



Associate Supervisor Program

Coach and On-Site Trainer Certification Training

Participant's Guide
TD-41B-2
Course 17591-00

September 12, 1998

HUMAN RESOURCES
Employee Development

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Course Objectives

Terminal Objectives

Through this training, participants will:

- Develop a better perspective of their role as a Coach or On-Site Trainer
- Enhance and develop the skills necessary to be an effective Coach or On-Site Trainer.

Enabling Objectives

After certification, Coaches and On-Site trainers should be capable of:

- Understanding the difference between coaching and counseling
- Incorporating coaching techniques into discussions or meetings with trainees
- Practicing listening skills
- Identifying and using various types of feedback
- Directing trainees to available resources for further training and development
- Understanding the DISC Personal Profile Survey and how it relates to the Coach/On-Site trainer-trainee relationship

CERTIFICATION TRAINING

UNIT 1

TRAINING OUTLINE

The Associate Supervisor Program differs from previous new supervisor training efforts. It combines classroom training with on-the-job assignments to allow trainees the opportunity to gain practical experience while also demonstrating their skills and abilities prior to their promotion to management. Trainees are given weekly written assignments that are submitted and discussed in class. The program also differs in that you, as coaches, will act as mentors to your trainees to facilitate and guide them through the program.

The selection procedure for the Associate Supervisor Program is a two step process. This procedure evaluates the candidate on nine critical job requirements. Step one of the process is a combination of a series of three examinations and a Review Committee evaluation of the candidate's PS Form 991. At the end of step one, candidates receive an overall rating of either Excellent, Strong, Minimal, or No Demonstration. In step two of the process, all candidates rated as Excellent, and, if necessary, all candidates rated Strong, will receive a structured interview. The candidate's numeric score on this interview will be placed on a register for top-down selection into the program. Locations using the Associate Supervisor Program must sunset the Initial Level Supervisor Program.

Once selected, successful trainees begin by taking **two weeks** of classroom instruction on subjects such as: Transitional Leadership, Employee Values and Motivation, Diversity, Sexual Harassment, Ethics, Communications, Organization Structure, Culture Change, Quality Processes, Team Building, Managing Change and Managing Work Performance, Employee Assistance Program, and Labor Relations. During these first two weeks, Customer Services and Processing and Distribution trainees are in class together. **Written test are administered at the end of Weeks 1 and 2, and students are required to achieve a minimum score in order to continue in the program.**

Functional classroom and on-site training take place between weeks **three and eight**. Trainees spend one day each week in the classroom and four days in operations to enhance their practical experience. While in the field, each

trainee is assigned to an experienced line supervisor who will provide on-site training. A written test will be given on the materials covered during the on-site training. The test is conducted during week eight of the program. Continuation of the training is contingent on both students exam scores and On-Site Trainer performance evaluations.

Weeks **nine through eleven** continue with classroom and on-site training. The Customer Services and Processing and Distribution trainees come together one day a week for more in-depth administrative training in areas including Labor Relations, Safety, and Injury Compensation. The theme for on-site training is "assuming more responsibility for supervision in an operation." Consequently, on-site trainers should be encouraging candidates to assume more responsibility for supervising the unit, to the degree that the trainee is prepared for that additional responsibility.

During week **twelve**, cross-functional training will occur. Customer Services trainees will work in the Plant, and Processing and Distribution trainees will work in delivery unit operations. Classroom time is scheduled to review and discuss how the two areas impact each other.

During weeks **thirteen through fifteen**, the trainees will again be in the field in their respective operations. At this point, they will assume greater responsibility for managing an operation. The one day per week of classroom time will be spent sharing information with one another, learning additional topics including Violence in the Workplace, Conflict Resolution, Managing Work Performance, Employee Evaluations, and Time Keeping Functions.

During the **sixteenth** week, the trainee will, if they have not already, assume full responsibility for an operation for four days. The fifth day will be devoted to sharing feedback, completing program evaluations, meeting with the coach and final graduation ceremonies for the entire group.

Associate Supervisor Program Management and Leadership Training Outline

Week 1

- Unit 1 Foreword and Introduction
- Unit 2 Participant Introductions
- Unit 3 Participant Roles & Responsibilities
- Unit 4 Coach-Trainee Contract
- Unit 5 Trainee Assessments and Program Evaluation
- Unit 6 Structure of the Organization
- Unit 7 Transition to Supervision
- Unit 8 Transitional Leadership
- Unit 9 Workplace Values & Employee Motivation
- Unit 10 One-on-One Communications
- Unit 11 Interpersonal Skills
- Unit 12 Examination - Week 1
- Unit 13 Program Evaluation - Week 1

Week 2

- Unit 14 Managing Employee Performance
- Unit 15 Tools for Influencing Performance
- Unit 16 Managing Your Boss
- Unit 17 Culture Change & Managing Change
- Unit 18 Team Building
- Unit 19 You and Your Customer
- Unit 20 Planning and Time Management
- Unit 21 Written Communications
- Unit 22 Valuing Diversity in the Workplace
- Unit 23 Employee Assistance Program
- Unit 24 Ethics in the Workplace
- Unit 25 Security
- Unit 26 EEO
- Unit 27 Sexual Harassment
- Unit 28 Unions and Management Organizations
- Unit 29 Labor Relations-National Contract
- Unit 30 National Agreement-Local Issues
- Unit 31 Examination-Week 2
- Unit 32 Program Evaluation-Week 2

Associate Supervisor Program Processing & Distribution Functional Training Outline

Week 3

Introduction w/ Plant Manager, Staff, Coach, Trainers

Unit 1 Facility Operating Plan/Tour of Facility

Unit 2 Platform Operations

Unit 3 Modes of Transportation

Unit 4 Mail Transportation Equipment

Unit 5 Color Code

Operation On-the-Job Assignment (Platform)

Week 4

Unit 6 Mail Arrival and Mail Preparation

Unit 7 Mail Flow

Operation On-the-Job Assignment (010)

Week 5 & 6

Unit 8 Automation

Operation On-the-Job Assignment (Automation)

Week 7

Unit 9 Multi-position Letter Sorting Machine (MPLSM)*

Unit 10 Multi-Position Flat Sorting Machine (MPFSM)
Models 881 and 1000

Unit 11 Small parcel & Bundle Sorter (SPBS)

Unit 12 Manual Distribution Operation

Operation On-the-Job Assignment (MPLSM)

*(Optional)

Week 8

Unit 13 Mail Condition Reporting System

Unit 14 Tracking and Reporting System

Unit 15 Forecasting Workloads and Workweek Scheduling

Unit 16 Reporting Service Measurement Systems

Operation On-the-Job Assignment (Mechanized Operations)

Participant Testing and Program Evaluation

Associate Supervisor Program Customer Service Functional Training Outline

Week 3

Introduction w/ District Manager, Staff, Coach Trainers
Unit 1 Daily Unit Volume Recording System (DUVRS)
Unit 2 Carrier Scheduling
Unit 3 Required City Delivery Control Forms
Operation On-the-Job Assignment--OST & Exercise

Week 4

Unit 4 Workload Adjustments
Unit 5 Workload Reporting
Unit 6 Delivery Performance Indicators
Unit 7 Decision Support Information Systems (DSIS)
Operation On-the-Job Assignment--OST & Exercise

Week 5

Unit 8 Introduction to Automation 1
Unit 9 Address Management System (AMS) Editbooks
Unit 10 Delivery Point Sequence (DPS)
Operation On-the-Job Assignment--OST & Exercises

Week 6

Unit 11 P.M. Supervisor Duties and Responsibilities
Unit 12 Street Management
Unit 13 Mail Count Forms and Minor Route Adjustments
Operation On-the-Job Assignment--OST & Exercises

Week 7

Unit 14 Computer Forwarding System (CFS)
Unit 15 Customer Services
Operation On-the-Job Assignment--OST & Exercises

Week 8

Unit 16 Window Clerk Stamp Credits/Audits
Unit 17 Rural Delivery (Optional)
Operation On-the-Job Assignment--OST & Exercises
Participant Testing and Program Evaluation

NOTE: Unit 17, Rural Delivery and Highway Contract Routes is an optional unit to be given where necessary. If this unit is to be given, an additional three hours of classroom training needs to be scheduled in the appropriate week.

Associate Supervisor Program Bulk Mail Center Functional Training Outline

Week 3

- Unit 1 Facility Op Plan
 - Unit 2 Integrated Material Handling System
 - Unit 3 Inbound Docks
- Operation On-the-Job Assignment (Facility Operating Plan)*

Week 4

- Unit 4 Hazardous Material
 - Unit 5 Mail Transport Equip.
 - Unit 6 Mail Flow Control
 - Unit 7 NMO Sortation
- Operation On-the-Job Assignment (Mail Flow Control)*

Week 5

- Unit 8 Sack Sorters
 - Unit 9 Sack Shakeout
 - Unit 10 Rewrap/LIM
 - Unit 11 Primary
 - Unit 12 Parcel Bar Code Sorting System
- Operation On-the-Job Assignment (Primary)*

Week 6

- Unit 13 Mail Condition Reporting System
 - Unit 14 Reporting Service Measurement System
 - Unit 15 Secondary
- Operation On-the-Job Assignment (Secondary)*

Week 7

- Unit 16 Tow Conveyor System
 - Unit 17 Color Codes
 - Unit 18 SPBS
 - Unit 19 Mode of Transportation
- Operation On-the-Job Assignment (SPBS)*

Week 8

- Unit 20 Yard Control System
 - Unit 21 Outbound Docks
- Operation On-the-Job Assignment (Outbound Docks)*
Participant Testing and Program Evaluation

Associate Supervisor Program Assuming Responsibility for Supervision Training Outline

Week 9	Unit 1	Safety Awareness and Accident Investigation <i>Operation On-the-Job Assignment</i>
Week 10	Unit 2 Unit 3	Managing Discipline Grievances Procedures <i>Operation On-the-Job Assignment</i>
Week 11	Unit 4	Injury Compensation Programs <i>Operation On-the-Job Assignment</i>
Week 12	Unit 5 Unit 6	Process Management The "QI" Story <i>Operation On-the-Job Assignment</i>
Week 13	Unit 7 Unit 8	Managing New Employees Leave Control <i>Operation On-the-Job Assignment.</i>
Week 14	Unit 9	Workplace Violence Awareness <i>Operation On-the-Job Assignment</i>
Week 15	Unit 10 Unit 11	Feedback Transitioning to Supervision--Part Two <i>Operation On-the-Job Assignment</i>
Week 16	Unit 12	Program Evaluation Graduation/Reception

ROLES AND RESPONSIBILITIES

UNIT 2

ROLES AND RESPONSIBILITIES

This program involves the participation of coaches, trainers, examiners and learners. It includes both classroom instruction and on-the-job instruction for sixteen weeks of training. Provide students summary information about the roles and responsibilities of all participants in the program so that they can get an idea of the overall picture. The following material is summarized in the participant guide.

The Role of Program Coordinator

The amount of coordination required is substantial and critical to the overall success of the Associate Supervisor Program. Designating a Program Coordinator who will be responsible for controlling and organizing the overall program is essential to the program's success. This responsibility will include: 1) coordinating the assignments of students to trainers and coaches; 2) ensuring that all formal student assessment is proceeding as scheduled and that coaches are keeping students informed of their progress through the program; 3) ensuring that all coaches and trainers are well prepared to carry out their roles in the program; and 4) ensuring that examinations and assessments are conducted in a professional, fair and unbiased fashion in order to maintain the integrity of the assessment program.

The Role of Coach

Associate Supervisor Program Coaches provide feedback and support to trainees. They meet regularly with trainees to ensure that the program is delivered as prescribed. Coaches will work with up to three trainees at a time.

The responsibilities of the coach include:

1. Regular meetings with trainees.
2. Tracking the progress of trainees through the program.
3. Providing ongoing feedback to trainees regarding their progress.
4. Serving as a liaison between trainees, on-site trainers, and the program coordinator.
5. Discussing any problems that arise with the trainee on the training program.
6. Summarizing trainee evaluations.

7. Make the final recommendation to the advisory panel for permanent placement into the Associate Supervisor position.
8. Assisting with organizational or scheduling problems that may inhibit the training experience, and removing barriers to a successful program.
9. Providing support and encouragement to trainees during periods of self doubt and when trainees experience difficulty mastering certain knowledge or skills of the program.
10. Serving as a role model in terms of supervisory, organizational and facilitation skills.
11. Solicit trainees feedback on the program to make improvements.

Obviously, regular communication between trainees, coaches, on-site trainers, site coordinators, and the program coordinator is vital to the success of the program.

The Role of Classroom Trainer

Provide the following information to classroom trainers (and students if you prefer).

Classroom trainers will present course material as prescribed in the Facilitator's Guide to teach those modules of the course designated for the classroom. Classroom trainers will be responsible for helping to create an appropriate classroom environment conducive to adult learning. To that end, classroom trainers should encourage as much active participation on the part of the learners as is reasonably possible.

