



Associate Supervisor Program

LEADERSHIP AND MANAGEMENT

Weeks 1 & 2

Participant's Guide
TD-41D-2
Course 17590-00

September 12, 1998

HUMAN RESOURCES
Employee Development

Associate Supervisor Program

LEADERSHIP AND MANAGEMENT

Week 1

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TD-41D-2

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September 12, 1998

United States Postal Service
Human Resources
Employee Development
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FOREWORD AND INTRODUCTION

FOREWORD

Welcome to the Associate Supervisor Program. The principal aim of this program is to ensure that newly appointed or promoted Postal supervisors receive the necessary training they need to be effective in all aspects of their jobs.

COURSE OVERVIEW

The Associate Supervisor Program has been developed to provide a uniform yet individualized approach to supervisory training. It combines classroom training with on-the-job experiences to allow candidates the opportunity to gain knowledge and practical experience. It also gives Postal management the opportunity to evaluate candidate readiness for supervisory responsibility prior to final placement of candidates into Associate Supervisor positions.

The program begins with two weeks of classroom instruction including the following subjects: Transitional Leadership, Recognizing Employee Performance, Coaching, Team Building, Cultural Change, Managing Change, Effective Oral and Written Communications, Employee Values and Motivation, EEO, Diversity, Sexual Harassment, Ethics, Communications, EAP, and Labor Relations.

During these first two weeks the customer service and processing and distribution candidates are in class together. Written tests on course content are administered after weeks 1 and 2

Beginning with week 3 and continuing through week 8, specific functional training is provided. Each week includes one day in the classroom and four days on the workroom floor gaining practical experience.

Trainees will be assigned to experienced, specially selected line supervisors who will provide on-the-job training. A written test will be given for materials covered in the classroom for weeks 3 through 8.

The course theme for weeks 9-15 is "Assuming More Responsibility for Supervision." Weeks nine through eleven continue the workroom floor training, but the two functional areas are brought back together one day a week for more in-depth administrative training in areas including labor relations, safety, and injury compensation.

Week 12 is devoted to cross-functional training. Customer Service candidates will be assigned to Processing & Distribution. P&D trainees will report to delivery unit operations. Most of this experience should be training on the workroom floor. Limited classroom time in Week 12 will be utilized primarily to orient candidates for their crossover experience.

Weeks 13 through 15, the trainees will again be on the workroom floor for four days assuming increasing responsibility for supervising an operation. The classroom day includes material for Violence in the Workplace, Career Development, Managing Work Performance, Employee Evaluations, New Employee Orientation, etc.

During Week 16, the trainees will assume full responsibility for an operation for four days. The fifth day will be devoted to sharing feedback, program evaluations, and graduation.

Successful course completion will be determined by passing scores on the three objective tests (taken Weeks 1, 2 and 8), successful completion of the on-the-job assignments, and satisfactory evaluations from on-the-job trainers.

UNITS 2-5

PARTICIPANTS INTRODUCTIONS AND COURSE PURPOSE/PROGRAM OUTLINE

UNITS 2-5

PARTICIPANT'S INTRODUCTION AND COURSE PURPOSE/PROGRAM OUTLINE

TERMINAL OBJECTIVE:

The trainee will understand the purpose of this course as it relates to the overall organization mission, vision, guiding principles and goals of the organization.

ENABLING OBJECTIVES:

The trainee will be able to:

- Define the purpose of the course
- Explain how the course content will help to prepare them to be line supervisors.
- Identify major components of national and local organizational structures.

STUDENT INTRODUCTIONS

Interviewee's Name _____

Present position and location _____

Previous Postal positions _____

Years of Postal Service _____

Years in management (If a Coach) _____

Reason for applying for ASP (or Coach) _____

Most satisfying part of present job _____

Family information _____

Hobbies and interests _____

Other information _____

UNIT 3

PARTICIPANT ROLES & 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.

The Role of Coach

It will be the coaches responsibilities to insure that their respective trainees are: 1) getting the training program as it is prescribed in this guide; 2) progressing through the program and receiving feedback regarding their progress; 3) receiving any special training that individual learners require in order to be successful; and 4) being counseled when problems arise to get the learners back on track or moved back into the craft assignments as appropriate.

The Role of the On-Site Trainers

Current initial level supervisors will provide on-the-job training to the trainees.

The OST will also be responsible for: 1) assessing the performance of the trainee while in the operation; and 2) signing off and approving or disapproving the trainee's on-the-job course work assignments. Structured forms are available in the program for completing these assessments and sign-offs.

The Student's Role

The primary responsibility of students is to take advantage of every learning opportunity throughout the training program and to absorb as much as you can about the knowledge, skills and responsibilities of a Postal Supervisor.

- Attendance throughout the program is mandatory
- Students must notify their Coach and/or the Program Coordinator if problems are occurring.

Additionally, trainees are held accountable for satisfying all of the student assessment requirements including 1) examinations, 2) structured on-the-job exercises, 3) evaluations of trainers; and 4) program evaluations.

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.
- Identification of potential situations observed in the workplace that could lead to workplace violence or that result in a negative emotional environment; and how these situations might be resolved (this relates to an on-the-job assignment you will complete during week 14).

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

UNIT 4

COACH - TRAINEE CONTRACT

Consider these items prior to meeting with your coach.

- 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 is 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.

UNIT 5

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:

- Meet or exceed requirements on all objective tests*
- All formal classroom assignments must be completed satisfactorily and signed off by the OST
- Satisfactory or higher evaluations from trainers*

*Points are assigned for examination scores as follows:

90% to 100%	= 4 points
80% to 89%	= 3 points
70% to 79%	= 2 points
60% to 69%	= 1 point

Students must accumulate a total of five points from Week 1 and Week 2 examinations, and a combined total of five points from the Week 8 examination and average weekly On-Site Trainer Evaluations.

Assessment Outline

- 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 8 Day 1--Examination covering Weeks 3-8 course material.
- Week 8--Formal feedback session, coaches with their respective trainees.
- Week 8 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.

Notice: Coaches can recommend placing candidates back into their craft jobs at anytime during the training program for failure to satisfy course requirements.

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

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.		0 1 2 3 4 n/o
8. Operations: knowledge and successful management of functional work processes; knowledge of work flow and relationships among functional operations.		0 1 2 3 4 n/o
9. Safety & Accident Investigation: Promoting policies and procedures for a safe work environment; providing support for accident and injury compensation cases.		0 1 2 3 4 n/o
10. Managing Work Performance: Skill in providing performance feedback, evaluating and recognizing performance, and coaching to improve performance.		0 1 2 3 4 n/o
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".)		$\frac{\text{a) Sum of Circled Ratings}}{\text{b) Number of Skill Areas}} = \text{Score Rated}$

WEEKLY ON-SITE ASSIGNMENT

Trainer: Annotate and sign below after you have: 1) reviewed the Associate Supervisor's Weekly On-Site Assignment, 2) coached and 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.

UNITS 2-5

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 KSA's of Postal Supervisors.

UNIT 6

STRUCTURE OF THE POSTAL ORGANIZATION

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STRUCTURE OF THE POSTAL ORGANIZATION

TERMINAL OBJECTIVE:

The student will be able to explain the basic structure and relationship of the USPS headquarters, district and local functions.

ENABLING OBJECTIVES:

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

- Identify and describe the primary function of the USPS Board of Governors and Postal Rate Commission.
- Relate three “non-mail” related services the USPS provides.
- List three organizational changes brought about by the Postal Reorganization Act.
- Name their work plant manager, district manager of customer service and other local officials.

STRUCTURE OF THE POSTAL ORGANIZATION

All postal supervisors and managers should be familiar with the structure and background of the Postal Service. This knowledge will help them to intelligently and accurately respond to questions and comments from customers and employees. These are some of the items to be discussed in this unit.

- **Board of Governors**
- **Postal Rate Commission**
- **Public Services**
- **Postal Reorganization Act**
- **Changes resulting from 1992-93 restructuring**
- **Organizational Chart**
- **Functional Area VPs**
- **Area Operations VPs**

BOARD OF GOVERNORS

The Board of Governors consists of 11 members. Nine members (the Governors) are appointed by the President with the advice and consent of the Senate. Not more than five Governors may be adherents of the same political party. The Governors are chosen to represent the public interest generally, may not be representatives of specific interest using the Postal Service, and may be removed only for cause. The Postmaster General is appointed by the Governors. The Deputy Postmaster General is appointed by the Governors and the Postmaster General. The Postmaster General and the Deputy Postmaster General are also voting members of the Board of Governors.

The Board of Governors directs the exercise of the powers of the Postal Service, reviews the practices and policies of the Postal Service, and directs and controls its expenditures.

POSTAL RATE COMMISSION

The Postal Rate Commission is a five-member independent agency created by chapter 36, subchapter I of the Postal Reorganization Act of August 12, 1970.

The Postal Rate Commission acts upon requests from the U.S. Postal Services or on its own initiative. Its major responsibilities are to:

- Submit recommended decisions to the U.S. Postal Service on postage rates and fees and mail classifications.
- Issue advisory opinions to the U.S. Postal Service on proposed nationwide changes in postal services.
- Initiate studies and submit recommendations for changes in the mail classification schedule.
- Receive, study, and issue recommended decisions and reports to the U.S. Postal Service on complaints received from the mailing public as to postage rates, postal classifications, postal services, and the closing or consolidation of small post offices.

PUBLIC SERVICES

Traditionally, in most of the civilized nations of the world, carrying the mail has been considered a public rather than a private service. In the United States, this concept dates back to the Constitution, under the authority given to the Congress to regulate post offices and post roads.

Throughout most of its existence, the Post Office Department delivered some types and classes of mail without payment of postage by the sender, at sharply reduced rates, or for a small fraction of the cost. It also performed many other non-postal functions of a public service nature.

Under Postal Reorganization, most users of the mail will eventually be required to pay directly attributable costs.

The Postal Service, however, still accommodates many public services. It delivers, without prepayment of postage by the sender, special types of mail for the blind, mail from former Presidents, their widows and wives, and mail from the Pan American Health Organization (Pan American Sanitary Bureau), for which the Postal Service is reimbursed. It also is supposed to be reimbursed for franked mail from the Members of Congress and for penalty mail sent by other government agencies (although full reimbursement doesn't always happen according to the law).

The Postal Service continues to perform many non-postal services, among them:

- Selling Migratory Wildfowl-Hunting and Conservation stamps for the Department of Interior
- Distributing food coupons for the Department of Agriculture at selected sites.
- Accepting passport applications for the State Department at selected offices
- Distributing and accepting Selective Service registration forms.
- Supporting local community social service agencies in certain areas through the Carrier Alert Program.
- Assisting in the collection of data for the next decennial census.
- Acting as a depository for VA burial flags.
- Assisting in the collection of various statistical data for a variety of federal agencies.

Whenever the costs of these non-postal services can be identified, the Postal Service is supposed to be reimbursed.

POSTAL REORGANIZATION ACT

Background of Act

In May 1969, four months after he became a member of President Nixon's Cabinet, postmaster General Winton M. Blount proposed a basic reorganization of the Post Office Department. President Nixon asked Congress to pass the Postal Service Act of 1969, calling for removal of the Postmaster General from the Cabinet and creation of a self-supporting postal corporation wholly owned by the federal government.

On March 12, 1970, after extensive hearing, the House Post Office and Civil Service Committee reported out a compromise measure containing postal reform provision similar to those proposed by the President and providing a pay increase for postal employees.

On March 18, a postal work stoppage began that ultimately involved approximately 152,000 postal employees in 671 postal locations.

The Postmaster General agreed to negotiate with the seven exclusively recognized unions upon the employees' return to work. Consequently, the employees went back on the job and negotiations began March 25th.

On April 16, 1970, the Department and leaders of the seven unions announced agreement on a plan for reorganization. The agreement was embodied in a legislative proposal and sent to Congress by President Nixon.

It included the four basic provisions earlier enunciated by the Postmaster General as necessary to reform the postal system:

1. adequate financing authority;
2. removal of the system from politics, assuring continuity of management;
3. collective bargaining between postal management and employees;
4. setting of postal rates by the Postal Service after an opportunity for hearings before an impartial rate panel.

On August 12, 1970, President Nixon signed into law what was at one and the same time the most controversial and the most comprehensive postal legislation since the founding of the Republic.

The new organization began operating on July 1, 1971. Principal features of the new service included:

- Operational authority vested in a Board of Governors and Postal Service, rather than Congress.
- Authority to issue public bonds to finance postal buildings and mechanization.
- A new concept in government labor relations with direct collective bargaining between representatives of management and employees.
- A new rate-setting procedure, built around an independent Postal Rate Commission.

OTHER PROVISIONS OF THE POSTAL REORGANIZATION ACT

Personnel

- Establishes a postal career service, a framework that permits terms and conditions of employment to be set through collective bargaining. (The Civil Service retirement program was retained.)
- Prohibits political recommendations for appointments within the Postal Service, with tenure of the Postmaster General and other officers and employees to be based on performance, not politics.

Labor-Management Relations

- Authorizes collective bargaining on wages and working conditions under laws applying to private industry. Continues ban on strikes applicable to all federal employees and provides for binding arbitration if an impasse persists 180 days after the start of bargaining.
- Authorizes the National Labor Relations Board to determine proper bargaining units, supervise representation elections, and enforce the unfair labor practices provisions of applicable law.
- Protects the rights of all employees to form, join, or assist organization, or to refrain from any such activity.

Finance, Rates, and Rate Making

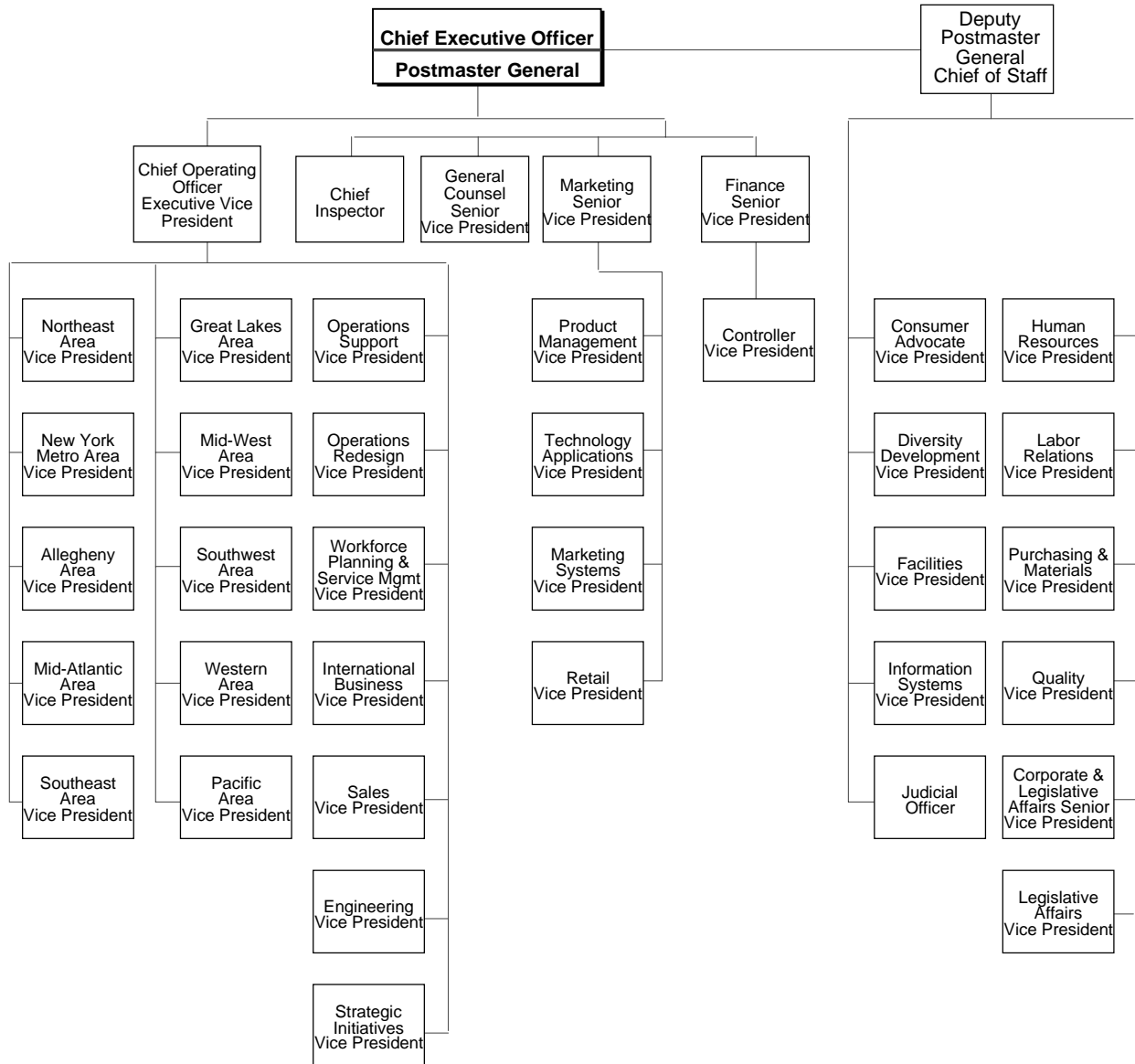
- Authorizes the Postal Service to borrow up to \$10 billion from the general public.
- Authorizes appropriations to reimburse the Postal Service for carrying congressional established categories of free and reduced-rate mail. Provides that preferential commercial rates be increased to normal levels in five years.

