijn manager. En dan de manager heeft uiteindelijk, na gesprek met die medewerker, is hij verantwoordelijk voor de doelstellingen van zijn afdeling, dus die heeft daar wel het laatste woord in. Ehm... ja als die doelstellingen, en dan moet ik er wel bij zeggen als, want dat kan niet altijd zo zijn, maar als die heel concreet en meetbaar zijn dan kan je op basis daarvan toch wel iets concreter iets zeggen over het functioneren van de medewerker. - Nou qua proces worden die doelstellingen aan het begin van het jaar afgesproken. Dan na een periode van zes maanden, dan is er een half jaar gesprek, en daar kunnen eventueel een aantal van de doelstellingen aangevuld of gewijzigd worden. Dat hangt een beetje af van of er bepaalde prioriteiten veranderd zijn gedurende het jaar of een project is niet doorgegaan of er is een project bijgekomen. - Dat doen we in principe met, afhankelijk van de functie, doen we dat deels op gevoel maar ook deels op KPI's, sturen we op bepaalde factoren per functie. Om bijvoorbeeld, een medewerker buitendienst wordt gemonitord op het percentage dat hij voor de klanten bezig is. Een project en internet webbouwer wordt beoordeeld op het aantal uren dat hij te veel of te weinig besteedt aan een website. Zo hebben we voor elke functie eigen indicatoren. - Nee, dat is voor iedereen hetzelfde, ja echt voor iedereen hetzelfde. Van medewerker tot aan manager. Afhankelijk van jou functie heb je eventueel nog aanvullende targets, met bonussen, maar iedereen maakt resultatafspraken met zijn manager, of jij nou een manager zelf bent of niet. Dat is overal hetzelfde systeem. Dus daar word je beoordeelt op bepaalde competenties die behoren tot jou functie en daarnaast maak je nog resultatafspraken van wat ga jij nou aanvullend doen. Zoveel mogelijk SMART natuurlijk ook om ze meetbaar te maken. - Ja, nee daar wordt zeker tijd ingestoken. Kijk op het moment dat iemand niet presteert, zie je dat terug in de beoordeling aan het eind van het jaar. Op het moment dat het twee of drie jaar op rij duidelijk wordt dat deze collega niet presteert, dan, nou ja ik denk sowieso al na het eerste jaar, dan ga je het gesprek aan met deze medewerker hoe je de prestaties omhoog kunt krikken. - Kijk ik zei net, wij werken gewoon met een beoordelingssysteem en als je gewoon op dat beoordelingssysteem afgaat, hebben we eigenlijk geen niet presteerders, in aantal, het is maar een handje vol. In werkelijkheid weet iedereen wel dat er een aantal of een flink aantal niet presteerders tussen lopen. - Ja, in het begin van het jaar wordt er een jaarplan gemaakt, dat wordt door de medewerker opgesteld en dat wordt in samenspraak met de teamleider vastgesteld. Dan is er één formeel voortgangsgesprek rond de zomer, daar wordt bekijken wat de voortgang is, of je op schema ligt en zo ja, wat je eventueel er nog bij zou kunnen doen, zo nee wat de teamleider, de organisatie of de collega's zouden kunnen doen om aan het eind van het jaar dat wel te realiseren wat afgesproken is. Aan het eind van het jaar is het beoordelingssgesprek en het beoordelingssgesprek is het enige gesprek dat formeel gezien eenrichtingsverkeer is. Dat is de teamleider die beoordeelt en die maakt gebruik van informant, van collega's van andere teamleiders, van projectleiders dat soort zaken. In de praktijk is het wel gewoon echt een gesprek bij ons in huis.
Objective appraisal	<ul style="list-style-type: none"> - People performance, what I typically did when I ran companies, I put in place certain KPIs and targets for the organization and they have to start with the mission of the company and you break this down to certain KPIs. You develop certain KPIs for the company and let's say, profitability, turnover, market share, growth rate compared to last year, these kind of things. What I then did, I spend quite some time always to first communicate those

	<p>properly and then break them down into targets for the individual departments. Then I had targets that were company relevant, overall, and then I broke them down into targets that were department relevant. And it's a little bit tricky because you don't want targets on the department level that are, if somebody optimizes just his number, then that can lead to a negative impact overall. You understand? To give an example, if somebody has the target to have quality of whatever, 5 ppm error rate, that's his target. The quality manager, if he wants to achieve the target, he still has to see the overall situation. You cannot stop the production line every 5 minutes to make sure that there is nothing coming out negatively. Because we have zero production at the end and of course, he will make his 5 ppm, because there was very little production. But overall we are bankrupt. So we have to be careful to develop KPIs and targets that still support the overall goal, but give the individual department the chance to optimize them. And what I did then is break those down into personal goals. I mean, there are so many theories about the right personal goals and so on, but I try to have a percentage of the bonus, because automatically people try to improve their bonuses, to have a part of that dependent on the overall performance of the company and it varies. Sometimes it is 20 percent, sometimes it is 30 percent. Some of that dependent on the department performance, that is also 20 or 30 percent and maybe 50 percent depending on his own personal goals. That is how I typically managed organizations. You can do this to a certain level. I mean, the guy on the shop floor obviously has different motivations. If you go all the way down to that level, that works a little bit different, but from top down that is how I typically ran my companies.</p> <ul style="list-style-type: none"> - Objective and subjective is one thing, and the other thing is, do not optimize just one section of the company, and one goal, because that could be negative to the rest of the organization, if just this one goals is optimized too much. On the personal level then, you typically have, whatever, the sales guy has to improve 10 percent over last year could be a personal goal for him. <p>Ik zit in een commerciële organisatie. Daar heb je kwantitatieve en kwalitatieve KPI's zeg maar. En kwantitatief zijn bijvoorbeeld omzettargets of offertetargets. Je wil natuurlijk dat een bepaalde thunnel tot stand komt, een sales thunnel. Dan heb je eigenlijk de input variabelen, die moeten leiden tot die thunnel. Dat kunnen flauwe dingen zijn als bezoekfrequentie. Bij een commerciële binnendienst kunnen dat het aantal calls of het aantal outbound calls zijn. Daaraan kan je zien of iemand initiatief neemt en of iemand in staat is om klantcontact te leggen. Dus dat zijn dingen.</p> <p>Ja, maar kijk, kwantitatief is aan de buitenkant vrij makkelijk, en bijvoorbeeld heel simpel, je moet deze tien dossiers afwikkelen, maar er zit vaak wel een wereld achter. Bij tien dossiers afwikkelen, dat kan heel snel, maar heb je ze dan ook goed afgewikkeld. Dat is dan weer een tweede. Hetzelfde geldt voor een buitendienstman, als je sec de cijfers beoordeelt, kan je er ook wel eens naast zitten. In diezin dat, uiteindelijk moet je kijken hoe een prestatie tot stand komt en gaat het er om heeft de betreffende persoon daadwerkelijk impact of een grote invloed gehad op het resultaat. Want ik kan ook gewoon een paar keer mazzel hebben dat ik een grote deal sluit, waarom, misschien omdat ik slecht als buitendienstman ben, maar wel een heel goede binnendienstmaatje heb en die haalde elke keer de deal binnen. Nou dan lijkt het alsof ik een heel goede accountmanager ben.</p> <ul style="list-style-type: none"> - But to come back at your point of indicators, I think, objectively, is somebody is not meeting deadlines, not meeting targets, not meeting deliverables, that is simple to identify and in a transactional nature easy to deal with. If somebody, and you can see that and manage that at distance if you like. - If you are only relying on the objective measures, and you don't know your team, you go yeah, every individual is meeting their objectives, they deliver on time, they are fine, good worker. They could be very very disruptive and very poisonous in the team, but if you don't know what is going on, you won't know that. - Ja, of de functie moet dusdanig resultaat meetbaar zijn, dat je het ook echt aan de output kan zien van de... dat zie ik natuurlijk bij een verkoper, als een verkoper niet goed functioneert, zal hij niet veel verkopen, dat is dus een heel concrete indicator. Of iemand moet op de boekhouding zitten en de cijfers worden altijd te laat aangeleverd, dan is het ook een duidelijke indicator. Er zijn ook andere functies waar dat niet direct zichtbaar is. Dan moet je vooral kijken naar het gedrag wat iemand vertoont.
Subjective appraisal	<ul style="list-style-type: none"> - Ja, ja ik bedoel... door het een beetje uit te rafelen in componenten kan je wel proberen om de totale subjectiviteit er vanaf te halen, van joh ik vind dit, ik vind je goed of ik vind je slecht. Juist door het in componenten uiteen te rafelen kan je veel scherper een discussie hebben, maar in the end, je kan geen temperatuurmeter gebruiken om te meten hoeveel persoonlijk leiderschap iemand heeft laten zien. Dus ik zeg, ik gebruik die vijf componenten bij een beoordelings, evaluatiegesprek. - Gain market share in this and this territory for example or it could also be a non-number relevant, qualitative measure. You can say you go to a sales seminar and get trained in selling this kind of equipment, or you go to a leadership seminar and get trained in managing people, because I have in mind, the next level, making from the sales guy the

	<p>sales manager. So those could be also targets for individual people. And then, typically at the end of the year, you sit down with the people and you see how they achieved their goals from a company perspective and personal perspective. That is how I measure performance.</p> <ul style="list-style-type: none"> - Kwalitatief kom je meer in de hoek van klanttevredenheid. - Ja kwalitatief vind ik wel zeg maar, ook dat is een spel tussen leidinggevende en medewerker. Uiteindelijk is het voor een leidinggevende, je moet je mensen zien acteren. Dus dat is voor een buitendienstman, je ziet hem acteren in gesprekken met klanten. Voor een binnendienstman of vrouw, moet je hem zien en horen acteren aan de telefoon. En daar zit ook een stuk subjectiviteit bij van de leidinggevende die er iets van vindt. Maar goed ja, dat is onderdeel van het spel. Er zijn natuurlijk ook allerlei kwalitatieve criteria zoals hoe maakt hij of zij plannen en wat is de kwaliteit van die plannen? En voor een buitendienst zijn het accountplannen, voor marketing zijn dat marketingplannen. - Ja, maar kijk, kwantitatief is aan de buitenkant vrij makkelijk, en bijvoorbeeld heel simpel, je moet deze tien dossiers afwikkelen, maar er zit vaak wel een wereld achter. Bij tien dossiers afwikkelen, dat kan heel snel, maar heb je ze dan ook goed afgewikkeld. Dat is dan weer een tweede. Hetzelfde geldt voor een buitendienstman, als je sec de cijfers beoordeelt, kan je er ook wel eens naast zitten. In diezin dat, uiteindelijk moet je kijken hoe een prestatie tot stand komt en gaat het er om heeft de betreffende persoon daadwerkelijk impact of een grote invloed gehad op het resultaat. Want ik kan ook gewoon een paar keer mazzel hebben dat ik een grote deal sluit, waarom, misschien omdat ik slecht als buitendienstman ben, maar wel een heel goede binnendienstmaatje heb en die haalde elke keer de deal binnen. Nou dan lijkt het alsof ik een heel goede accountmanager ben. - Which indicators of poor performance. okay, that is interesting. I think you have to split the answer. You have objective and subjective indicators or at least measures. I could write you as an individual a set of performance objectives, your performance criteria for the year. I could say this objectives, you need to achieve these things. You could achieve all of those, and still be a poor member of the team. Here lies one of the difficulties. So much of performance we talk about is about attitude, and about the subjective nature of what is going on, rather than the objective nature. This is where the process gets in the way in many large organizations. They all got to do about somebody's poor performance, the only thing you can do, is on the objective basis. So you can't say this individual is a square peg in a round hole in this team, and the performance is bad, it's disruptive or whatever. It is very difficult to do that if it is only based on subjective. It is also difficult from the leader perspective, because is my subjective view of that individual's attitude and performance based on my prejudices or what the team needs to do. I have an unconscious filter in there all the time. People who work like me, I value unconsciously higher than people who work in a different way, so I need to be conscious with that. - The more subjective nature relies on you being aware of and being in a constant dialogue with the people in your team. So you know that things are going well or are not going well. Is there attitude okay, is their interaction with the team is going okay. If you don't know the people in your team, then you not gonna know whether an individual is being disruptive. - Ja, of de functie moet dusdanig resultaat meetbaar zijn, dat je het ook echt aan de output kan zien van de... dat zie ik natuurlijk bij een verkoper, als een verkoper niet goed functioneert, zal hij niet veel verkopen, dat is dus een heel concrete indicator. Of iemand moet op de boekhouding zitten en de cijfers worden altijd te laat aangeleverd, dan is het ook een duidelijke indicator. Er zijn ook andere functies waar dat niet direct zichtbaar is. Dan moet je vooral kijken naar het gedrag wat iemand vertoont.
Dialogue with employees	<ul style="list-style-type: none"> - Always keep in touch with them and assist them where I can. - To know if motivation is the cause of poor performance involves dialogue with your employee over a period of time to build trust so they will tell you what is really going on with them, and possible solutions. Often times they will confide in other team members who let me know what is the situation with an individual employee. - Weekly team meeting, weekly individual meeting, regular discussion on tasks. Keep them aware of the big picture as they tend to get too focused on implementation. - After observation, 2 ways communication it needed to understand him/her more so we can analyze for root cause and solve the problems appropriately. Key factors to improve employee's motivation are leadership, job design, department structure, reward and recognition system (compensation, benefits etc), and work atmosphere. - Ja ik heb al eerder aangegeven, praten, praten, praten. Zoeken, vragen. Rondom je heen kijken. Dat. - Dat zijn toch ook wel gesprekken, er echt zijn, het HPO zegt dat je het echte dialoog moet aangaan met mensen, het echte gesprek moet aangaan. Je hoort bij mij ook, he ik kom elke keer weer terug op het gesprek voeren. Als jij weet als leidinggevende hoe het met je medewerker is gesteld, dan kun je dat ook voorkomen denk ik.