Other suggestions for providing excellent training include the following:

- Know the material inside and out;
- Review and practice going through the material before class;
- Insure students remain oriented about where they are in the program;
- Establish norms for proper student behavior;
- Establish classroom schedules and adhere to them;
- Know your audience and provide job relevant examples;
- Ask questions of students and stimulate discussions;
- Encourage questions, comments and alternative opinions;
- Learn from the students;

- Insure that all course supplies are on hand;
- Relate to students as individuals and treat each student fairly and equitably;
- Clarify and focus key points;
- Guide discussions and problem solving;
- Help students become responsible for their own learning;
- Provide support for students when they experience confusion or self-doubt;
- Reflect, summarize and reiterate important comments so all learners can understand and benefit;
- Emphasize the importance of transfer of learning to practical on-the-job use;
- Reward student participation;
- Be a positive role model;
- Relax, have fun.

Suggestions for some things to avoid include the following:

- Avoid over-lecturing;
- Avoid setting yourself up as the expert with all the answers;
- Do not let the class go off on tangents away from the main point for significant periods of time;
- Do not let a few students dominate the class to the exclusion of others;
- Do not think about the next thing to say when others are speaking; be a good listener;
- Don't overload the learner; make the point clearly before moving on;
- Do not answer your own questions or all of the students questions; be patient and let the students discover the answers for themselves;

The Role of the On-Site Trainers

Current initial level supervisors will apply or be selected to provide on-the-job training to the trainees. This will be specific, "hands-on" training in each area of Customer Services or Processing & Distribution operations. The on-site trainers will be selected by the advisory panel, and must be highly motivated, dedicated, and experienced supervisors who have demonstrated effective leadership, communication and operational skills.

The on-the-job training should be a one-on-one experience between the on-site trainer and the trainee. In rare instances, more than one trainee may be assigned to a trainer.

At the beginning of each week the On-Site Trainer should discuss and develop with the trainee and outline of the weeks activities, identifying specifically what the trainee will be learning and what will be expected from the trainee in terms of demonstrated performance. At this time the trainee will have the opportunity to discuss his/her previous experience and knowledge of the operation and indicate the degree of supervision or autonomy he/she feels will be needed.

The on-site trainer will also be responsible for:

- Providing hands-on training to the trainee
- Assessing the performance of the trainee while in the operation
- Providing a written on-the-job training evaluation to the coach using the evaluation form provided
- Signing off, approving or disapproving the trainee's on-the-job work assignments
- Providing a written assessment of the overall program
- Coordinate, provide and/or assist in providing training according to the Associate Supervisor Program schedule through planning and anticipation of any situations that may prohibit training from taking place.
- Communicate with key persons in the program to resolve problems and to report trainee progress. Key persons include: immediate supervisors or managers, coaches and the program coordinator.
- Utilize training skills to enhance and evaluate performance and provide ongoing feedback, encouragement and support to trainees regarding their performance.

Other suggestions for providing effective on-the-job training include:

- Always remember to be a positive role model;
- Ask questions of the trainee often to ensure clarity and understanding
- Assist the trainee when necessary
- Be a positive role model
- Demonstrate for trainees what you have found to work well and not so well in your operation;
- Encourage and reward performance
- Encourage questions and discussion

- Have an outline or a plan in mind to structure your training and to show trainees your operation;
- Outline your training plan for your trainee prior to their arrival and prepare
- Prepare in advance for the role as on-site trainer
- Provide opportunities for the trainees to practice what they are learning;
- Provide support as the trainee assumes greater responsibility in the operation;
- Understand and support the fact that trainees may have learned a different way of doing things than the way you do it--learn from the student;

Some things for the OST to avoid:

- Giving the trainee more responsibility than they are prepared to handle;
- Be realistic with trainees but try to avoid being negative;

The on-site trainer will be evaluated by the trainee with feedback submitted in writing to the program coordinator.

Scheduling and coordinating the activities of the trainee is a major responsibility for the on-site trainer. You will work closely with your manager, and a coach to arrange training for trainees when you cannot provide the training yourself.

Coordinating training requires that you:

- Thoroughly review the course outline
- Identify any areas where you know you will need support or another instructor to teach a topic.
- Identify those areas that you do know and can teach in order to begin planning your activities and those of your trainee.

Communicating with Key Persons

Notify your supervisor or manager as far in advance as possible, when you know that you cannot provide training on a particular operation or subject. Help your manager find a solution to the problem of not having a trainer. Think in advance of people who might be able to provide the training and give your recommendations. This will save your manager some time and show that you are a problem solver.

Follow-up. You can't notify your manager, make a recommendation and think that everything will be taken care of. As the training date approaches, find out if a trainer has been lined up. Offer to help your manager to get a trainer assigned. (Preferably a trainer who has been certified.)

Refrain from requesting trainers to train someone else unless you are instructed to do so by your manager. It is always best to communicate directions to those not under your supervision through your manager to avoid conflict.

You will also work closely with the trainee's coach. The coach is the person who supports the trainee, communicates with you to monitor the trainee's progress, and makes the final recommendation to the advisory panel on whether the trainee should be promoted.

If you encounter problems outside of your immediate area or that your manager cannot resolve, contact our trainee's coach. Coaches are usually higher level managers and have the authority to resolve problems beyond you or your trainee's control. You will also report your trainee's progress or problems to the coach each week.

The Student's Role

The primary responsibility of students is to take advantage of every learning opportunity throughout the training program and absorb as much as you can about the knowledge, skills and responsibilities of a Postal Supervisor. To this end, attendance throughout the program is mandatory (unless sickness or other extenuating circumstances preclude participation). Students should take the lead to ensure that their training occurs as it is laid out in the program outline and according to the detailed plan of the Program Coordinator. In the event that a student's program is not unfolding as it should, trainees are responsible for notifying their Coach and/or the Program Coordinator of the problems that are occurring.

Additionally, trainees are held accountable for satisfying all of the student assessment requirements including:

- 1) Pre-Training Skills Assessment
- 2) Classroom examinations,
- 3) Structured on-the-job exercises,
- 4) Evaluations of trainers and Coaches
- 5) Overall program evaluations.

In order to successfully complete the program and be placed into a Associate Supervisor position, trainees must meet the following requirements:

- Successfully pass all classroom tests
- All formal classroom assignments completed satisfactorily
- Satisfactory or higher evaluations from trainers

Trainees are also expected to meet and interact regularly with their coach for feedback and exchange information. Finally, it is recommended that all trainees maintain a journal record of their training experience for the entire 16 weeks. Some suggested items for the journal are:

- Impressions of this training experience;
- Ideas for improving this training process;
- Impressions of coaches, classroom trainers, and on-site trainers;
- Things you would do differently in operations if you could;
- Thoughts about on-the-job assignments and written tests;
- Personal progress you are making relative to where you want to be at week 16.

The journals will be considered personal logs and will not be collected or assessed as a part of the program.

COACH-TRAINEE CONTRACT

UNIT 3

COACH-TRAINEE CONTRACT

Each Associate Supervisor candidate, prior to the start of training, received and completed a Pre-training Skills Assessment Form. Have the trainee take several minutes to review the Skills Assessment Form they completed for themselves. This assessment will help determine the types of individualized experiences that trainees will need weeks 3 through 15 to maximize the effectiveness of the training. Tell candidates to make any notes for themselves while they review the forms. In a moment, they will meet with their respective coaches to determine any individualized aspects to their programs.

TRAINEE-COACH MEETING

Coaches and trainees will sit down together and complete the following items:

- Identify any KSAs which the trainee feels could be enhanced by some specialized experiences;
- Identify trainee and coach expectations of each other as they relate to the training course;
- Establish a schedule for the coach and trainee to meet to share information and provide feedback.

This data should then be written up on the Coach-Trainee Performance Contract (see the contract reproduced in this section and refer students to their workbook). Make sure the contracts are signed, dated and copied so all participants have their respective copy.

Below are some issues for trainees and coaches to consider.

- How often and when would we like to meet?
- What KSAs are identified as requiring some extra attention?
- Is there any added support the coach can provide to bolster the training experience of the trainee?
- Are there any anticipated problems with the training schedule that need to be worked out now?

Coaches and trainees should also discuss the specifics of their working relationship so it is clear, on a week-to-week basis, exactly how they will interact with each other.

Coach/Trainee Performance Contract

Instructions: Coach and trainee will discuss expectations and record them once agreement has been reached. Also, record future meeting schedule. Use additional sheets as needed.

Personal Information

Coach Name/Title: _____

Trainee Name/Office Assignment/PL: _____

Start Date: _____ Completion Date: _____

Trainees' Expectations *(of coach and course)*

Coach's Expectations *(of trainee and course)*

Progress Coaching Session Schedule

Date	Time	Location	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I agree to work to achieve the above expectations through coaching sessions as scheduled. If these expectations change, we will amend the contract accordingly.

Coach: Signature and Date

Trainee Signature and Date

Copies to: 1) Associate Supervisor trainee; 2) Program Coordinator; 3)Coach.

TRAINEE ASSESSMENTS AND PROGRAM EVALUATIONS

UNIT 4

TRAINEE ASSESSMENTS AND PROGRAM EVALUATIONS

The following requirements must be met by each student in order to graduate from the training program and into an Associate Supervisor position. Additionally, all new Postal Supervisors in permanent assignments will also be held to these same standards:

- Successfully pass all objective tests
- All formal classroom assignments must be completed satisfactorily and signed off by the OST
- Satisfactory or higher evaluations from trainers

Assessment Outline

Below is an assessment outline which indicates significant points in the program in which an evaluation or feedback component is formally required. Keep in mind that it is most desirable for learners to get more or less constant feedback regarding their progress throughout the program.

- Prior to week 1--Completion of Skills Assessment Form prior to Day 1.
- Week 1 Day 5--Examination covering Week 1 course material.
- Week 1 Day 5--Trainees evaluate the 1st week of classroom training.
- Week 2 Day 5--Examination covering Week 2 course material.
- Week 2 Day 5--Trainees evaluate the 2nd week of classroom training.
- Week 9 Day 1--Examination covering Weeks 3-8 course material.
- Week 8--Formal feedback session, coaches with their respective trainees.
- Week 9 Day 1--Evaluation of the course Weeks 3-8.
- Weeks 3-15 Day 5--Trainers evaluate trainees at the conclusion of each week of on-site training

- Weeks 4-15 Day 1--Trainees evaluate trainers effectiveness (from the previous week),
- Week 15--Formal feedback session, coaches with trainees.
- Week 16 Day 5--Trainees complete the final program evaluations.
- Week 16 Day 5--Trainees graduate.

Trainee Progress Records - Completed by the Coach

The coach will be responsible for completing the final assessment on the trainee's performance. This will be done during the last two weeks of the program and discussed with the trainee prior to the last day (week 16, day 5) of training.

Informally, the coach's involvement in providing feedback starts at the beginning of the program and continues throughout the sixteen weeks. Using the assessment completed by the on-site trainers and feedback from the classroom instructors and the program coordinator, the coach will assist the trainee with any issues that need to be addressed and recommend additional training if necessary.

If a trainee is having extreme difficulty learning the classroom materials or applying it at the work site, or fails to adapt to their new role and responsibilities, the coach is responsible for notifying the Coordinator. The Advisory Board makes the decision to remove the trainee from the program and returning them to their previous position.

Associate Supervisor Program Trainee Progress Record

Instructions: Coach, record the date of meeting, trainee's concerns and any additional comments or follow-up issues at every meeting. Retain for final evaluation reference. Make copies as necessary for each meeting.

TRAINEE'S NAME: _____

Meeting # ____ Date of Session: _____

Trainee's _____

Additional Comments: _____

Meeting # ____ Date of Session: _____

Trainee's Concerns: _____

Additional Comments: _____

Assessment Schedule

The coach's final assessment of the trainee should be done during the last two weeks of the program and discussed with the trainee prior to the final day of the program.

Here are some tips for preparing for this session:

1. Refer to all meeting records and the contract before the session.
2. Contact the trainee and ask them to be prepared to discuss the entire program at this meeting.
3. Refer to the expectations at the beginning of the program during the meeting. Ask if the trainee feels they were met.
4. Complete the final evaluation form (Trainee Assessment Record)

The exception to this schedule is if a trainee, because of unsatisfactory performance must be removed from the program and returned to their previous position. This assessment is to be done immediately and not delayed until week sixteen.

NOTE: Decisions not to promote trainees should be discussed with the program coordinator prior to this session. Specific program criteria should be cited to document the reason(s) for sending a trainee back to his/her assignment.

Discontinuation Before the End of the Program

A trainee may not perform at a level that merits retention in the program or they may ask to be released. If this happens, you should notify the program coordinator immediately for guidance.