- Authorizes the Postal Service to propose changes in rates and classifications of mail and requires the Postal Rate Commission, following hearings, to recommend changes to the Governors. The Governors may accept or reject the recommendation or modify it by unanimous vote if it would fail to produce sufficient revenue.
- Authorizes the Postal Service to establish temporary rates and classification if the Rate Commission fails to make a recommendation within 90 days.
- Requires that rates for each class of mail cover direct and indirect costs attributable to the class involved, plus that portion of institutional costs reasonably assigned to such class.

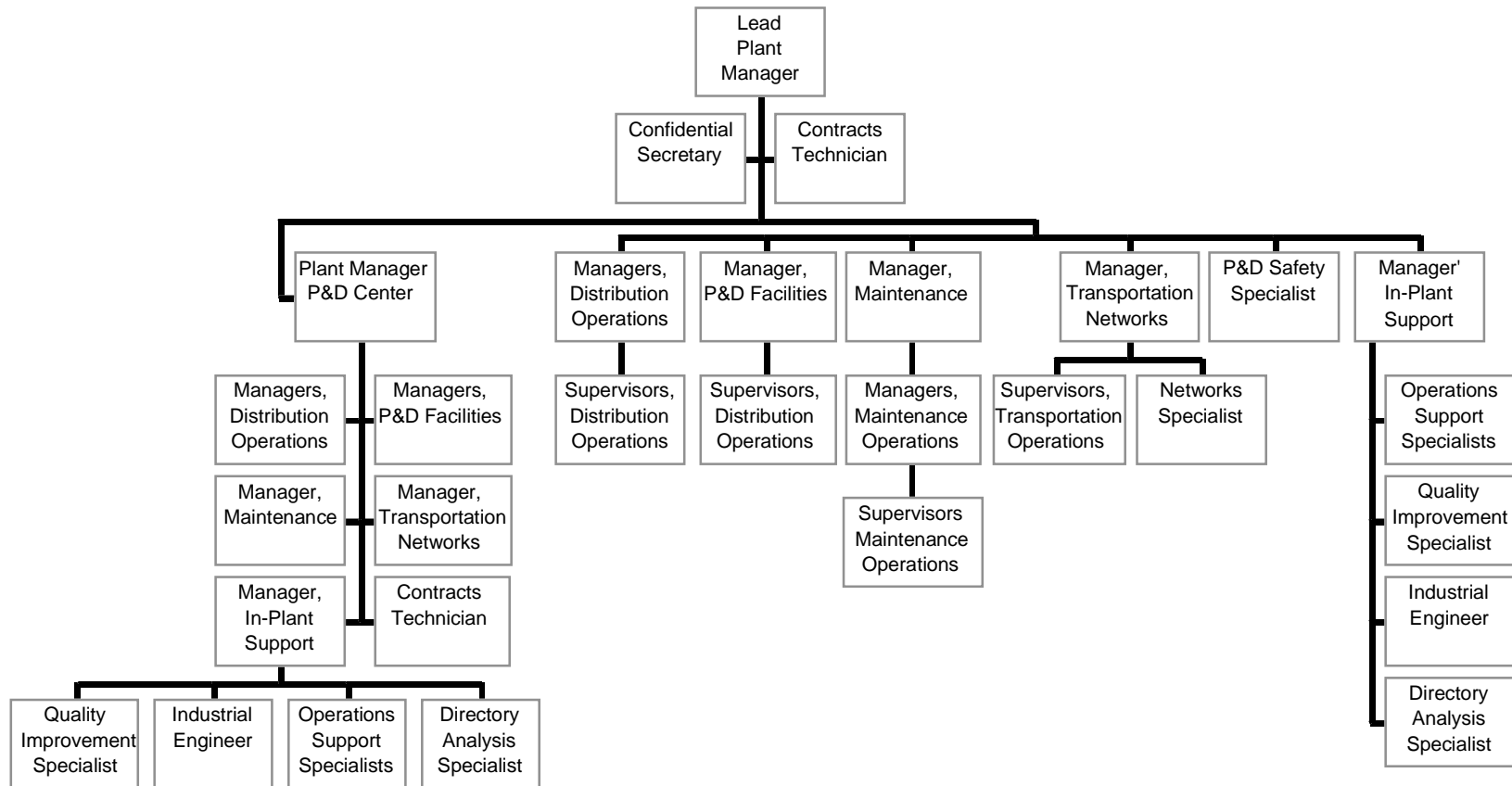
Pay

- Provides for compression through the collective bargaining process of the time required for employees in collective bargaining units to reach the top step within each grade from 21 years to eight years.
- Establishes the policy that the Postal Service shall maintain compensation and benefits for its officers and employees on a standard of comparability to that offered for similar levels of work in the private sector of the economy.

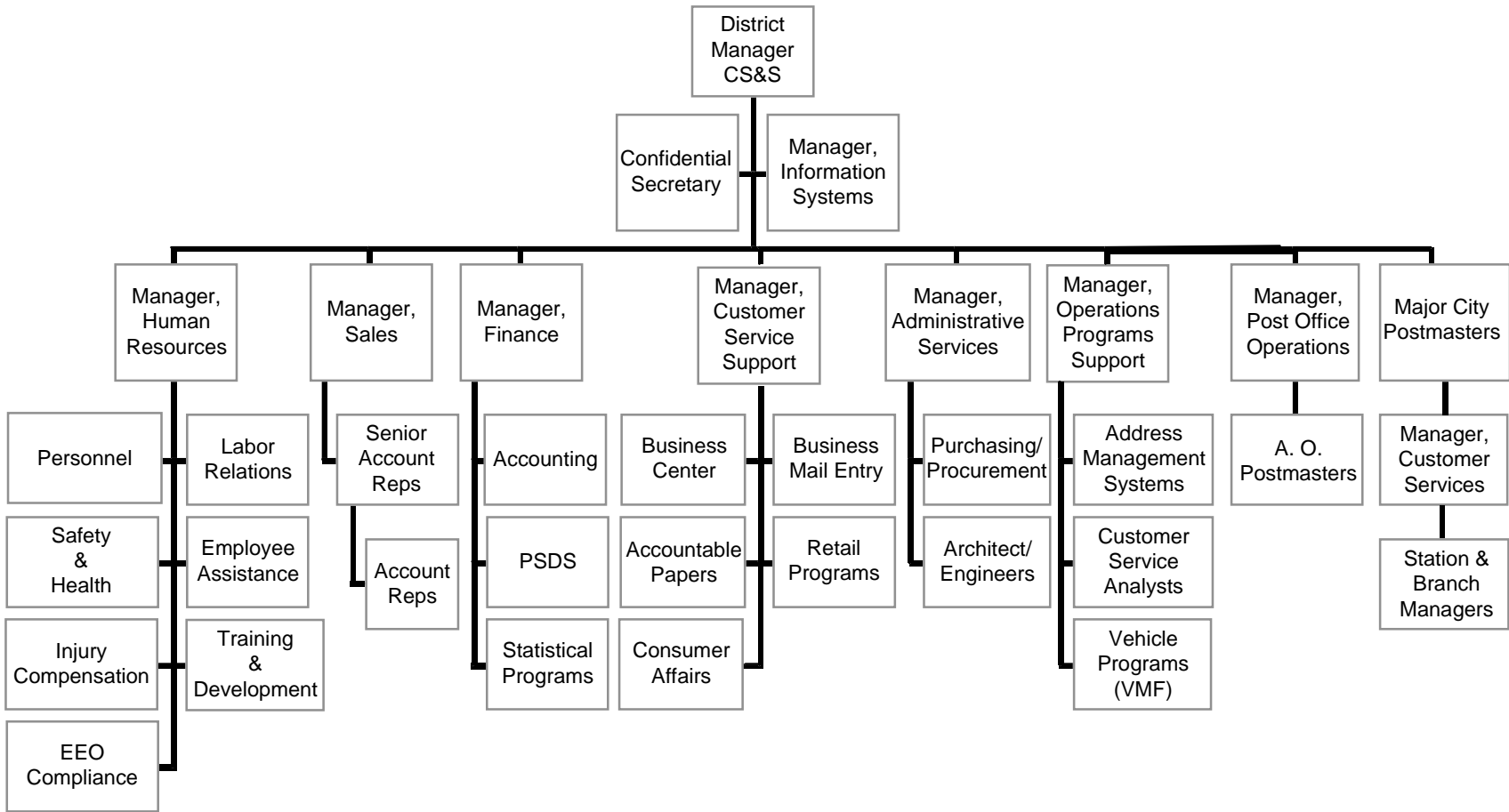
U.S. POSTAL SERVICE ORGANIZATIONAL CHART



PROCESSING & DISTRIBUTION ORGANIZATIONAL STRUCTURE



CUSTOMER SERVICE & SALES DISTRICT STRUCTURE



UNIT 6

STRUCTURE OF THE ORGANIZATION

KEY POINTS:

- In 1971, the old Post Office Department became the United States Postal Service.
- The Postal Service is an independent, self-supporting agency of the federal government. It receives no financial support from federal tax receipts.
- The organization was divided into two main functional areas in the 1992 restructuring: 1) Customer Services and 2) Processing & Distribution.
- The Board of Governors has the responsibility for representing the American public in postal affairs, and directs the PMG/CEO in the exercise of USPS authority.
- The independent Postal Rate Commission has the responsibility for setting postage rates. It is also responsible for representing the best interests of the American public in setting rates and other matters.

Unions representing postal workers were among the first in the nation to gain mandatory collective bargaining rights for employees of a governmental body. This occurred after wildcat strikes in 1970 nearly shut down postal operations.

UNIT 7

TRANSITION TO SUPERVISION

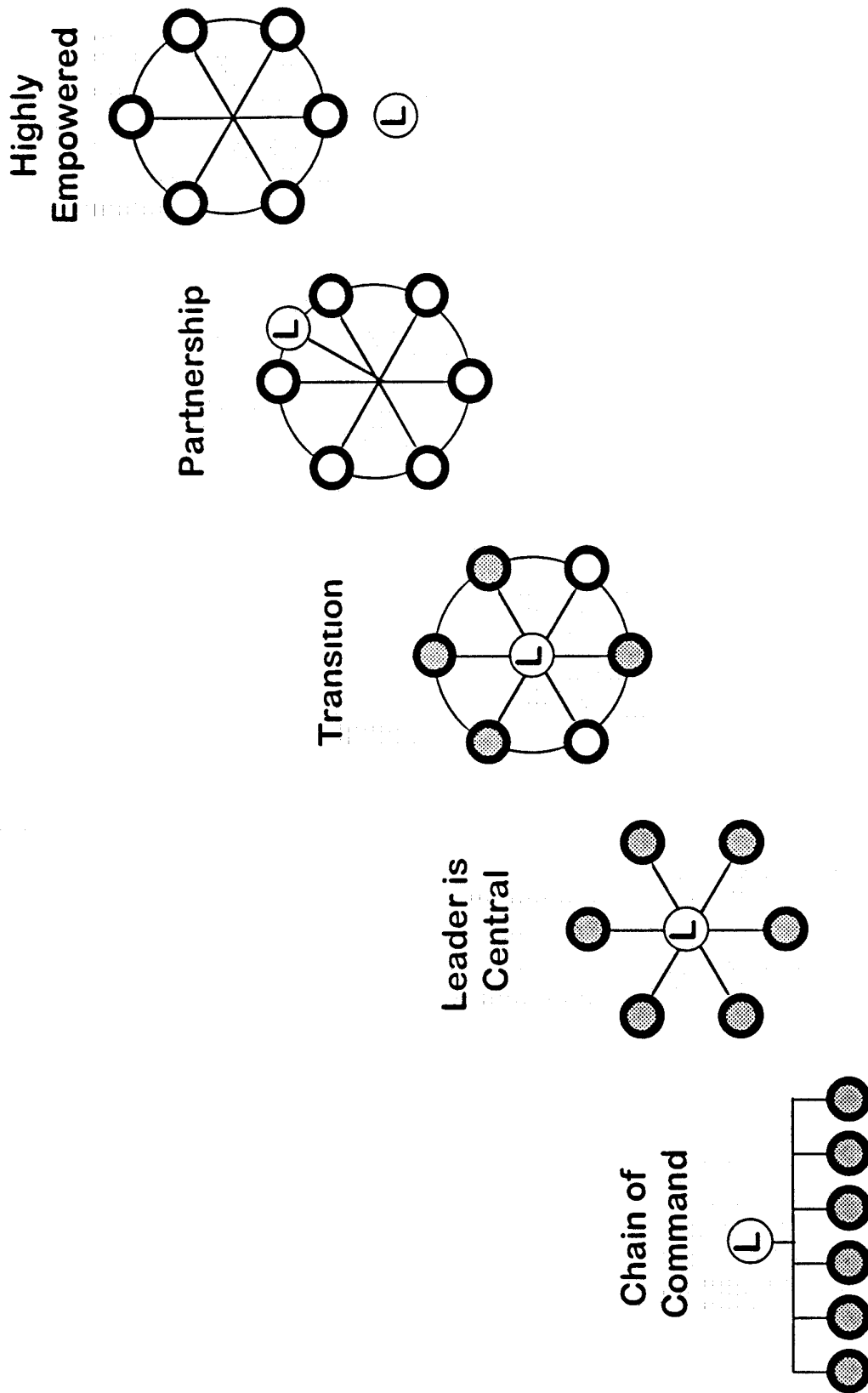
UNIT 7

TRANSITION TO SUPERVISION

The objective of this segment is to provide the CONTEXT for this leadership training effort by:

- Defining the corporate goals
- Reviewing our Purpose, Vision and Guiding Principles
- Introduce CustomerPerfect
- Presenting a vision for the future
- Making the transition into the course content by establishing the need for new leadership if the Postal Service is to achieve its mission

EMPOWERMENT CONTINUUM



CORPORATE VISION

KEY LEARNING POINTS

PURPOSE, VISION & GUIDING PRINCIPLES

PURPOSE

VISION

GUIDING PRINCIPLES

The U.S. Postal Service is committed to:

People

Customers

Excellence

Integrity

Community Responsibility

CORPORATE GOALS

- 1) CUSTOMER SATISFACTION (Voice of the Customer)
- 2) INCOME GENERATION (Voice of the Company)
- 3) COMMITMENT TO EMPLOYEES (Voice of the Employees)

KEY LEARNING POINTS & NOTES

THE MEANING OF QUALITY

MALCOLM BALDRIGE ASSESSMENT

In 1993 the Postal Service hired Qualtec Quality Services, who provided certified examiners to assess the processes and systems of the Postal Service. This assessment utilized the award examination criteria of the Malcolm Baldrige National Quality Award. These assessments were held at headquarters, the 10 Area offices and 10 selected Performance Clusters. The award, named after a former US Secretary of Commerce, evaluates organizations under the following 7 categories -

1. Leadership
2. Information and Analysis
3. Strategic Quality Planning
4. Human Resource Development and Management
5. Management of Process Quality
6. Quality and Operational Results
7. Customer Focus and Satisfaction

Employees, at the management level of the organization, answered specific questions under these 7 categories. In addition, employees from every level of the organization, were interviewed. Answers to these questions measured the organization's processes and systems against a standard of excellence used in "world class" organizations, such as Xerox and Motorola. The results were consolidated for the leadership, and written recommendations were made for each of the categories.

Understanding *CustomerPerfect!*

A Brief Overview of Key *CustomerPerfect!* Terms and Concepts

CustomerPerfect! is a systematic approach to getting the best business results for the company. It establishes processes to monitor the marketplace, create business plans, conduct work monitor results, initiate improvements, and acknowledge employee contributions. We have only just begun to introduce this system into the Postal Service. In future years, we will conduct all business according to *CustomerPerfect!*

CustomerPerfect! is based on two beliefs:

- Customers and the competitive environment determine what we do.
- Our processes and systems determine how well we do it.

CustomerPerfect!