	<ul style="list-style-type: none"> - Ja, ik vind dat zo belangrijk als leidinggevende, dat je dat echte gesprek met de medewerkers voert. En jammer genoeg, jammer genoeg, hebben heel veel leidinggevenden het daar te druk voor. Dat is echt heel treurig want dan mis je de boot als leidinggevende. - So I think that, you know, my first perspective is you have to have a conversation with the employee to understand what the problem is, because it may not necessarily be a work related problem, it could be a personal problem which is causing the underlying issues. The key way is conversations. - I would first talk to him. It depends a little bit on which level. I have been on the general manager level for many many years. Obviously, if I found out that one of my direct reports has that problem I would directly talk to him. If I found out that it is somebody in the department, let's say the head of R&D or the head of whatever, who doesn't necessarily report directly to me, then I would first talk to the relevant department leader, who is the direct reporting line and I voice my observations or voice what I saw in meetings what was going on, or if somebody mentioned that, but before I would talk then, I would first verify if the information I got is really true, because sometimes you get information what is not necessarily true at that level. Then make the direct report talks to that person. That would be my way forward. - Yes. Completely. I mean, you know HPO as well as I do, I am sure, communication, it is not communication, it is a dialogue. And if we are not having a dialogue then everything else is not going to work. - Okay, first thing, I need to be aware of the skillset and the capacity and the capability of the individuals in your team. You need to be aware of what those are. Even the newest member of the team can surprise you with great capacity to do something and the oldest and most experienced member of the team might struggle with a new task, because they have never done it before. So that is the first thing. I think with a new job, you talk about what you want them to do and why you want them to do it. And allow them to work out and coach them if you have them, but don't tell them how to do it. So again, allowing them to do it and then it is a dialogue I think. It comes back to okay, I am going to ask you to do this, do you think you can. If the answer is unequivocally yes, or it is a qualified yes, than it would be a case of okay, let's start and let's see how it goes. So to start with it, in a new task or in any asking to somebody to begin with, you need to keep a more close eye on that particular deliverable, than it is a routine thing. It depends on if it is a routine task, or is it a new task to take on. But if I am worried about someone's capabilities to do it, I would be trying to talk to that individual on a very regular basis on shortly intervals on how they deal with it, how they are feeling, feeling comfortable, are they on track, are they behind track, do I need to provide them with some support of assistance, do they want to get a bit more training or coaching in order to achieve the task or are they failing. And if they are failing, and there confidence is going down, do I, in discussion with them, take it away from them and give it to somebody else, or do I share the load. - Ehm... ja dat is wel gelijk één van de moeilijkste denk ik. Want dat is een beetje vaag, wij zullen altijd stimuleren dat de manager een gesprek heeft met medewerkers om aan te geven wat gewenst gedrag is en gewenst functioneren is binnen de cultuur en de context van de afdeling. De cultuur van het bedrijf en de doelstellingen van de afdeling. - Wij van uit HR proberen zoveel mogelijk het gesprek tussen de manager en die medewerker in eerste instantie op gang te brengen. Dus echt wat ook in HPO belangrijk is, het in dialoog gaan. Dat doen we echt niet overal even goed. En ook niet overal überhaupt. Dat is wel hoe wij het graag zien. - Ehm, ja ik denk dat het ook een proces is, dus we zijn nu als HR, hebben we het ook langzaam aangegeven die dialoog is belangrijk. Dus we proberen er ook bij te zitten, ehm, ja. Hoe doen we het nou nog meer, ehm. We hebben nu ook people management training lopen waar wij Schiphol breed hebben gezegd elke manager moet daar heen, waarin je ook wel echt leert om een coachende leidinggevende te zijn, dus echt situationeel leiderschap noemen we dat, dat je echt per persoon kijkt wat heeft die nodig, waar heeft die behoefté aan. Je merkt gewoon dat de ene manager dat beter kan, dat natuurlijk kan en daar waar de manager het niet goed kan, proberen we bij te sturen. - Nou ja, volgens mij moet je gewoon als leidinggevende het gesprek aangaan met deze medewerker en moeten we op zoek naar de reden waarom hij of zij niet gemotiveerd is. Op het moment dat dat helder is, moet je een afweging maken of het nog wel zin heeft om tijd te steken in deze persoon op deze plek of dat je moet gaan werken aan een verandering van plek, of het nou binnen of buiten de organisatie is. - Op het moment dat dat onvoldoende effect sorteert, dan ga je volgens mij ook alweer naar een aantal andere vragen toe, dan hebben wij tal van mogelijkheden om mensen te testen en te trainen, waar wel de interesse ligt, waar wel de motivatie ligt, waar ze wel blij van worden en dat soort dingen. Dus die faciliteiten bieden we wel, maar het begint met het gesprek tussen de medewerker en de teamleider. In alle gevallen bij ons is het maatwerk. - Volgens mij is het verschaffen van een duidelijke opdracht continu toetsen en dan niet dagelijks maar misschien wel wekelijks, toetsen dat wat je als opdracht hebt weggezet, of
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	<p>dat beeld wat jij er bij hebt, of dat hetzelfde beeld is dat degene die het uit moet voeren er bij heeft. En je moet continu in dialoog zijn met elkaar, om te toetsen of datgene wat je aan het eind opgeleverd wil hebben, dat dat ook datgene is wat jij voor ogen hebt of de organisatie voor ogen heeft. Op het moment dat je een opdracht gegeven hebt en een deadline afspreekt en na drie maanden iets aangeleverd krijgt en het voldoet niet aan je verwachtingen, ja dan moet je je afvragen of je dat die medewerker kwalijk kan nemen of alleen je medewerker kwalijk kan nemen. Er ligt ook een verantwoordelijkheid bij de manager of de leidinggevende om te toetsen of de richting die die medewerker opgaat, of dat nog steeds de richting is die jij voor ogen hebt. De goede medewerker die gaat naar alle eer en geweten zo'n opdracht uitvoeren. Dat continue gesprek en dat continue dialoog, dat is wel essentieel. Als ik het heb over een goed gesprek of dialoog, dan bedoel ik dat niet heel soft, dat is gewoon een zakelijk gesprek waarin je waar nodig best wel hard en duidelijk mag zijn.</p> <ul style="list-style-type: none"> - Nou hoe, dat weet ik niet precies, maar je ziet toch nog wel eens dat er verschillende beelden zijn bij als er bijvoorbeeld een opdracht of een vraag wordt uitgezet over wat het op te leveren resultaat is. Wat ik net zei dat je eigenlijk wel periodiek checkt of je nog wel op de goede weg zit, en ook dat kan en moet twee kanten uit. Het is niet alleen vanuit de leidinggevende maar ook vanuit de werknemer.
Giving direct and clear assignments	<ul style="list-style-type: none"> - Let them participate in setting checklist, timeline, and work quality expectation. - Depends on the skills, experience and organizational level of the employee. In the beginning I try to make things as clear as possible, and check in with them regularly about the task. More experienced/senior staff have to deal with the ambiguities of working in a corporate environment. That is part of their development, and I coach them accordingly. - After explanation of assignment we should let them review and explain their understanding about the assignment while we can ask some question to ensure that they understand it correctly. Then we have to monitor during they perform the assignment and assess result. - Plan do check act is, steeds evalueren van hee, heb je de opdracht begrepen, zo ja kan je het in eigen woorden herhalen, okee ga maar aan de slag, laat het maar zien, en dan checken of het is gebeurd. Hee het is niet gebeurd, wat is er misgegaan? En dan weer terugpakken. Het is echt een soort spiraalgesprektechniek en die daarin toepassen. - Ehm... Dat is een goede vraag. Nou opdrachten zijn niet altijd helder he. We zitten in het consultancy vak en de klant heeft een probleem en dat probleem lossen wij op. En ja, gedurende de uitvoering van een opdracht ontstaan er vaak nieuwe inzichten. Opdrachten kunnen niet altijd helder en duidelijk zijn, zo werkt dat bij ons. - It is weekly meetings and agreements, like at the end of the meeting you have an agreement what the next steps are. Be very, very clear what you want to accomplish and there is agreement between the employee and the manager. - Well, the SMART goal idea is nice, but it frequently doesn't work, because of the real work doesn't work that way all the time. You know, for example, you can't always measure some people's goals objectively. You can measure subjectively, but that is frequently the case. Lot of structure and polarity of expectations. - Okay, first thing, I need to be aware of the skillset and the capacity and the capability of the individuals in your team. You need to be aware of what those are. Even the newest member of the team can surprise you with great capacity to do something and the oldest and most experienced member of the team might struggle with a new task, because they have never done it before. So that is the first thing. I think with a new job, you talk about what you want them to do and why you want them to do it. And allow them to work out and coach them if you have them, but don't tell them how to do it. So again, allowing them to do it and then it is a dialogue I think. It comes back to okay, I am going to ask you to do this, do you think you can. If the answer is unequivocally yes, or it is a qualified yes, than it would be a case of okay, let's start and let's see how it goes. So to start with it, in a new task or in any asking to somebody to begin with, you need to keep a more close eye on that particular deliverable, than it is a routine thing. It depends on if it is a routine task, or is it a new task to take on. But if I am worried about someone's capabilities to do it, I would be trying to talk to that individual on a very regular basis on shortly intervals on how they deal with it, how they are feeling, feeling comfortable, are they on track, are they behind track, do I need to provide them with some support of assistance, do they want to get a bit more training or coaching in order to achieve the task or are they failing. And if they are failing, and there confidence is going down, do I, in discussion with them, take it away from them and give it to somebody else, or do I share the load. - Nou we hebben alle medewerkers getraind in het formuleren van zogenaamde SMART doelstellingen, je kunt het ook KPI's noemen, maar dat je heel concreet drie tot vijf kerndoelstellingen afspreekt, die dus meetbaar zijn, ook haalbaar zijn en ook aan een tijdstip gebonden zijn als het mogelijk is. Dan hou je dat heel concreet zeg maar, wat verwacht je van output van een functie. Daarnaast is een ander gedeelte de competenties,

	<p>wat voor soort gedrag verlang je van de mensen. Dat kan collegiaal zijn, informatie delen, nou ja dat soort zaken.</p> <ul style="list-style-type: none"> - Ja dat is wel echt wat we vooral in het peoplemanagement programma naar voren hebben laten komen, dat je als manager zo veel mogelijk echt een helder takenpakket, we hebben ook wel een performance management systeem, dus echt een soort van formulier waar je duidelijk resultaatafspraken in maakt. Naast dat je natuurlijk een helder takenpakket hebt, maak je daar nog een aanvullend, zet je daar in van nou wat wordt in 2014 weer echt mijn taken. Daar ga je mee aan de slag, daarop kan je ook monitoren en ehm... - Ik denk dat dat een stukje zelfreflectie is. De ene manager gaat het gesprek aan en vraagt joh waar heb jij nou vanuit mij nog behoefté aan. De andere manager vindt het niet aan zichzelf liggen. Dan moet er iemand van hoger af komen. Ik denk goed nagaan wat is ieders takenpakket. Als je voor jezelf helder hebt wat iedereen doet, waar is iedereen verantwoordelijk voor. Als je merkt dat dat helemaal niet helder is bij mensen, dan hoop ik toch dat die leidinggevende bij zichzelf nadenkt hee dat is mijn taak om te doen. - Volgens mij is het verschaffen van een duidelijke opdracht continu toetsen en dan niet dagelijks maar misschien wel wekelijks, toetsen dat wat je als opdracht hebt weggezet, of dat beeld wat jij er bij hebt, of dat hetzelfde beeld is dat degene die het uit moet voeren er bij heeft. En je moet continu in dialoog zijn met elkaar, om te toetsen of datgene wat je aan het eind opgeleverd wil hebben, dat dat ook datgene is wat jij voor ogen hebt of de organisatie voor ogen heeft. Op het moment dat je een opdracht gegeven hebt en een deadline afsprekt en na drie maanden iets aangeleverd krijgt en het voldoet niet aan je verwachtingen, ja dan moet je je afvragen of je dat die medewerker kwalijk kan nemen of alleen je medewerker kwalijk kan nemen. Er ligt ook een verantwoordelijkheid bij de manager of de leidinggevende om te toetsen of de richting die die medewerker opgaat, of dat nog steeds de richting is die jij voor ogen hebt. De goede medewerker die gaat naar alle eer en geweten zo'n opdracht uitvoeren. Dat continue gesprek en dat continue dialoog, dat is wel essentieel. Als ik het heb over een goed gesprek of dialoog, dan bedoel ik dat niet heel soft, dat is gewoon een zakelijk gesprek waarin je waar nodig best wel hard en duidelijk mag zijn.
Biases about employees	<ul style="list-style-type: none"> - Generation Y seems to be a target as poor performers. The reasons that I investigate are (1) their work is not challenge work. Of course they just start working they are assigned the mundane works rather than challenge work. (2) With power of distance in the company, the young generation not dares to ask questions after received work assignment. So they do not receive job clear accountability. - Lesbians are thought to be poor performers. After all their natural biology still causing their emotional ups-downs just like the rest of us. But because of their appearances (masculine), they are expected to keep cool. Unable to distinguish this fact, some people choose to show their indifference toward lesbian staff. - My experience in Thai organization is that some managers tend to have favor for "in group" employee (their favorite employees base on relationship, education background etc.) so those employees will get good performance appraisal result and reward (salary increasing and promotion). In MNCs it appears to have bias base on nationality/race e.g. expats tend to be recognized more than local people. - Nou heb ik nooit meegemaakt. Heb ik gewoon nooit meegemaakt. Dat kan aan de organisatie liggen namens wie ik nu praat, ehm, maar ik zie eigenlijk dat in Veere de jonge mensen juist omarmd werden. Daar werd juist heel vaak specifiek naar gevraagd. Stagiaires kregen echt heel leuke klussen, die mochten mee naar het college, die mochten mee naar het MT, die werden nergens van weggehouden. Juist heel erg gestimuleerd denk ik om dingen te laten zien. Dus dat herken ik niet zo, ehm, etniciteit, ehm... Ja weet je, ik heb het zelf niet meegemaakt maar ik kan me het wel voorstellen. Ik kan me werkelijk voorstellen dat op het moment je de Nederlandse taal niet voldoende machtig bent, dat je niet snel en alert genoeg kan reageren en dat je daar last van hebt, maar dat is een vooronderstelling, die kan ik niet staven aan mijn eigen praktijk. - Dat is een goede. Uiteraard zit daar een band, we hebben allemaal onze vooroordelen. Als iemand een keer een project verknald heeft, dan heeft die persoon het lastig om zich op een volgend project te bewijzen. Zo werkt dat nou eenmaal. Ik probeer daar als eindverantwoordelijke wel zuiver mee om te gaan, iedereen maakt wel eens fouten, iedereen heeft wel eens een mindere periode, dus je probeert je vooroordelen zoveel mogelijk uit te schakelen, maar helemaal gaat niet. Iedereen heeft vooroordelen. - Not that I am aware of. You know, we got 280,000 people spread over 175 functions or something. So we got quite a global reach. So I think that you can't stop people being prejudiced. But it is not acceptable in our company and it is considered misconduct. So any kind of biases like that are poor performance, are misconduct and get treated accordingly. - Yeah, you know what, at the end of the day, I don't care how old they are, what color they are, I don't care what gender they are. If our goals cannot align, I have no use for them. If, on the other hand, he is 64 years old and is woman and she can get it done, that is what I care about.