Trainee Assessment Record

Instructions: Coaches will record results for each phase of training below. Use this to inform trainee of progress and your final recommendation to the Advisory Panel.

Examination Results

Exam 1 Score _____
Exam 2 Score _____
Exam 3 Score _____

On-Site Assignment Results

Weeks	3	4	5	6	7	8	9	10	11	12	13	14	15
Check if satisfactory	—	—	—	—	—	—	—	—	—	—	—	—	—

On-Site Trainer Ratings	3	4	5	6	7	8	9	10	11	12	13	14	15
Enter score	—	—	—	—	—	—	—	—	—	—	—	—	—

Recommendation to Advisory Panel

- I recommend this trainee for promotion to Associate Supervisor.
 I do not recommend this trainee for promotion based on the above record of performance.

Comments

Signature of Coach/Date

Trainee Assessment - Completed by the On-Site Trainer

One of the most important roles of the on-site trainer will be to provide a structured weekly assessment of the trainee's performance. The purpose of the formal assessment is to provide timely feedback to the trainees, to identify areas that require additional attention and to update the coach on the trainee's progress.

It is mandatory that this feedback is provided weekly so that the trainee and the classroom instructors know what issues need to be given additional attention and these issues can be addressed during the classroom review time.

A copy of the forms used by the on-site trainer is contained in the evaluation assessment booklet.

On day 5 of weeks 3 through 15, the on-site trainer will complete an assessment form on the trainee. The completed assessment must be discussed with the trainee on the day it is completed.

The completed assessment should be copied and distributed as follows:

- Original assessment to the trainee
- Copy to program coordinator
- Copy to trainee's coach

**ASSOCIATE SUPERVISOR TRAINING PROGRAM
ON-SITE INSTRUCTION REVIEW**

Module/Week: _____ Trainee Name: _____ Trainer: _____

ON-SITE TRAINER: Review the Trainee's performance in the Skill/Knowledge areas defined below. Under "Examples", briefly describe instances, situations, or examples that have been representative of the trainee's typical performance level in that area during this period of on-site instruction

EXAMPLES Briefly write in below representative examples or instances of the Trainee's performance in the knowledge/skill area

PERFORMANCE LEVEL:
Circle the number which best represents the Trainee's performance in the knowledge/skill area

- Not Observed
- 4. Excellent
- 3. Good
- 2. Satisfactory
- 1. Poor
- 0. Very Poor

SKILL/KNOWLEDGE AREA

1. Leadership: Providing structure, clarity and support needed for successful subordinate performance; using appropriate leadership styles to match the situation.		0 1 2 3 4 n/o
2. Quality: Customer focus; continuous improvement of work processes.		0 1 2 3 4 n/o
3. Communications: Oral and written communication skills; one-on-one and speaking to groups, active listening skills.		0 1 2 3 4 n/o
4. Personal Effectiveness: Time management, organizational skills; ability to work with the boss; work values align with organizational goals.		0 1 2 3 4 n/o
5. Labor Relations: Knowledge and application of the national contracts and local agreements; handling grievances and discipline effectively.		0 1 2 3 4 n/o
6. Management Information: Understanding and applying Postal policies and procedures; appropriate use of handbooks, manuals, and forms; use of Postal support systems.		0 1 2 3 4 n/o

<p>7. Treatment of employees/workplace relationships: supporting a work environment based on treating all employees with dignity and respect; ability to work with others and maintain positive, professional relationships.</p>		<p>0 1 2 3 4 n/o</p>
<p>8. Operations: knowledge and successful management of functional work processes; knowledge of work flow and relationships among functional operations.</p>		<p>0 1 2 3 4 n/o</p>
<p>9. Safety & Accident Investigation: Promoting policies and procedures for a safe work environment; providing support for accident and injury compensation cases.</p>		<p>0 1 2 3 4 n/o</p>
<p>10. Managing Work Performance: Skill in providing performance feedback, evaluating and recognizing performance, and coaching to improve performance.</p>		<p>0 1 2 3 4 n/o</p>
<p>After completing the Examples and Ratings; a) add up the sum of the circled ratings and b) divide that value by the number of Skill/Knowledge Areas you gave numeric ratings (up to 10). (<u>Do not</u> count in the number of rated Skills any circled "n/o".)</p>		$\frac{\text{a) Sum of Circled Ratings}}{\text{b) Number of Skill Areas}} = \text{Score Rated}$

WEEKLY ON-SITE ASSIGNMENT

Trainer: Annotate and sign below after you have: 1) reviewed the Associate Supervisor's Weekly On-Site Assignment, 2) coached a nd provided feedback to the Associate Supervisor on the process and outcome of the assignment.

Assignment for week of: _____ The assignment completed was (check one): Satisfactory Unsatisfactory .

Please include any comments on the completion of the assignment. If completion was Unsatisfactory, please include reasons for the rating.

Trainer Signature: _____ Trainee Signature: _____

Trainee Signature indicates having viewed this document - not that you necessarily concur with the assessments.

Coach and Trainer Assessment - Completed by the Trainee

In order to improve the program and the effectiveness of each program participant, the trainee will be required to provide feedback on the classroom trainers, on-site trainers and coaches.

These assessments will ensure that feedback is provided to improve the classroom training and that the on-site phase is managed successfully and consistently for all trainees.

Assessment Schedule

On-site trainers will be assessed by the trainees on day 1 of weeks 4 through 15. This is done at the beginning of the day during the one day of classroom training. The evaluation will address the on-site training conducted the previous week.

Coaches will be assessed by the trainees during the classroom training segment on day 1 of week 8, and on day 5 of week 16.

Classroom trainers will be evaluated as part of the classroom program assessment discussed in a previous section.

ASSOCIATE SUPERVISOR TRAINING PROGRAM

Coach Evaluation Form - Week 8

Site/Location: _____ Course/Module: _____

Coach's name: _____ Date: _____

Instructions to the Trainee:

Please complete the following evaluation by circling the number which best describes your opinion about your Coach. This information will be used primarily for program improvement. Your individual responses will be kept anonymous. **Please use the lines below the items to write comments.**

How satisfied are you with your Coach's...

1. Facilitation of your training?
2. Constructive discussions with you regarding any problems and coaching/counseling regarding solutions?
3. Support and help in resolving organizational or scheduling barriers?
4. Encouragement and emotional support?
5. Communication, including providing timely and on-going feedback?
6. Tracking of your progress; having regular meetings; accurate record-keeping?
7. Acting as a role model - showing the way in terms of management, organization, and coaching skills?
8. Acting as a liaison with Trainers, Program Coordinator and trainees?
9. Leadership--demonstrating situational leadership skills to deal with the trainee and task accomplishment; acted decisively when required?
10. Maintaining the Established Contract?

					Very Satisfied
					Satisfied
					Undecided
					Dissatisfied
					Very Dissatisfied
1. Facilitation of your training?	1	2	3	4	5
2. Constructive discussions with you regarding any problems and coaching/counseling regarding solutions?	1	2	3	4	5
3. Support and help in resolving organizational or scheduling barriers?	1	2	3	4	5
4. Encouragement and emotional support?	1	2	3	4	5
5. Communication, including providing timely and on-going feedback?	1	2	3	4	5
6. Tracking of your progress; having regular meetings; accurate record-keeping?	1	2	3	4	5
7. Acting as a role model - showing the way in terms of management, organization, and coaching skills?	1	2	3	4	5
8. Acting as a liaison with Trainers, Program Coordinator and trainees?	1	2	3	4	5
9. Leadership--demonstrating situational leadership skills to deal with the trainee and task accomplishment; acted decisively when required?	1	2	3	4	5
10. Maintaining the Established Contract?	1	2	3	4	5

ASSOCIATE SUPERVISOR TRAINING PROGRAM

Coach Evaluation Form - Week 16

Site/Location: _____ Course/Module: _____

Coach's name: _____ Date: _____

Instructions to the Trainee:

Please complete the following evaluation by circling the number which best describes your opinion about your Coach. This information will be used primarily for program improvement. Your individual responses will be kept anonymous. **Please use the lines below the items to write comments.**

How satisfied are you with your Coach's...

1. Facilitation of your training?
2. Constructive discussions with you regarding any problems and coaching/counseling regarding solutions?
3. Support and help in resolving organizational or scheduling barriers?
4. Encouragement and emotional support?
5. Communication, feedback, and tracking of your progress; having regular meetings, accurate record-keeping, and providing timely and on-going feedback?
6. Acting as a role model-showing the way in terms of management, organization, and coaching skills?
7. Acting as a liaison with Trainers, Program Coordinator and trainees?
8. Leadership--demonstrating situational leadership skills to deal with the trainee and task accomplishment; acted decisively when required?
9. Maintaining the Established Contract?

				Very Satisfied	
				Satisfied	
				Undecided	
				Dissatisfied	
				Very Dissatisfied	
1. Facilitation of your training?	1	2	3	4	5
2. Constructive discussions with you regarding any problems and coaching/counseling regarding solutions?	1	2	3	4	5
3. Support and help in resolving organizational or scheduling barriers?	1	2	3	4	5
4. Encouragement and emotional support?	1	2	3	4	5
5. Communication, feedback, and tracking of your progress; having regular meetings, accurate record-keeping, and providing timely and on-going feedback?	1	2	3	4	5
6. Acting as a role model-showing the way in terms of management, organization, and coaching skills?	1	2	3	4	5
7. Acting as a liaison with Trainers, Program Coordinator and trainees?	1	2	3	4	5
8. Leadership--demonstrating situational leadership skills to deal with the trainee and task accomplishment; acted decisively when required?	1	2	3	4	5
9. Maintaining the Established Contract?	1	2	3	4	5

ASSOCIATE SUPERVISOR TRAINING PROGRAM

On-Site Trainer Evaluation Form - Week _____

Site/Location: _____ Course/Module: _____

Trainer's name: _____ Date: _____

Instructions to the Trainee:

Please complete the following evaluation by circling the number which best describes your opinion about your On-Site Trainer. This information will be used primarily for program improvement. Your individual responses will be kept anonymous. **Please use the lines below the items to write comments.**

How satisfied are you with your On-Site Trainer's...

1. Instruction, guidance, and support in completing weekly assignments?
2. Knowledge of, and instruction in, functional operations?
3. Constructive discussions with you regarding any problems, and coaching/counseling regarding solutions?
4. Acting as coordinator with key persons in the program to resolve organizational or scheduling problems?
5. Encouragement and emotional support?
6. Providing opportunities for you to experience and understand the supervisory role and responsibilities in the operation?
7. Quality of communication (clarity and specificity) about your performance?
8. Fairness of performance evaluations and feedback?
9. Acting as a role model-showing the way in terms of operational job knowledge, supervisory responsibilities, and leadership?
10. Communicating regularly with key persons to report progress and provide input for tracking your progress?

	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
1. Instruction, guidance, and support in completing weekly assignments?	1	2	3	4	5
2. Knowledge of, and instruction in, functional operations?	1	2	3	4	5
3. Constructive discussions with you regarding any problems, and coaching/counseling regarding solutions?	1	2	3	4	5
4. Acting as coordinator with key persons in the program to resolve organizational or scheduling problems?	1	2	3	4	5
5. Encouragement and emotional support?	1	2	3	4	5
6. Providing opportunities for you to experience and understand the supervisory role and responsibilities in the operation?	1	2	3	4	5
7. Quality of communication (clarity and specificity) about your performance?	1	2	3	4	5
8. Fairness of performance evaluations and feedback?	1	2	3	4	5
9. Acting as a role model-showing the way in terms of operational job knowledge, supervisory responsibilities, and leadership?	1	2	3	4	5
10. Communicating regularly with key persons to report progress and provide input for tracking your progress?	1	2	3	4	5

UNITS 4

KEY POINTS:

- The objective of this training program is to provide prospective supervisors with the technical, administrative and leadership skills needed to achieve local goals and objectives and the overall mission and vision of the Post Service.
- The primary responsibility of students is to take advantage of every learning opportunity throughout the training program and absorb as much as you can about the KSAs of Postal Supervisors.