- Goals and sub-goals based on customer needs and the competitive environment
- Plans to accomplish the goals
- Processes for achieving the plans
- Systems for measuring our progress
- Compensation linked to progress

These are the goals and sub-goals established in FY 96 and continued through FY 97 and 98:

GOALS	SUB-GOALS
Improve customer satisfaction	<ul style="list-style-type: none"> • Provide timely delivery • Make affordable • Provide consistency • Provide ease of use • Provide accurate service
Strengthen employees'/USPS effectiveness	<ul style="list-style-type: none"> • Deal with poor performance and recognize good performance • Ensure safety • Demonstrate commitment • Enhance workplace environment

GOALS	SUB-GOALS
Improve financial performance	<ul style="list-style-type: none"> • Increase revenues • Decrease cost/capital/operating cost • Reduce negative equity • Create new products

Our business processes will be structured and managed to ensure progress toward the sub-goals. Compensation will be linked to hitting improvement targets for each sub-goal, measured by specific data-based indicators. For example, the measure of timely delivery will be the percent of local First-Class Mail delivered overnight as measured by EXFC.

Once established, *CustomerPerfect!* will be conducted on a yearly cycle and consist of four activities:

- Establish - Set goals, sub-goals, targets and indicators
- Deploy - Set local activities and budgets to meet the goals and sub-goals
- Implement - Put plans into action
- Review - Assess progress toward goals, adjust actions accordingly.

In a nutshell, the *CustomerPerfect!* system is a cycle of linked activities and processes driven by customer needs, established through teamwork, and measured through sophisticated indicators. It is a system that demands discipline, encourages improvement, and rewards success. *CustomerPerfect!* is the Postal Service's road to survival and excellence in the competitive and rapidly evolving communications marketplace of the 21st century.

The goals and sub-goals are established as part of this cycle. Each sub-goal should have an indicator which can be tracked to assess ongoing performance. The system of indicators which will drive Postal activities is still under construction, drawing on data already being collected and generating new data streams as defined by the "three voices".

Sub-goal	Definition	Indicator(s)
VOICE OF THE CUSTOMER - GOAL: Improve Customer Satisfaction		
Provide timely delivery	Meet our commitments to deliver mail within established standards.	Percent of First-Class Mail delivered on time as measured by External First-Class Measurement System (EXFC)
Make affordable	Deliver quality products and services that customers are willing to buy at the prices charged.	Percent rise in the cost of postage compared to Consumer Products Index for inflation.
Provide consistency	Deliver the mail at the same time every day.	Percent of carriers leaving and returning on time.
Provide ease of use	Provide products and services that are simple, convenient, understandable, and accessible.	Index of items on ease of use from the Customer Satisfaction Index and the Business Customer Satisfaction Index.
Provide accurate service	Deliver all mail to the right address, undamaged. Accurately apply postal rules and regulations the same way everywhere.	Index of items on accuracy from the Customer Satisfaction Index and the Business Customer Satisfaction Index.

VOICE OF THE EMPLOYEE – GOAL: Strengthen Employees'/USPS' Effectiveness		
Deal with poor performance and recognize good performance	Equip and motivate all employees to identify and fix poorly performing processes. Share positive feedback and recognition with individual employees and teams when they perform above expectations.	Percent of employees with knowledge of unit goals and performance. Percent of employees receiving training in a specified curriculum.
Ensure safety	Create an accident-free environment.	Number of total accidents per 200,000 workhours. Number of motor vehicle accidents per million miles driven. Number of lost workday injuries per 200,000 workhours
Demonstrate commitment	Demonstrate management commitment service quality.	None currently available.
Enhance workplace environment	Provide an environment which is free from sexual harassment, discrimination, substance abuse, and violence.	None currently available.

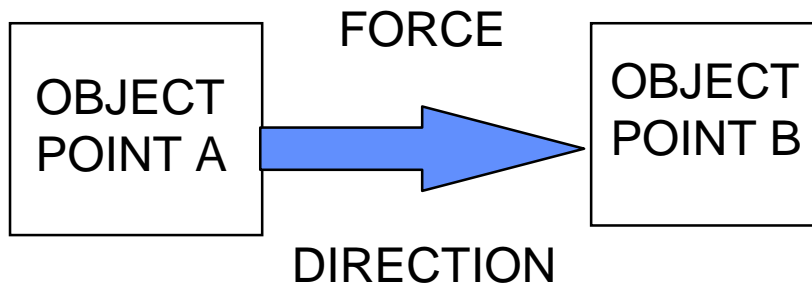
VOICE OF THE BUSINESS – GOAL: Improve Financial Performance		
Increase revenues	Increase revenues through volume increases in profitable products and services.	Economic Value Added.
Reduce cost/capital/operating cost	Manage both capital and operating costs to continuously drive downward the unit cost of processing each type of mail.	Economic Value Added.
Reduce negative equity	Manage financial performance so that each year produces positive net income (to recover past accumulated losses).	Net income.
Create new products	Provide new products and services that are competitive, innovative, and profitable, which meet the changing needs of our customers.	Revenue from new products.

Glossary of commonly used *CustomerPerfect!* terms

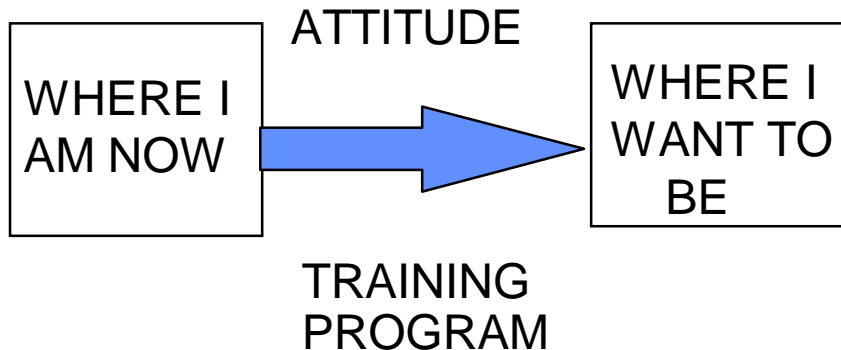
Goals:	The company's top priorities. <i>CustomerPerfect!</i> goals for FY '96/97/98: Improve customer satisfaction, strengthen employee/USPS effectiveness, improve financial performance
Subgoal:	A primary means chosen by the company for achieving maximum progress toward the goals.
Indicator:	Tool for measuring improvement in business processes and progress toward subgoals.
Target:	Desired score on an indicator, a milestone toward the accomplishment of a subgoal.
Voice of the Customer (VOC):	An assessment of customer needs and desires in the markets we serve, and their satisfaction with our services relative to other service available in those markets. The FY '96/97 VOC goal is improve customer satisfaction.
Voice of the Employee (VOE):	An assessment of the employee issues that will strengthen the company, shape our business future, and improve our employees' role in its success. The FY '96/97 VOE goal is strengthen employees'/USPS' effectiveness.
Voice of the Business (VOB):	An assessment involving traditional measures of financial success to determine what progress is possible and desirable taking into consideration the current health of the business, opportunities in the market, and strength of the competition. The FY '96/97 VOB goal is improve financial performance.
Catchball:	Budget process characterized by back and forth negotiations between organizational levels. Designed to promote communication and agreement to ensure optimum allocation of resources toward corporate goals and buy-in by all units.
Customer Satisfaction:	The judgment of the customer on how well the business is identifying and meeting their needs. Essential feedback for business planning.

<i>Deploy:</i>	Second step in <i>CustomerPerfect!</i> planning process (establish, deploy, implement, review). Once overall corporate goals are "established," Headquarters, Area and Performance Cluster teams negotiate on specific targets and budgets to ensure each level is making an optimum contribution toward achieving the corporate goals.
<i>Economic Value Added (EVA):</i>	A financial measurement that assigns a value to capital which is then included with traditional revenue and expense measures in determining the financial performance of the business and the feasibility of proposed investments.
<i>Process Management:</i>	A systematic data-based approach to improving business performance; an approach that identifies opportunities for improvement that are then tackled using proven problem-solving methods.

TRANSITION TO SUPERVISION



If an object at point A is to be moved to point B, a force must be applied to the object to move it. The force must also have direction or track in order to move the object to the desired location.



The training program you will receive will provide the direction or track you will need to follow to become a successful Associate Supervisor. The force that must be applied to move you from point A, must come from your motivation, enthusiasm and commitment. When we talk about personal development and growth, it is our values and attitudes that drive us.

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...All day...Everyday... Everybody
- 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

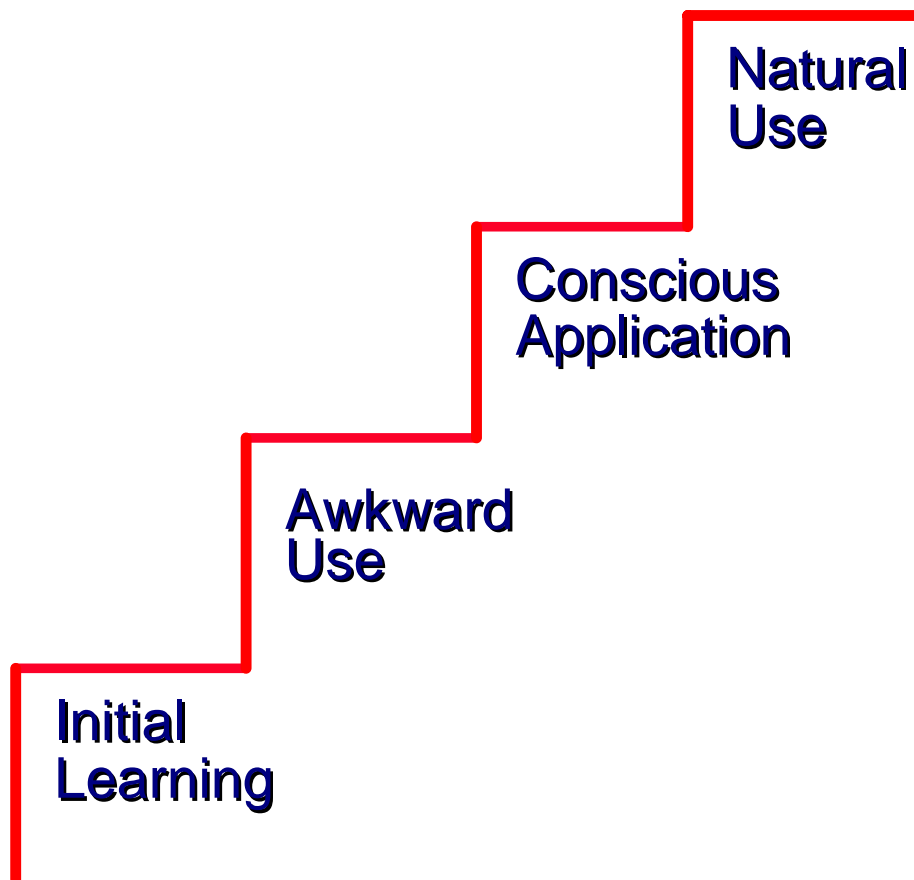
Unit 20 Yard Control System
Unit 21 Outbound Docks
Operation On-the-Job Assignment (Outbound Docks)
Participant Testing and Program Evaluation

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>Cross-Functional Training</i> <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

LEARNING MODEL

- TRAINING CAN ONLY GET PARTICIPANT'S TO THE *AWKWARD* USE STAGE.
- TO GET TO THE *NATURAL USE* STAGE, PARTICIPANTS MUST PRACTICE ON-THE-JOB WITH THE SUPPORT OF THE MANAGER.



Here are several other tips to make your transitions to supervision more complete and smooth:

- Maintain a professional demeanor; acting, looking and dressing the part are important.
- Demonstrate confidence in yourself and your decisions.
- Seek help and input from others; it's not a weakness but a strength.
- Deal with crisis situations calmly and rationally.
- Maintain a consistent positive attitude and be demonstrative about your energy and enthusiasm on the job--it's contagious.
- Be honest, straightforward and ethical in your dealings with others.
- Good communications are essential; you are the information conduit between management and the craft.
- Show appreciation for the contributions of others on a frequent basis.
- Learn from your successes and mistakes and those of others; be a positive role model.
- Know the operations you must supervise and you will have the credibility you need to succeed.
- Support your manager and Postal Service policies and directives
- Don't let your friendships interfere with your professionalism as a supervisor. Keep your work relationships with subordinates, peers and managers on a professional level.

UNIT 7

TRANSITION TO SUPERVISION

KEY POINTS:

- Our USPS Guiding Principles include commitment to our people, our customers, and our community. As well as commitment to excellence and integrity.
- USPS goals are determined by listening to the voice of the customer, voice of the business, and voice of the employee
- None of what we do for the next 16 weeks matters the least bit unless you, the learners, are able to transfer what you learn back to the job. That is the essential challenge.
- Trainees must qualify on all of the assessment hurdles to graduate from the program. This includes 3 objective examinations, on-the-job assignments, and ratings of trainees completed by trainers.

UNIT 8

TRANSITIONAL LEADERSHIP

DISC - PERSONAL **PROFILE SYSTEM**

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 word *accuracy*.

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

<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	3	4	5	6	7	8	
(1)		(2)	(3)								
GROUP D											
	D	D	WT				HR				
	D	I	WT				HR				
	D	S	HR				WT				
	D	C	HR	WT							
GROUP I											
	I	D	WT				HR				
	I	I	WT				HR				
	I	S	HR				WT				
	I	C	HR	WT							
GROUP S											
	S	D	HR				WT				
	S	I	HR				WT				
	S	S	WT				HR				
	S	C	WT				HR				
GROUP 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

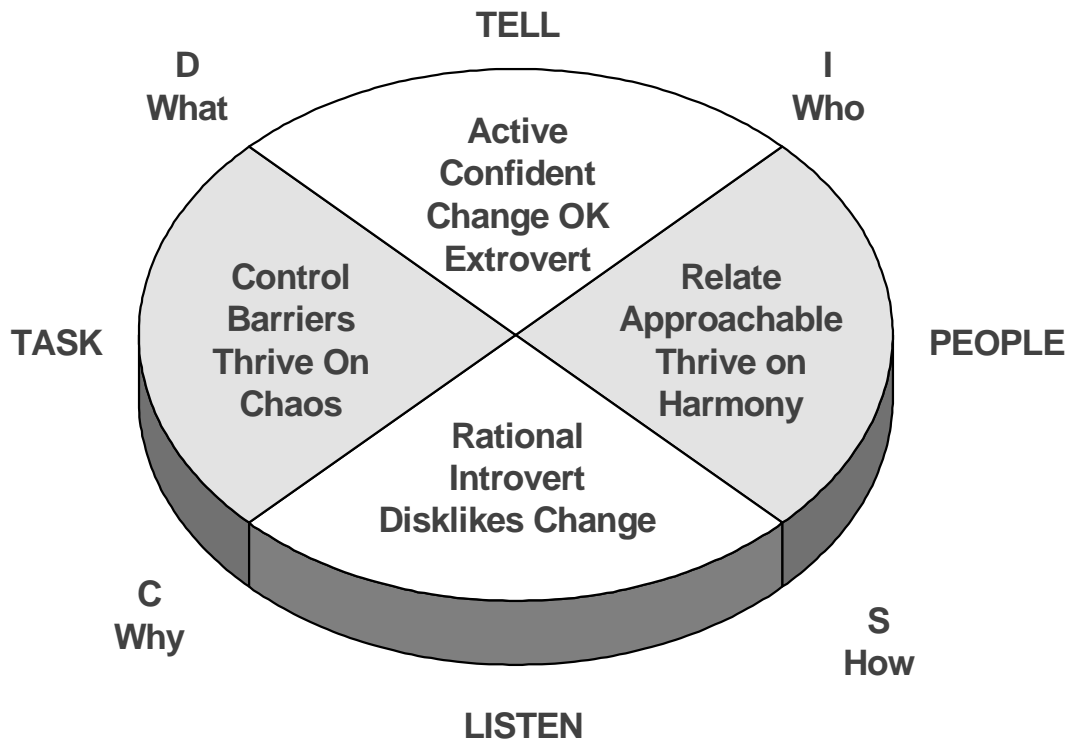
Remember...Someone with a high “C” style wants

- 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 YOUR 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

Style 1

Style 2

Style 3

Style 4

LEADER BEHAVIOR

_____ Directive
_____ Supportive

_____ Directive
_____ Supportive

_____ Directive
_____ Supportive

_____ 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) _____

KEY LEARNING POINTS & NOTES

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

2. 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

4. 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: _____

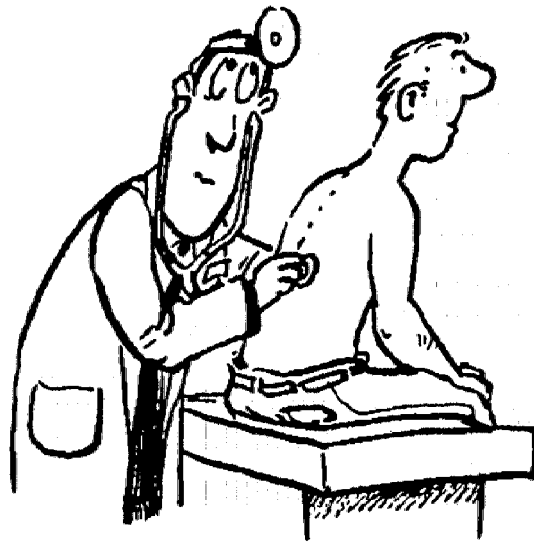
THE SITUATION

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

EMPOWERMENT

EMPOWERMENT

IT'S NOT AN
ALL
OR NOTHING
PROPOSITION.