	<ul style="list-style-type: none"> - Yes, inevitably. And some of those I talk to, I need to be conscious of, it is very hard for individuals to be conscious about their own unconscious biases. So, I am an open, I use verbal dialogue, I use always my hands a lot, I am very expressive individual, I am engaging that sort of things all the time, therefore I am naturally drawn to individuals which are operating in the same way and I struggle with those who are quite and who are internalizing, who need processing time, who communicates in a different way, I am probably less comfortable with technical people, there is everything to do with class and perhaps even race consciousness. I am a white middle class male, I am middle aged, I am gonna have a degree of unconscious biases about a twenty year old, afro Caribbean women, well probably. And if I don't, I know that people do in the organization. Those biases exist all the time. So I think that is why you need to be very careful, that is why it is so hard to manage performance, why it relies so much on good leadership skills, because unfortunately, organizations know that biases exist and are scared of the impact, impacting on, if you are sacked because of a bias, then you have a case for a wrongful dismissal. Because organizations are very scared of that, they have a process that drives you to the objective all the time. You have got to show over the next course of months that this person has done this badly and that badly and they have failed this and you have given them this training etc, sometimes this takes too long. So you have got that balance and it is very very hard to find the balance that operates and make sure that everybody who is involved, that everybody in the organization understands that balance. - Can do, can do. And as an individual, as a leader, it is one of the hard things you have to, that is why I have said right up the front, if somebody is performing badly in my team, almost the first place I go, so make sure that there is nothing wrong in their personal life, the next place I go is what I have done wrong. Am I giving this person a hard time because they speak with a different accent, am I giving this person a hard time because I don't like the football team they support, it is the first place I would go. It is not them and their rubbish, it is okay, what is it I have done wrong. Have I given them too much, am I making an assumption, am I treating them badly or poorly or whatever. I think the difficulty is encouraging that approach. I want to link everything that you are talking about to managing performance good and bad, directly back to we don't train people, we don't encourage people, we don't teach and coach leadership, cause I think it is leadership task to be that open with yourself, we don't teach leadership enough amongst our managers and leaders in organizations. - Ja, ja hoe doe je dat. Ik denk bewust zijn voor een deel. Ik weet ook wel dat ik ze heb, ze proberen uit te schakelen en open vragen stellen. Toevallig laatst ook een sessie gehad over mindbugs, ook al denk je ik heb geen vooroordeel, dat je hersenen al lang allerlei meningen hebben gevormd. Ik denk dat dat echt het enige is wat je kan doen, bewust zijn van je vooroordeelen en die proberen op zij te zetten als je een gesprek met iemand aangaat.
Gender	<ul style="list-style-type: none"> - For gender, female has both responsibilities to work and family rather than male. Thus, the female workers might reluctant to take full responsibility to work.
Competences	<ul style="list-style-type: none"> - Can do attitude and Achievement Orientation - Rapid improvement, risk taker, and systematic thinking. - In our department: business acumen, training design and delivery, communication skills - Most critical competencies are achievement and result oriented. - Wij hadden vier werkgebieden gedefinieerd en dat was mensgericht, omgevingsgericht, organisatiegericht en resultaatgericht. Dat waren de vier gebieden waarop resultaatgesprekken plaats vonden en in elke afzonderlijke functies daarin zijn competenties genoemd maar die weet ik niet uit m'n hoofd. Maar op die vier gebieden is de laatste jaren heel duidelijk het gesprek gevoerd met de medewerkers. Wat laat jij zien richting je omgeving - They need the desire to succeed. I would call that the big one. - Ehm... nou ehm... daar hebben we wel eens wat studies naar laten doen maar laten we zeggen analytisch, inlevingsvermogen, ehm... ja... ik weet niet welke dimensies we verder allemaal nog kunnen noemen maar ze moeten enigszins commercieel vaardig zijn, ze moeten kunnen denken in processen, ehm... communicatief. Dan heb je wel een beetje de belangrijkste gehad. - Well, there is a couple. One is the ability to get along cooperatively with other people. The other one is technical skills. How much technical knowledge do they possess. Their ability to interact with others in that context of technical skills. That are the two overriding big ones. - No, I think that is pretty consistent. The degree of what is emphasized varies by function, for a function like HR the ability to get along with people, probably is more important than technical skills. An engineering function is probably reverse. - Ja dat zijn er een aantal. Bij ons is dat klantoriëntatie, initiatief, ondernemerschap, ja ik noem dat ook wel omgevingsbewustzijn. Ja hoeveel wil je er hebben?

	<ul style="list-style-type: none"> - Flexible, adaptable and open to change. I work in business change, I would struggle to employ somebody who is very rigid in their methods, because it would mean you would struggle coaching or devising change management processes. So I need that. I need people who are flexible, adaptable, willing to take on different things, willing to work in different ways and are good communicators. - Ja, toch wel gedrevenheid en motivatie, ehm, doorzettingsvermogen, zelfredzaamheid en structuur en netheid, dat zijn denk ik toch wel de belangrijkste.
Personality	<ul style="list-style-type: none"> - Openness to experience - Open minded. Because, they tend to listen, willing to learn and participate, and adapt quickly to change. - Loyalty, because this is a family company. - Openness to experience, Conscientiousness, and Extraversion as we need someone who is dynamic, achievement and result oriented, fast learning and adaptation, and tough. - Nou ik wil niet één persoonlijkheid. Ik wil juist diversiteit, ik juist dat mensen elkaar uitdagen, dat mensen bij elkaar in hun nek hijgen, dat ze spanning voelen met elkaar, ehm, weet je wrijving geeft glans, dat is echt zo. De neiging is om te zoeken naar hetzelfde soort collega, maar je moet juist niet gaan klonen, je moet juist naar de, je moet ook polariseren in mensen die je in je bedrijf in dienst hebt. Dat is soms hartstikke eng, maar dat is echt enorm belangrijk. - Van alles wat. Ja, van alles wat. Weet je ik heb mensen die hartstikke mensgericht zijn, die zijn echt hartstikke hartstikke op de collega gericht en er zijn ook mensen die echt ongelooflijk blauw zijn en op de structuur en op de statistiek en op de rapportage en de benchmarks zijn zeg maar. En die combinatie die daagt mij uit, daar word ik warm van. - Gooi ik er even wat clichés uit, dat is iemand die initiatiefrijk is, die goed kan communiceren, iemand die goed analytisch vermogen heeft, bij ons moet je toch ingewikkelde problemen kunnen ontleden in eenvoudige deelprobleempjes. - Your next question is personality. The person who succeed the best in this company, is collaborative. When in say collaborative, these are people that are able to work closely with quantitative en qualitative people and recognizing that there is a symbiosis between the two. So a collaborative worksite is crucial for us. - Ja omdat ik wel zie, kijk wat wij doen, is wat mij betreft sterk analytisch denken om snel situaties te doorgronden en te helpen oplossen, kritisch, is misschien ook nog wel een goede competentie. Dat spel kan goed gaan, daar tegenover staat dat je sociaalvaardig moet zijn om dan vervolgens datgene wat je bedenken kan om dat dan over te kunnen brengen, dat geldt zowel naar de klant toe als naar je medeconsultants. - I mean there is a whole science behind and people do this professionally, to find the right people for certain positions. People with the right skills, let's put it that way. Let's give an example. The accountant who sits in his office and makes sure the numbers are correct, can be very introverted, quite, detailed oriented numbers person. So those are his skills. A sales guy who deals with customers need to be very extraverted, open minded, think around the corner and doesn't have to care about the details at the end. So very different skillset for very different positions. So that is why there is in my opinion not THE skillset for a company, but there are skillsets for certain positions. And I have worked with companies, outside consultants, even the one professor I had when we did the assessment center, they are specialized on exactly that. They look for traits within people, by questionnaires and so on, and find out very quickly actually, one of them is a 30 questions questionnaire, whether these people are more introverted, extraverted, more in that direction, more in that direction and you get a fairly quick overview, almost like a map, of the personality of the person. Having the right person in the right spot, in my opinion there is not the perfect person for the company, I mean if somebody is always negative, that doesn't work in any department obviously, but in general it really depends on the functions you are looking for. - Ehm... that is good question. Again it varies, it depends. I'd say someone who is more intellectual, somebody who doesn't have to be an extravert. He can be an introvert and still be successful. So, you know, personality wise, it is probably relatively moderate on the introversion extraversion. Intellectual and gifted intellectually. - Ehm... ja daar zit een combinatie in. Ik vind het wel belangrijk dat mensen open zijn, dus toegankelijk. Wat heel belangrijk is, is dat ze resultaat gedreven zijn. Enige vorm van planmatig en planvormig werken is wel lekker. Ja, dat zijn wel even een aantal... ja... ook wel zeg maar... hoewel het een beetje op gespannen voet staat wat je aan de buitenkant, ik kan het woord even niet vinden, maar er moet een bepaalde diepgang in zitten. Het moet niet alleen maar een plat verhaaltje zijn, je moet wel een bepaalde vorm van kennis van zaken hebben. Het is een vorm van vakmanschap zou ik bijna zeggen, die vind ik wel cruciaal. - Nou met goede intermenselijke vaardigheden, dus iemand die sociaal is, prettig in de omgang. Goede relationele vaardigheden zoals dat heet, dus dat je op verschillende niveaus daarmee om kan gaan.

	<ul style="list-style-type: none"> - Ja, ja, ja. Of je het nou in het groot of in het klein bekijkt, als je in ons managementteam kijkt, als je allemaal rode mensen hebt zitten, ja dat gaat niet werken. Ik denk dat er ook een aantal blauwe, dus analytisch sterke, gestructureerde mensen in moeten zitten, er moeten wat groene mensen in zitten, die voor de verbinding en de sociale component zorgen. En zo geldt het ook voor de organisatie, je hebt gewoon, heel oneerbiedig gezegd, vakidioten nodig, maar je hebt ook mensen nodig die heel open en creatief en niks te gek vinden en juist als je alle smaken hebt, dan kan je een balans creëren, waarbij ik wel denk dat er meer open, creatieve, enthousiaste mensen moeten zijn dan vakidioten.
Feedback	<ul style="list-style-type: none"> - Provide them feedback and ask them to set their own goal for improvement. - Mostly I do it via 2 ways communication, email, team meeting and during performance review session. - Dat wordt helemaal uitgesproken en doorgesproken. Krijgt hij ook op papier, welk onderdeel hij niet of wel goed heeft gescoord, dat wordt helemaal met hem doorgenomen. - Ja, ja, ja. Feedback geven wordt veel te weinig gedaan. Maar ik zie het bij medewerkers ook dat ze onderling bang zijn om feedback te geven omdat ze bang zijn om afgerekend te worden, of omdat ze bang zijn om stom gevonden te worden, of nou ja noem het allemaal maar op. Het is gewoon heel spannend om iets van iemand anders te zeggen en te vinden. - Mensen vinden het gewoon überhaupt lastig om iets over elkaar te zeggen. Ik denk dat ik die stelling wel aan durf. Wat ik zie individueel gezien is dat mensen niet de neiging hebben om hun kop boven het maaiveld uit te steken, ik vind de mobiliteit 0, en mensen zorgen ervoor dat ze zich gedeisd houden, hun werk gewoon doen zoals ze het moeten doen, want je moet nu niet ontslagen willen worden. Ik denk dat mensen nu wel wat voorzichtiger zijn zeg maar. - Nou ja, ik vind te weinig. Dat doe je nooit genoeg, en dat zie je met name dus als het gaat om poor performers, mensen die neiging hebben om de hete brei heen te draaien, van ach misschien valt het wel mee en ach hij doet toch zijn best en weet je wel iemand anders zal er wel iets van zeggen. - As to say, it is an annual survey basically, so therefore a line manager will identify with their staff who is going to provide feedback on them. Then those people will provide feedback on how they are performing. - No actually, interesting enough, the employees choose, but the line manager has the ultimate right. So therefore if they feel that the individual has chosen all their best friends, then the line manager can choose other people as well. The idea is that the employees, the ones that wants to get the feedback back to themselves, so obviously, if they genuinely want feedback, they make choices, a selection of people, they feel they will give them a variety of feedback, but if they aren't mature enough to do that, then the line manager obviously can get additional feedback. - It is not something we do naturally. I think we are getting better at it and I think it depends on the organizations. So for example, if you went into a small, UK based firm, they may not necessarily be as good about getting feedback as for example somebody who is working in a multinational, for example. Because the whole corporate culture is different I think. I think there are cultural differences in so far as Americans are very ... to give you bad news, trying to get an American to give you good constructive feedback is quite difficult, could say much rather focused on the good things. Whereas, I think, part of the reason in the UK that we don't always ask for feedback is because we know we will get it, people don't hold back, does that make sense? So in England, people are very quick to tell you what you have done wrong. - Ja... dat proberen we zo veel mogelijk te stimuleren. Ik denk dat ikzelf vrij hard en duidelijk daarin kan zijn. In goed en slecht overigens he. Ik ben heel blij als iemand het goed doet, maar ik zal het ook zeker laten maken als ik vind dat iemand het anders had moeten doen. Ik probeer ook te stimuleren dat we elkaar ook feedback geven omdat ik niet overal kan zijn en ik het fijn zou vinden als we elkaar corrigeren op ongewenst gedrag. Zo zijn we ook sinds enige tijd begonnen met intervisie sessies, waarbij we een case van een persoon op tafel legden en die dan op een gestructureerde manier met andere mensen die een beetje in hetzelfde vakgebied zitten, zouden bespreken om op die manier ook weer feedback te geven op het gedrag of op aanpakken of anderszins. Dus dat zijn we aan het doen om te stimuleren dat we elkaar meer en vaker feedback geven. - Yes, it is more in the context of let's see what we need to do here, let's work together. So maybe let's meet once a week for a period of weeks and see where you are going and see what we can do to work together here. It is generally the kind of way things handle. - In principe, feedback doe je 1 op 1. Of in heel kleine groepjes, gemiddeld genomen doe je dat niet in een grote groep. Tenminste niet negatieve feedback. Met positieve feedback moet je ook altijd uitzoeken in de groep, want je moet niet het groepsgedrag versturen. Dus feedback is in principe 1 op 1. - The difficulty is, of course we link, in our hierarchical organization, or in a big team inside a company, generally speaking, we directly link that performance appraisal to money. As soon as you do that, you introduce a bias or a filter, from everybody who is looking at it.