UNIT 5

ONE-ON-ONE COMMUNICATIONS

UNIT 5

ONE ON ONE COMMUNICATIONS

TERMINAL OBJECTIVE:

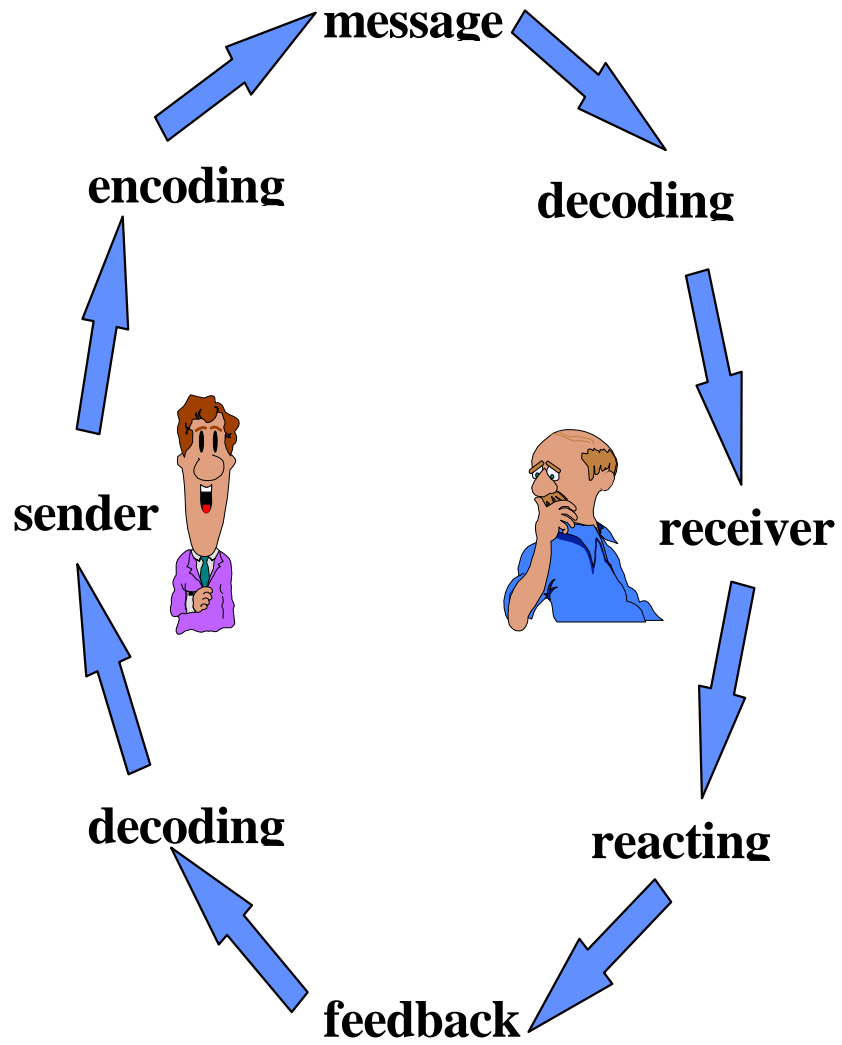
Upon completion of this unit, the learner will be able to describe the communication process and factors necessary for effective business communication to occur.

ENABLING OBJECTIVE:

The learner will be able to:

- Identify and describe the steps and processes in the communication model.
- Explain the analysis steps completed prior to initiating communication.
- Provide examples of generational, cultural, or ethnic vocabulary
- Demonstrate various examples of non-verbal communication.

COMMUNICATION MODEL



CULTURAL VOCABULARY TEST ANSWER SHEET

WORD	TRADITIONAL	TRANSITION	CURRENT
STOKED	_____	_____	_____
FLY	_____	_____	_____
FREAK	_____	_____	_____
JET	_____	_____	_____
FILTHY	_____	_____	_____
SHAG	_____	_____	_____

TERM	DEFINITION
SHUCK & JIVE	_____
TAKE A BATH	_____
HELTER- SKELTER	_____
CATCH-22	_____
MOONIE	_____
MAUI WOWIE	_____
CHURCH KEY	_____
D.A.	_____
MUMBLETY-PEG	_____
CHOTCHKES	_____
SCHLOCKEY	_____
MAVEN	_____
SCHMOOZ	_____
JAKE	_____

**GENDER
ILLUSIONIST**

**MOTIVATIONALLY
DEFICIENT**

YAC

BUST A RHYME

BUST A FRESH

GANK

SKANKY

MOSH PIT

DIS

DEF

SHOE SALESMAN

KICKING

Postalese Test

BACKSTAMP

BASKET

CACHET

CARRY-BY

CHUNK

NDCBU

CON-CON

CONVERSION RATE

CAG

COURTESY BOX

COVER

DEADHEAD

DEPREDAATION

DRESS THE RACK

FIM

TRAM

HASH

HOT STAMPS

JOGGING

KILLER BARS

LEANER

LOBBY SWEEP

PENALTY MAIL

VALENTINE

POSTNET

SKIN THE RACK

RED

SKIN SACK

SLUG

**SMILES, FROWNS & UPSIDE
DOWNS**

“I Just Did What I Was Told!”

- **A new employee was directed to go sweep the LSMs. Naturally, she went in search of a broom.**
- **A postal assistant (remember them?) was directed by a manager to go pull down the 086 cases. When he tried to explain that he was new on the job and didn't understand, the manager snarled “Understand this. You pull down those cases or get off the floor!” So the young PA went over to the nearest case marked 086, grabbed it by the top and pulled it down!**
- **A new mail handler was instructed to go out back and bring in a truck. He came back a few minutes later without the “truck.” He explained to the supervisor that he had figured out how to get it on the back dock but it was too big to get it through the doors.**
- **A carrier from New York city transferred to North Carolina. She was disturbed to learn that local management wanted to assign her to a mounted route. The poor carrier had never been on a horse in her life!**
- **A new carrier was told to pull a box on his route. He came back several hours late. It seemed that he had some difficulty removing the bolts that secured the box to the concrete. He finally had to get someone to help him lift the box and concrete block into the truck.**
- **A new motor vehicle operator in Washington, D.C. was told to pick up the New York-New Jersey mail. Several hours later the guy called in to ask how to proceed. He had run out of change for the toll booths on the turnpike.**

Ten Rules for More Effective Communication

- You should not assume that if an idea is clear to you, it will be clear to a receiver.
- Make it comfortable for others to tell you what is really on their mind, not what you like to hear.
- Always check your own understanding of what another person has told you before you reply.
- Be tolerant of other people's feelings, realizing that their feelings, which may be different from yours, affect their communication.
- Always try to listen to a message from the sender's point of view before evaluating the message from your own point of view.
- Make a conscious effort to build feedback possibility into all communications, since even at its best, communication is an imperfect process.
- Communicate the "why" of any communication, so that the communication makes sense to the receiver.
- Make an effort to relate any information or communication, so that the receiver sees how it relates to his/her life, career, or organization.
- Try to understand that people do not misunderstand because of perversity or contrariness directed at you, but because they are human beings.
- Remember that the first barrier any communication has to break through is, "Why should I read, or listen to, this communication?"

UNIT 5

ONE-ON-ONE COMMUNICATION

KEY POINTS:

- A good communicator considers his or her intent or purpose before communication.
- Since every communication attempts to effect some change in the receiver, it is vital that you know your audience before communicating.
- When and where you choose to communicate are just as important as the words you use.
- Our reactions to what we hear, and our resulting behaviors, are feedback that communicate our understanding of the sender's message.
- Communication only occurs when the intention of the sender and the interpretation of the receiver are the same.

UNIT 6

INTERPERSONAL SKILLS

UNIT 6

INTERPERSONAL SKILLS

TERMINAL OBJECTIVES:

The student will be able to relate the importance of effective communications to interpersonal relationships.

ENABLING OBJECTIVES:

Upon completion of this module, the student will be able to:

- Give examples of five active listening techniques.
- Demonstrate paraphrasing in a role-play scenario.
- List four benefits of paraphrasing.
- Give examples of common barriers to listening in a workplace environment
- Cite four negative results of “you” messages.
- Illustrate, in a role-play scenario, the effective application of an “I” message.
- Demonstrate the combined use of “I” messages and active listening in a workplace situation.

LISTENING QUESTIONNAIRE

Are you listening? Or just “hearing?” Answer the following questions as honestly as possible for additional insight. You can use this inventory to ask others to evaluate your listening skills.

	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
Does your mind tend to wander when you listen?	_____	_____	_____
Do you sometimes fake attention and pretend to listen?	_____	_____	_____
Do you tend to react emotionally to certain words or phrases?	_____	_____	_____
Do you find yourself thinking of personal matters during a conversation?	_____	_____	_____
Do you tend to focus only on words and ignore feelings?	_____	_____	_____
Do you tend to interrupt when others are speaking?	_____	_____	_____
Do you ever finish others’ thoughts or sentences?	_____	_____	_____
Do you tend to “tune out” or resist hearing what you don’t want to hear?	_____	_____	_____
Do you get distracted by a speaker’s appearance, mannerisms, speech patterns, etc.?	_____	_____	_____
Do you tend to “tune out” speakers whose thoughts are disorganized?	_____	_____	_____
Do you become impatient with speakers who “go off on tangents” or don’t come quickly to the point?	_____	_____	_____
After conversations, do you wonder what the other person was trying to tell you?	_____	_____	_____

What is your worst listening habit?

BREAKTHROUGH LISTENING

- **There's no such thing as an objective listener. Listening is interpretive.**

- **Power and position can be barriers to effective listening.**

- **Mood changes our listening. Listening changes our mood.**

- **Listening for others' concerns, alerts us to new opportunities.**

- **Each of us has a habitual way of listening and observing.**

BREAKTHROUGH LISTENING BARRIERS

Give examples of personal experiences with each of the listed obstacles to clear listening.

There's no such thing as objective listening. Listening is interpretive.

Each of us has a habitual way of listening and observing.

Power and position can be barriers to effective listening.

Mood changes our listening, listening changes our mood.

Listening for other's concerns alerts us to new opportunities.

ACTIVE LISTENING TECHNIQUES

1. Set the stage for listening
 -
 -
 -
 -
2. Consider taking notes
 -
 -
 -
 -
3. Listen with your eyes
 -
 -
 -
 -
4. Pay attention to body language
 -
 -
 -
 -
5. Ask questions for clarification
 -
 -
 -
 -
6. Paraphrase and summarize
 -
 -
 -
 -
7. Stop talking
 -
 -
 -
 -

PARAPHRASING EXERCISE 1

- A. You're a teenager, about to enter your senior year of high school. Some of your friends are planning a weekend trip to the beach as an end-of-summer, last fling. You'll be staying at a beach house that belongs to a friend's parents. It's a coed trip, but the beach house has three bedrooms and a sleeping porch. You've already told your friends you'd go and share expenses. Your parent has refused to give permission for you to go and you're very upset. You're nearly grown. You can take care of yourself. You're a good kid. When is your parent going to stop treating you like a baby and start to trust you?
- B. You are a parent whose child has just announced that she/he is planning a beach weekend at a friend's beach house. The group attending includes several other teenagers, some of whom you don't know. There are no adult chaperones. The friends parents will not be present. You have refused permission for your child to go. Your child is upset. You're going to apply active listening and paraphrasing to allow him/her to "vent" while you keep your cool.

Observer notes:

PARAPHRASING EXERCISE 2

- A. You're a disgruntled employee who is tired of getting the run-around from your boss. You understand that he or she is new in the job, but you still have the right to a straight answer. The leave slip you submitted last week still hasn't been approved. You've gotten no response to your two suggestions and you still haven't heard whether you're going to be trained to fill in for Benny, as you requested. You believe in following the chain of command, but all you ever get from your boss is a promise to get back to you later. Well, it's later and you're fed up.
- B. You're a new supervisor, filling in for another supervisor in his/her absence. You've heard various timeframes of how long you'll be filling in, so you've held off on some decisions to avoid infringing on the regular supervisor's turf. The suggestions from this employee were frequent and came in both verbal and formal forms. You sent one formal suggestion on to the safety office, another you need to get more detail on and haven't found time to do so. You've really been too busy to give much thought to all the other suggestions, requests and "helpful advice" that this employee is constantly offering. You know he/she is always seeking attention, but maybe he's got some legitimate gripes. Perhaps you'd better listen.

Observer notes:

PARAPHRASING EXERCISE 3

- A. Just what you needed! You're a manager of an understaffed, overworked operation, constantly under the gun from your boss to "bring the numbers up." You're short two supervisors, and now you've got a green, know-nothing rookie "associate supervisor" to "show the ropes." You've asked him/her to do a couple of simple tasks after taking him/her through each task, step-by-step. This genius has made such a mess of next week's schedule that you can't even make sense of it. He/she gave misinformation to the employees when you asked him/her to pass on some instructions. On top of all of that, he failed to get a report in on time (causing you to get chewed!). Time to set this kid straight!!!
- B. Your boss is not the greatest of communicators and becomes extremely exasperated and impatient when you ask too many questions. (And to this boss, any question is too many questions!) You're also aware that the boss asked for an experienced supervisor from another unit to be assigned here, but he got you instead. The boss isn't exactly Fred Friendly or Nancy Nice, but no one knows more about this operation. You really want to learn from this boss. So you'd better listen!