EMPOWERMENT

REASON PEOPLE FEAR CHANGE:

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

WHAT PART DOES PERFECTIONISM PLAY IN CONTRIBUTING TO FEAR?

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

WAYS TO OVERCOME FEAR:

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

WHAT BENEFITS ARE GAINED THROUGH EMPOWERMENT?

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

APPLYING THE SEVEN DYNAMICS OF CHANGE

The Seven Dynamics of Change are listed below. Following each one is a strategy for dealing with that dynamic. Think about how the dynamic applies to some situation back at work. Then, think about how you can apply the strategy with the people you work with. (Example: For #1, you might write "Have a meeting with staff to handle feelings about the department's reorganization. Tell them things will feel weird around here for a while. Reassure Betty that she's not the only one going through it.")

1. People will feel awkward, ill-at-ease and self-conscious.

Strategy: Tell people to expect it.

Application: _____

2. People will think about what they have to give up.

Strategy: Don't try to sell the benefits of the change effort initially. Legitimize the losses and allow them to mourn.

Application: _____

3. People will feel alone even if everyone else is going through the change.

Strategy: Structure activities that create involvement. Encourage them to share ideas and work together to help each other through the change.

Application: _____

4. People can handle only so much change.

Strategy: Set priorities, and go for the long run.

Application: _____

5. People are at different levels of readiness for change.

Strategy: Don't label or pick on people. Recognize that some people are risk-takers and others take longer to feel secure.

Application: _____

6. People will be concerned that they don't have enough resources (time, money, skills, etc.) .

Strategy: Encourage creative problem solving.

Application: _____

7. If you take the pressure off, people will revert back to old behavior.

Strategy: Keep a focus on maintaining the change, and manage the journey.

Application: _____

EMPOWERMENT

BE WILLING TO FEEL AWKWARD AND IMPERFECT WHEN IMPLEMENTING CHANGE.

WHAT IS EMPOWERMENT: _____

WHAT IT'S NOT: _____

KEY LEARNING POINTS & NOTES

EMPOWERMENT

RED RULES versus BLUE RULES

*RED RULES ARE _____

RED RULES INCLUDE THE FOLLOWING:

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

BLUE RULES ARE _____ OR _____

BLUE RULES INCLUDE THE FOLLOWING:

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

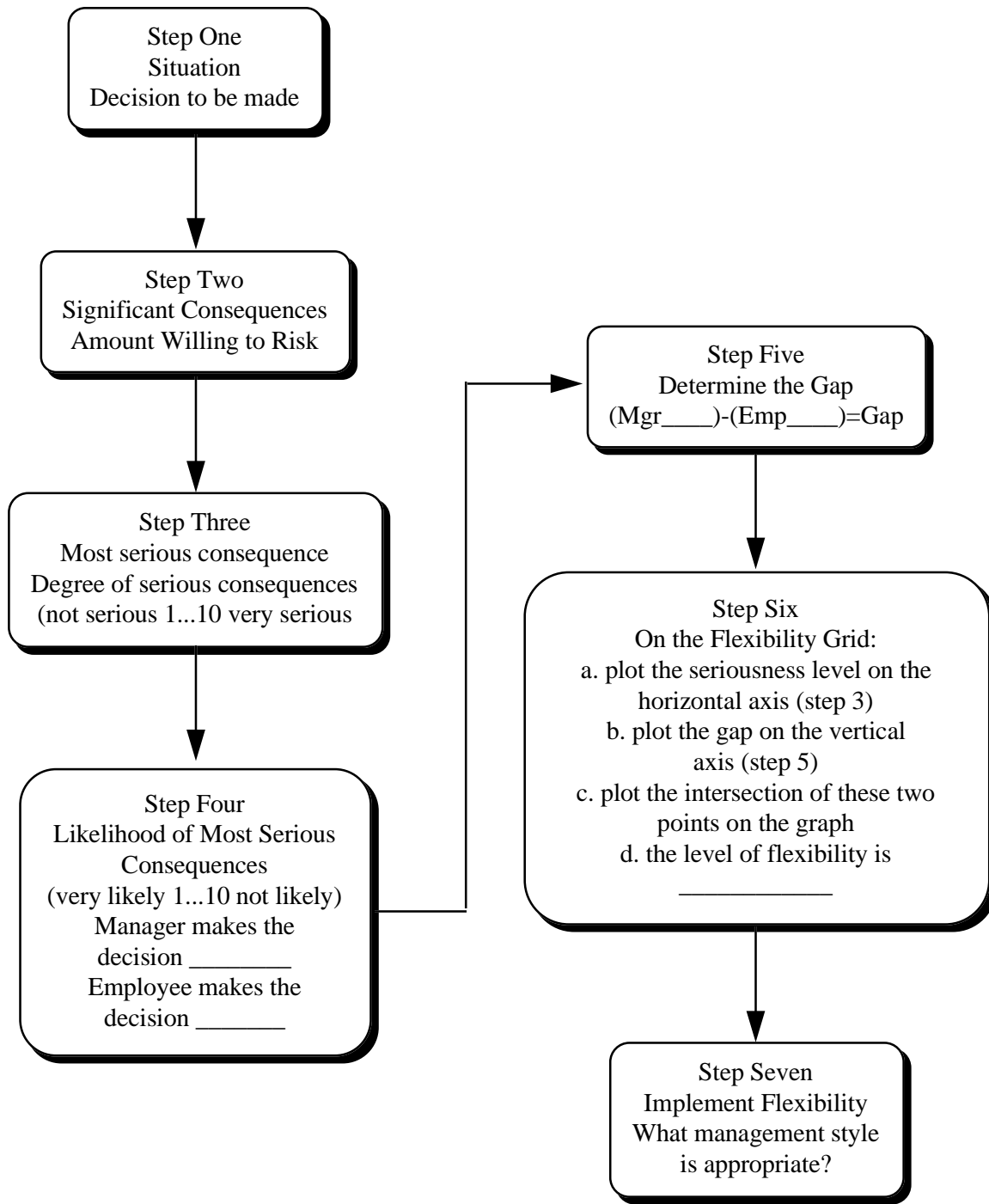
* Some **RED RULES** are included in manuals.

Levels of Flexibility

- **Total Flexibility**
- **Post-Approval**
- **Guidelines**
- **Pre Approval**
- **No Flexibility**

EMPOWERMENT

THE SEVEN STEP MODEL



7 STEP MODEL

3. SERIOUSNESS

1	2	3	4	5	6	7	8	9	10
NOT SERIOUS						EXTREMELY SERIOUS			

4. LIKELIHOOD

MANAGER

1	2	3	4	5	6	7	8	9	10
VERY LIKELY								NOT LIKELY	

EMPLOYEE

1	2	3	4	5	6	7	8	9	10
VERY LIKELY								NOT LIKELY	

5. DETERMINE THE GAP

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FLEXIBILITY GRID

Gap	1	Total Flexibility	Post Approval	Guide-lines						
	2									
	3									
	4	Post Approval	Guide-lines	Pre-approval						
	5									
	6									
	7	Guide-lines	Pre-approval	No Flexibility						
	8									
	9									
10										
	1	2	3	4	5	6	7	8	9	10
	Seriousness									

Pre-approval required “Directing” Leadership Style (S1).

Guidelines requires “Coaching” Leadership Style (S2).

Post Approval requires “Supporting” Leadership Style (S3).

Total Flexibility requires “Delegating” Leadership Style (S4).

KEY LEARNING POINTS & NOTES

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?

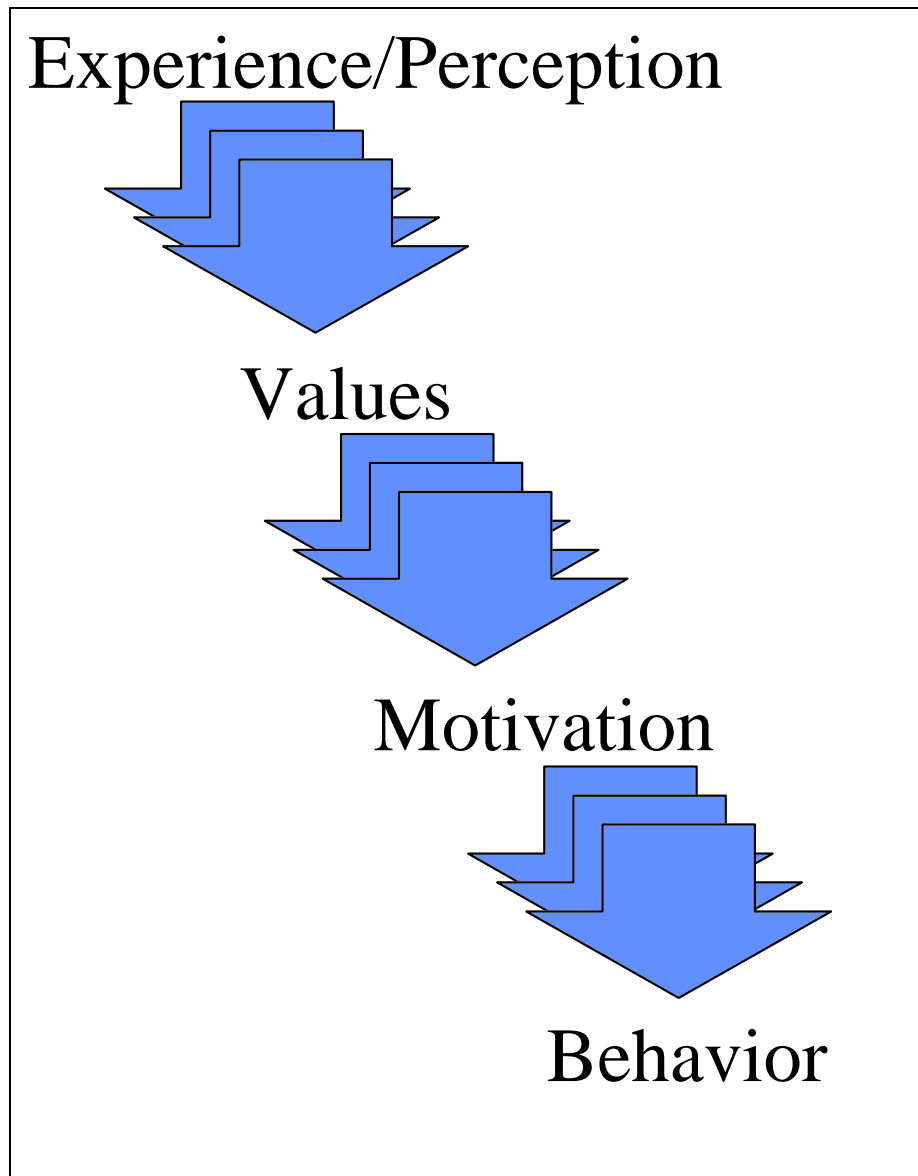
What would you like to change about your parents?

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)	



WHERE MY HEAD'S AT AND WHY

INFLUENCE
(WHO OR WHAT)

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

BEHAVIOR
(SO YOU...)

Large family	Wanted my space	Stayed single
Low income	Valued "things"	Bought lots of cloths
Parents frugality	Save my money, no frivolous spending	Never threw anything away
Family stayed in	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

INFLUENCE
(WHO OR WHAT)

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

BEHAVIOR
(SO YOU...)

“My Rebellion”

***I Rebelled
Against***

Who Wanted Me To...

By Doing

WORKPLACE VALUES

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

MANAGING DIVERSITY IN THE WORKPLACE¹

S. Kanu Kogod

INTRODUCTION: THE IMPACT OF DIVERSITY IN THE WORKPLACE

In 1987 the Hudson Institute released *Workforce 2000: Work & Workers for the Twenty-First Century* (Johnston & Packer, 1987), the now-famous study of the work force of the future, which was commissioned by the United States Department of Labor. This study offered predictions about changes that will occur in the demographic composition of the United States population and work force by the year 2000.

Among the startling projections were the following: White males will account for only 15 percent of the 25 million people who will join the work force between the years 1985 and 2000. The remaining 85 percent will consist of white females; immigrants; and minorities (of both genders) of black, Hispanic, and Asian origins. The Hispanic and Asian populations will each grow by 48 percent; the black population will grow by 28 percent; and the white population will grow by only 5.6 percent. In fact, it is projected that sometime in the next century non-Hispanic whites will lose their majority status in the United States.

A brief historical perspective helps to clarify these developments and their impact. Before World War I and after World War II, there were massive waves of immigration to the United States. These immigrants made up the great “melting pot” of the American culture; they worked toward assimilation and toward adopting mainstream American values. Now, however, as a result of the social and political changes of the Sixties and Seventies, things are different. The “New Americans,” as the media have dubbed recent refugees, tend to hold onto their own languages and customs and try to maintain their distinct places within the overall American pattern.

It is important to note, though, that diversity is not an exclusively American issue. Just as the American work force is rapidly changing in all kinds of ways—in age mix, gender composition, racial background, cultural background, education, and physical ability—so are the work forces of many countries. Such changes are having and will continue to have a significant impact on organizational environments. In the past, when the employees of an organization represented much less diversity, there was less variety in the values that governed organizational operations and work performance. Now, however, because of increasing diversity, there are conflicting values among workers and, therefore, conflicting messages about how to do things. Changing demographics, along with economic factors and the high costs of turnover,

¹Adapted from *A Workshop for Managing Diversity in the Workplace* by S.K. Kogod, 1991, San Diego, CA: Pfeiffer & Company.

have convinced organizations that they need to make efforts to retain employees, to develop them, and to promote from within. Thus, it is increasingly important for employees to learn to understand one another and to work together effectively and harmoniously.

HOW CULTURAL COLLISIONS DEVELOP

Culture is defined as a shared design for living. It is based on the values and practices of a *society*, a group of people who interact together over time. People absorb culture through the early process of socialization in the family, and then this process carries over to the ways in which they perceive themselves and the world. We all develop world views—simplified models of the world that help us make sense of all that we see, hear, and do.

We perceive our world views as making sense if they are consistent with our society's values and our abilities to anticipate and interpret the events we experience. Values, which vary from culture to culture and from person to person, are the standards that we use to determine whether something is “right” or “wrong.”

At the beginning of any relationship, information is shared. Each person learns who the other is and what he or she wants. In a work setting, that information includes a definition of each person's role. This sharing of information occurs not only within and across work teams but also between a service provider and a customer. In the latter relationship, the shared information includes details about the product or service that the customer wants.

The degree to which information is shared and the amount of information shared vary greatly from relationship to relationship. Often people do not state their expectations of each other; sometimes they are not even aware that such expectations exist. But when these expectations are not met, collisions occur.

The greatest difficulty arises in a relationship when a person believes that “Only my culture makes sense, espouses the ‘right’ values, and represents the ‘right’ and logical way to behave.” This mode of thinking is called *ethnocentrism*. When two ethnocentric people from different cultures interact, there is little chance that they will achieve an understanding of each other's world views. Common ethnocentric reactions to a differing world view are anger, shock, and amusement. The person whose expectations are not met may even attribute that failure to deliberate efforts on the part of the other person to disregard the injured person's values. When ethnocentric thinking pervades an organizational culture, the result can be exclusion of some, favoritism toward others, intragroup conflict, and unsatisfactory customer relations.

The outcome of a cultural collision may be any of the following:

- Termination of the interaction or the relationship;
- Isolation, meaning that one person avoids the other or the two people avoid each other;
- An insufficient sharing of information about expectations, which may lead to different or lowered expectations in future interactions; or
- Accommodation, in which one person strives to accommodate the other's expectations or both people accommodate.

If we are to manage diversity effectively, we must suspend ethnocentric judgments, begin to question why particular things are done, and strive toward negotiation or accommodation. The opposite of ethnocentrism is *cultural relativism*, the attempt to understand another's beliefs and behaviors in terms of that person's culture. The person who responds to interactions with cultural relativism rather than ethnocentrism is able to see alternatives and to negotiate with another person on the basis of respect for cultural differences.

In an organization the desired results of a cross-cultural encounter are synergy and pluralism combined with an appreciation of and contribution toward the company's goals and objectives. In order for these results to occur, people must be encouraged to honor multiple perspectives and to incorporate this approach into their quest to meet the fundamental needs of the organization.