	<p>Everybody wants to have more money each year, cause that is pretty much, a fairly universal motivation, across the people I worked with. Everybody wants to get more money and to feel like they are progressing unless you are very clever with training opportunities and other sorts of things as well. But as soon as you introduce money, a 360 degree appraisal, people know it is linked to money and they are unwilling generally unless the individual is very poor to say anything honest about them and generally what you get is grade inflation, so people over assessing over people's performance and their abilities and that sort of things. Even worse, if it is not a 360 degree performance appraisal type thing, then bias comes in, so people are scared of being honest in those conversations because it might affect an individual bonus or their pay. Again, it comes back all the way to leadership, you need to have integrity and courage to be a good leader.</p> <ul style="list-style-type: none"> - En wat betreft feedback, ja dat kan echt nog een tandje beter. Zowel de positieve als de negatieve feedback hoor, maar met name de negatieve feedback, ja dat is toch wel weer inherent aan de cultuur die we hebben, we vinden vaak, nee heel veel van mijn collega's vinden vaak de relatie belangrijker dan de prestatie. Ja dat mag wel een tandje zakelijker, je werkt hier, het is hier geen... ehm... kroeg.
Negative feedback	<ul style="list-style-type: none"> - Negative feedback I provide them privately. - Dat wordt helemaal uitgesproken en doorgesproken. Krijgt hij ook op papier, welk onderdeel hij niet of wel goed heeft gescoord, dat wordt helemaal met hem doorgenomen. - Ja, nou feedback geven is een heikel punt in de gemeentelijke organisatie. Ik hoor dat van heel veel publieke domeinen, organisaties, feedback geven is ongelooflijk moeilijk en daar hebben we workshops voor gegeven en daar geven we nog steeds workshops voor als het nodig is, maar dat blijft ontzettend ingewikkeld en ik zie dat veel mensen moeite hebben met het onderscheid maken van het functionele aspect van feedback geven en het persoonlijke aspect van feedback geven. Je zegt eigenlijk ik zie dat je dit doet en dat vind ik vervelend, maar dat is iets anders dan dat je zegt je bent niet leuk. Het wordt vaak zo opgepakt he, je doet het niet goed, maar dat is iets anders dan je bent niet leuk. Je bent lief maar je doet stout. Dat is wat we proberen aan te leren, het onderscheid tussen identiteit en functionaliteit, maar dat is heel erg ingewikkeld. Daarmee is die factor openheid en actiegerichtheid gewoon een factor die aandacht nodig heeft binnen een organisatie. Het communiceren ja ehm, we zijn nu aan het ontwikkelen dat veel meer in dialoog te doen, maar in Veere gebeurt er ook heel veel via internet, heel veel alleen maar zenden, monologen en alleen maar zenden. Terwijl we er steeds vaker achter komen dat dat niet de goede manier is. Afdelingshoofden hebben het vaak te druk om het communiceren op de goede manier te doen en dan mis je ook de boot, want je hebt geen tijd om te check check dubbelchecken, daar heb je geen tijd voor, dus doe je dat niet en dan is het cirkeltje rond he, je kan het dan uittekenen wat er gebeurt natuurlijk. - Ja, individueel aanspreken ook. Niet een slechte boodschap doen in een groep waarbij de boodschap voor maar 10 procent van de mensen van toepassing is. - Ja er is een misverstand wat er heerst he, als jij het groepsgevoel belangrijk vindt en je stelt de medewerker centraal, dat doen we hier vaak. Dat betekent niet dat jij poor performers niet mag aanspreken. Dat is wel eens een misverstand van als je dan, ik heb het hier ook gehad, die mensen hebben we hier dan ontslagen, zo boos worden, en op geven moment ook zeggen dit past helemaal niet bij * en ja, hallo, dit hoort er ook bij. - It is the same, getting back to that weekly meetings that we have with them, we provide both positive and negative feedback in the meetings. - No we are absolutely not, because if you got negative feedback, that stuff is not going away. You manager will deal with it now, so we deal with it head on. - Ja nee, ik vind feedback juist een mooi instrument omdat het beide kanten kan hebben. Ik geloof er ook wel in dat je zeker negatief mag zijn, maar als je dan negatief bent dan wordt het zwaard een beetje bot en dat kan je scherpen door zo nu en dan ook positieve dingen te noemen, want die zijn er altijd hè. Van beide zaken kan je leren, leer van wat je goed doet, maar leer ook van wat je minder vaak zou moeten doen. - Oh sure, I mean. I mean, communication is one of the most important skills of a good leader. When you do the reviews or the mid-term reviews, obviously you communicate and you tell the people. And if somebody does a bad job, then it is your time obviously (?), yes. Giving positive feedback, and in general, if I go around a corridor and meet somebody, I try to give positive feedback. If somebody did something negative, I won't bring it up in public, I would ask him to come into the office, close the door and discuss it behind closed doors. That is one of the things some people really do badly, and in my opinion this are bad leaders, start yelling at people in the middle of the office when everybody else is listening. In my opinion very unprofessional. But you find it a lot, unfortunately. - Okay. I can see that, but if you do it, negative feedback should not be personal, it should be fact based. That is the other issue, give feedback more fact based. Some is personal, but I don't want people to tell you are an idiot or blablabla, I don't want to attack him, but I want to talk about this subject. Okay, in your sales territory, this what is what is see, this is

	<p>what I heard from the regional guys, what do you think, what can we do to be better? There is negative feedback obviously, because there are problems, but it is around the subject, so try to stay on the subject and don't be subjective to him personal too much.</p> <ul style="list-style-type: none"> - Yes. Not be personal, the rule is probably to be objective, talk about the subject of the problem, and talk about the problem and give feedback about the problem, and also negative feedback is important if the situation requires it, but it is more difficult. I know exactly where you are coming from, because I have seen leaders who are very good with having a good party and being positive, but if there is a crisis situation or something goes wrong, then managing that and really working with the people sometimes it is difficult for them that is true. So I can understand some of these answers, yes. - Again, back to the leadership thing. I said leadership requires courage and it is very hard to give somebody, it is that easy to give somebody a glowing performance appraisal, those are the easy ones. It is fairly tuff to give somebody one that is blunt, you are in the middle of the road, you are meeting expectations, but that is not about because you can give them pointers about where people can improve. The hard ones, the ones that require courage, are the ones that you are saying to somebody, you are not performing. Now the only way you make it easy, is for him not to be a surprise. So unfortunately, most performance appraisals are once a year event and a fairly formal process, and it is the only time that some people are given feedback on their performance. but if you have been talking to somebody about their performance is not being good throughout whole the year, then having a conversation with them at the formal time and saying look I have been telling you all way through the year that you need to improve, you are not where you are. Yes you are performing, and yes you are doing these things, but you are still not there, that is a much easier conversation, because it is not a surprise. It still requires courage and unfortunately, that is lacking. - Absolutely. It is the worst thing what could happen. You think that you have been doing all right through the whole year, and I can tell it is the worst thing because I have been in that situation. I thought I have been doing okay, going to my performance appraisal and being told that I have a major flaw in what I have been doing and I have been thinking, oh okay, if you had told me that eleven months ago, I could have done something about it. - Ehm, ja allebei moet plaatsvinden. Nogmaals, er zullen managers zijn die daar heel goed in zijn, maar er zijn er ook bij die doen dat niet of nauwelijks. - Ja, over het algemeen wel. Je merkt wel dat je soms wel een beetje ruimte moet geven, daar heb ik ook wel van geleerd, als je wil dat iets voor half negen gebeurd is, dan moet je eigenlijk acht uur zeggen of half acht. Want als je op die deadline gaat zitten hameren met z'n allen word je niet vrolijk en uiteindelijk gebeurt het eigenlijk altijd wel, alleen is het net een half uurtje te laat. Ja de vraag is hoe precies ga je er op zitten als iets een half uur te laat ingevuld wordt. Uiteindelijk is het doel dat het gebeurt en dat hebben we wel redelijk bereikt de afgelopen jaren. - We gaan niet bijvoorbeeld het niet functioneren van één persoon aan de grote klok hangen ofzo. Het is wel redelijk algemeen bekend mensen schamen zich er zelf ook niet echt voor, want je hoort wel van shit shit als ik niet m'n best ga doen ben ik er volgend jaar niet meer, dus dat wordt wel gedeeld ook in de groep in sommige gevallen. Maar ehm... Ik denk dat dat het groepsgevoel ten goede werkt dan tegen ons. Het is meer zo van zal ik je dan helpen. - Mijn gevoel zegt iets van 45 of 50+. Ja, we zijn echt een soort familiebedrijf wat dat betreft he, we hebben een soort van zorgcultuur. Deze mensen zitten er dus ook al heel lang en we vinden het fijn, je hebt natuurlijk ook een soort van maatschappelijke verantwoordelijkheid voor je medewerkers. Maar dat slaat soms wel door, hard zijn we niet echt goed in. Waar ik het net over had in het ideale beeld ga je de dialoog aan, spreek je de mensen er op aan, geef je een slechte beoordeling als het nodig is, dat vinden we moeilijk. - Ehm, ik denk ook als ik het heb over vooroordelen wordt er veel over mensen gesproken en vinden we het nog steeds echt lastig om het bespreekbaar bij die persoon te maken. - Ja. Dat is waar wij binnen HR, dat is wel echt één van onze speerpunten, die dialoog aan te gaan, of het nou om negatieve dingen gaat of om positieve dingen. Ja laten we zeggen nu is nog niet het ideaal. - We vinden het heel lastig om een matig of slecht te geven, terwijl een matig nog eigenlijk zegt dat je... matig vind ik heel negatief klinken, maar je voldoet alsnog bijna aan alle eisen die er aan je gesteld worden. - Ja goede feedback wel, maar slechte feedback kan beter. - Nou, mijn analyse, maar dat is echt mijn analyse, is dat er voor leidinggevenden totaal geen trigger is om realistisch te beoordelen. Op het moment dat een leidinggevende realistisch gaat beoordelen, halen ze gedoe op de hals, dan zijn met name de niet presteerders ontevreden. Dat van bovenaf de druk zeg maar niet opgebouwd wordt om werkelijk echt realistisch te beoordelen, kiezen heel veel, en dat is ook wel de cultuur van deze organisatie, kiezen heel veel mensen gewoon voor de veilige weg, dat is één.
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	<ul style="list-style-type: none"> - Nou, die geeft dan gemotiveerd aan waarom hij of zij vindt waarom deze medewerker onvoldoende gepresteerd heeft. En wat ik net ook al schetste, dat vinden we bij ons in huis toch wel heel erg spannend. En het begint langzaam te komen, maar in mijn ogen nog echt onvoldoende. Gelukkig worden daar, kom ik ook een klein beetje terug op die opleidingen, de leidinggevenden hebben de mogelijkheid wel om daar op getraind en gecoacht te worden. Ik vind dat het nog wel wat zakelijker mag bij ons, maar het eerste voorzichtige stapje wordt wel gezet. - En wat betreft feedback, ja dat kan echt nog een tandje beter. Zowel de positieve als de negatieve feedback hoor, maar met name de negatieve feedback, ja dat is toch wel weer inherent aan de cultuur die we hebben, we vinden vaak, nee heel veel van mijn collega's vinden vaak de relatie belangrijker dan de prestatie. Ja dat mag wel een tandje zakelijker, je werkt hier, het is hier geen... ehm... kroeg.
Overcoming poor performance	<ul style="list-style-type: none"> - Give them less work and pay them less as well. I do not pay them in salary based but project based. - Providing feedback, closely monitoring, providing support as required, provide development opportunities, and use mechanism of performance management system as mentioned above. - Providing feedback, lower reward and career advancement opportunity, put them to performance improvement plan, job rotation as proper, and terminate contract if it is critical to do so. - Ja, je ziet dat dat mensen in de gesprekkencyclus terecht gaan komen, je hebt een resultaatgesprek, je ziet dat mensen hun resultaten niet gaan behalen, en daar heb je het dan over met elkaar. Dus met name met gesprekstechnieken waar je dan op terug valt, maar ook je stijl van leidinggeven aanpassen, om te kijken of je de resultaten weer omhoog kan krijgen. Ik zie dat jij dit niet hebt gehaald, wat spreken we af voor de komende week, en de komende week evalueer je dat, wat heb je gedaan, wat heb je niet gedaan, hoe komt dat, waar komt dat door. En dat je op die manier toch een beetje de duimschroeven gaat aantrekken. - I think the important thing is, you know, setting those goals. Setting very clear views on what it is they have got to achieve. The other side of it is, when they do perform successfully, they can see that they are performing successfully as well. - Open het gesprek met de persoon in kwestie aangaan om te kijken of we die plek iets kunnen aanpassen, waar we iemand voor inzetten. Aanpassen dat we een ander type voor kiezen, waar hij beter tot zijn recht komt. Dat is in de regel wat ik een aantal keer zou willen proberen, waarbij ik met die persoon dan tot de conclusie kan komen dat het ons samen niet gaat lukken om een plek te vinden waar die persoon goed tot zijn recht komt en dat we daarna gaan kijken dan is het misschien verstandiger om buiten onze organisatie verder te gaan. - Die heeft dan zelf de keuze gemaakt, maar die hebben we daarvoor al bewust een beetje op voorgesorteerd, door hem bepaalde opdrachten te geven, nou ja goed, dan betrek ik hem wat minder bij mijn core en mijn strategische opdrachten, dan zet ik hem wat meer op een traject voor een langere termijn, waar ik weinig geld verdien, maar toch voor beide partijen goed. Die heeft uiteindelijk voor een andere baan gekozen, dat is goed voor hem, dat is goed voor ons en we zijn nu nog concreet met een andere medewerker bezig en die begeleid ik om een nieuwe baan te vinden, want we hebben geconstateerd, samen, nou ja je weet natuurlijk nooit helemaal precies of het helemaal samen samen is, ik heb alle, ik heb de indruk dat de medewerker er ook van doordrongen is dat het spel dat wij spelen niet op die medewerker past en dus zijn we samen bezig om iets te vinden wat wel bij diegene past. Daar help ik zo'n persoon mee, zodat we, dat is goed voor de medewerker en dat is goed voor ons. - Counsel them. Sit down and talk to them. Trying to get them back on track. - Not initially. You know, initially it is coaching and counseling. If that doesn't work, then there are more drastic measures like a discussion that says if you don't turn around in a period of time, your job is at risk. - Ja dan moet je gewoon een werknemer als het ware zijn gedrag spiegelen zeg maar. Daarmee moet je hem bewust maken van het feit hoe hij zich gedraagt, dan kun je in gesprek komen van waarom gedraag je je eigenlijk zo. Wat zit daar nou achter. Ik denk dat je in dit soort gevallen je regelmatig tot de conclusie komt dat je afscheid van elkaar moet nemen. - Well I suppose it is about a coaching approach. So, trying to understand motivation, generally, people want to be part of the team and move in the same direction and what they want to is matching their own goals and aspirations with what is going on with the pit they are working. - That will be a coaching conversation with them about, so again, an open dialogue with them about how do you, what is your motivation to go into that direction, and can I find some way, and bridging the gap between what I am asking and what you should be doing and is this ins amount or can I convince you to coach you to understand you that this is the