Observer notes:

PARAPHRASING EXERCISE 4

- A. You're a delivery supervisor who has been raked over the coals by audit teams and your boss for failing to get your carriers out on the street in a timely manner. You just got another nasty note from your boss because carriers were in the office on your day off (yesterday) until noon and later. You investigated, and just as you expected, there was only about 35% of the mail on the first dispatch. All of the presorted (DPS) mail arrived after 11:00. This is typical of those jerks in Mail Processing. You've decided to call the GMF and give somebody a piece of your mind.
- B. You're in your rotation through the mail processing operations and are currently assigned to incoming mail preparation and dispatch. You're aware of some problems with timely dispatch of mail to the stations, especially with the carrier route sequenced (DPS) mail. Improving the performance in this area is a high priority for you and your boss. You need to learn more about the situation and you're about to have the opportunity to talk with a station supervisor. Listen and learn.

Observer notes:

PARAPHRASE EXERCISE 5

- A. Your boss has been trying for quite some time to elicit more cooperation from customer services. She's trying to get them to prep collection mail, keeping letters, flats, machineable and non-machineable separate, and facing and traying as much as possible. It's been a constant battle but most of the stations have shown a lot of improvement. One station, however, hasn't displayed much willingness to cooperate at all. Today, you received their entire collection, thrown into sacks and tubs. There were even Express Mail pieces tossed in with everything else. Your boss directed you to call the station manager or whoever is in charge and let them know that this mail is going to remain where it is until the Postmaster has a chance to see what kind of condition it was received in!
- B. You're trying to close the station, checking out the window clerks and checking carriers in. You've got a customer complaint that needs to be resolved immediately. On top of that, you have to complete the accident report for a minor motor vehicle accident and the boss said the supply order for the office had to be downtown tomorrow or else. Other than that, you're not too busy. Your boss left early so you're in charge and there goes the phone again.

Observer notes:

PARAPHRASING EXERCISE 6

- A. You've just moved back to your home town, the town your ancestor's established. You have built a new house on the site of the "old home place." You've had nothing but grief from your local post office since you've been back. First you were told you had to move the mailbox from the foot of the driveway to the other side of the road. Then you learned that mail addressed to you was returned to sender just because it had your route and box number instead of the new street addresses assigned a couple of years ago. (Everybody in town knows you and your family and should know where you live.) Half the time you get someone else's mail and they get yours. To top it all off, you received a commemorative stamp on a first day cover this morning and some idiot had slapped a "Glad we found you. Your address is...." sticker on the envelope. Let this young whippersnapper know just who he/she is dealing with.
- B. Where's your postmaster when you really need him? Right now, giving a speech at the Civitan's monthly luncheon. So you're elected to deal with an irate customer. Good luck!

Observer notes:

YOU VS. "I" MESSAGE:

YOU

- judgmental
- evaluative
- critical
- blameful
- no info about your needs/feelings
- assumes guilt/fear will change others behavior

"I"

- focuses on your feelings/unmet needs
- share concerns with others
- honest and open
- others learn effects
- keeps responsibility for behavior change with the person
- ventilate feelings

“I” STATEMENT MODEL

Step 1: “I can understand your...”

- feelings of...
- need or desire for...
- situation

Step 2: “However, my _____ is...”

- feeling
- need or desire for...
- situation

Step 3: “Therefore, I would like...”

- Pinpoint a particular course of action.
- Ask for exactly what you want.

UNIT 6

INTERPERSONAL SKILLS

KEY POINTS:

- Listening is one of the most highly desired and respected skills of an “ideal boss”.
- Listening is a learned behavior. With practice, we can all improve our listening skills.
- Paraphrasing is a technique that helps us focus on what another is saying, and lets the other know he or she is being heard.
- “I” messages are intended to address someone’s behavior without provoking defensiveness or resentment.
- The first step in the “I” message requires that you imagine the circumstances from the other person’s point of view - empathy.

UNIT 7

GIVING AND RECEIVING FEEDBACK

UNIT 7

GIVING AND RECEIVING FEEDBACK

TERMINAL OBJECTIVES:

Upon completion of this unit the student will be able to demonstrate the proper technique for giving effective feedback.

ENABLING OBJECTIVES:

The student will be able to:

- Define feedback
- List five Do's and Don'ts for giving effective feedback
- Use a feedback model in role-play scenarios
- Discuss key guidelines for giving feedback effectively

GIVING AND RECEIVING FEEDBACK

FEEDBACK SCENARIOS:

1. You observe an apparently healthy individual in a crowded supermarket parking lot, pull into a parking space designated as "handicapped only," jump out of the car and dash into the store.

Your impression/interpretation

Your response

2. The same individual is now just ahead of you in the "eight items or less" express checkout, with seventeen items.

Your impression/interpretation

Your response

3. Your teenage son or daughter is talking on the family telephone, and has been on the phone for the past 50 minutes.

Your impression/interpretation

Your response

4. You've been on the telephone with a customer for 15 minutes, during which time you observe two of your employees carrying on a conversation at the water fountain.

Your impression/interpretation

Your response

5. Your spouse/significant other has presented you with a beautiful and very expensive shirt or blouse for your anniversary, but it's too large (and your anniversary was four days ago).

Your impression/interpretation

Your response

6. A probationary employee has clocked in three to five minutes after scheduled reporting time on four occasions during the last two weeks.

Your impression/interpretation

Your response

7. A fellow employee, upon learning of your selection as Associate Supervisor, approaches you in the hall and wipes your nose with a tissue, remarking, "looks like you've got a little brown there!"

Your impression/interpretation

Your response

8. Last week your neighbor's dog visited your yard three times, and never failed to leave a "gift."

Your impression/interpretation

Your response

9. You were surprised when a previously marginal employee volunteered to become a Safety Captain. He/she has initiated several innovative campaigns that have generated a high level of “safety consciousness”.

Your impression/interpretation

Your response

10. Your child has apparently discovered the opposite sex, and has subsequently displayed a marked improvement in the clothing and hygiene departments.

Your impression/interpretation

Your response

GUIDELINES FOR EFFECTIVE FEEDBACK

DO:

Be specific about the behavior.

Describe the behavior and its impact on you.

Clarify that feedback is based on your PERCEPTION of behavior.

Provide feedback as soon as possible after the behavior.

“Own” your own perceptions.

Use factual, measurable data to support your perceptions.

Remember that everyone’s perceptions differ.

DON'T:

Generalize or patronize. (“Great Job, gang.”)

Ascribe motivation. (“You’re just trying to see how far you can push me.”)

Address personality, attitude, character traits, etc. (“Why are you so careless and irresponsible?”)

“Store up feedback, for an annual performance review or “the last straw”. (“Over the past several months I’ve noticed some disturbing behavior.”)

Be a self-appointed spokesperson for a group. (“Your fellow employees are saying.... “)

Exaggerate, use sarcasm, or generalize. (“You argue and question my instructions constantly!”)

Think or communicate in terms of who’s “right” or “wrong”. (“What’s the matter with you? You know better than that!”)

FEEDBACK EXERCISE

1. Why do you always have to take over the group?

Should be:

2. Okay, break it up! You're being paid to work, not socialize?

Should be:

3. You must think you can wander in here any time you feel like it! Well, I can fix it so you don't have to come in at all! How would that suit you?

Should be:

4. You know, a lot of your fellow employees are probably beginning to feel like you're not doing your fair share of the work around here.

Should be:

5. If you weren't so busy worrying about what everyone else was doing, you might be able to get your own work done.

Should be:

6. All your friends are? And I suppose if your little friends wanted to jump off a cliff, you'd want to jump too!

Should be:

7. You did a great job today, gang! Thanks!

Should be:

8. I'm really pleased in your change of attitude.

Should be:

GIVING EFFECTIVE FEEDBACK

- DESCRIBE, SPECIFICALLY THE BEHAVIOR YOU WANT TO REINFORCE/CORRECT
- RELATE HOW THE BEHAVIOR MAKES YOU FEEL (EMOTION)
- EXPLAIN THE IMPACT/EFFECT THE BEHAVIOR HAS ON YOU AND/OR OTHERS

SITUATIONS:

1. Your employee has handed in several reports that are incomplete.
2. Your employee has arrived late for work four times in the past two weeks.
3. Your employee has picked a fight with another employee.
4. Your employee has arrived at work appearing to be under the influence of alcohol but is coherent.
5. Your employee has been seen off the floor during duty hours.
6. Your employee has been accused of leaving a messy work area.
7. Your employee has arrived at work dressed sloppily.
8. Your employee has made a sarcastic remark to you when you asked him to finish an assignment and move to another job.
9. Your employee reports to work and has body odor.
10. Your boss has accused you of being too easy on your employees.
11. Your boss has criticized you for maintaining a sloppy work area.
12. Your boss has accused you of not meeting safety standards.
13. Your boss has stated that your productivity is down.
14. Your boss has criticized your work group as uncooperative.
15. Your boss has accused you of handing in incomplete reports.
16. Your boss has accused you of manipulating figures.

CRITERIA

Helpful feedback is:

- Descriptive** It is descriptive rather than evaluative. By describing one's reaction, it leaves the recipient free to use it or not. By avoiding evaluative language, it reduces the need for the individual to react defensively; i.e., "Susan, I want to be sure to hear you. Could you raise your voice a bit please?" This gives a different feel from the statement, "Susan, you talk too low." The latter sounds condemning and puts all the responsibility on Susan. The former shares the situation between Susan and the speaker, and contains a complimentary rather than accusative note.
- Specific** It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue, I felt forced to accept your arguments or face rebuttal from you."
- Appropriate** It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only one's own needs and fails to consider the needs of the person on the receiving end.
- Useable** It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
- Requested** It is solicited, rather than imposed. Feedback is most acceptable when the receiver has formulated the question which those observing them can answer.
- Timely** It is well-timed. In general, feedback is most useful when offered at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

- Clear** It is checked to ensure clear communication. One way of ensuring clarity is to have the receiver try to rephrase the received feedback to see if it corresponds to what the sender had in mind.
- Accurate** When feedback is given, both giver and receiver have the opportunity with others in the group to check the accuracy of the feedback. Is this one person's impression or an impression shared by others? It is highly important to remember that not all members in the group see and read any behavior in the same way. We see what we are prepared to see. We are affected by the actor's output combined with that which each of us brings to the encounter. Therefore, a statement that makes one person "boil" might amuse another. Therefore, it is more accurate to say, "Ralph, what you said is an inflammatory statement." Categorical comments of that sort are more apt to be an inaccurate summary of the whole group's reaction.
- Trusted** A trusted, nonthreatening source helps to make feedback more palatable. "Daddy, you're getting too fat!" from your 3-year-old daughter is more acceptable than from your boss.

GUIDELINES FOR RECEIVING FEEDBACK

Recognize that feedback is perception, not reality.

Feedback is based on one's interpretation of another's behavior. It is a reflection of the impact of your behavior, not the intent. You are the only person capable of knowing the intentions or motives that drive your behavior.

Use active listening to clarify the behavior and the feedback giver's interpretations.

Ask questions to properly identify the behavior and the interpretations/impressions of the feedback giver. Paraphrase feedback statements objectively, in order to encourage feedback giver to elaborate on feelings and impressions.

Try to separate the feedback from the feedback giver.

To the extent possible, try to analyze the feedback received independently of your feelings about the feedback giver and your previous relationship or experiences. Avoid the tendency to ascribe motive or intent to the feedback ("he/she's just jealous", "just trying to embarrass me", "trying to butter me up", etc.). Rather, examine the behavior and response, and ask yourself "could someone else have the same impression or reaction?"

When in doubt, seek a "second opinion". If you're in doubt about the "legitimacy" of a feedback observation, don't hesitate to ask others how they perceive your behavior. However, in doing so, you need to avoid the appearance of putting others on the spot, fishing for compliments, etc. Also, don't solicit others' feedback in the presence of the original feedback giver. (For example, if someone in a group gives you feedback you don't think is "valid", don't immediately ask others if they agree with the feedback, putting them in a position of having to "take sides".)

Try to assume that feedback was intended to be

constructive. Some people are much more skilled at giving feedback than others. To some, tact and diplomacy are natural talents, while others lack any sensitivity at all. However, if you can focus on the specifics of feedback you receive, and not on the manner in which the feedback was delivered, you can use the feedback itself for additional insight into yourself, and how your actions are perceived by

others. Remember, all feedback is constructive if you can use it to improve your interactions with others.

Avoid responding with defensiveness or argument.

Don't assume that all feedback requires an immediate response. In fact, feedback is rarely useful or helpful until we've had some time to digest it. Allow yourself some time for contemplation and reflection. If you feel you absolutely have to respond to another's feedback, thank the person for their feedback and tell them you will consider it.

Share feedback with others involved. If you receive positive feedback for an accomplishment of your work group, by all means share that feedback with the group. However, negative feedback should also be shared with the group responsible, in a performance review - problem solving forum. Don't attempt to "protect" your work group from criticism, even if you believe it to be without validity. Everyone needs to know how they are perceived by others.

Follow through on what you've learned. We've all heard the expression "constructive criticism". While we may sometimes question the feedback giver's true motives, we can often determine the "constructiveness" of an observation by asking "do you have any suggestions for how I can improve?" If the feedback was genuinely intended to be constructive, you should receive some worthwhile input.