THE HRD PROFESSIONAL'S ROLE IN MANAGING DIVERSITY

The human resource development (HRD) professional can help managers in their efforts to deal with diversity effectively. Acting in a consultative role, the HRD professional can assist them in analyzing and enhancing the organizational climate, creating a vision, determining strategies, and implementing action plans to turn their vision into reality.

Educating Managers About Diversity

Many organizations are beginning to recognize the impact of a diverse work force and are offering their managers tips on how to manage diversity:

- Understand that cultural differences exist.
- Acknowledge your own stereotypes and assumptions.
- Develop consciousness and acceptance of your own cultural background and style.

- Learn about other cultures.
- Be flexible; try to adapt to the style of the person with whom you are communicating.
- Provide employees who are different with what they need to succeed: access to information and meaningful relationships with people in power.
- Treat people equitably but not uniformly.
- Encourage constructive communication about differences.

As these tips point out, a manager can best deal with diversity by recognizing, identifying, and discussing differences. This approach represents a departure from Equal Employment Opportunity (EEO) programs, which denied differences and instead promoted the idea that acknowledging differences implied judgments of right and wrong, superiority and inferiority, normality and oddity. These programs were based on the assumption that openly identifying differences was equivalent to opening a Pandora's box of prejudice and paranoia. But, as one consultant said, echoing the new line of thought on the value of diversity, "We do nobody any favors by denying cultural differences." If managers seem skeptical, it is a good idea to explain that greater differentiation between people can actually break down the mind-set of prejudices. When we describe people in greater detail instead of less detail, we find more qualities in them to appreciate.

Managers also should be made aware that employees are often hesitant to make their individual perspectives known. Thus, it is important for managers to encourage people to express their unique identities. If this encouragement is not given, people may remain silent; this silence robs organizational members of the opportunity to develop valuable insights about one another that would enhance their effectiveness on the job and enrich their lives. Also, having access to multiple perspectives is essential to creative problem solving, strategic planning, and other critical organizational functions; and multiple perspectives can flourish only when curiosity about others is welcomed and the differences among people are honored.

The tips on managing diversity are not enough; they are much more easily talked about than acted on. It is this fact that has given rise to diversity training, which was developed to help managers cope with the personnel changes occurring in organizations.² Diversity training for managers is essential if an organization is to deal successfully with diversity. It is particularly important to provide a safe training

²A *Workshop on Managing Diversity in the Workplace* by S. Kanu Kogod offers a complete workshop design for training managers. For additional information on this topic, refer to the following diversity products offered by Pfeiffer & Company: *Diversity Awareness Profile* (an instrument in both employee's and manager's versions), *Workforce America! Managing Employee Diversity as a Vital Resource*, and *Managing Diversity* Videocassette and Leader's Guide.

climate in which managers can feel free to practice new skills and culture-sensitive behaviors. The training not only must help managers to understand the issues involved but also must enable them to apply that understanding to new situations that arise.

Analyzing and Enhancing the Organizational Climate

Diversity training can have little impact unless the organizational climate honors and supports cultural differences. In this kind of climate, people come to see that any communication—whether between employees or between an employee and a customer—is a multicultural event. When communication is understood and approached in this manner, the parties involved can investigate, define, and lay out each other's cultures like maps to new territories. The organizations that promote this view will not only provide powerful guidance for their employees but will also increase customer satisfaction.

An employee perceives the organizational climate as supporting cultural differences if he or she can answer “yes” to four questions:³

1. Do I have the time and tools to do my job?
2. Am I paid what I think I deserve?
3. Does the organization mean what it says about the importance of diversity?
4. Am I, as an employee, being treated in the same respectful manner in which the organization wants customers to be treated?

Every organization has a unique system of values and beliefs. These values and beliefs, which create a climate that employees perceive as either supportive or not supportive of diversity, are shaped by experience, historical tradition, competitive position, economic status, political circumstances, finances, and the work setting. The HRD professional can help managers to identify these forces and the barriers to managing diversity that characterize the organization.

For example, at Ricoh Company, Ltd.,⁴ a Japanese organization, the corporate philosophy stresses quality while recognizing that people are the key to attaining it.

³These questions have been adapted from a presentation given by Ron Zemke in January, 1989, at the Best of America Conference sponsored by Lakewood Publications.

⁴The discussion of Ricoh's philosophy, strategy, and principles for quality is derived from an address given by Ricoh's president, Hiroshi Hamada, during The Quality Forum VII, a conference held in New York on October 1, 1991. The quotes are taken from Mr. Hamada's oral presentation.

The philosophy also expresses the organization's strategy: "Love your Neighbor, Love your Country, Love your Work."

At Ricoh quality means identifying problems and finding solutions. Everyone is responsible for quality, but top management is held accountable. It is taboo to say to a customer "That's not my problem," "That's not possible," or "That's not my fault." Following are the principles for quality that Ricoh stresses to its employees:

- "All people around you are your customers." (This statement emphasizes the "Love your Neighbor" aspect of the company's strategy as well as the value that Ricoh places on diversity.)
- "Quality cannot be built alone."
- "You own any problem that arises."

Ricoh's president, Hiroshi Hamada, attributes the organization's success in linking philosophy and strategy with performance to a "transformation in human consciousness." It is this kind of transformation that the HRD professional can help an organization's management to devise and implement.

Creating a Vision, Determining Strategies, and Implementing Action Plans

Once the organizational climate has been analyzed and barriers identified, the next step is to help management create a vision for managing diversity in the organization—the way things could be in an ideal situation. Then the managers compare the way things *could be* with the way things *are* and assess the disparity between these two. Next the managers approach the issue from a problem-solving standpoint and determine what strategies to use to move the organization in the direction of the ideal.

It is a good idea to develop an action plan for each strategy, determining what specific tasks need to be done, who will do them and by when, who could provide help (for example, trainers, consultants, or internal experts on various subjects), what obstacles might stand in the way of proposed changes, and how to remove those obstacles or diminish their impact. This process yields a systematic plan to follow and increases the likelihood of success.

Managers, as the people with the greatest power in any organization, are the ones who must start the process of identifying and removing barriers as well as modeling the desired behavior with regard to diversity. Non-managerial employees cannot be expected to initiate this behavior.

The HRD professional needs to emphasize that the goal is to create a process—one that continually moves the organizational culture closer to welcoming

multiple perspectives and tapping into the talents of all employees. As Roosevelt Thomas (1991, p.10), the primary spokesperson for this new paradigm, states, “Managing diversity is a comprehensive managerial process for developing an environment that works for all employees.”

When an organization is attempting to create such a process, its managers must understand that they can function either as powerful change agents or as barriers. Managers who use a facilitative approach are likely to be effective change agents; managers who use a controlling, directive approach are likely to be barriers.⁵ Facilitative managers differ from their controlling counterparts in several ways that propel an organization toward an effective process for managing diversity:

1. They view both people and tasks as important to the organization. They find rewards in managing people as well as in accomplishing tasks.
2. They see employees as resources who can help to achieve business objectives, not just as tools to get the job done. Therefore, they work with employees, communicating openly and ensuring employee involvement in problem solving and in making decisions about how work is to be done.
3. They are comfortable with differences among people, with multiple perspectives, and with diverse work styles. Unlike controlling managers, they spend the time and effort required to listen to and evaluate points of view that are different from their own. They do not simply accept diversity as a reality that must be dealt with to avoid cultural collisions or lawsuits; they welcome it as a contributor to the organization’s success.
4. They accept the fact that valuing and managing diversity constitute a long-term process and that it is not easy to determine at the outset how this process might contribute to the bottom line.

Once managers clearly understand the managerial behavior required to establish the desired process, they can progress to developing strategies. Strategies for addressing diversity may be aimed at any of three levels of the organization: system, task, or personal. Strategies at the *system* level include using culture brokers (external or internal consultants) who function as linking agents between cultural groups, developing and perpetuating slogans and stories about organizational heroes, enhancing language banks, creating incentives for managing diversity effectively, celebrating events that honor diversity, and instituting creative rewards and forms of recognition. Strategies at the *task* level include developing job aids that accommodate cultural differences⁶ and implementing a system for envisioning results. Strategies at the *personal* level include such activities as developing and using procedures for

⁵See the article entitled “From Controlling to Facilitating: How to L.E.A.D.” in this *Annual*.

⁶See the article entitled “Developing Successful Job Aids” in this *Annual*.

negotiation and conflict resolution and conducting a brief interview with an employee from a culture that is different from one's own.

Implementing action plans for strategies requires time and patience, and the HRD professional can be an invaluable resource during this period. Non-managerial employees will need to be made aware of the organization's policies regarding diversity and the strategies that the managers have devised. They also may need specific training on diversity issues. Handouts like the one featured in Figure 1 can be a useful part of such training.

The HRD professional should let people know that he or she is willing to serve as a consultant, an arbitrator, or a mentor. It is also a good idea for the HRD professional to have resource materials available for those who need them: a list of diversity consultants and trainers as well as any reading materials and videos that can provide useful information and examples of how to handle different situations. Also, it is important for employees representing diverse cultures to have mentors or sponsors to guide them as they learn organizational norms. Consequently, the HRD practitioner may want to set up a mentoring program, making certain that employees from different cultures are linked with willing, savvy mentors.

When someone from a different culture confronts you about a problem, communicating can be difficult. Following these suggestions may help you communicate more effectively in such a situation:

1. Listen.

- Actively listen to the other person. Paraphrase what you hear; then confirm that you heard correctly.
- Respond to *what* is being said, not *how* it is said.
- If the other person seems angry or frustrated, wait until the anger or frustration has been expressed before responding to the situation.
- Avoid an ethnocentric reaction (anger, shock, or laughter that might convey disapproval of the other person's expectations, phraseology, facial expression, gestures, and so on).
- Stay confident, relaxed, and open to all information.

2. Evaluate.

- Hold any reactions or judgments until you determine the cause of the problem. (Were your expectations or those of the other person violated? Was the problem caused by intrusion from sources outside the organization?)
- Ask open-ended questions (ones that cannot be answered with a simple "yes" or "no"). Answers to these questions will give you valuable information.

3. Negotiate and Accommodate.

- Agree with the other person's right to hold his or her opinion.
- Explain your perspective of the problem.
- Find out what the other person expects from you and/or the organization.
- Acknowledge similarities and differences in what you are able to provide and what the other person expects.
- Tell the other person what you are willing to do to correct the problem. Offer at least two options.
- Allow the other person to choose an option as long as the choice avoids harm to either of you or to the organization. In accommodating the other person's needs, go as far as you are willing to go and as far as the system will support you. If necessary, work to change the system.
- Commit to following through and providing a timely response.
- Thank the other person for letting you know about the problem and giving you and/or the organization a chance to correct it.

Figure 1. The Cultural Component of Problem Solving

CONCLUSION

Organizations that recognize the value of diversity and manage diversity effectively have realized these benefits:

- Diversity brings a variety of ideas and viewpoints to the organization—an advantage that is especially beneficial when creative problem solving is required.
- Diversity increases productivity and makes work fun and interesting.
- Employees are willing to take risks; they play to win rather than not to lose. As a result, creativity, leadership, and innovation are enhanced.
- Employees are empowered and have a sense of their potential in and value to the company.

Many if not most of us are facing or soon will face the opportunity—and the challenges—of meeting and working with people from different cultures. We and the organizations we work for can choose to see diversity in the workplace as a drawback or as a chance to grow. With training and practice, we can learn to listen to individuals from different cultures, to respond to them with cultural relativism rather than ethnocentrism, to negotiate, and to accommodate differences. Learning to use this response pattern is not easy, but HRD professionals can provide valuable assistance as organizational members strive to incorporate this pattern into their behavioral repertoire. All of us—HRD professionals and others—can work to transform our organizations into places where fresh perspectives are welcomed and where all employees feel free to express themselves, to test their assumptions, to take some risks, to forgive themselves when they make mistakes, and to see their mistakes as an opportunity to learn.

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MANAGING AND MOTIVATING THE CULTURALLY DIVERSE WORK FORCE⁷

Sondra Thiederman

WORKPLACE DIVERSITY: AN OVERVIEW

The phrase “workplace diversity” describes a core characteristic of the work force of the United States. Managers as well as human resource development (HRD) professionals now realize that the days of the homogeneous workplace are over and that today’s work force consists of people who are different from one another in terms of gender, age, ethnicity, sexual preference, race, and physical ability. In order to function effectively in today’s diverse workplace, managers must gain the awareness, knowledge, and skills that are necessary to supervise and motivate employees whose values, perspectives, and needs might not match their own. And HRD practitioners must be prepared to assist managers in this difficult task.

This article provides information about the skills needed to motivate workers of diverse backgrounds. Although its focus is primarily on ethnic and cultural diversity, the principles outlined are useful in managing employees who are different in other ways as well. For example, the importance of accurately interpreting behaviors or finding effective compromises is as central to managing and motivating people who vary in age or gender as it is to managing and motivating people from unfamiliar immigrant cultures.

SEVEN STEPS TO MOTIVATING

Any effective motivation strategy consists of assessing an employee’s needs and matching those needs with those of the organization. The challenge lies in the fact that the needs of employees, even within one company and from one culture, are diverse. One worker might value and strive for more money, whereas another might be more responsive to the prospect of increased authority, time off, or something as simple as a better parking spot.

⁷This article is based on material presented in the author’s books, *Bridging Cultural Barriers for Corporate Success: How to Manage the Multicultural Work Force*, New York: Lexington/Macmillan, 1991, and *Profiting in America’s Multicultural Marketplace: How to Do Business Across Cultural Lines*, New York: Lexington/Macmillan, 1991. This material has been adapted with permission of the publisher.

The challenge of motivating effectively is amplified in the multicultural workplace, where something that motivates a worker from one ethnic or immigrant group might be meaningless to a worker from another group. The seven steps listed below and discussed throughout this article are useful in designing motivation strategies that are sensitive to cultural differences and, therefore, useful in a manager's efforts to maintain a harmonious and productive multicultural workplace. The manager should:

1. Overcome resistance to change.
2. Interpret the behavior correctly.
3. Explain his or her expectations and the expectations of American management.
4. Compromise.
5. Speak the worker's "cultural language."
6. Honor culture-specific needs.
7. Positively reinforce the desired behavior.

Each of these steps can be part of an overall strategy or used individually depending on the specifics of the situation.

In the discussion of these steps that follows, the behaviors used as illustration are those most often mentioned as problematic in the multicultural work place. This is not to say that these behaviors are intrinsically undesirable and, therefore, targets for change, but merely that in the context of business in the United States they create confusion for managers and colleagues and at least need to be understood better. The behaviors are these:

- Hesitance to take independent initiative on tasks;
- Reluctance to complain or make negative statements;
- Failure to admit lack of understanding;
- Reluctance to seek or accept promotions;
- Reluctance to praise self; and
- Speaking foreign languages in the workplace.

These behaviors should be treated as illustrations only. They do not apply to all members of a given group. Furthermore, the techniques mentioned here can be applied to any behavior and are particularly effective for behaviors that are most deeply rooted in differing values and expectations.

Step 1: Overcome Resistance to Change

Many immigrants are committed to maintaining their cultural identity. This commitment is perfectly understandable; a person's culture is a part of his or her sense of self, an essential component of his or her identity. When a person's culture is compromised, so too is that person. Consequently, when an immigrant employee is asked to behave in a way that runs counter to his or her cultural background, that person naturally becomes anxious and defensive.

Behavioral scientists know that in order for change to take place, the subject—in this case, the culturally diverse worker—must feel psychologically safe and secure enough to make that adjustment. Anxiety about losing one's cultural identity and one's way of life can only interfere with receptivity to new ideas and behaviors. A defensive reaction is even more likely to occur when the employee is already in a state of culture shock, disoriented and threatened by being immersed in a strange culture. To begin the process of overcoming resistance, the manager must offer reassurance that he or she has no intention of changing the employee's culture.

Employees might also be reluctant to adopt new behaviors because they often are asked to do something foreign and unfamiliar. Managers must realize that asking an Asian to praise himself or herself in front of a group, for example, is like asking a native-born American to walk into a party setting and immediately begin bragging to the first stranger who comes along. Similarly, expecting Hispanics to seek promotions over countrymen who are older than they is equivalent to asking a native-born American to sabotage the professional progress of a dear friend just to advance within the company; Hispanics perceive seeking promotions under such circumstances as a source of shame, not pride.

Expecting an Asian or Hispanic employee to take the initiative on a task would be like expecting a native-born American to stride into the boss's office and begin cleaning his or her desk without having been asked to do so. Expecting an Asian worker to complain about something is like expecting an American employee to keep the boss informed of every insignificant negative event that happens on the job—it just does not feel right. These examples are, of course, generalities; but they do help to explain why a worker who is committed to another culture might resist a manager's efforts to encourage behavioral change.