	<p>right thing to do, or you got something, you are the individual who is being disruptive, got a really good point and proves me that I am wrong and we need to change the direction. And personally I am very open to that. I think if I wasn't that, I would be a huge fail in leadership. So coaching conversation which says what is your motivation. If they say, if I cannot convince them or I cannot shift their position, then I would be saying to them, okay, you need to understand that in this team this is what we are doing and this is the direction we are going. You either then, this occurs sometimes, you either then has to fit in or you have to consider being not part of this team. And I can either push you or you can jump. That is right. So if I can convince them, that is fantastic. If I can't, then okay, if it is a big organization, can I find you a place that you are going to be happy, that it does fit with what you want to do, that might be skillset or motivation, and that would be good. Because I don't want to lose somebody, because you have invested in that individual already. But if it comes to the point that they are embittered or been poorly treated, they just can't move beyond what that particular blockage is, then you got to the point that you say I am sorry but you gotta go. Depending on what your company or your team processes are alike. That can be a very painful process, or it can be a very slick and quick process. I want to come to process and how that comes in the way with managing poor performance, let's come back to that if we can.</p> <p>Okay, first thing, I need to be aware of the skillset and the capacity and the capability of the individuals in your team. You need to be aware of what those are. Even the newest member of the team can surprise you with great capacity to do something and the oldest and most experienced member of the team might struggle with a new task, because they have never done it before. So that is the first thing. I think with a new job, you talk about what you want them to do and why you want them to do it. And allow them to work out and coach them if you have them, but don't tell them how to do it. So again, allowing them to do it and then it is a dialogue I think. It comes back to okay, I am going to ask you to do this, do you think you can. If the answer is unequivocally yes, or it is a qualified yes, than it would be a case of okay, let's start and let's see how it goes. So to start with it, in a new task or in any asking to somebody to begin with, you need to keep a more close eye on that particular deliverable, than it is a routine thing. It depends on if it is a routine task, or is it a new task to take on. But if I am worried about someone's capabilities to do it, I would be trying to talk to that individual on a very regular basis on shortly intervals on how they deal with it, how they are feeling, feeling comfortable, are they on track, are they behind track, do I need to provide them with some support of assistance, do they want to get a bit more training or coaching in order to achieve the task or are they failing. And if they are failing, and there confidence is going down, do I, in discussion with them, take it away from them and give it to somebody else, or do I share the load.</p> <p>Again, it depends. So yes, one end of the spectrum is formal training courses. You send somebody away to do some sort of distance learning or attend a college or go on a training course. That will be the one end of the spectrum. The other end of the spectrum is back to coaching. Teaming somebody up with an experienced person, so on the job training, learning circles, you try to share amongst yourselves, do stuff in lunch time that shares a skillset that allows people to understand a new way of looking at a problem, a new methodology, so that sort of things is informal training in the workplace. But more often it is about coaching, it is about encouraging and helping and guiding and advising an individual to grow their own skillset and their confidence and their knowledge and their robustness, their ability to cope with pressure. As they get stronger, you give them more. And if you give them more and they cope with it, you give them more. It goes like that.</p> <p>Nou als de functie te hoog is, dan er voor zorgen dat de persoon op een functie komt te zitten die beter aansluit. Bij te laag ook, dan moet je eigenlijk via een beoordelingssysteem of op een andere manier moet de manager signaleren deze persoon is toe aan een nieuwe uitdaging.</p> <p>Nou ja, het enige naar die betreffende medewerker toe is het gewoon aanpakken en aanspreken en het concreet maken en duidelijk en een ontwikkelplan opstellen, dat na drie of na zes maanden weer bekeken en besproken wordt. Dus niet één keer bespreken, maar dat moet een continu proces zijn. Dat is naar één medewerker die slecht presteert. In z'n algemeenheid moet de manager natuurlijk ook een goede sfeer creëren op de afdeling en een goede omgeving waarin mensen ook prettig kunnen werken, dat er af en toe eens tijd is voor een feestje als er een succesje is behaald, dat is duidelijk de taak van de manager, om ook een prettige en uitdagende werksfeer te creëren.</p> <p>Nou we proberen de mensen altijd wel op de juiste plek te zetten, dus als wat ze doen boven hun pet is dan toch met een goed gesprek een stapje terug. Andersom ook zeg maar, als je ziet dat mensen meer aan kunnen, langzaamaan laten groeien in het bedrijf.</p> <p>Dat is wel het idee, je wil niet dat wij laten we zeggen in januari zitten, en januari een jaar later zeggen van nee je hebt het niet goed gedaan. Het idee is dat op het moment dat het goed met iemand gaat die spreekt je af en toe, dat zal vooral over het werk gaan, maar als je echt merkt van hee ik krijg, er worden deadlines niet gehaald, dan ga je natuurlijk op een</p>
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	<p>andere manier een gesprek in. Dan zit je vaker met iemand, dan ga je ook vragen van joh hoe kan ik je nou helpen om het wel te doen. Heb je trainingen nodig, heb je mijn hulp nodig? Gaat het thuis niet goed?</p> <ul style="list-style-type: none"> - Dan betekent dat dat er in het jaarplan, dat volgt op de beoordeling, als ik nu zou onderpresteren afgelopen jaar dat er in mijn jaarplan, dat ik dan dus acties moet beschrijven of afspraken moet maken hoe ik het komend jaar dat anders en beter ga doen. Dan begint eigenlijk die cyclus weer opnieuw, dan staat dat in het jaarplan en dan is dat één van de belangrijkste onderwerpen van gesprek gedurende dat hele jaar.
Coaching and supporting	<ul style="list-style-type: none"> - I usually conduct counseling session once a month to allow staff to be themselves and let out their unhappy thoughts. This exercise seemed to be very effective for our staff. - The thing is, the organizational support is just that. I mean we do whatever we can to make their experience, you know, productive and fulfilling to them. And some of those things are, you know, we care, we do care about their, their, their... but we are a sales organization so we are pretty serious about what we do. - Dat in eerste instantie en misschien in een tweede instantie zou je wat diepgaander moeten kijken met een begeleider of een coach, ja of een test, misschien kan hij het niveau wel gewoon niet aan. Dat hij het gewoon niet kan bolwerken. Dan spelen andere factoren een rol. Maar je eerste tools zijn gewoon de reguliere gesprekkencyclus, zoals ik daar dan mee omga. - Dan zijn het persoonlijke factoren die er toe doen dat mensen niet meer presteren. Dat is gewoon echt een mogelijkheid. Daarvoor kan je coach heel mooi inzetten, dat andere talenten van iemand boven komen drijven waardoor iemand vervolgens weer wel kan gaan presteren. - Dan ga je met zo'n coach praten wat kunnen wij wel voor je doen, waardoor jij de normen en waarden kunt naleven die jij wilt naleven bij ons op kantoor bijvoorbeeld. - Mensen mochten gewoon naar een coach toe, wij hebben, in Veere was er een coach vrijgemaakt. Die was elke dag aanwezig en dan konden mensen gewoon terecht, konden daar ook onderzoek doen naar hun eigen talenten en of ze met hun talenten nog wel op de goede werkplek zaten. - Ik denk toch dat veel ziet in opleidingen, het gesprek, informatievoorziening via reguliere kanalen, er is een open online jammerplatform wat mensen ook onderling kunnen gebruiken om te supporten. De coach is natuurlijk heel belangrijk, ja het is, weet je, als mensen een goed idee hebben in Veere dan mogen ze dat wel ventileren, dus als ze iets anders nodig hebben dan mogen ze dat wel ventileren. Grote kans dat het er komt. - Ik probeer mensen die niet presteren te coachen en als wij het idee hebben dat het iets aan vaardigheden zou kunnen zijn, dan proberen we in dit geval wel een cursus te geven of mensen te koppelen aan andere mensen die hetzelfde hebben of juist heel goed er in zijn. Ik heb daar geen standaard recept voor. Ik probeer gewoon mensen maatwerk te leveren en het in ieder geval ter discussie te stellen en te kijken of je iemand op een bepaalde manier kan helpen. - If I find out if I talk to him that this is the situation and in general he is a good person, because he did a good job in the past, then I would try to help him by giving him the support needed or by putting someone in his team who can take care of the area he doesn't really manage well. So generic, find out and then support him. - Ehm... well, I mean it is basically, we have an HR department. If we find out that somebody doesn't perform well, then there is going to be a discussion with myself or the department leader, try to see what we can do. And there could be organizational support from within the organization, that somebody is coaching or mentoring somebody. When somebody is very junior for example. Give them some good confidence, if they have a mentor, let's say, a young R&D guy has a mentor two or three layers up who meets him every few weeks or so, gives him feedback, that helps. It is very easy to do, doesn't cost much, helps a lot. It could be outside training, leadership training, skills training, whatever. so there are different ways of doing it. It is typically managed through the HR department, unless it is a very senior position, then the person can deal with it himself, if there is a R&D manager who needs in my opinion some leadership training, I leave it up to him to pick the right leadership course that he likes, and then I decide with him whether it works or not, and we don't need the HR department. But it depends a little bit. So some internal support, very easy solutions sometimes do a lot, and some external support if needed. - Yes, there is sort of a coaching process, like engage them, to help them kind of think through what they might do, but not everybody is receptive to that. Some people just don't respond. - Counsel them. Sit down and talk to them. Trying to get them back on track. It is tailor made. Yes, there is no standard form for them. - Well I suppose it is about a coaching approach. So, trying to understand motivation, generally, people want to be part of the team and move in the same direction and what they want to is matching their own goals and aspirations with what is going on with the pit they are working.

	<ul style="list-style-type: none"> - I would rather try and find a way that gives the individual the support that they need, some big companies got employee assistance program, so that helps them, you know, professional people who can help you with counseling support or if they don't want to do that, or it is not a significant, I say significant, these problems are always significant to these people, but if they got a marital difficulty or relationship problem, again it is a coaching conversation that says you need to be aware of, you need to understand the impact of your behavior on your colleagues. It is trying to increase the awareness of that individual. Yes I understand this is all consuming and the fact that you got a major round with your wife and your children don't like you is very tragic and I will be patient with you and I give you the time etc., but be aware that you are a cog in this machine. If you are not turning, then everybody else is not turning and that causes a problem. It is just about awareness, people are so rat up in what is going on in their own space, that they don't realize that they are being hideous to their colleagues or being aggressive or whatever. - Again, it depends. So yes, one end of the spectrum is formal training courses. You send somebody away to do some sort of distance learning or attend a college or go on a training course. That will be the one end of the spectrum. The other end of the spectrum is back to coaching. Teaming somebody up with an experienced person, so on the job training, learning circles, you try to share amongst yourselves, do stuff in lunch time that shares a skillset that allows people to understand a new way of looking at a problem, a new methodology, so that sort of things is informal training in the workplace. But more often it is about coaching, it is about encouraging and helping and guiding and advising an individual to grow their own skillset and their confidence and their knowledge and their robustness, their ability to cope with pressure. As they get stronger, you give them more. And if you give them more and they cope with it, you give them more. It goes like that. - En de manager moet ten alle tijden een stukje coaching en begeleiding geven om die persoon beter te laten functioneren.
Autonomy	<ul style="list-style-type: none"> - Flexible time of work. - They are allowed to choose either short or long-term courses - Many kinds of jobs in our company provide autonomy for employee as we agree on goals/target but not "how to" so they have freedom to think and act as long as it comply with compliance. So they have plenty of opportunities to develop their competencies from their jobs/projects. Our company is a growing plant so there are lot of new projects which facilitate people to learn and develop. Experience base learning is key method for learning here. - Ehm, ja autonomie vind ik altijd een beetje een lastige, want teveel autonomie is ook niet goed, terwijl ze wel zelfstandig moeten kunnen werken. Dus dat hangt een beetje samen met als jij als leidinggevende merkt en in de gesprekken en de resultaten die iemand laat zien of iemand een hogere mate van autonomie aan kan, dan ga je daar je stijl van leidinggeven op aanpassen. Dus dan ga je veel meer delegeren. Dan ben je gewoon aan het terugkoppelen, dan doe je dat meer op gelijkwaardiger niveau. - Dat is ook heel veel ja, dat waarderen mensen ook. We doen ieder jaar een medewerkers tevredenheidsonderzoek, daar scoren we ieder jaar ook heel erg hoog op, dus vrijheid bij de uitvoering van werk is hoog. - I do think it is down to the individual line managers. On the whole, we employ intelligent people, because we want to use their brains, so therefore not giving autonomy to think, kind of defeats the object, if you know what I mean. So I think dependent on the line manager, and dependent on the performance I think, depends on how much autonomy people gets. If you are a poor performer, and you are not doing the basics, you get an awful lot less autonomy. - I mean, they have totally autonomy. In other words, we, as a management team, we have a saying that... just win, just win. So if that means... we provide people the opportunity to meet their goals and aspirations the way that they think that they can do it. If they want to cultivate relationships at a dinner, we allow full latitude to do that. It might be a little different, a little unusual, but if they are performing, go get them. - Nou ja goed, ze zijn 100% vrij om hun dag in te delen, zolang ze zich maar een beetje houden aan de communicatiespelregels, dus houdt elkaar een beetje op de hoogte, als je van plan bent om linksaf te gaan, vertel dan de mensen die misschien een beetje van jouw resultaten afhankelijk zijn, dat je dat doet, hou mij op de hoogte van zaken die je nog zou willen onderzoeken of dat ook wat mij betreft in lijn is met wat de organisatie eigenlijk zou willen. Zeker als men, als je voor een klant werkt, mag je de mogelijkheden benutten die de klant biedt, qua werktijden en qua werkplekken. Als je voor Ensior zelf aan het werk gaat, dan zijn die vrijheden nog ruimer, zolang je je maar een beetje aan de spelregels houdt. Dat je minimaal een keer per week op kantoor komt om je gezicht nog even te laten zien om nog even wat afstemming te doen en dergelijke. Dus daarin hebben mensen heel veel ruimte en ik denk ook ten aan zien van ontwikkeldoelstellingen zijn we vrij open en relaxed in. Waarbij natuurlijk wel, weet je, een boetseercursus gaat niet zo veel uithalen, maar je kan er wel in kneden, dus ja volgens mij hebben mensen daar vrij veel ruimte in ja.