UNIT 7

GIVING AND RECEIVING FEEDBACK

KEY POINTS

- Feedback is based on perception, not reality
- Feedback is the communication of how one's behavior impacts or effects us
- Responsible feedback focuses on behavior, not motive or "attitude."
- The intent of performance feedback is to help the individual recognize opportunities to improve, and to affirm or reinforce positive performance.

UNIT 8

TRANSITIONAL LEADERSHIP

UNIT 8

DISC - PERSONAL PROFILE SYSTEM

1. The Personal Profile System is *not* a test. The word “test” is inaccurate. You cannot pass or fail the Personal Profile System.
2. There are no bad profile patterns. Each has tendencies toward certain strengths and weaknesses. The identification of behavioral patterns is the first step in building an environment which will maximize strengths and minimize weaknesses.
3. The Personal Profile System measures the individual’s perception. Instead of being observed and evaluated according to other people’s perceptions, this is an opportunity to say, “hey, this is the real me.”
4. The Personal Profile System describes only normal behavior along selected dimensions. It does not describe dysfunctional behavior.
5. The results of the Personal Profile System are not available to others without permission. The emphasis is not on collecting information about individuals, but on giving them information about themselves.
6. The interpretations at this point describe behavioral tendencies. While the Personal Profile System has predictive value, the primary goal is to help people become more aware of themselves and others not to provide a simplistic prediction of future behavior.
7. The Personal Profile System is a forced-choice instrument. This fact contributes to the respondent’s feeling of being inconsistent in making choices. It does not affect the validity of the results.

D-

I-

S-

C-

GENERAL BEHAVIOR TENDENCIES

A. STYLE "D" (DOMINANCE) BEHAVIORAL TENDENCIES:

1. Predominant Characteristics: _____
2. Primary Orientation: _____
3. Motivated By: _____
4. Basic Fear: _____
5. Weakness: _____

B. STYLE "I" (INFLUENCING) BEHAVIORAL TENDENCIES:

1. Predominant Characteristics: _____
2. Primary Orientation: _____
3. Motivated By: _____
4. Basic Fear: _____
5. Weakness: _____

C. STYLE "S" (STEADINESS) BEHAVIORAL TENDENCIES:

1. Predominant Characteristics: _____
2. Primary Orientation: _____
3. Motivated By: _____
4. Basic Fear: _____
5. Weakness: _____

D. STYLE "C" (COMPLIANCE) BEHAVIORAL TENDENCIES:

1. Predominant Characteristics: _____
2. Primary Orientation: _____
3. Motivated By: _____
4. Basic Fear: _____
5. Weakness: _____

PPS–Concept Clarification Exercise 1

Matching Characteristics to the Four Predominant Behavior Styles

Below is a list of words that could describe characteristics of a D, I, S, or C. In the blank to the left of each word, **place a D, I, S, or C** to **indicate** the characteristic that is best **describes**

For example, a C is more likely to be concerned about accuracy than a D, I or S. Write the letter C in the box beside the work *accuracy*.

(Remember: D = Directive; I = Interactive; S = Steady; and C = Cautions)

<u>Your Answer</u>	<u>Group Answer</u>	<u>Your Answer</u>	<u>Group Answer</u>
<input type="checkbox"/> Strict	<input type="checkbox"/>	<input type="checkbox"/> Decisive	<input type="checkbox"/>
<input type="checkbox"/> Convincing	<input type="checkbox"/>	<input type="checkbox"/> Irritable	<input type="checkbox"/>
<input type="checkbox"/> Even-tempered	<input type="checkbox"/>	<input type="checkbox"/> Responsive	<input type="checkbox"/>
<input type="checkbox"/> Calculating	<input type="checkbox"/>	<input type="checkbox"/> Content	<input type="checkbox"/>
<input type="checkbox"/> Aggressive	<input type="checkbox"/>	<input type="checkbox"/> Patient	<input type="checkbox"/>
<input type="checkbox"/> Systematic	<input type="checkbox"/>	<input type="checkbox"/> Good Mixer	<input type="checkbox"/>
<input type="checkbox"/> Cautious	<input type="checkbox"/>	<input type="checkbox"/> Controlled	<input type="checkbox"/>
<input type="checkbox"/> Expressive	<input type="checkbox"/>	<input type="checkbox"/> Adventurous	<input type="checkbox"/>

Complete the **Your Answer** column first. Then, your group should discuss the individual answers, reach a consensus, and then record the group answers in the **Group Answer** column.

PPS–Concept Clarification Exercise 2

WAYS TO REWARD THE D, I, S, AND C

Think about ways we could reward a D, I, S, or C style. As we read, try to imagine examples of rewards that would be considered valuable by each different type.

For example:

To reward D style: give many different types of assignments.

To reward I style: give opportunities for social interaction.

To reward S style: give responsibility for establishing routines for handling their specialties efficiently.

To reward C style: give tasks requiring accuracy.

Read the following statements and place a D, I, S, or C in the blank to the left of each to indicate whether a D, I, S, or C style would find that statement most appealing.

Individual Answer

Group Answer

_____	Explanations prior to changes in routine.	_____
_____	Opportunity for getting quick results.	_____
_____	Detailed information and examples.	_____
_____	Clearly defined areas of responsibility	_____
_____	Freedom to talk.	_____
_____	Freedom from supervision.	_____
_____	Time to plan and think things through.	_____
_____	Specialization.	_____
_____	Democratic relationships.	_____
_____	Recognition and attention.	_____
_____	Broad areas of responsibility	_____
_____	Involvement in work requiring high quality.	_____
_____	Opportunities to have power and control.	_____
_____	Freedom from conflict.	_____

When all have responded individually, groups should discuss, reach consensus, and record group answer in the appropriate space.

PPS–Concept Clarification Exercise 2

WAYS TO REWARD THE D, I, S, AND C

Think about ways we could reward a D, I, S, or C behavior style. Try to imagine examples of rewards that would be considered valuable by each different type.

D Style	I Style	S Style	C Style
Give many different types of assignment.	Give opportunities for social interaction.	Give responsibility for establishing routines for handling their specialties efficiently.	Give tasks requiring accuracy.

Read the statements on the following page and place a D, I, S, or C in the box to the left of each statement to indicate whether a D, I, S, or C style would find that statement most appealing.

Complete the **Your Answer** column first. Then, your group should discuss the individual answers, reach a consensus, and then record the group answers in the **Group Answer** column.

PEOPLE COMPATIBILITY AND EFFECTIVENESS (HOW WELL DO THEY WORK TOGETHER?)

This chart predicts likely successes when two employees, you and a coworker, are paired. The chart which can use any two employees, uses the behavioral styles of the paired employees as the basis for prediction. Success is measured in terms of Human Relations and Work Tasks. Every possible combination or pair of behavioral styles from the DISC instrument has been combined with the results shown below.

There are, of course, an infinite number of variables that can affect success in either Human Relations or Work Tasks. Some of the more obvious include motivation, self-esteem, job security, fear, friendship, personality, physical comfort, energy level, age, physical condition, and health. Nevertheless, the blending of behavioral styles is a factor of demonstrated import that should not be overlooked.

MY* BEHAVIOR STYLE GROUP	PARTNER'S* BEHAVIOR STYLE	PREDICTED LEVEL OF SUCCESS							
		POOR	FAIR		GOOD		EXCELLENT		
(1)	(2)	1	2	3	4	5	6	7	8
D D R O U P		(3)							
	D	D	WT		HR				
	D	I	WT		HR				
	D	S	HR		WT				
	D	C	HR	WT					
I I O U P I									
	I	D	WT		HR				
	I	I	WT		HR				
	I	S	HR		WT				
	I	C	HR	WT					
S S O U P S									
	S	D	HR		WT				
	S	I	HR		WT				
	S	S	WT		HR				
	S	C	WT		HR				
C C O U P C									
	C	D	HR	WT					
	C	I	HR	WT					
	C	S	WT		HR				
	C	C	WT		HR				

WT - WORK TASKS

HR - HUMAN RELATIONS

*This chart depicts a single behavioral style tendency for each individual. In actuality, most people use more than one style.

WHEN THE “D” STYLE WORKS WITH:

THE “D” STYLE:

This is like two bosses and no workers. They get along fair-to-good because they have common life styles and have respect for each other.

Their achievements are usually not measured in terms of tasks completed, but in terms of decisions made and results achieved. Others will be hired to complete the tasks.

THE “I” STYLE:

These two score higher on getting along with each other than they do on completing a task. They are process-over-product oriented, they can relax with each other and talk with each other with ease.

The tasks they complete may be related to planning, organizing and motivating. They would rather “hire” the researcher, the accountant, the attorney, etc., and keep their time free for more creative efforts.

THE “S” STYLE:

The D style, working with the S style, will achieve a very high score on task completion. The D style will exercise higher skill in deciding and delegating the tasks to be completed. The S style is a hardworking dependable team person.

They do not score very high on human relations. The S style gives loyalty to the D style and wants security, appreciation, and reassurance in return. These benefits do not come easily from the D style.

THE “C” STYLE:

These two need each other and yet often find themselves pushing against each other with the stubbornness of two mountain goats. The D style has a sense of urgency and a need for quantity. The style has a need for quality control and a fear of innovation and haste. As a result, their success is low in task completion and even lower in human relations.

WHEN THE “I” STYLE WORKS WITH:

THE “D” STYLE:

The I style and D style get only a score of fair to good in task achievement. Both are talkers and prefer to plan, promote, and delegate rather than do the tasks themselves.

They do better in getting along with each other, since both are idea types and enjoy sharing their thoughts. The I style can make others feel important and boost their self-esteem.

THE “I” STYLE:

The I style can “waste” a whole day just “window shopping” with each other and feel great about it. Since both are people oriented, they never tire of socializing. They are interested in others and thereby get their own needs met via counseling and/or encouraging each other.

Their score for getting work tasks completed is poor. Neither is likely to focus on tasks because of their strong people orientation. Their work stations are unusually disorganized with several incomplete projects.

THE “S” STYLE:

The team usually get a score of excellent on work tasks. The I style is a motivator and the S style is a doer and an achiever.

The personal relationship is between fair and good. The S style ends up doing most of the work while the I style needs to talk and/or visit with the S style, or worse, leave the task to socialize with others.

THE “C” STYLE:

The I style has real trouble getting along with C style. Their human relationship score is usually very poor. The I style feels the C style is too concerned with exactness and perfection in product. The C style thinks the I style is too public relations oriented.

Their work task score is good, but not excellent. The I style can't stay with the task nor do it to please the C style.

WHEN THE “S” STYLE WORKS WITH:

THE “D” STYLE:

Their task achievement level will be excellent because the D style decides and delegates while the S style delights in “doing”.

However, their personal relationships will be between fair and poor. The S style wants time to adjust to change and a greater personal commitment and security from the D style.

The D style is usually lacking in patience and sensitivity to provide these unless it will definitely advance the “cause”.

THE “I” STYLE:

The I style can persuade and inspire the S style to do most anything. Also, the S style is satisfied to work for others, especially those who can exhibit a warm and friendly relationship which bespeaks of a personal commitment. Therefore, much is achieved.

Their human relations score will be between fair and good. The S style wants to get on with the tasks, while the I style loves to stretch out the talking, visiting, and socializing.

THE “S” STYLE:

Two S styles get along and also produce a high number of products. They are team oriented and supportive of each other. They can complement and/or sympathize with each other.

They prefer to achieve a set task rather than to socialize.

They allow each other to live out their routine type lifestyles, which may seem non-exciting to some.

THE “C” STYLE:

The S style and C style will get along very well with each other and get a great amount of work done. Both are more task oriented than people oriented. The C style will establish the standards and the S style will cooperate in achieving those standards.

WHEN THE “C” STYLE WORKS WITH:

THE “D” STYLE:

There is usually a poor relationship between the C style and D style. Their styles pull against each other. The D style wants quantity and C style wants quality. Therefore, this “stubborn” relationship leads to a low score on getting tasks completed.

They need each other. The C style will keep the D style out of trouble with the enforcers of codes, rules, and regulations.

THE “I” STYLE:

The C style doesn't get along very well with the I style. The C style is quality oriented while the I style is concerned about relationships.

The two will get some work done because of the I style will give way and let the C style do the tasks, plus do it the way the C style wants it done. The I style knows that the products finished by the C style will be of top quality which will make them easier to market.

THE “S” STYLE:

They get along very well and get excellent scores on quality and quantity products.

They will need to depend on others for overall planning and marketing. The C style and S style are content to be in the background with the goals of efficiency and effectiveness.

The C style will usually be the leader due to setting the standards of quality.

THE “C” STYLE:

Two C styles have common motives and goals, quality products and services. They do not need to debate what their goals are. They get down to business quickly. Therefore, they will be along great and get a lot of technical-type work done. They are valuable member of a group/company.