In situations like these, the manager must give workers as much power as possible. By including employees in the decision to change, the manager increases the likelihood that employees will commit to the changes that the manager wants. The manager should not simply tell workers what to do but instead should ask them how far they are prepared to go in modifying their usual way of doing things. By giving employees the power to participate in the decision to change and in the specific details of a change, the manager decreases anxiety and defensiveness and increases

the chance of compliance. Even if workers do not wish to contribute to this decision because of discomfort with participative management, the manager still has asked for their comments—a gesture that is, in itself, empowering to the workers.

Step 2: Interpret the Behavior Correctly

The next step to successful cross-cultural motivation is to understand why an employee is behaving in a particular way. This step is important for two reasons:

1. Efforts to understand communicate to the employee that the manager respects him or her enough to learn what might be very culturally specific reasons for particular attitudes and behaviors. A manager who shows such respect and interest enables the employee to feel less defensive and, therefore, to be more willing to cooperate.
2. If the manager does not correctly interpret the behavior, he or she cannot design appropriate and successful motivation strategies for modifying that behavior. Assessing why workers do what they do can be difficult enough when they and the manager share the same background; it is even more difficult when a worker's values and expectations of proper employee behavior are different from those of the manager.

Figure 1 lists the behaviors most often mentioned as problematic in the multicultural workplace, which were referred to previously, along with some of the possible interpretations of those behaviors. Specific ethnic and immigrant cultures are not mentioned here because the behaviors listed tend to be characteristic of various groups. As the content of this figure reveals, the culture of mainstream corporate America is distinguished in many of its values from much of the rest of the world. Immigrant workers arrive from many different cultures and, much to the manager's surprise, share more values among themselves, despite their diversity, than they do with the native-born American.

Managers should note that it is impossible to generalize about all members of any cultural group. Each person has his or her own character and value system; culture is only one aspect of every employee's personality. Also, it is important to take the time to ask employees why they feel or behave in a certain way. This process not only uncovers valuable information but also communicates to workers that the manager cares enough about their individuality to understand them better.

<p>1. Hesitance to take independent initiative on tasks</p> <p>Possible interpretations: Respect for authority, fear of losing face, desire for anonymity, fear of job loss</p>
<p>2. Reluctance to complain or make negative statements</p> <p>Possible interpretations: Desire for harmony in relationships, respect for authority, compassion for the other person, fear of a negative reflection on the group, fear of job loss</p>
<p>3. Failure to admit lack of understanding</p> <p>Possible interpretations: Fear of losing face, fear of embarrassing the speaker, fear of not understanding the message or material if it is repeated</p>
<p>4. Reluctance to seek or accept promotions</p> <p>Possible interpretations: Desire for anonymity, belief in leaving things to fate, desire not to be elevated above the group, respect for informal group hierarchy, desire to fulfill one's present role, fear of losing face, varying personal needs, wishes of family members</p>
<p>5. Reluctance to praise self</p> <p>Possible interpretations: Desire for anonymity, desire not to be set apart from the group</p>
<p>6. Speaking foreign languages in the workplace</p> <p>Possible interpretations: Fatigue, loneliness, forgetfulness, unconscious response to stress and crises, desire for efficiency</p>

Figure 1. Interpretations of Employee Behaviors.

Step 3: Explain Expectations

Employee training is big business in the United States, but rarely are those who are new to the work force—whether they be immigrants or members of other diverse groups—instructed in the values of American culture or the basic desires of American management. Those who are new to the work force are

privity neither to the subtle, unspoken “rules of the game” that are essential to any employee’s advancement nor to more-obvious expectations such as the assumptions that employees will take the initiative on tasks, will seek promotions, or will keep their managers informed of problems in the workplace.

Explaining what we want from others is not easy. Often it is the most familiar procedures, policies, and expectations that are the most difficult to articulate. For example, explaining how important it is for employees to admit lack of understanding is not a simple task in light of the fact that making such an admission is considered rude and disrespectful in most cultures. One way for a manager to approach this explanation is to point out that the employee who admits that he or she does not understand is seen more positively—is considered to be more enthusiastic, committed, and concerned with doing the job right—than is an employee who does not admit a lack of understanding. Another important point to make is that if workers pretend to understand, they might be thought of as dishonest and are clearly in danger of making errors that will create problems for others.

In many cultures the hesitance to praise oneself stems from a desire to maintain social harmony and balance. In order to explain the necessity of voicing one’s qualifications during an interview, the manager must address this basic difference in viewpoint. The manager might say, for example, that in the American workplace, praising oneself is not considered rude but, instead, is gracious in that it helps the manager to make more informed decisions about hiring and promoting. This knowledge, in turn, helps the manager to do a better job and makes the entire company function more efficiently.

These suggestions are not intended to be used word for word; instead, they are intended to generate the manager’s own thinking about ways to phrase necessary explanations. The manager’s remarks should reflect his or her own personality, the specifics of the situation, the personality of the worker, and the degree of English-language skill that the worker possesses. Here are some guidelines for conducting such a conversation:

1. Before talking with the employee, the manager should think carefully about what is to be said.
2. The conversation should be held in neutral territory rather than in the manager’s office. (Neutral territory will be less intimidating to the employee.)
3. The manager should put the message in writing and give the employee a copy. This approach lends importance to the message

and gives the employee an opportunity to discuss its contents with colleagues and others from the same country.

It is easy to become frustrated while conducting such a conversation. The manager should remember that this effort may be the first that anyone has made to familiarize the new employee with the expectations of American management.

Step 4: Compromise

Demonstrating a willingness to compromise not only shows respect but also encourages cooperation and change. One way, for example, to deal with the issue of hesitance to complain is to allow complaints to be presented by the group as a whole, thus removing the responsibility from any one worker while honoring the value that is placed on the group over the individual. The manager might also mention that complaints and problems may be presented to management by an informal group leader; this approach also preserves the anonymity of the specific worker. Another compromise is to institute the age-old device of the suggestion box, which workers can use to share their problems without fear of appearing disrespectful. Of course, the suggestion box will not work if employees are required to identify themselves in order to make suggestions about way to solve problems. Inviting complaints in private and reassuring workers that their anonymity will be honored are also helpful techniques.

A similar compromise can be entered into when the manager wants to encourage the admission that something has not been understood. Giving the worker the opportunity to voice confusion in private can relieve the worker's concern that he or she will appear foolish to others. Requesting that questions be put in writing is another compromise that will minimize embarrassment.

A form of compromise that can apply to many behaviors is to place the worker in a position in which his or her strength can be used to the best advantage. For example, a hotel restaurant in the state of Washington employed an Asian-born woman who was extremely gracious and hard working but who was also uncomfortable about approaching customers to ask if they needed anything. Instead of continually nagging the young woman to be more assertive, the hotel's management transferred her to the concierge desk, where her formality and graciousness would be appreciated and where she could comfortably wait for guest to come to her.

When behavioral changes are desired, the best way to establish an effective and permanent compromise is the for the manager to ask the employees involved for their suggestions. Employees often come up with

valuable ideas about how they and the manager can meet halfway to make the workplace more efficient while preserving the integrity of the employee's culture.

Step 5: Speak the Worker's "Cultural Language"

Speaking the worker's "cultural language" means that the manager voices his or her request and the reasons for it in terms that can be understood readily in the context of the worker's cultural values and priorities. Saving face, for example, is a central tenet of Asian, Middle Eastern, and Hispanic cultures and constitutes an important component of vocabulary in the "cultural language" of many immigrant and ethnic workers. As such, it can be used as a way of communicating the manager's position in an effective manner.

For example, the manager may point out to workers that one of the reasons that the failure to take initiative, to complain, or to admit lack of understanding creates problems in the workplace is that each of the practices can cause loss of face for the manager and/or the employee:

- If the initiative is not taken on tasks, the job does not get done—a situation that reflects adversely on the manager's ability to supervise effectively and on the employer's talent at running an efficient operation.
- If the manager is ignorant of problems in the workplace, he or she is incapable of solving them and, therefore, may appear incompetent to superiors and colleagues.
- If the manager is unaware that instructions have not been understood, mistakes will be made; as a result, both the manager and the worker will suffer embarrassment.

Reference to saving face can also be made as part of the manager's efforts to encourage workers to seek promotions and to praise themselves. For example, the manager might explain that if workers do not state their qualifications, the manager will be unable to make to correct staffing decisions and will lose face in the eyes of superiors.

Loss of face also affects the issue of speaking a foreign language in the workplace. The manager might explain that when workers speak a foreign language that cannot be understood by others—be they superiors, colleagues, clients, or customers—those other people may feel left out, uncomfortable, and anxious. All of these feelings result in loss of face.

Each of these examples involved a loss of face. As this value is so common to the multicultural workplace, managers might consider using it to

motivate behavioral change. When a request is phrased in terms of avoiding the loss of face, not only will that request be quickly understood but also the manager will be demonstrating that he or she cares enough to use a concept that is important to the worker.

Respect for the group as a whole is another component of “cultural language” that can be used as a means of encouraging cooperation. Because of this priority, some workers are hesitant to seek promotions; they believe that to do so calls attention to the individual at the expense of the group and separates the individual from treasured friends and colleagues. A similar rationale applies to self-praise; it is considered inappropriate and disruptive of group harmony. One way to modify these behaviors is to point out that promotions and achievements reflect well on the individual as well as on the group as a whole. The same argument might be made with the worker who does not want to take the initiative on tasks because he or she is concerned about being set apart from the group: If that person does well at the task, his or her accomplishment will make the entire group look good.

Step 6: Honor Culture-Specific Needs

In motivating diverse workers, managers have an unfortunate tendency to project their own desires and needs onto others and to assume that everyone responds to similar rewards. For example, consider the following lists of motivators. Which ones are motivators throughout the world, and which are specific to just a few cultures?

- Recognition/Respect
- Responsibility
- Financial gain
- Social needs
- Professional and personal growth
- Advancement
- The work itself
- Power
- Chance to contribute ideas
- Chance to see concrete results
- Job security
- Autonomy
- Structure
- Chance to compete

Probably the only one of these motivators that is universal is social needs—the desire for human contact, comforts, and companionship. In Thai and Vietnamese cultures, for example, maintaining a positive relationship

with others is the most powerful motivator of productive behavior. The remaining items on the list are specific only to certain cultures and, particularly, to Western industrialized societies.

It is important for managers to learn what motivates them so that they can avoid projecting their own needs and wants onto others. Recognition, the chance to contribute ideas, and advancement are important to many American managers because American culture values any forms of reward that singles out the individual for attention. Praise, the prospect of a premium parking spot, a picture in the company newsletter, a prestigious promotion, or the title of “employee of the month” are widely sought by workers who were born and raised in mainstream American society. Indeed, Japanese managers who work with American-born workers marvel at how soon after being hired they seek promotions.

Competition, too, is valued in the West but considered disruptive of harmony and counter to productivity in many other countries as well as in several native American Indian cultures. Even a monetary bonus, so highly valued in the United States, would bring humiliation to the Chinese, Japanese, or Eastern European worker, who would feel that such a reward was in poor taste. We tend to forget that Western culture is almost unique in its emphasis on the material. When deciding how to motivate workers, the manager should look closely at what the individual employee really values and take care not to assume that all workers from all cultures value the same thing.

The family or group is another value that is of paramount importance within most immigrant and ethnic communities. This statement is, of course, a generality; but it serves as a guideline for assessing the needs and desires of workers. For example, it might be appropriate to motivate some Hispanic or Asian workers by offering them time off to return to their native lands for family events and special occasions. The prospect of company-sponsored family gatherings and picnics can also constitute strong motivation for a worker and one that shows that the manager cares enough about the worker and his or her values to seek out ways to satisfy those needs.

A similar value involves the desire to work overtime so that the worker can send money home to family members in another country or can accumulate funds with which to bring family members to the United States. Allowing for the celebration of customary national holidays is another way of providing for family time while showing respect for the traditions of the group.

It is not always possible or necessary for the manager to meet every need encountered in the multicultural work force. Sometimes it is enough for the manager to acknowledge the existence of the need and the worker’s right

to feel that need. Acknowledging, for example, a worker's need for relaxation, companionship, and identify can diminish his or her desire to speak a foreign language while on the job. For all of us, sometimes just knowing that our needs are understood can encourage cooperation and motivate behavioral change.

Step 7: Positively Reinforce the Desired Behavior

Without positive reinforcement as the final step in this process, the rest of the manager's efforts can come to nothing. Negative reinforcement—criticism—often leaves a worker feeling nervous and self-conscious and produces short-term benefits at best. In contrast, positive reinforcement, especially if provided in the early stages of a new behavior, can be very effective.

Positive reinforcement is usually a simply matter; the manager notices that the worker is behaving as desired and praises him or her for it. But when the manager is trying to motivate across cultural boundaries, this step becomes a bit trickier. For example, not all ethnic and immigrant workers are comfortable with praise. Many dislike being highly praised because they want to avoid having attention drawn to them as individuals, are concerned about maintaining harmony and balance, and are preoccupied with social hierarchy and seniority. Another reason that the manager's praise might not evoke the desired reaction is that compliments sometimes are accompanied by the implication that the manager is surprised that the worker has done well. This situation is similar to the one in which a colleague comes to work dressed particularly nicely and people react by exclaiming, "My goodness, you look good today!"

The manager can minimize the resistance to praise by being discreet, by using a third party or word of mouth, by praising the group as a whole, by putting a complimentary note in the work's file, and by being careful not to over praise. It is a good idea to remember that fewer words are more effective, easier to understand, and less embarrassing.

Another issue related to the need to provide positive reinforcement is that it is difficult to praise someone if he or she has made a serious error. Mistakes will inevitably be made when employees take the initiative on tasks. These errors present a great challenge to the cross-cultural manager, who must correct the error while preserving the pride of the employee and continuing to encourage the taking of independent action. If pride and face are lost through an error, the chances of the employee's being willing to take the initiative again are slim. The solution in this case is to treat the error as a separate issue from the initiative. The manager must point out the mistake but at the same time put greater emphasis on how pleased he or she is that the worker took a chance and acted independently.

Many managers also find it difficult to praise when bad news is brought to them. It is understandably difficult, for example, for a manager to bring himself or herself to praise the worker who arrives bearing news of a missed deadline or a broken piece of equipment. Even though this task is not easy, the manager must try to distance himself or herself from the distress long enough to praise the worker for making the information known and to encourage the worker to continue to do so.

Finally, there is always the danger of taking certain behaviors for granted. For instance, American managers are so accustomed to seeing workers take the initiative on task or seek promotions or praise themselves during an assessment interview that it is difficult to remember that these behaviors must be reinforced and encouraged with culturally different workers. The same applies to the speaking of English in the workplace. Managers must stay aware of behaviors such as these; they seem automatic and commonplace but may be very difficult for the immigrant and ethnic employee to execute.

HOW THE HRD PROFESSIONAL CAN HELP

Managing diversity is a challenge that can feel overwhelming. The subtleties of varying communication styles, the complexity of legal restrictions, the necessity of learning about other cultures while avoiding the danger of stereotypical thinking can cause even the most-aware manager to lose confidence and want to avoid the issue.

The good news is that as long as we acknowledge the differences as well as the preferences we hold in common and are willing to ask questions in order to understand the diverse people with whom we work, the answers to even the most-delicate dilemmas will be closer than we think. The HRD practitioner can help managers to deal effectively with diversity in the following ways:

- By giving them copies of this article and encouraging them to read it;
- By helping them to resolve particular problems;
- By offering to assist as a third-party consultant when appropriate;
- By making suggestions about resources to consult (see the bibliography at the end of this article);
- By conducting training on the topic of diversity;⁸

⁸See, for example, *A Workshop on Managing diversity, in the Workplace*, available from Pfeiffer & Company.

- By conducting special orientation sessions for new employees who are immigrants or members of other diverse groups; and
- By holding informal meetings in which managers can share their experiences as well as tips on managing diversity.

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Sondra Theiderman, Ph. D., has fifteen year's experience as a speaker, trainer, and author on the topic of cultural diversity. Since receiving her doctorate from the University of California, Los Angeles, she has worked with numerous clients in the United States and internationally. She has authored two books about cultural diversity: *Bridging cultural Barriers for Corporate Success* and *Profiting in America's Multicultural Marketplace*. Dr. Thiederman also serves as narrator for Barr Film's training video, *Bridging Cultural Barriers*, which is based on her work and addresses the issue of cultural diversity in the workplace.

SEXUAL DIFFERENCES IN THE WORKPLACE: THE NEED FOR TRAINING

Arlette C. Ballew and Pamela Adams-Regan

THE WORK FORCE IS CHANGING

Since the Second World War, women have entered the work force in increasing numbers. Sex-role expectations have changed as a result of economic necessity. Women have become a factor in the success of business and industry in most Western nations and in many other parts of the world as well.