	<ul style="list-style-type: none"> - Try to get them as much as possible. As much as necessary to do their job. Because that is typically what motivates people. If they can make their own decisions, if they have their own responsibility but also decisions, that is important. Not only give them responsibility but don't let them make decisions which are very difficult, that demotivates. But if they understand their goals, if they can influence their goals, if they have a certain independency to make decisions and if they can do their job, if they are not in this Peter principle situation, then people function well. - So for example, what I expect people who work with me to do, is that he is the direction we need to travel in. This is our vision, our mission, our objectives, our aim or whatever. So I will try and define the what and the why, I won't define myself the how something is done, I leave that to the people who are doing the job. - In my world, and in the sort of things I do, they have a fair degree of autonomy. I keep coming back to, it is almost my mantra, the type of people I want to employ, I want to have them this sort of mantra as well, I tell them the what and why, I will not tell them the how. So I want them to go and work out how they are going to do something themselves within the parameters I give them. So I need this by this date by this level and this is why I need it, now go away and tell me how you are going to do that. Some of those parameters tighten with time or cost pressures. So sometimes I will become very directive because I need something by four o'clock this afternoon and I need this and this, please go and do it now. So it depends on the environment and the time and the pressure of the particular task you need to be doing about how much autonomy you can give somebody. But my starting point is always as much as I can cope with. - Veel. Ehm... in principe werkt iedereen redelijk zelfstandig, iedereen weet wat hij moet doen, iedereen is verantwoordelijk voor zijn eigen werkgebied en de managers van de afdelingen die bewaken de grote lijnen en verdelen het werk zeg maar. Maar die gaan niet zeggen je moet het zo of zo doen, of als je een website moet maken dan moet je perse met dat programma doen of ze mogen ook hun eigen, bijvoorbeeld als ik dan naar de website afdeling kijk, mogen ze ook hun eigen tijd indelen zeg maar. Daar zijn ze helemaal vrij in. - Dat moet ik eerlijk zeggen dat wij dat heel graag willen, we willen heel veel verantwoordelijkheid bij de medewerker neerleggen, dat gebeurt binnen sommige teams veel beter dan bij andere teams. Idealiter wil je natuurlijk dat een medewerker zoveel mogelijk verantwoordelijkheid pakt en dat de leidinggevende dat ook zoveel mogelijk geeft. - Sommige managers vinden het lastig om los te laten, sommige medewerkers pakken de verantwoordelijkheid niet, sommige medewerkers hebben dingen misschien fout gedaan waardoor de manager dat vertrouwen niet meer heeft. Vertrouwen is natuurlijk wel de basis hiervan. - Binnen de kaders die er zijn en dan heb ik het over budgetteren kaders, deadline en dat soort dingen, echt alle vrijheid. Echt alle vrijheid. Zeker als het om een project gaat en er ligt een projectplan aan ten grondslag waarin financiën geregeld zijn, tijd, de inzet van mensen en dat soort zaken. Gewoon uitvoeren zoals de medewerker denkt dat het het beste uitgevoerd moet worden. Daarbij krijgen ze alle ruimte.
Development opportunities	<ul style="list-style-type: none"> - I offer both required development program and by their requests. - HR will ensure common development opportunities via annual training and development plan (however budget can be one of constraints) while line managers manage technical training opportunities via OTJ (on the job training), SOP (standard operation procedure) and training courses as required. - Nou, mensen mochten vak gerelateerde opleidingen doen, dus dan kunnen ze meer in senioriteit doorgroeien of in de breedte doorgroeien. Mensen mochten ook persoonlijke ontwikkelingsopleidingen doen, dus als iemand zegt ik wil wel leren onderhandelen of ik wil wel leren om feedback te geven of ik wil effectief leidinggeven, dus dat zat er gewoon in. Dus echt opleidingstechnisch maar ook interne coach. Mensen mochten gewoon naar een coach toe, wij hebben, in Veere was er een coach vrijgemaakt. Die was elke dag aanwezig en dan konden mensen gewoon terecht, konden daar ook onderzoek doen naar hun eigen talenten en of ze met hun talenten nog wel op de goede werkplek zaten. Ehm, en mensen mochten ook een opleiding doen zeg maar die per definitie niet gerelateerd was aan hun huidige functie, maar die mogelijker wijs van invloed was op het verkrijgen van een andere functie. - So I think there is development there for poor performers, if it is something that they actually need and don't have which is why they are performing badly. So if the poor performance is related to lack of knowledge or skills, then we will provide to those knowledge and skills, but if they actually got the knowledge and skills and the attitude is the problem with poor performance, then, actually, you know, readjusting the attitude is what we need to work on. - Nou weet je, de impact is wel meerledig omdat je... door dat soort initiatief te nemen, geef je ook een bepaald ambitieniveau aan, je geeft ook aan dat je medewerkers faciliteert, dus medewerkers kunnen ook niet zeggen je helpt me niet. Ja hoezo, we hebben gewoon

	<p>allerlei trainingen die doen we, met de groep, weet je dat zijn toch de momenten voor medewerkers om dingen op te steken en de rondvraag te stellen. Wat ook zo is met trainingen, is dat als je ze niet doet, dat is eigenlijk een heel groot signaal he, dat je niet meer investeert in mensen.</p> <ul style="list-style-type: none"> - It depends, again, to every situation. I firstly try to promote from within, if possible. So look for good people and help people make the next step, send them on a seminar or give them special education at a certain area to be prepared for the job. So then you can from a shop floor guy, if you have the proper education, you can be a shop floor supervisor. From a sales guy you become a sales manager or a regional sales manager. From whatever, from an administrative person who does a good job in accounting, if they get the proper education to become a controller for example. So, trying to do that, and obviously you can't do this to everybody, but look for the good performers, find out who they are and try to promote from within. If you don't have, if somebody leaves for example, your key controller leaves, that is again a different job and you don't have anybody prepared ready for the job, you may have to hire somebody from outside occasionally that happens as well. So it also, I am using the word situational a lot, but it also depends a little bit, but my personal favorite is promote from within if possible and from outside if necessary. - Teaming somebody up with an experienced person, so on the job training, learning circles, you try to share amongst yourselves, do stuff in lunch time that shares a skillset that allows people to understand a new way of looking at a problem, a new methodology, so that sort of things is informal training in the workplace. But more often it is about coaching, it is about encouraging and helping and guiding and advising an individual to grow their own skillset and their confidence and their knowledge and their robustness, their ability to cope with pressure. As they get stronger, you give them more. And if you give them more and they cope with it, you give them more. It goes like that.
Training influencing performance	<ul style="list-style-type: none"> - Not much. The poor performer do not have problem with knowledge but their attribute. - They get to practice hands on experiences and then are encouraged to transfer the new skills under close supervision. - It doesn't. Training generally shouldn't be used for this purpose, unless there is a clear skill/knowledge gap. - They gain more knowledge and become more energetic after training. They can apply a certain degree of knowledge into their job. - Ehm, nou ja, ehm, ik vind het eigenlijk een beetje zelfde soort vraag volgens mij. Ik denk op het moment dat jij een training aanbiedt die de juiste snaar raakt, en de juiste snaar heb je ontdekt in de gesprekken met je medewerkers, je raakt dan de juiste snaar, dan heeft iemand daar echt wat aan. Dan klopt het ook wel, dan gaat die spiegelwerking ook wel aan de slag, dan wordt iemand gespiegeld in z'n gedrag en in z'n kunde en dan komt er ook wel een soort van actie reactie op denk ik. - Ehm, nou als je over bepaalde vaardigheden niet beschikt, kun je getraind worden. Mensen die niet durven of kunnen presenteren die kunnen een cursus presentatievaardigheden volgen. Nou dat kan best wel werken. Technische kennis, als iemand nog geen kennis heeft van Oracle 12C bijvoorbeeld, dan sturen we hem naar een cursus hier. Dat is allemaal op te lossen met trainingen, maar hebben we het over attitude, dat vind ik altijd lastiger. Hoe verander je de attitude van iemand? Hoe maakbaar zijn mensen? Dat is lastig. - Mijn mening is dat je van een ehm... grijze muis zal je nooit een ehm... ik kan het even niet omschrijven, je kan mensen nooit helemaal veranderen. Sommige mensen zijn gewoon karakter logisch bepaald. - Dat was iemand die heel erg onzeker was. Dat was iemand die hier al heel erg lang werkt trouwens. Ja zo'n type ah ik kan het niet, ik kijk tegen iedereen op, wat echt onzin was, maar goed zo zat hij in elkaar. Die heeft toen een aantal assertiviteitstrainingen gedaan en een paar keer presentaties gegeven, hebben we hem gewoon gedwongen, jij gaat bij die klant een verhaal vertellen. Die is zo veranderd! Ten goede, dus dat kan ook he. - So if the poor performance is related to lack of knowledge or skills, then we will provide to those knowledge and skills, but if they actually got the knowledge and skills and the attitude is the problem with poor performance, then, actually, you know, readjusting the attitude is what we need to work on (laughs). - I am not convinced that training necessarily is a mechanism, for me, training is more about knowledge and skills. - Well it typically does. It depends a little bit where the poor performing is coming from. If it is coming from not been properly trained in the past for the job, but be motivated for the goal of the company and the organization, then if they have the intelligence, let's say, to do this, it helps a lot. Sure. If somebody doesn't have the leadership skills to be a leader of a department and you give him the proper training and in general he is intellectually capable of doing that, than that changes a lot. If you give him some attention, give him some good feedback. In many cases training works. Obviously in some cases you try, and the person doesn't have the mindset to do certain things, I don't want to call it intelligence, because a lot of it is motivation. Then you can train forever, but it doesn't work right. If someone

	<p>can't run 100 meters or a mile, then you can train him forever, but he is never going to run the mile in a good time.</p> <ul style="list-style-type: none"> - Ehm... Ja vind ik moeilijk om dat te zeggen... Ehm... ze hebben zeker invloed... Die invloed is niet hoog... Nou weet je, de impact is wel meerledig omdat je... door dat soort initiatief te nemen, geef je ook een bepaald ambitieniveau aan, je geeft ook aan dat je medewerkers faciliteert, dus medewerkers kunnen ook niet zeggen je helpt me niet. Ja hoezo, we hebben gewoon allerlei trainingen die doen we, met de groep, weet je dat zijn toch de momenten voor medewerkers om dingen op te steken en de rondvraag te stellen. Wat ook zo is met trainingen, is dat als je ze niet doet, dat is eigenlijk een heel groot signaal he, dat je niet meer investeert in mensen. - Als die persoon bepaalde skills niet heeft of onvoldoende, dan kan je hem gewoon op een training sturen, een vakinhoudelijke training of een andersoortige training. - Nee ik heb geen concreet iets voor ogen. Het is niet zo dat je 1 op 1 kunt zeggen die persoon volgt die training dan gaat het beter. Er zijn trainingen die zijn te algemeen of van misschien te slechte kwaliteit of sluiten niet goed aan. - Ja kijk als je het over de technische training van de mensen hebt dan denk ik redelijk helder he, ze weten meer, dus ze doen het beter en ze maken minder fouten, de kwaliteit gaat dus omhoog. Als je bijvoorbeeld naar die managementtraining kijkt dan zie je wel echt dat er een flinke groei is gekomen in de organisatie doordat we die principes zijn toe gaan passen. - Ja ik denk dat het vaak kan helpen als iemand een spiegel, los van werk, op een andere plek, door iemand die helemaal los is van Schiphol om het zo maar even te zeggen een spiegel voorgehouden krijgt. Van hoe doe ik dingen nu, hoe kom ik over. Sommige mensen vinden zelf dat zij niet het probleem zijn, dus dan is het sowieso goed. En andere mensen kunnen denken van oh dan moet ik dat toch anders doen. Denk toch dat dat vooral goed is aan zo'n training. Er wordt natuurlijk wel echt gekeken bij zo iemand waar ligt het probleem en die wordt vaak wel gericht ergens naar toegestuurrd. - Ja, dat denk ik wel. Als we dat idee niet zouden hebben, hoop ik dat we er heel snel mee stoppen. Wat mijn ervaring is met die trainingen is dat het... ehm... kijk je gaat niet door een training iemand die blauw is die ga je niet rood maken, maar wat je wel creëert met een training is bewustwording, op het moment dat mensen in een situatie terechtkomen of daarmee in aanraking komen dat ze anders gaan handelen dan dat ze daarvoor deden. Dus het is met name het bewustwordingsaspect, als het om training gaat, als het om een opleiding gaat dan is het gewoon kennis, dan wel vaardigheden. Ja als je die ontwikkelt en je zet ze op het juiste moment op de juiste manier in, dan ga je gewoon beter presteren. Ik denk echt wel dat trainingen helpen, waarbij ik me wel afvraag of, kijk er kan wel verschil zijn in hoeveel effect het sorteert, want als mensen gemotiveerd naar een training gaan dan komen ze anders terug dan wanneer ze min of meer gedwongen worden. Dus daar zit ook nog wel een aandachtspunt. Nou ja, voor sommige trainingen kan ik me voorstellen dat ze niet vrijwillig zijn, als het gaat om bijvoorbeeld het gebruik van, hoe je gebruik maakt van je office pakket of wat dan ook. Als je daar gewoon in je werk dagelijks of wekelijks mee te maken hebt, ja dan moet je dat gewoon beheersen punt. Maar voor andere, met name trainingen, daar kan ik me wel voorstellen dat de mate van vrijwilligheid toch ook nog wel een rol speelt bij hoeveel effect het gaat sorteren.
Individual level orientation	<ul style="list-style-type: none"> - Team based orientation. - Comparatively, Chinese employees consider more on the group than the individual - Most of employee are independent and work professionally (less political issues in the company comparing to other companies that I used to work for). - Ehm, oeh dat is een heel moeilijke. Ehm dan zou je echt in de ziel van mensen moeten kijken. Ik heb het idee in de maatschappij in het algemeen dat mensen meer individualistisch worden, dat zegt iedereen denk ik. Aan de andere kant zoeken mensen wel altijd binding is mijn ervaring. - We have a basic belief that we don't want to have soul cowboys around here, meaning I am looking at your note here, it is focused on themselves or on the group. You have to stay focused on the goals of the... the organizational goals and everything in your personal... and your personal success will take care of it itself. That is what we believe. We truly believe that. - Ze moeten in balans zijn, dat is mooi uitgedrukt omdat het best zo kan zijn dat op bepaalde momenten je eigen belang boven het bedrijfsbelang gaat. Dat is prima, zolang dat later maar weer gecompenseerd wordt. Als het op gegeven moment blijkt dat het eigenbelang afvaart van het bedrijfsbelang zal je toch een keuze moeten maken om elkaar los te laten. - Pfoe... it depends a little bit on the personality, but if you are able to generate this positive vibe in an organization, then they start thinking more about the organization and the department. And because they feel good in general, feel comfortable, then the common goal is typically what they work for. I mean, what I said earlier, if you have people who just sit back, don't say anything, like mushroom management right, keep your head down basically, then they are much more oriented to try to improve themselves instead of