They are very creative in that they are deep thinkers, very practical and analytical.

Remember...Someone with a high “D” style wants

- Power—authority
- Prestige and position
- Material things
- Challenge
- Opportunity for advancement
- Accomplishments—results
- To know “bottom line” payoffs
- Wide scope of operation
- Direct answers
- Freedom from controls, supervision and detail
- Efficiency of operation
- New and varied activities

You can assist High Ds as they develop

- Negotiated commitment on an individual basis
- Identification with others
- A focus on benefits of intrinsic rewards
- Learning how to pace themselves and relax
- Difficult assignments
- A focus on results expected
- Understanding of people, logical approach
- Empathy
- Techniques based on practical experience
- Awareness that sanctions first
- Occasional “stimulus” toward self-development

Remember...Someone with a high “I” style wants

- Popularity—social recognition
- Noteworthy rewards
- Public recognition of his/her ability
- People to talk to
- Favorable working conditions
- Group activities outside of job
- Casual, warm relationships
- Freedom from control and detail
- Approval and friendliness
- Identification with others

You can assist High Is as they develop

- Control of time
- Objectivity
- Business (profit) emphasis
- Organization skills
- A democratic supervisor to associate with
- Task-complementing colleagues
- Emotional control
- A sense of urgency
- Control of performance by work unit requirements
- Confidence in product/service
- Analysis of data, procedures
- Personal financial management
- Closer supervision
- More precise presentation

Remember...Someone with a high “S” style wants

- The status quo
- Security of situation
- Covering references
- Happy relationships
- Simple, repeated procedures
- Sincerity
- Limited territory
- Longer time to adjust to change
- Genuine appreciation
- Identification with others
- Recognition for service
- Opportunity to specialize

You can assist High Ss as they develop

- Openness to change
- Concrete self-rewards
- Self-affirmation
- Introduction to new groups
- Others who recognize their career
- Shortcut methods
- No superficial approach
- Structured presentation
- Feelings of worthwhile accomplishments
- Quality products to believe in
- Special markets
- Able associates

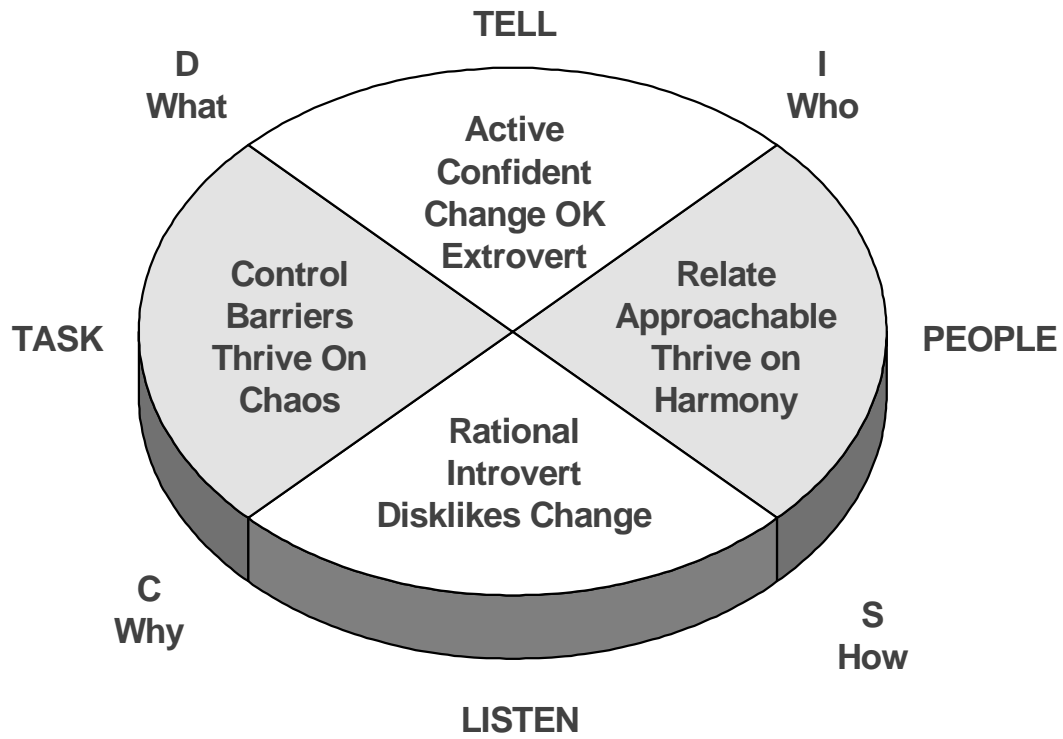
Remember...Someone with a high “C” style wants

- Known operating procedures
- Limited exposure
- A controlled environment
- References, verification
- Reassurance
- No sudden or abrupt changes
- Personal autonomy
- Personal attention to his/her objectives
- Selective involvement

You can assist High Cs as they develop

- Realistic assessment of practical limits
- Utilization of their intuitive abilities
- More confidence in themselves
- A wide-angle and larger perspective beyond their own
- Open rebuttal arguments
- Support when under pressure
- Appreciation of other's explanations
- Group participation
- Tolerance of ambiguity
- Involvement with different types of people
- Encouragement to be independent
- Acceptance of “trade-offs,” step-wise improvements
- Self-acceptance of their limitations, effort

BEHAVIOR FLEXIBILITY



DISC PRINCIPLE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

THE PLATINUM RULE

KEY LEARNING POINTS & NOTES

LEADERSHIP FOR THE FUTURE

AS A LEADER, WHAT DO YOU DO WELL?

AS A LEADER, WHAT DO YOU WANT TO DO BETTER?

**AS A LEADER, WHAT IS YOUR LEVEL OF SKILL IN DOING
WHAT YOU WANT TO DO BETTER?**

**AS A LEADER, WHAT IS YOU LEVEL OF COMMITMENT TO
DOING WHAT YOU WANT TO DO BETTER?**

LEADERSHIP FOR THE FUTURE

DEFINE LEADERSHIP

DEFINE LEADERSHIP STYLES

SUCCESS VERSUS EFFECTIVENESS

DEFINE DIRECTIVE BEHAVIOR

DEFINE SUPPORTIVE BEHAVIOR

LEADERSHIP FOR THE FUTURE

THREE SKILLS OF SITUATIONAL LEADERSHIP

1) _____

2) _____

3) _____

FOUR FUNCTIONS OF LEADERSHIP

1) _____

2) _____

3) _____

4) _____

LEADERSHIP FOR THE FUTURE

DIRECTIVE BEHAVIOR

1) _____

2) _____

3) _____

4) _____

SUPPORTIVE BEHAVIOR

1) _____

2) _____

3) _____

4) _____

THE LEADER

DEFINE FLEXIBILITY

LEADERSHIP STYLES

LEADER BEHAVIOR

Style 1

_____ Directive
_____ Supportive

Style 2

_____ Directive
_____ Supportive

Style 3

_____ Directive
_____ Supportive

Style 4

_____ Directive
_____ Supportive

THE LEADER

NAME THE FOUR LEADERSHIP STYLES:

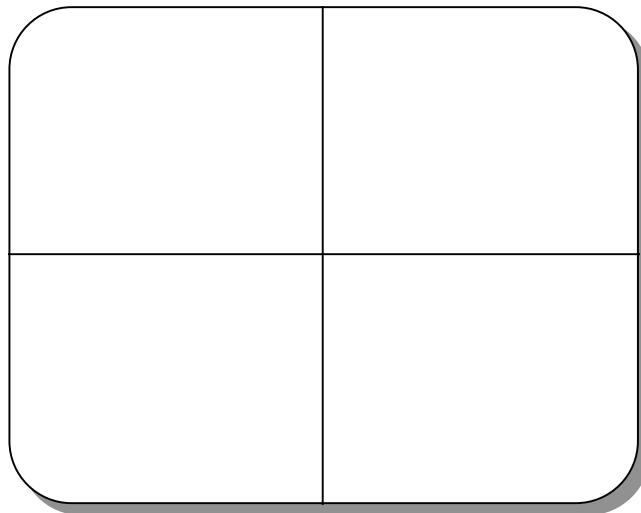
1) _____

2) _____

3) _____

4) _____

Complete the window pane:



THE LEADER

WHAT DO THE LEADERSHIP STYLES HAVE IN COMMON?

1) _____

2) _____

3) _____

KEY LEARNING POINTS & NOTES

THE LEADER

HOW DO THE LEADERSHIP STYLES DIFFER

1) _____

2) _____

3) _____

The Case of the Computer Wizard

1. The Postal Service has installed a new computer system. Matt, the Plant Manager, is out of the office a lot and in meetings when he is in the office. He is hopeful that the computer will help him be more organized and informed. He believes the system will save him a lot of time.

Computer training is scheduled for next week. Matt wants to go and doesn't think it will be too difficult to learn since he knows how to type and knows the difference between hardware and software. If he were really honest with himself, he would admit that all he knows is how to turn the computer on.

Competence

High————Moderate————Some————Low

Commitment

High————Variable————Some————Low

Notes: _____

The Case of the Computer Wizard, continued

- Two weeks later, Matt went to the training, but the computer system was lot more complicated than he thought it would be. Documents, windows, passwords, codes...he can't remember it all! There is a crib sheet, but he can't find it. It is in his briefcase somewhere. Matt thinks it takes a lot of time just to start up the computer. Yesterday, he erased an important document by mistake!

Competence

High————Moderate————Some————Low

Commitment

High————Variable————Some————Low

Notes: _____

The Case of the Computer Wizard, continued

3. Matt has got the hang of working on the computer. He has mastered various software programs on the system. The other day he was trying to get out of one document and into another. He was nervous that he may have forgotten to save the first document with the changes he made. The computer system can be intimidating.

Competence

High _____ Moderate _____ Some _____ Low

Commitment

High _____ Variable _____ Some _____ Low

Notes: _____

The Case of the Computer Wizard, continued

- Matt has now mastered all of the software programs and is very proud of himself. His staff and colleagues have repeatedly told Matt that they appreciate his clear and legible reports. Overall, Matt believes the computer is a valuable time-saver and it has helped him be more responsive to his co-workers and customers.

Competence

High————Moderate————Some————Low

Commitment

High————Variable————Some————Low

Notes: _____

THE SITUATION

DEFINE DIAGNOSIS

SITUATIONAL VARIABLES

ORGANIZATIONAL VARIABLES

- 1) _____
- 2) _____
- 3) _____
- 4) _____

GOAL VARIABLES

- 1) _____
- 2) _____
- 3) _____
- 4) _____

LEADERSHIP AND EMPLOYEE VARIABLES

- 1) _____
- 2) _____
- 3) _____

THE SITUATION

DEFINE COMPETENCE

DEFINE COMMITMENT

LEVELS OF DEVELOPMENT

D-1	HIGH COMMITMENT LOW COMPETENCE
D-2	LOW COMMITMENT LOW TO SOME COMPETENCE
D-3	VARIABLE COMMITMENT MODERATE TO HIGH COMPETENCE
D-4	HIGH COMMITMENT HIGH COMPETENCE

KEY LEARNING POINTS & NOTES

The Case of the Bright, Promotable Manager

As a bright, dynamic manager for the Long Beach District, Jill has worked hard and given her best. She has good project-planning and interpersonal skills, and she is known as a hard worker. People like Jill, and she likes situations that require teamwork. She has a knack for getting people to cooperate, to pull together even though they may not want to initially.

Jill is now being asked to take on some new tasks to prepare her for a promotion to Postmaster.

In each scenario, determine Jill's development level.

1. Jill has been asked to develop a budget for a very complicated project that is important to the Postal Service. She will need to put in a lot of time on weekends just to get it done, and she hasn't seen enough of her husband or kids as it is. It is overwhelming. Her boss has told her to tackle this project on her own. She is concerned that she may not have a good enough grasp of the entire project. Jill wishes she could get more direction from her boss or get more help from others, but there is no time, which is frustrating.

Development Level: _____

2. Jill has been asked to put together a inter-district team to achieve the Postal Service's goal to generate more income. This is a fabulous opportunity for her, and she is excited about it, but she doesn't have contacts in several of the associate offices. She isn't sure where to start.

Development Level: _____

3. Jill's boss wants an evaluation of each of her employee's strengths and weaknesses. One of them will be selected to take her place when she is promoted to Postmaster. Her written assessments in the past have been perceived as fair and comprehensive by her employees. The Postal Service respects her opinion and knows she has done a great job development each of them. Jill wants the opportunity to influence the choice of her successor.

Development Level: _____

4. Jill appreciates the opportunity the Postal Service has given her to attend and off-site leadership program for executives. She has completed and had her colleagues and subordinates complete a number of different assessment instruments. She is interested in getting their feedback. Jill has used assessments in other positions and knows how valuable they can be in improving performance. She is excited about participating in the training, but she is a little nervous, too. She hopes there won't be any surprises. Because her boss will probably want to see her results when she gets back, she is a little worried and concerned that the results might affect her promotion.