In the U.S., Canada, and the U.K., the increased number of women in the work force has prompted legislation regarding sexual discrimination and harassment. But legislation alone cannot help men and women to learn to work together.

Making the transition from a home environment to a business environment has been difficult for some women; they also need help in “catching up” in terms of job skills, professional connections, and job opportunities. Making the transition from a male-dominated work environment to a male-female work environment has been difficult for some men; they need help in learning to deal with women in a manner that is appropriate to the business environment.

The success of many women in today’s businesses and industries reinforces the fact that women are an integral part of today’s work force; it also may increase the resentment and resistance on the part of some males to the encroachment of women into the workplace. Without a doubt, women will continue to be a major presence in modern business life. Trainers and consultants will have to address the unique challenges of integrating women into the workplace if the full productivity of men and women working together is to be realized.

MALE-FEMALE DIFFERENCES CREATE ISSUES IN THE WORKPLACE

In training and developing women to take positions in the work force and in management, it is not enough to focus on traditional areas of employee development: career management, résumé writing, presentation skills, interviewing techniques, technical skills, project management, and meeting management. These areas of training are just as relevant to men as they are to women, although men tend to receive more information about them in school and from the mentoring process. Training programs also must begin to address the interpersonal differences and the relationship issues that create problems between and for men and women in the workplace.

In *Developing Women Through Training*, Willis and Daisly (1991) claim that training activities in the U.K. are “planned by men, set up as a male-oriented venue in every way.” They say that if women attend, they are there as an afterthought. According to them, trainers in the U.K. do not focus particularly on male/female generic training; they focus on male training. If women want to be trained, they have to learn the “male way.” In other words, women are expected to learn to work like “men” rather than to work like workers. To some degree, this probably is true wherever women work.

However, with the increasing awareness of the existing inequality in the workplace for women, and with the increasing governmental action on both sides of the Atlantic to promote equality, it is of critical importance to address the male-female issues that can arise when men and women work together on the job. These issues can be addressed in a number of ways: as communication issues, as value issues, and so on. For example, past training groups have generated the following perceptions of basic differences between men and women:

- Men tend to be highly oriented toward the task.
- Women tend to be highly oriented toward the maintenance of the relationships with the people and environment that impact the task.
- Men tend to be comfortable with or, at least, expect competition (most of them have been raised with team sports in some form or another).
- Women tend to be less comfortable with even friendly competition and take the competitive aspect of work much more seriously.
- Men tend to tease one another a lot as part of ongoing relationships.
- Women tend to take kidding more seriously, especially when it may reflect on their sense of competency in a job.
- Men play one-upmanship games with one another. When men try to play this game with women, it can translate as discrimination.
- Men are rewarded for showing emotion only about sports and other “male-acceptable” pursuits; they are confused when emotion is shown at work; in regard to tasks and teamwork.
- Women sometimes can deal better with personnel issues because they listen well and take care in maintaining relationships.
- Women often are trained in the model of successful men, rather than successful women. They may, therefore, be unsympathetic toward other women’s problems in the workplace because they have been rewarded for male-like behavior. They may even suppress female-oriented behavior and penalize other women for exhibiting it.

- Women in the workplace may feel isolated from the mainstream of business because men exclude them regularly from mentoring and “bonding” activities.
- Women do not grow up being rewarded for successful confrontation (saying how one feels about something or facing a situation or person head on). Instead, women tend to be rewarded for serving as the peacemakers; therefore, they may have to learn the confrontation skills that are necessary in order to keep tasks on track.
- Men can learn to share their skills, their task-management strategies, and their teamwork expertise with women in order to create a better work environment.
- Women can learn to share their relationship and listening skills, their multi-task management skills, and their detail orientation with men in order to create a better work environment.
- Women can learn to express their emotions in ways that focus on task-related issues.
- Men can learn to focus more on implementation, rather than just on “the big picture.”

Many of the perceived differences between men and women are, in fact, backed up by research. Gilligan (1982), a psychologist and professor at Harvard University, studied developmental differences between men and women. She concluded that men and women speak differently; hence, the title of her book, *In a Different Voice*. Gilligan also maintains that the theory of separation or “individuation” from the mother as a developmental process has been formulated by men (Erikson, 1963; Levinson, 1978), whose theories assume that development then proceeds toward autonomy. Gilligan argues that this focus emanates from a male point of view but that, in reality, males and females experience maternal contact differently. Mothers perceive sons as being different from themselves. Consequently, separation and the formation of “ego boundaries” are more emphasized with males, and they become more associated with the internal world. Mothers experience female children as being like themselves, so they tend to parent them differently. Female separation and individuation occur at a slower rate; thus, female children perceive themselves as less differentiated from others, as more connected to the external world. Gilligan concluded that these primary parenting differences lead to a strengthened capacity for empathy among women, along with a stronger basis for experiencing the needs of others.

In other words, young males and females experience relationships and issues of dependency differently: Masculinity is defined through separation; femininity is defined through attachment. Women define themselves in terms of relationships, are threatened by separation, and have difficulty with individualization. Men define themselves in the context of individualization, are threatened by attachment, and have

difficulty with relationships. Gilligan does not say that one or the other is preferable; she merely presents the data in the hope of increasing understanding.

Lever (1976) has documented that attachment to and separation from others often are expressed in the games of children. Males more often play outdoors, in large groups with a wide age range. Females more often play indoors, in smaller groups with a narrow age range. Males more often play games that emphasize competition and they quarrel more often. Females more often play games that emphasize relationships, and when quarrels or disputes arise, they often end the games. Furthermore, males play with enemies and compete with friends, in accordance with the rules. Females play mostly with friends in smaller, more intimate groups that are more willing to make exceptions to the rules.

The best-selling book *You Just Don't Understand: Women and Men in Conversation* (Tannen, 1990) also cites the basic differences between the orientations of and assumptions made by men and women. These assumptions cause them to view things differently and, in fact, to communicate in what amount to “different languages.” Among other things, men are concerned with data, and women are concerned with interrelationships (between things as well as people).

Interpersonal training has revealed that there may be significant differences between men and women with regard to how they perceive their own work styles, as well as what they perceive as acceptable work styles in others.

Malcolm Hornby (1992), Director of Delta Management in the U.K., says that in his interpersonal skills training programs, he finds that, “Men expect themselves to be seen as drivers, or task-oriented individuals who are tough minded decision makers with strong leadership styles. But men see women as more amiable, less assertive, and more emotionally responsive. This can cause men to regard women as more indecisive and participative in their leadership approaches.”

Hornby goes on to note that a woman sometimes can be perceived unfavorably by both sexes if she demonstrates more task-oriented, driving behavior. “She may be seen as unresponsive, single-minded, aggressive, stubborn, hard nosed, unfeminine, insensitive, selfish, and threatening,” he says. “Many of these attributes would be seen as strengths in her male counterparts. But from a woman, it can sometimes break the man’s paradigm of expected female behavior.”

On the other hand, men who exhibit analytical or emotionally responsive behaviors may be viewed as indecisive, amiable, chatty, soft, and unprofessional. The essential element in interpersonal skill development is to recognize that all work styles are needed to make a productive workplace. “When one worker’s behavior does not conform to another worker’s expectations, it is the worker with the expectations who needs to demonstrate greater versatility in his or her own work style,” explains

Hornby. In other words, learning to understand and to value other people's approaches to work can be invaluable in enhancing overall productivity.

Clearly, if men and women are to work together effectively, they need to understand some of the basic psychological differences between them and they need to learn to respect and to deal with those differences in a way that provides a win-win opportunity for both. If they do not do this, individuals will suffer, the work will suffer, the organization will suffer, and the overall productivity and health of the economy will suffer.

UNIT 9

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.

UNIT 10

ONE-ON-ONE COMMUNICATIONS

UNIT 10

ONE-ON-ONE COMMUNICATIONS

TERMINAL OBJECTIVE:

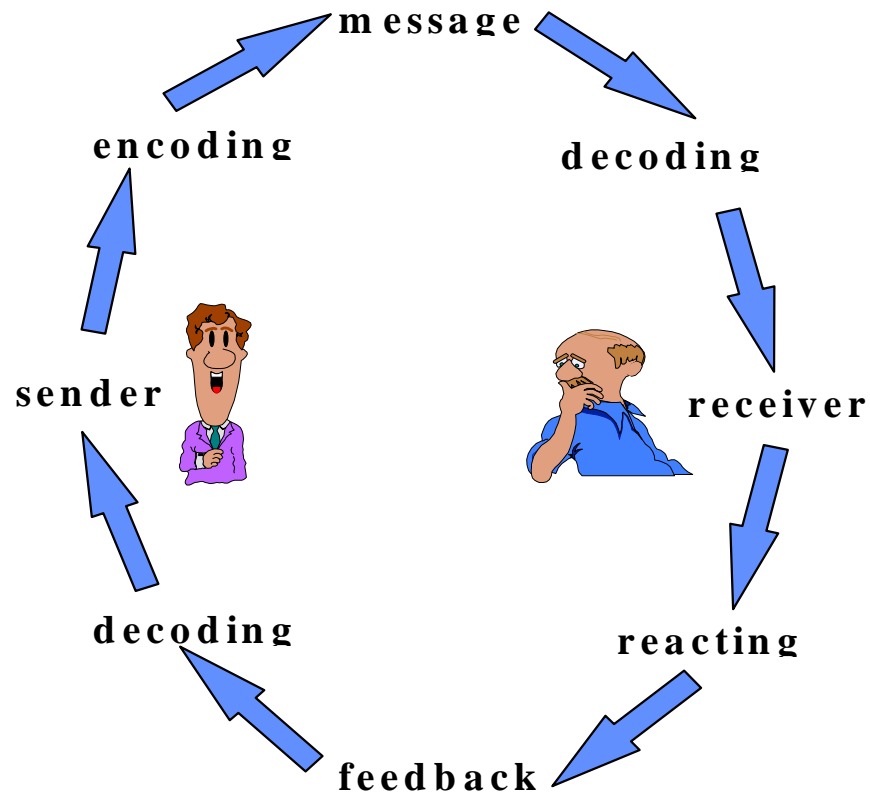
Upon completion of this unit, the learner will be able to describe the communication process and factors necessary for effective business communication to occur.

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



Analyzing My Receiver

List things that we should know about the person with whom we are communicating.

CULTURAL VOCABULARY TEST

TERM	DEFINITION
STOKED	_____
FLY	_____
FREAK	_____
JET	_____
FILTHY	_____
SHAG	_____
SHUCK & JIVE	_____
TAKE A BATH	_____
HELTER-SKELTER	_____
CATCH-22	_____
MOONIE	_____
MAUI WOWIE	_____
CHURCH KEY	_____
DA	_____
MUMBLETY-PEG	_____
CHOTCHKES	_____
SCHLOCKEY	_____
MAVEN	_____
SCHMOOZ	_____

JAKE	<hr/>
GENDER	
ILLUSIONIST	<hr/>
MOTIVATIONALLY	
DEFICIENT	<hr/>
YAC	<hr/>
BUST A RHYME	<hr/>
BUST A FRESH	<hr/>
GANK	<hr/>
SKANKY	<hr/>
MOSH PIT	<hr/>
DIS	<hr/>
DEF	<hr/>
SHOE SALESMAN	<hr/>
KICKING	<hr/>

Postalese Test

BACKSTAMP

BASKET

CACHET

CARRY-BY

CHUNK

NDCBU

CON-CON

CONVERSION RATE

CAG

COURTESY BOX

COVER

DEADHEAD

DEPREDATION

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 10

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 11

INTERPERSONAL SKILLS

UNIT 11

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 speakers 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?

FACTORS EFFECTING 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.**

FACTORS EFFECTING LISTENING

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 time frames 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	“I”
<ul style="list-style-type: none">• Judgmental	<ul style="list-style-type: none">• Focuses on your feelings/unmet needs
<ul style="list-style-type: none">• Evaluative	<ul style="list-style-type: none">• Share concerns with others
<ul style="list-style-type: none">• Critical	<ul style="list-style-type: none">• Honest and open
<ul style="list-style-type: none">• Blameful	<ul style="list-style-type: none">• Others learn effects
<ul style="list-style-type: none">• No info about your needs/feelings	<ul style="list-style-type: none">• Keeps responsibility or behavior change with the other person
<ul style="list-style-type: none">• Assumes guilt/fear will change others behavior	<ul style="list-style-type: none">• 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.

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 12

EXAMINATION - WEEK 1

UNIT 13

PROGRAM EVALUATION - WEEK 1

ASSOCIATE SUPERVISOR TRAINING PROGRAM

Course Evaluation Form - Week 1

Site/Location: _____ Course/Module: _____

Instructor(s): _____ Date: _____

Instructions:

Please complete the following evaluation by circling the number which best describes your opinion about this section of the program. This information will be used primarily for program improvement and as an aid for employee development.

How satisfied are you with the...

1. Communication of program objectives in clear, understandable terms?
2. Match of course objectives with your idea of what would be taught?
3. Relevance of course content to a supervisor's job?
4. Quality of course materials (e.g., workbooks, videos, etc.)?
5. Course's emphasis on what should be the most important information?
6. Realism of course presentation and exercises?
7. Pace at which the course material was presented?
8. Amount of student participation in the course?
9. Instructors' knowledge of course material and subject matter?
10. Instructors' presentation and explanation of course materials?
11. Instructors' responsiveness to student questions and problems?
12. Instructors' overall effectiveness?
13. Quality of the learning environment, classrooms, furniture, etc.?
14. Extent to which you feel the course will prepare you to perform effectively as a supervisor?
15. Fairness of the course exams?
16. Exam coverage and the relevance of the material tested?
17. Feedback you received as a result of any course testing?
18. Variety of teaching methods?
19. Use of best methods to facilitate learning (exercises, videos, lectures, etc.)?
20. Quality of the training course overall?

	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5

ASSOCIATE SUPERVISOR TRAINING PROGRAM

Course Content Evaluation Form - Week 1

Topic/Content Area	Amount of information learned					Usefulness on the Job				
	Low	Moderate	High			Low	Moderate	High		
Participant/Coach Roles	1	2	3	4	5	1	2	3	4	5
USPS History & Organization	1	2	3	4	5	1	2	3	4	5
Mission/Guiding Principles	1	2	3	4	5	1	2	3	4	5
Transition to Supervision	1	2	3	4	5	1	2	3	4	5
Personal Profile (DiSC)	1	2	3	4	5	1	2	3	4	5
Situational Leadership Styles	1	2	3	4	5	1	2	3	4	5
Diagnosing Employee Development	1	2	3	4	5	1	2	3	4	5
Partnering/Contracting	1	2	3	4	5	1	2	3	4	5
Empowerment	1	2	3	4	5	1	2	3	4	5
Values and Motivation	1	2	3	4	5	1	2	3	4	5
One-On-One Communication	1	2	3	4	5	1	2	3	4	5
Listening	1	2	3	4	5	1	2	3	4	5
"I" Messages	1	2	3	4	5	1	2	3	4	5

Which topic or topics were **most** beneficial?, why?

Which topic or topics were **least** beneficial?, why?

Additional comments:

Associate Supervisor Program

LEADERSHIP AND MANAGEMENT

Week 2

Participant's Guide
TD-41D-2
Course 17590-00

September 14, 1998

United States Postal Service
Human Resources
Employee Development
475 L'Enfant Plaza SW
Washington DC 20260-4215

Use of Training Materials

These training course materials are intended to be used for training purposes only. They have been prepared in conformance with existing USPS policies and standards and do not represent the establishment of new regulations or policies.