	<p>working on the overall support of the company. If you have those kind of people, and if they don't change, then those are the people that you have to let go. What I said earlier, in this situation, I had two situations where somebody was so self-oriented, didn't really want to work for the overall goals, change the culture, we tried, we tried to work with the person, but ultimately we had to let him go, because it hinders the overall success if you have a bad apple. You try, you work with them, but if it doesn't work, then at some point you have to say we have a different culture now, different believes, we help you find a new job, but it doesn't work anymore.</p> <ul style="list-style-type: none"> - No I think, you know, both in the client side, that are the government people and in my team, pretty much people are focused on what the output is. People are very passionate. It is education, people are very passionate about education, so that is their prime driver. Of course, that is not, we are not simple people. So there is a complex mix of, yes it might be their prime driver, but their own opinion about how to achieve that driver might be complete various to everybody else. So therefore they might end up being a poor performer because of that nature. - Ja, ik weet niet of je het conflictmodel moet noemen maar het is in ieder geval, Amerika is dan nog de meest extreme, daar is het heel individualistisch en daar word je echt afgerekend op je performance. Ik denk dat Europa daar een beetje tussenin zit en dan heb je aan de andere kant Azië, waar het nou ja, iedereen hetzelfde een beetje netjes behandelen. - Ik denk dat dat een beetje 50/50 is in dit huis. Je hebt echt zeg maar gewoon vakinhoudelijke mensen die wel heel erg met hun eigen koninkrijkje bezig zijn, die zijn redelijk op zichzelf. Je hebt ook wel, zeker in de HR club en toch ook wel in het management moet ik heel eerlijk bekennen, ja daar is het toch veel meer een op de groep of op de organisatiegerichte blik.
Culture	<ul style="list-style-type: none"> - Family Culture can carry on the poor performance in the team forever. - Generally use culture as an excuse for poor performance. Many managers just try to ignore poor performance. - We are one of MNCs but also take Thai culture into account for managing people. We are aggressive in the way we work but have a certain degree of compromising for people management so we try to give opportunities for people to improve their performance as much as possible rather than punish them strongly or terminate them immediately. - Ja er is een misverstand wat er heerst he, als jij het groepsgevoel belangrijk vindt en je stelt de medewerker centraal, dat doen we hier vaak. Dat betekent niet dat jij poor performers niet mag aanspreken. Dat is wel eens een misverstand van als je dan, ik heb het hier ook gehad, die mensen hebben we hier dan ontslagen, zo boos worden, en op geven moment ook zeggen dit past helemaal niet bij * en ja, hallo, dit hoort er ook bij. - The term I use with the Germans when I am in Germany is eine Konstruktive Streitkultur. Which means a constructive criticism culture. What goes back to which I said earlier. We have to be able to talk about the problem at hand. Even in a very controversial way. And if you have a different opinion, you tell me. I may make a different decision at the end of the day, because that is my privilege as the boss, but let's talk about it. And if you have this kind of openness and trust, you need a lot of trust in both directions in an organization, then you create a very positive culture. In my opinion, that gets the overall organization much further than if you have the opposite, which is a... where people are afraid of seeking up, if you find situations where people doesn't use their voice, and they just hold back the information, they just sit in the chair, make sure nobody... that nobody deals, or changes your position or something like this, then you don't get the full performance of an organization. so in my opinion that is one of the most important things. If you get that, with that, comes a lot. Because you are then long term oriented, you have a good communication process in the company, you get people motivated, because they are not afraid to speak up. And that is what I call, if I translate it is a constructive discussion culture right. The German word Streit is probably a little bit hard, but in this case, constructive discussion culture is probably a good word. Don't be personal, talk about the subject, let's discuss the subject, even if it is tough and try to find out the best solutions and don't hold back your opinion. - I mean certainly a lot in the... if you go in to African, South American areas, where you have a lot of these family connections. But it is also in Germany. If you go in family owned companies, so not publicly traded or not run by an outside general manager or so, then you find people in certain positions that should not be in that position. In most cases, those companies don't perform very well. There are other examples, like if you look at BMW for example, the family owns the most of the shares, but they are not involved in the management. They have professional management and the company runs well. I have another client where, an automotive supplier, family owned, there are two people in the organization, but working at fairly junior level, and they just do their job. The top management is all external and these companies do very well. But sometimes you find, I have one where the GM is not in the family but it is a family owned company, but he

	<p>thought just putting in place people that he liked, not necessarily good performing people but people that he liked. Well the company almost went bankrupt last year, because I looked at this and I said, what the hell are you doing. I talked to the owner in this case. The general manager said this is a good guy and this is a good guy, and I said last spring, this is not going to work. And they gave him another couple of millions to make it work and they ultimately believed me and they fired him in November. And now we brought in a new CEO and basically started sometime before Christmas, and the first thing he will do now, is to look at who is working well in the organization, because otherwise the company will go out of business very quickly. So that is good example where putting, in this case it was not family, it was really people that he liked, people that he can easily handle. It is easy to handle people that are dependent on you and if you are a CEO of a company, in this case 800 people, you put in your key positions people who trust you, that you know, but they don't necessarily do a good job, then you have somebody in the middle management. And the people below them know much better how to do the job, but they feel this obviously. And what happened in this company is a very good example, is the level below was just leaning back and waiting for this department head to make decisions. Because he was the friend of the CEO, so we don't make any decisions, we don't speak up, we just do what we are told and we don't do anything more. The quality went really bad, bad, bad. They got delisted from one of the major clients. It was so obvious to see, I mean, you look at the KPIs and it was so obviously to see that something is wrong in the organization. But it took the owner, it was so interesting, it took the owner to trust the CEO that he was doing the right things. He had a lot of excuses obviously, it is because of this, it is his fault, and so on, he was blaming everybody and the world, and he put a plan in place to improve, and this was late spring last year. I looked at the plan, and said this is never going to work, but they trusted him. And in October he hit the wall again, money was gone again and then they finally agreed that this was not going to work this way. Because people at the lower level were not speaking up, they were not voicing their opinion anymore, they were just leaning back, and it is a good company, good product, but bad leadership. Almost a case study in my opinion on how not to run a business. Again, not a small business, 800 people is not a small business.</p> <ul style="list-style-type: none"> - So if I, and I have some government employees working in my team, if one of them is performing poorly, then yes I will do all those other things, but I need to be very much more rigorous and rule bound about what I do and the times, the lengths of time it takes me to do them, because I am bound by a set of procedures that are defined by the organization. And certainly UK government organizations and Australian government organizations in my experience, and you probably find the same in Holland that is what I expect, are very much bound up in the rules and is very objective driven. There is very little subjectivity in there, cause they shy away from it. You know, you have to have got evidence of what is going on, it has to be documented, and you have to follow process. If you don't follow process, you can't fire somebody. - Ja, de cultuur van het bedrijf is... het is een Japans bedrijf. Dat betekent anders dan Amerikaanse bedrijven dat het redelijk familiair is bijna, in plaats van zeer zakelijk, wat je bij Amerikaanse bedrijven vaak meer ziet. Dus het is familiair, vriendschappelijk, informeel, niet hiërarchisch. En ja, daar moet je wel een beetje bijpassen. - Ehm... ja, heb al wat dingen gezegd, als je kijkt naar Azië en in dit geval specifiek Japan, dat harmoniemodel. Gezamenlijk ergens voor staan, je niet onderscheiden als individu, in tegendeel iedereen moet eigenlijk een beetje hetzelfde denken, zeggen en doen. Ehm... ja dat is een heel andere cultuur dan dat je hier in Nederland werkt of in Amerika, waar het eigenlijk heel erg gewaardeerd wordt als jij met een ludiek, apart idee komt. - Dat is natuurlijk niet helemaal zo, want je zit toch hier, je werkt hier in Nederland of in Europa. Het is dus wel een Westers bedrijf maar met een Japans sausje eroverheen. Maar goed, dat Japanse sausje merk je bijvoorbeeld wel in trage besluitvorming, erg lange termijn gericht, heel solide, conservatief, het zal niet vandaag rechtsaf gaan en overmorgen linksaf, wat Amerikaanse bedrijven nog wel eens doen. Dus ja, dat zijn grote verschillen. - In zijn algemeenheid denk ik wel dat daar een correlatie in zit ja. Aan de andere kant is het wel zo, er zijn een aantal heel sterke Japanse bedrijven, zoals Sony en Toshiba zelf trouwens ook, dus op één of andere manier doen ze ook niet alles slecht ofzo, dus het is, je moet oppassen dat je niet te veel met een Westerse blik daar weer een oordeel over hebt. Maar toch, ik kan me niet aan de indruk onttrekken dat in zijn algemeenheid, het conflictmodel daar houden de Japanners niet van, dus als je zeg maar conflicten uit de weggaat of het aan de kaak stellen van slechte performance, lijkt me toch dat dat niet goed is voor uiteindelijke performance van een bedrijf.
Rewarding behavior	<ul style="list-style-type: none"> - Doesn't last long if that's monetary rewards for some people and work effectively with some – kind of the mix results. - Normally leaders will reward their people via reward and recognition system/policy and from time to time they will provide extra reward and recognition (e.g. extra bonus) for some outstanding performance.