Development Level: _____

5. Jill has been asked to reduce expenses in her office by 10% in order to increase profitability. She is concerned that the cuts will have an impact on her office's ability to complete a service improvement project that's already underway. She believes that if she delays making the cuts, she can streamline some procedures over the next 2 months and show a savings. Jill is convinced that this is the best approach and believes she has her boss's support. Her boss has asked her to make her case to his boss. She is nervous. What if she isn't persuasive?

Development Level: _____

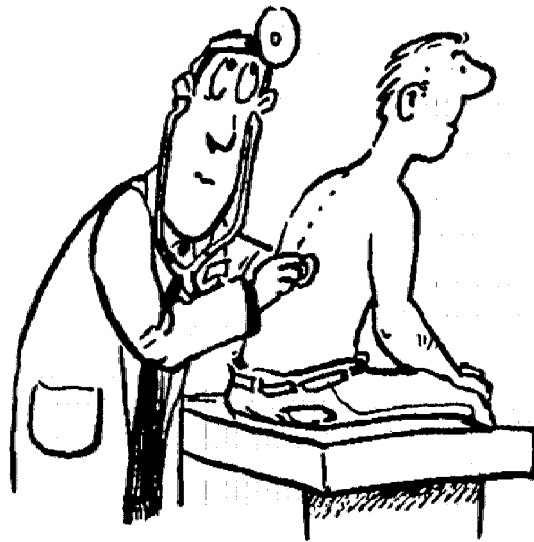
THE SITUATION

DEVELOPMENTAL NEEDS:

D1:	1) _____	7) _____
	2) _____	8) _____
	3) _____	9) _____
	4) _____	10) _____
	5) _____	11) _____
	6) _____	12) _____
D2:	1) _____	6) _____
	2) _____	7) _____
	3) _____	8) _____
	4) _____	9) _____
	5) _____	
D3:	1) _____	4) _____
	2) _____	5) _____
	3) _____	6) _____
D4:	1) _____	4) _____
	2) _____	5) _____
	3) _____	

Course of Disillusionment

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____



**"Sounds like you're maybe a D2...
or a D3...or MAYBE a D4???"**

THE MATCH

HAVE YOU SEEN OVER SUPERVISION AND UNDER SUPERVISION?

WHAT THREE CHOICES DOES A LEADER HAVE?

- 1) _____
- 2) _____
- 3) _____

WHAT ARE THE REACTIONS TO OVER SUPERVISION?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

WHAT ARE THE REACTIONS TO UNDER SUPERVISION?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

THE MATCH

DEFINE CONTRACTING FOR LEADERSHIP STYLE

CONTRACTING FOR LEADERSHIP STEPS

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____

STEPS FOR DEVELOPING COMPETENCE & COMMITMENT

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

THE MATCH

SECRETS OF THE ONE-MINUTE MANAGER

ONE-MINUTE: _____

STEPS:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

ONE-MINUTE: _____

STEPS:

- 1) _____
- 2) _____
- 3) _____

GUIDELINES:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

THE MATCH

SECRETS OF THE ONE-MINUTE MANAGER

ONE-MINUTE: _____

STEPS:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

GUIDELINES:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

ONE-MINUTE: _____

The Sarah Scott Case Activity

Roger Winston is the Postmaster at Rancho Niguel, a Level 24 Post Office. Four years ago Roger promoted Letter Carrier Sarah Scott to the position of Delivery and Collection Supervisor. While a Supervisor, Sarah has developed a reputation for goal achievement, being highly competitive and a risk-taker. She has been recognized by her superior with three “outstanding” merit ratings. She is known for being a “take charge” person, with unquestionable loyalty and dedication. She readily seeks additional responsibilities, and as the best-run carrier operation in the city.

Several months ago, as a result of Postal Restructuring, Roger decided to promote Sarah to Station Manager, with a staff of six Customer Service Supervisors. Roger informed her that her duties and responsibilities were as follows: to organize the direct-reports into teams, to supervise her subordinates and to monitor the performance of Mail Processing and Delivery Operations. She was also to do community relations work, administer a work-hour budget, correspond with customers and personally manage the retail operations. Sarah told Roger she was excited about the opportunity and was confident she would make him proud.

Roger soon noted that Sarah was still personally heavily involved in Delivery Operations, rather than directing the efforts of her other direct-reports. He had a meeting with her and told her that she could no longer perform her former duties. As a Station Manager her job was to organize the work of the unit, work in the community, manage the other customer service supervisors, do budgeting, and keep up with customer correspondence. Sarah seemed to be discouraged, but she agreed to devote her best efforts to performing the functions of a Station Manager.

In the following weeks Roger was disappointed to learn that Sarah was a Station Manager in name only. Other Supervisors were complaining that she was not cooperating with them. Before he had made her a Station Manager, her skills and knowledge were being used to get along with everyone. Since then, she had gradually withdrawn and now interacts only with friends in her old unit. She said the budgeting and correspondence were routine and that she preferred the more interesting and creative work. Customer complaints are rising, and Roger has heard that some of her Customer Service Supervisors are upset about her lack of responsiveness and support. Roger, realizing that he needed to take some action, was reminded by the District Manager that Sarah was a valuable employee who had devoted 8 years to the Postal Service and was loyal and dedicated.

To demote or discharge such an employee would be a poor way indeed to compensate her for her outstanding service in the past.

The Sarah Scott Analysis

Part I—Sarah as Supervisor

Your Answers

Group Answers

1. Sarah's development level (D1 to D4)
2. Sarah's effectiveness (+4 to -4)
3. Manager's style with Sarah (S1 to S4)
4. Manager's effectiveness (+4 to -4)

Part II—Sarah as Manager

1. Sarah's developmental level upon taking new job (D1 to D4)
2. Sarah's development level at end of case (D1 to D4)
3. Sarah's style with her people (S1 to S4)
4. Sarah's effectiveness in Part II (+4 to -4)
5. Manager's style with Sarah (S1 to S4)
6. Manager's effectiveness in Part II (+4 to -4)

Part III

1. What would you do now if **you** were Sarah's Manager?

THE MATCH

KEY CONTRACTING QUESTIONS:

1) _____

2) _____

3) _____

4) _____

KEY LEARNING POINTS & NOTES

THE MATCH

ACTIVATORS

BEHAVIOR

CONSEQUENCES

KEY LEARNING POINTS & NOTES

UNIT 9

WORKPLACE VALUES AND EMPLOYEE MOTIVATION

UNIT 9

WORKPLACE VALUES AND EMPLOYEE MOTIVATION

TERMINAL OBJECTIVE:

The student will be able to relate how an employee's individual value system impacts his or her motivation and behavior.

ENABLING OBJECTIVES:

The student will be able to:

- Discuss and cite examples of influences from childhood that shaped his/her value system
- Compare and contrast value influences of the 1950s, 1970s and 1990s
- Complete an individual value analysis profile
- Relate individual value systems to workplace perceptions
- Define and give examples of Significant Emotional Events (SEEs)

WHO WERE YOU WHEN.....

Where do you live? Go to school?

Do you have a nickname?

Do you have a favorite subject? Favorite teacher?

What school activities are you involved in?

Do you have brothers and /or sisters?

Do you have a boyfriend/girlfriend?

What are your hobbies and activities?

What is your most prized possession?

Who are your heroes?

What do you want to be when you grow up?

Do you have a favorite movie or TV show?

What kind of music do you like? Favorite song or singer?

What do you like most about yourself?

What one thing would you most like to change about yourself?

If you could trade places with someone you know, who would it be?

Who is the most influential “high D” in your life? High “I”? “S”? “C”?

What’s happening in the nation and in the world this year?

What are some family mottoes or sayings you hear from parents or grandparents?

What would you like to change about your parents?

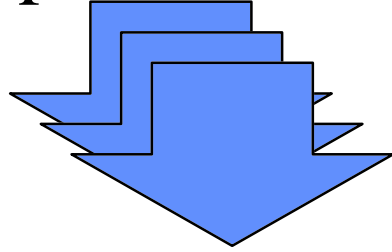
How do you see yourself and your life at age 35?

What are some of the values instilled in you at thirteen, that you still possess today?

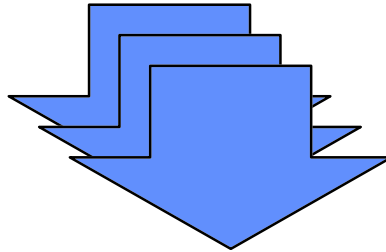
DO YOU REMEMBER?

50's	70's	90's??
JUNE CLEAVER	MARY RICHARDS	_____
GARY COOPER	JON VOIGHT	_____
HIGH NOON	MIDNIGHT COWBOY	_____
PACKARD	VW BEETLE	_____
INK SPOTS	JACKSON FIVE	_____
PATTI PAIGE	JANIS JOPLIN	_____
JACKIE ROBINSON	HANK ARRON	_____
"LIFE OF RILEY"	"ALL IN THE FAMILY"	_____
MILTON BERLE	LAUGH-IN	_____
ROSA PARKS	ANGELA DAVIS	_____
"I LIKE IKE"	"I AM NOT A CROOK"	_____
COMPANY MAN	TAKE THIS JOB AND SHOVE IT	_____
A PENNY SAVED	BUY NOW PAY LATER	_____
SAVE IT YOU MIGHT NEED IT	DISPOSABLE GENERATION	_____
SUITS AND TIES	LEASURE SUITS	_____
PINBALL	"PONG"	_____
BILLY GRAHAM	JIM & TAMMY FAYE	_____
FOUNDATION GARMENTS	BURN THAT BRA	_____
MARTIN LUTHER KING	MALCOLM X	_____
JUVENILE DELINQUENT	FLOWER CHILDREN	_____
PROCESS	AFRO	_____
AMOS & ANDY	JULIA	_____
GOD BLESS AMERICA	"HELL NO WE WON'T GO"	_____
PONCHO (CISCO'S SIDEKICK)	CHICO (AND THE MAN)	_____

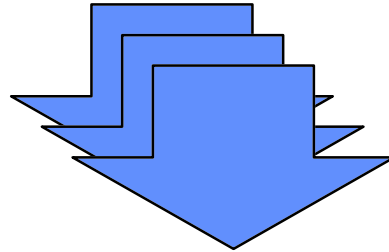
Experience/Perception



Values



Motivation



Behavior

WHERE MY HEAD'S AT AND WHY

<u>INFLUENCE</u> <i>(WHO OR WHAT)</i>	<u>VALUE/MOTIVATION</u> <i>(MADE YOU WANT TO / NOT WANT TO...)</i>	<u>BEHAVIOR</u> <i>(SO YOU...)</i>
Large family	Wanted my space	Stayed single
Low income		Bought lots of clothes
Parents frugality	Saved my money, no frivolous spending	Never threw anything away
Family stayed in one place	Yearned for adventure	Joined the navy, saw the world
Father a self-made man	Be all you can be	Applied for Associate Supervisor Program (ASP)
Pampered only child	Take the easy way out	Applied for ASP
Strict religious upbringing	Mind your p's and q's	Judgmental of others
Parents deprived of education	Valued academic achievement	Made straight A's through college or dropped out to rebel

WHERE MY HEAD'S AT AND WHY

INFLUENCE
(WHO OR WHAT)

VALUE/MOTIVATION
(MADE YOU WANT TO / NOT
WANT TO...)

BEHAVIOR
(SO YOU...)

“My Rebellion”

I Rebelled Against

Who Wanted Me To...

By Doing

WORKPLACE VALUES

	Dependables	Pushes	Standbys
company loyalty	_____	_____	_____
leadership/authority	_____	_____	_____
discipline	_____	_____	_____
customer service	_____	_____	_____
rules & regulations	_____	_____	_____
work ethic	_____	_____	_____
teamwork	_____	_____	_____
empowerment	_____	_____	_____
training	_____	_____	_____
quality/competition	_____	_____	_____
overtime	_____	_____	_____
recognition/reward	_____	_____	_____
upward mobility	_____	_____	_____
job specialization	_____	_____	_____
benefits	_____	_____	_____

WORKPLACE VALUES/EMPLOYEE MOTIVATION

KEY POINTS:

- Our experiences, and perceptions of those experiences, shape our individual value systems.
- Our individual value system determines our motivation and our motivation drives our behavior.
- Our values can change dramatically when we experience a significant emotional event.
- Someone who grew up with different influences is likely to have very different values from ours.
- Another's values, though different from ours, are just as legitimate, right and proper to that person as ours are to us.
- We may not agree with another's values, but, as supervisors, we can and should extend the same respect to their values that we expect for our values. It is only through respect and the attempt to understand their values (behavior), that we can hope to establish a good working relationship.