	<ul style="list-style-type: none"> - Ehm, nou op het moment dat mensen een uitzonderlijke prestatie neer hebben gezet, dan wordt uiteindelijk een bonus gegeven of een gratificatie meer eigenlijk. Dat kan een geldelijke gratificatie zijn of kon een VVV bon zijn of iets dergelijks. Ik heb zelf ook wel eens een weekendje weg gegeven aan iemand die heel lang had overgewerkt. Ja in die beloningsseer doe je natuurlijk wel iets mee, maar dat wordt nog niet optimaal gebruikt en ik denk dat er betere manieren zijn om te belonen, maar als het echt uitzonderlijke prestaties waren dan werd daar wel aandacht aan besteed. - Nee, want belonen is maar een heel kordurende prikkel. Beloning is een hygiënefactor, maar het moet wel goed geregeld zijn. Het is een hygiënefactor, want daar gaat het niet over bij mensen. Hij kijkt naar de piramide van Maslow en persoonlijke ontwikkeling staat bovenaan de top, daar gaat het uiteindelijk over. Dat kan je haast nagenoeg naast het HPO gedachtegoed zetten, er moeten een aantal zaken goed geregeld zijn, maar de uiteindelijke prestatie komt natuurlijk doordat mensen happy zijn, aan hun trekken komen, dat ze zich kunnen en mogen ontwikkelen, daar gaat het over. - Nou op allerlei manieren, toevallig hebben we komende zaterdag nieuwjaarsfeest voor al het personeel. Twee mensen worden dan in het zonnetje gezet, krijgen een reischeck, hartstikke leuk. Dus ja, dat soort dingen. We hebben een wekelijkse nieuwsbrief waarin mensen met koeienletters worden vermeld die het goed gedaan hebben. - Als het gaat om de harde beloning, geld of een incentive, of weet ik veel wat, dat heeft altijd maar een heel tijdelijk karakter. Het allerbelangrijkst is gewoon waardering uitspreken en positieve aandacht. - Ja, ja. Precies, mensen willen gehoord worden, willen aandacht hebben, ja, allemaal veel belangrijker. - It is not always easy. Let's face it. The global economy has not necessarily. It enables monetary reward. Interestingly enough, it is quite funny isn't it, Herzberg's theory of motivation, is very much about the... you know, money is an hygiene factor. And actually, it can make people miserable if they don't have enough of it, but it doesn't necessarily want them to do a good job. It makes them get up in the morning to go to work, but it doesn't necessarily mean that they perform brilliantly while they are there. We do focus an awful lot on non-monetary recognition. - It is, I am just worrying about how much is corporate and just being sensible about what I am saying to you. So yes, we actually have formal mechanisms of being able to say thank you to each other. The company actually actively encourages people to recognize when somebody does well. We have various celebrating successes, so it is almost like the Oscars, if that make sense. There is very much, trying to develop a culture of being proud of our achievements and actually all people acknowledging and celebrating or encouraging celebrating our achievements. - Exceptional. We are very magnanimous, when goals are met, there is one thing about this company, that is that if people work hard to meet goals and aspirations, we reward them. And is generally financial rewards. - Ehm... nou... ehm... wat ik die mensen kan voorhouden, dat als zij goed presteren, dat zij dan sneller groeien en daarmee een hogere stap kunnen maken qua salarisschaal. Ik probeer de discussie over beloning wat Calvinistisch te doen zeg maar. Wij betalen niet de top van de markt en daar zijn we trots op. Mensen komen bij ons werken omdat we het op een leuke manier doen en daadwerkelijk aandacht hebben en heel veel investeren in mensen om ze beter te maken en niet zo zeer om zo snel mogelijk zo veel mogelijk geld te verdienen. - Give positive feedback to people, that motivates in my experience more than giving them an extra hundred euros a month. If they are involved, if they know what is going on, if they are part of the team, that is much more motivating to people than... in mean money is important, but it is not everything in my opinion. - Yes, yes. If money doesn't fit at all, then you are giving them feedback that doesn't help, right. Money has to be fair, but you get more, you get a lot more performance out of a team if money is there, if you really give them the attention and positive feedback, and really motivate them to go the extra step, than never talk to them and giving them an extra hundred euros per month and never talk to them. So that is my experience. - There are sort of couple ways we do that. One is through the formal compensation system. You can reward people financially at the end of the year with bonuses, but throughout the year we have little ways that we reward people to either recognition or give them a gift card for dinner. You know, less expensive, but nonetheless meaningful to the person kind of rewards. And we do all of those. - Well, unfortunately, compensation is a once a year event. It doesn't motivate people day to day, like recognition, either publicly or privately from the boss, does. - I think a lot of it has to do with, good performance in organizations is so often only rewarded by a pay increase or a bonus. It is not the only way to motivating people. I mean, so if you got a good team what is operating well, and you are taking people out for dinner or you are just saying thank you, or you are providing training opportunities or you are
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	<p>developing them as an individual, people feel they are valued and they are growing and improving their skillsets, then you know, actually getting the money bit, sometimes isn't so bad, but it does depend on the environment where you work in. I work in... again I work with contractors the moment, contractors don't expect a pay increase during a contract. So it is not really an issue for them, but I still need to motivate them and I still need to reward good performance though, are we going to have a beer, or you do all those sorts of very simple, what sounds like very cheesy type things about acknowledging people's performance publicly. It is... I try hard never to underestimate the effect of giving somebody a simple certificate in a team meeting and saying thank you very much to them publicly. The effect that that can have on people. Something very simple like that can help, so what you have, you get a virtuous circle, I am sure you know what I mean by a virtuous circle grows and the more you encourage people the better the performance get. A vicious circle, where you are criticizing people, or managing them by simple transactional, objective measures all the time, you end up with a vicious cycle where performance goes down and down and down. It is about creating that virtuous circle.</p> <p>Yes, yes. Absolutely. A simple thank you, goes a very long way. And the more senior you are in the organization, the more effect that simple thank you has. And again, my experience is we tend to forget that. So you end up in a senior leadership position, an executive position, CEO type thing, managing director, and you forget that, the people who are the bottom of the organization, quite often look at you and think oh my goodness, that is the boss. Wow. And if the boss comes up and pitches up at your desk and you may only have seen him, you only have seen the managing director two or three times a month, or you see them in their fancy office at the top of the building. If you pitch up on their desk and say to everybody in that particular area: stop work, I just want to say thank you to this individual cause they just did this particular job. It is astounding the effect it can have, and I think that leaders forget that the more senior you get up in the organization. When you say to people, you should do those sort of simple things, it sounds so very cheesy, it sounds so very hackneyed and it can't be done in such a routine and people do it because they have to do it. If you are giving people a recognition award and it arrives because the book says it is a good thing to do and you send it to somebody in the post or you do it and it doesn't feel genuine, so you go to somebody and you say: (not genuine voice) thank you very much for your behavior, and you don't engage with them in a conversation. It is out of kilter, cause all the rest of the time you just talk about what the numbers are. Then it doesn't work. But if you can do it with... if you are consistent with that approach all the time, about the dialogue, again it all comes back to that leadership thing. If you are a leader in a transformational way, and by transformational just in contacts, that is the Bass, the research which is be done by Bass and Avolio, will go with that particular, I can't remember their first names. But it was about transformational leadership. If you are doing that sort of thing, then the effect of a simple thank you, and you are in a very senior position in the organization, is just amazing.</p> <p>Ja, financiële beloningen die doen er niet toe volgens mij. Het gaat meer om een stukje waardering en het gevoel ja... de belangrijkste factoren waarom mensen in dienst blijven is denk ik toch, tenminste ik heb daar een keer een studie over gehoord van een Amerikaan. De eerste is volgens mij, anonimiteit, relevantie en inmeetbaarheid. Dat zijn drie factoren waarom medewerkers blijven of weggaan. Dus ik denk dat het gewoon heel belangrijk is wie je medewerkers zijn, wat er in hun omgaat, wat hun hobby's zijn, wat hun families, of er mensen ziek zijn in de familie, dat is een stukje anonimiteit, dat je gewoon weet wie het zijn zeg maar. Relevantie is natuurlijk dat ze werk hebben waarvan ze denken hee als ik dit doe dan draag ik bij aan het geheel. Als iemand in een hoekje alleen maar archief zit te vernietigen in een papiervernietiger, krijgt die niet echt het gevoel van ik ben met relevant werk bezig, dus ook verantwoording geven. Met inmeetbaarheid bedoelde hij dat je als medewerker eigenlijk in staat moet zijn om je eigen succes te meten. Hij noemde dat inmeetbaar, het is niet altijd een harde waarde, maar je moet zelf kunnen bepalen of je succesvol bent of niet. Hij gaf als voorbeeld iemand van een drive-in restaurant, hoe ga ik nou meten of ik succesvol ben. Dus die man zei, die medewerker zei van laat ik eens meten hoeveel klanten ik per dag bedien. En toen zei die man, heb je daar zelf invloed op? Nee, nee, nee. Nou dan moet je dat niet meten want dan wordt je doodongelukkig van als er weinig klanten komen. Uiteindelijk nog een beetje brainstormen, hij kon het niet bedenken die medewerker, toen zei die coach dus van misschien moet je eens gaan meten hoeveel mensen jij een glimlach op hun gezicht kan toveren, dat is jouw taak. Kijk een bestelling opnemen, dat is gewoon, daar word je voor betaald, maar jouw meerwaarde zit in een glimlach op die mensen hun gezicht toveren. Dus hij ging tellen hoeveel mensen hij kon laten glimlachen. Dus dan ben je heel anders met je werk bezig. En kan je jezelf meer beoordelen en chm...</p>
Blame free atmosphere	<ul style="list-style-type: none"> - Give constantly feedback and encourage them to express their thoughts. Personally, I always try to create a blame-free atmosphere, if the staff have made a mistake and would like to discuss about that mistake.

	<ul style="list-style-type: none"> - We are a high performance organizational culture, where people are expected to adapt and learn quickly to changes from both internal and external factors. We have little room and tolerance for mistakes. We encourage group learning and do not mind high competitive atmosphere within the company. - Uitstralen dat je fouten mag maken. Kijk een experiment is er niet om te lukken, een experiment is er ook om te mislukken, want daar leer je weer van, daar is het een experiment voor. Dus je moet een veilig vangnet geven aan mensen om te groeien en dat betekent vallen en opstaan. En als iemand valt dan plak je een pleister, en dan zeg je tegen iemand joh blijf op je fiets zitten want dan val je niet. Als iemand het goed heeft gedaan, hartstikke goed, denk je dat je nu ook zonder zijwieltjes kunt gaan fietsen? Dus zo bouw je het op en ga je steeds een stapje verder met iemand. - Ja, meer aangemoedigd worden, maar dat hangt dan ook weer samen met het fouten maken mag. Als je breeduit laat zien, telkens weer opnieuw, je mag fouten maken, dan is het misschien wel minder spannend om feedback te krijgen. Okee, ik mag fouten maken dus ik mag ook leren, het is helemaal niet erg dat ik feedback krijg. Dat zit zo erg tussen die oren in geknald, dat is gewoon een heel langdurig proces volgens mij. - Ja dat kan volgens mij beter ja. Dat kan wel beter. Ik denk dat men hier wel veilig voelt bij het bedrijf, dus dat men zich niet zo snel aangevallen voelt en dat er veel vertrouwen is onderling. Dus dat er op zichzelf een heel goede basis om feedback te gaan geven, maar dat het nog te weinig gegeven wordt. - Nou ja goed, het stukje vertrouwen komt naar voren dat ik probeer eerlijk en open op tijd mensen te vertellen hoe ik over bepaalde zaken denk, omdat ik het fijner vind dat ik dat deel dan dat ik dat achter me houd en op gegeven moment iemand ontsla. Die pragmatiek komt naar voren in niet iedereen is dezelfde, dus de aanpak op de een werkt niet op de ander, dus die aanpak stem ik af op de persoon. En ja, als ze eenmaal een afspraak met me hebben dan ben ik wel eerlijk genoeg om die afspraak na te kunnen komen, daarin ben ik wel betrouwbaar. - The term I use with the Germans when I am in Germany is eine Konstruktive Streitkultur. Which means a constructive criticism culture. What goes back to which I said earlier. We have to be able to talk about the problem at hand. Even in a very controversial way. And if you have a different opinion, you tell me. I may make a different decision at the end of the day, because that is my privilege as the boss, but let's talk about it. And if you have this kind of openness and trust, you need a lot of trust in both directions in an organization, then you create a very positive culture. In my opinion, that gets the overall organization much further than if you have the opposite, which is a... where people are afraid of seeking up, if you find situations where people doesn't use their voice, and they just hold back the information, they just sit in the chair, make sure nobody... that nobody deals, or changes your position or something like this, then you don't get the full performance of an organization. so in my opinion that is one of the most important things. If you get that, with that, comes a lot. Because you are then long term oriented, you have a good communication process in the company, you get people motivated, because they are not afraid to speak up. And that is what I call, if I translate it is a constructive discussion culture right. The German word Streit is probably a little bit hard, but in this case, constructive discussion culture is probably a good word. Don't be personal, talk about the subject, let's discuss the subject, even if it is tough and try to find out the best solutions and don't hold back your opinion. - Ehm, nou kijk, je hebt verschillende soorten leiderschap, totalitair en dictatuur en dat soort dingen, en wij zijn al heel erg van het coachend leiderschap, van naast de medewerkers gaan staan en ze helpen met dingen waar ze niet uitkomen en we zijn ook jarenlang bezig geweest met delegeren, als een medewerker met vraag naar ons toekwam waar hij niet uitkwam dan pakten we hem af en losten wij het op, maar de laatste jaren zeggen we nee het is jouw probleem, het is jouw storing, als het niet uitkomt mag je mij een vraag stellen en dan ga ik jou een antwoord geven, maar ik ga niet het probleem van je overnemen. Dat is ook wel iets dat bijdraagt aan de groei en het zelfvertrouwen van de mensen.
Status identities	<ul style="list-style-type: none"> - Family Culture can carry on the poor performance in the team forever. - We have what we called "the loving child", which means people who are great in their jobs and are now on the CEO's top lists. So far, I don't think that this status influence poor performers positively, especially one who had been the loving child once before. At the end, they didn't thrive back up on top, they rather leave the company for good. - Nou ik weet dat toen ik binnenkwam als hoofd HR, en ik was van oorsprong Limburger en ik had veel in het bedrijfsleven gewerkt en kwam van buiten de provincie uiteindelijk, dat ze mij niet 1,2,3 vertrouwden, zowel niet in persoon als in prestatie. - Ehm... ik denk, ja status... meeste mensen zijn hier niet echt statusgevoelig moet ik heel eerlijk zeggen, dat valt hier wel echt mee, ook niet zo'n machocultuur hier, gelukkig niet. Ehm... ja status speelt hier gewoon niet. - think we are more focused on what people deliver that is the important thing to ask, we focus on outcomes. Are they doing they need to do for the client?

	<ul style="list-style-type: none"> - Oh, it is all about performance, I got ya, it is all about performance. You know, it does not make any difference what family they are from, it doesn't make any difference where they went to school, it makes difference, can this guy get it done - We are all humans, obviously. And ehm... that they have a good relationship with somebody definitely helps, but ultimately, if you are a good manager you try to not over emphasize this and really look at various subjects and objective at the performance of the person and make decisions based on that. But in the back of your mind, I mean everybody, also myself, if somebody does a good job and I like that person, obviously, that is a little bit easier than if somebody does a good job and I hate him personal, which doesn't happen very often to be honest, most people that are in a positive mood or in a positive spirit are typically likeable to... I personally try to really motivate people outside of this relationship with me, to get that out of the picture. But it is there obviously. I have seen companies where it is exactly the opposite. When I come in to some companies as a consultant for example now, I have seen companies where 60% of the senior positions are based on relationship right. The brother, and the father and son, and it is like this and that. If they do a good job, no problem, but if they don't do a good job, then it drags down the overall performance of the company a lot, because other people that perform much better, have never the chance to reach a certain position and that is in my opinion very negative to the overall performance of the company. - Oh... ehm... yes this is going to sound horrible, but I think it is true. I think you get more status by who you know (laughs). - Ja dat klopt. Een ander aspect, als je mooie klanten binnenhaalt, ja dan krijg je wel een podium, dan krijg je ook zichtbaarheid. En laten we zeggen informele contacten op management en directieniveau, dat levert natuurlijk ook een bepaalde status op. - Does status influences poor performance... no I think in my opinion poor performance is not limited or constrained by somebody's status or position in an organization. So, in my experience I have had managing directors and CEOs who's performance has been in some areas utterly appalling and in other areas has been great. Right way down to the post boy who worked part time three days a week. So you know, I don't think status makes any difference - Ik denk dat de status meer ontleent wordt uit wat je kan en wie je bent dan uit wat je weet. Ja het is wel meer dat de jonge jongens kijken wel op naar de techneuten, zeg maar, zo die weten echt veel, kan echt veel. - Nee, je hebt best wel, we hebben natuurlijk functies die voor ons sleutelfuncties zijn, maar we hebben ook nog wel informeel mensen die best wel veel invloed hebben, wat je eigenlijk helemaal niet zou willen. Dus die op plekken zitten waar je denkt, nou als ik deze man, deze directeur niet gemasseerd heb, dan gaat het er gewoon niet doorheen.
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