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UNIT 14

MANAGING EMPLOYEE PERFORMANCE

UNIT 14

MANAGING EMPLOYEE PERFORMANCE

TERMINAL OBJECTIVE:

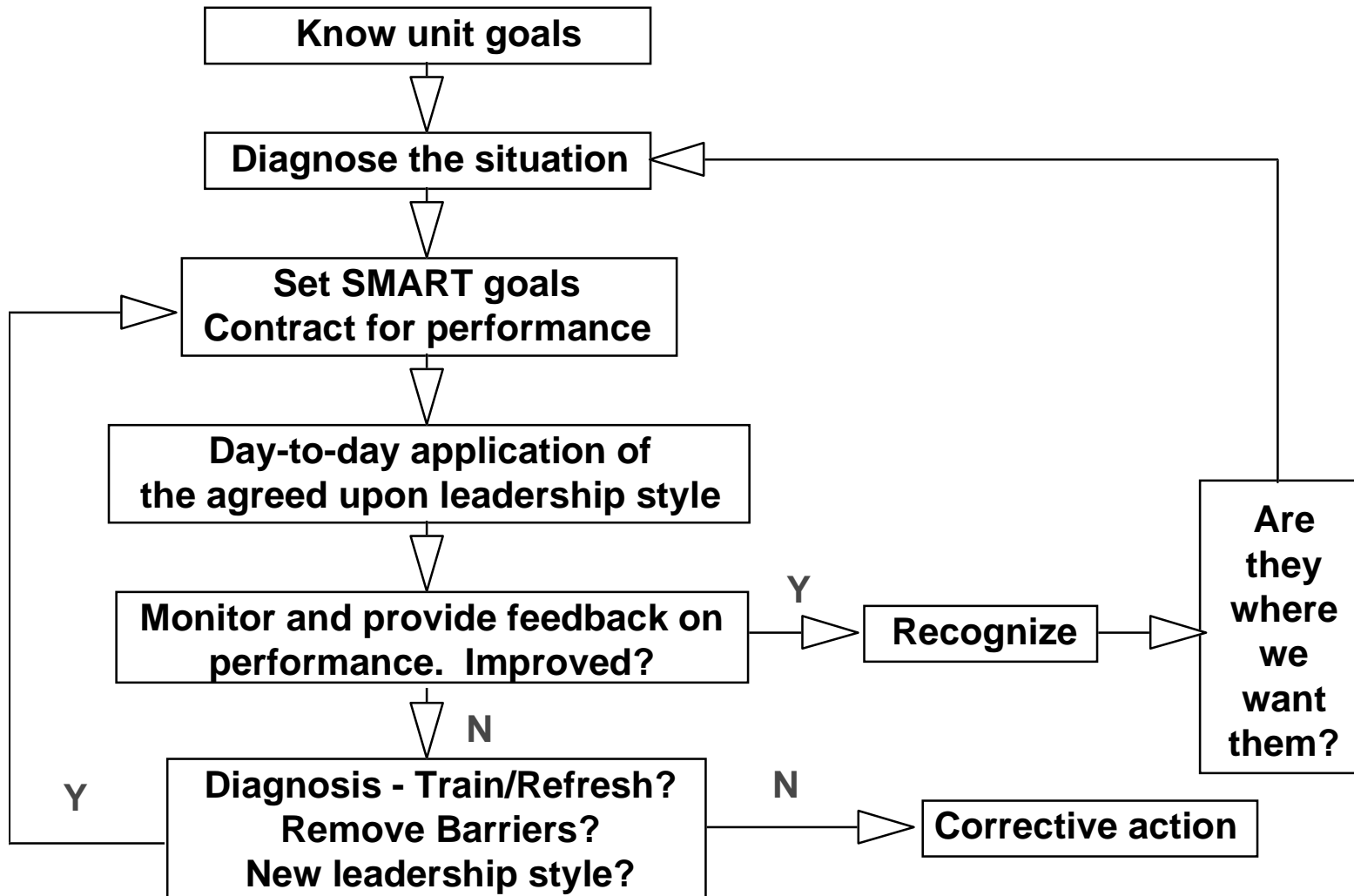
The learner will understand his or her role in maintaining and improving individual and group performance through the analysis of performance and the recognition of performance.

ENABLING OBJECTIVES:

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

- Establish appropriate performance goals.
- Communicate performance expectations.
- Analyze current performance level.
- Negotiate for recognition
- Develop strategies for individual and group recognition.

Performance Management Model



DIAGNOSING THE PROBLEM

Describe some of the steps a doctor might take in diagnosing a medical problem. Correlate those steps to actions you might take or questions you might ask in diagnosing a work related problem.

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

DIAGNOSIS CASE STUDY - CUSTOMER SERVICE

You are an Associate Supervisor and you have just reported to a large AO two days ago. This is the first time you have worked in this AO. Several weeks ago a new Carrier Sequence Bar Code Sorter was accepted by the office and put on-line. You have heard through the grapevine that office performance indicators have fallen and you have also personally noticed evidence suggesting that employee morale is on the downswing. A number of individuals seem to have taken on an “I don’t care anymore” attitude and it appears to be spreading. Customer complaints have risen. Mostly, they correspond to people getting someone else’s mail. Carriers appear to be coming in later than usual from their deliveries as well.

The office manager has asked to meet with you and you are anticipating that she will want to know exactly what is going on and why performance numbers are off? Also the union steward has requested to meet with you. You find yourself asking the question, “How can I get a handle on this situation?” Then you remember your ASP course where you talked about diagnosing work situations. What questions will you want answered to diagnose this situation correctly and how will you proceed to get them answered?

QUESTIONS/ISSUES

DIAGNOSIS CASE STUDY - P & D

You are an Associate Supervisor and you have just reported to the bar code sorter operation on tour 1 in a plant that you have not worked in prior to this. Several weeks ago, RBCS came on line in this plant. You have heard through the grapevine that office performance indicators have fallen and you have also personally noticed evidence suggesting that employee morale is on the downswing. A number of individuals seem to have taken on an “I don’t care any more” attitude and it appears to be spreading. Recently, complaints from downstream customers have risen. Mostly, they are from offices where mail is arriving late or it is not properly sequenced. Also you notice that absenteeism seems to be rather high and people are not returning from breaks on time.

Your MDO has asked to meet with you and you are anticipating that she will want to know exactly what is going on and why performance numbers are off? Also the union steward has requested to meet with you. You find yourself asking the question, “How can I get a handle on this situation?” Then you remember your ASP course where you talked about diagnosing work situations. What questions will you want answered to diagnose this situation correctly and how will you proceed to get them answered?

QUESTIONS/ISSUES

PARTNERING FOR PERFORMANCE PROCESSING & DISTRIBUTION - PART 1

Scenario 1

You have just graduated from the Associate Supervisor Program and have been detailed as a Supervisor, Distribution Operations. In a week you have observed, researched and gathered the following information on one of your employees, Bonnie.

Bonnie, a distribution clerk, is the worst performer in the unit. She has been a distribution clerk for nine (9) years. During the past three (3) years she has held a non-scheme manual distribution bid in the combined outgoing primary (Operation 030). Although she is a long-term employee, Bonnie is clearly the worst performer in the unit:

- She is a marginal “caser”, seldom casing more than two (2) trays an hour. She picks up two or three letters at a time. She taps the letter on the case. While tapping, she scans the entire case before placing the letter in the correct separation.
- She frequently engages in lengthy conversations with the employees seated at the adjacent cases. During this time her mouth is moving while her hands are not.
- She often extends her breaks.

OBJECTIVE: To improve Bonnie’s performance to four (4) trays per hour. Since there is no standard recognized nationally for distribution clerks, this can be addressed only by eliminating Bonnie’s time wasting practices.

Group Activity:

1. Develop a list of SMART expectations for each of Bonnie’s deficiencies.
2. Use the DTA II to analyze Bonnie’s current development level on each of the expectations and outline a plan for a discussion of her performance.
3. Identify Bonnie’s needs at her current development level.

PARTNERING FOR PERFORMANCE CUSTOMER SERVICE - PART 1

Scenario 2

You have just graduated from the Associate Supervisor Program and have been detailed as a Supervisor, Customer Services. In a week you have observed, researched, and gathered the following information on one of your employees, Clyde.

Clyde has been a letter carrier for 12 years - the last three on route 0017. You've noticed that Clyde (nicknamed "the Wanderer" by his co-workers):

- Disappears for 5-10 minutes every morning after he clocks in.
- Wanders around the station talking to his co-workers.
- "Walks" misthrows to the correct routes; and
- Fans the case when casing mail (cases each letter by starting at the left hand corner of the bottom row and proceeds to move from left to right, row by row, until he reaches the correct separation).

Clyde requests overtime or auxiliary assistance almost daily. But every time his route is inspected he makes standard - by simple expedient of showing up on time, staying at his case and casing letters directly to the correct separation.

Now, making a bad situation worse, you realize that many of Clyde's co-workers, although they report directly to their cases after clocking in, don't start working until Clyde is at his case.

Group Activity:

1. Develop a list of SMART expectations for each of Clyde's deficiencies.
2. Use the DTA II to analyze Clyde's current development level on each expectation and outline a plan for a discussion of his performance.
3. Identify Clyde's needs at his current development level.

PARTNERING FOR PERFORMANCE PROCESSING & DISTRIBUTION - PART 2

SUPERVISOR:

Meet with Bonnie and using the appropriate leadership style, discuss what you've observed and set expectations with Bonnie.

BONNIE:

You are Bonnie. You have been a distribution clerk for nine (9) years. During the past three (3) years you have held a non-scheme manual distribution bid in the combined outgoing primary (Operation 030). You are a long-term employee and your performance has never been discussed with you. You are not aware of any deficiencies in your work methods or work performance. You want to do well and contribute to your unit's performance.

OBSERVER A

Observer A is responsible to document the behaviors and decision making style the leader demonstrates during the meeting w/ Bonnie.

OBSERVER B

Observer B will coach the supervisor to ensure he uses the appropriate leader behaviors and decision making style.

PARTNERING FOR PERFORMANCE CUSTOMER SERVICE - PART 2

SUPERVISOR:

Meet with Clyde and using the appropriate leadership style, discuss what you've observed and set expectations with Clyde.

CLYDE:

You are Clyde. You have been a letter carrier for 12 years - the last three on route 0017. You are smart enough to always make standard during route inspection by following all procedures to the letter. You recently bought a new house and any overtime would mean extra money in your pocket. Your office time has been expanded because of some time wasting practices.

Your co-workers have nicknamed you "the Wanderer." In addition, although they report directly to their cases after clocking in, they won't start working until you are at your case.

OBSERVER A

Observer A is responsible to document the behaviors and decision making style the leader demonstrates during the meeting with Clyde.

OBSERVER B

Observer B will coach the supervisor to ensure he uses the appropriate leader behaviors and decision making style.

PARTNERING FOR PERFORMANCE PROCESSING & DISTRIBUTION - PART 3

It's been a week since your meeting with Bonnie. In monitoring her performance, you have observed the following:

- She has stopped talking to her co-workers while casing mail.
- She has not been late from her breaks.
- She picks up solid handfuls of mail.
- She has stopped tapping the letters.
- She is still fanning the case.

What would you do now?

PARTNERING FOR PERFORMANCE CUSTOMER SERVICE - PART 3

It's the day after your meeting with Clyde. In monitoring his performance, you have observed the following:

- Clyde reports to work in uniform.
- He reports directly to his case after clocking in.
- He continues to methodically fan his letters.

What would you do now?

EMPLOYEE & LABOR RELATIONS MANUAL

Excerpts from Issue 12, 5-1-89

370 Performance Evaluation

371 Introduction

Employees of the Postal Service are expected to conduct themselves in a manner which reflects favorably upon the federal government and to perform their duties in the most efficient manner. The supervisor and employee have a mutual responsibility in achieving these goals. Performance evaluation, if used properly, strengthens the day-to-day supervisor-employee relationship in working toward this end.

372 Purpose of Performance Evaluation

372.1 Standards of Performance

Standards of performance are helpful in defining the level of performance expected of a satisfactory employee. These need not be formal or written, but each supervisor determines and communicates to employees being supervised what is expected by way of: (a) quality of work; (b) quantity of work; and (c) manner of performance, such as relationship with co-workers, contacts with public, work methods and habits, extent to which the employee should make decisions.

372.2 Sound Supervision

Sound supervision requires that evaluation of performance be done on a day-to-day basis. It also requires counseling and instruction of the employee as necessary, giving attention to evidences of good performance as well as defects.

373. Established Performance Standards and Evaluation Systems

373.1 Standards

An employee's performance is evaluated on the basis of the following:

- a. Amount of work.
- b. Accuracy.
- c. Reliability.
- d. Neatness.
- e. Thoroughness.
- f. Application to duty.

g. Promptness.

h. Conduct.

i. Ability to get along with others.

j. Cooperativeness

k. Where appropriate, performance is evaluated on the basis of other factors such as initiative, judgment, ability to direct the work of others, ability to establish and attain management objectives, etc.

373.2 Performance Evaluation Systems

373.21 Formal. USPS Headquarters prescribes formal evaluation systems for a variety of purposes. A formal evaluation consists of a set of defined standards of performance, instructions for establishing a measure of where the employee fits within the standards, and a form on which the information is recorded. In the absence of a Headquarters prescribed system, other appropriate authority may prescribe an evaluation system designed to meet specific requirements within its area of responsibility. When a system not prescribed by Headquarters is developed, no attempt is made to make distinctions finer than outstanding, satisfactory, and unsatisfactory. Outstanding and unsatisfactory performances are defined in 375. All performance which does not fall within those two categories is considered satisfactory.

373.22 Informal. Informal evaluation is based on the day-to-day observations of the supervisor and is characterized by the absence of prescribed forms and written instructions. It is part of the supervisor's daily obligation to make effective use of available human resources and to give individual encouragement and/or correction. The supervisor's obligation must be a continuous process undertaken whether or not formal evaluation systems are prescribed.

374 Discussing Performance with Employees

The supervisor is responsible for discussing performance with each employee. If the employee's performance is unsatisfactory, the supervisor discusses constructive measures which employees should follow to improve their performance to a satisfactory level.

PARTNERING FOR PERFORMANCE

- 1. Briefly review the unit's goals.**
- 2. Discuss past performance in relation to previously established goals.**
- 3. Set new SMART goals.**
- 4. Get an agreement and a commitment/contract for leadership.**
- 5. Identify how you will support the employee's efforts.**
- 6. Discuss how you will monitor performance and follow-up.**

EVALUATING INDIVIDUAL PERFORMANCE

TASKS:	REQUIREMENTS:
Observe work performance	<p>Functional knowledge of employees' jobs.</p> <ul style="list-style-type: none"> • Know what to observe and how often. • Note observations without bias.
Review relevant data	<p>Working knowledge of information systems.</p> <ul style="list-style-type: none"> • Know what is available and accessible. • Determine relevance of information. • Generate and accessing reports.
Exercise judgment	<p>Examining demonstrated performance based on established goals and expectation.</p> <ul style="list-style-type: none"> • Use sound judgment. • Make judgment without bias and without fear of conflict.
Appraise performance	<p>Discussing results of the performance evaluation with employees.</p> <ul style="list-style-type: none"> • Provide feedback. • Identify work habits and behaviors. • Encourage response and input. • Identify barriers and solutions.

Work Performance Observation Log

Employee's name: Ian Anderson

Task observed: Manual Distribution

Performance goals: Average 10 min./ft. @ 98% accuracy (performance expectation previously established with employee)

Date: 3/15/95

Time: 6:30 to 6:40

Observations:

Case cells just swept. Sorting with one foot on case. Picking up only a few pieces at a time from the ledge. Talking and laughing without maintaining steady distribution of mail. Cased slightly less than ½ foot of 1C letter size with one error.

Action taken:

Advised Ian of discrepancies observed and re-emphasized performance expectations.

Date: 3/17/95

Time: 6:10 to 6:20

Observations:

Sorting with both feet on adjustable stool platform. Picking up several inches of mail from ledge with left hand each time. Maintained steady distribution of mail even when conversing. Cased more than 1 foot of 1C letter size with no errors.

Action taken:

Told Ian that I appreciated his effort in improving his work habits as we had discussed, and informed him of his productivity improvement. Asked him to autograph my old copy of Aqualung.

Work Performance Observation Log

Employee's name: _____

Date: ____/____/____ Time: ____:____ to ____:____

Task observed: _____

Performance goals: _____

Observations:

Action taken:

Date: ____/____/____

Time: ____:____ to ____:____

Task observed: _____

Performance goals: _____

Observations:

Action taken:

Date: ____/____/____

Time: ____:____ to ____:____

Task observed: _____

Performance goals: _____

Observations:

Action taken:

Date: ____/____/____

Time: ____:____ to ____:____

Task observed: _____

Performance goals: _____

Observations:

Action taken:

SOURCE DOCUMENTS FOR SETTING STANDARDS

The following are some of the source documents that can be used to set individual standards for:

City Carriers:

Rural Carriers:

Distribution Clerk (Manual):

Distribution Clerk (LSM):

Distribution Clerk (FSM):

Distribution Clerk (automation):

Mail Handler:

Other:

BENEFITS OF REGULAR & APPROPRIATE COMMUNICATION:

- **Sets expectations for behavior**
- **Shares responsibility and ownership for performance and outcomes**
- **Supports positive work environment**
- **Increases motivation**
- **Builds trust**
- **Helps solve operational problems**
- **Eases implementing operating or policy changes**

Communicating About Performance

Information that needs to be communicated:

- **Unit/department goals and objectives**
- **Historical performance data**
- **Current performance data**
- **New policies/procedures**

BREAKING THE *FEEDBACK AS PUNISHMENT* SYNDROME:

- **Give feedback frequently**
- **Use multiple methods**
- **Keep unit performance a separate issue from individual performance “problems”**
- **Take the blame/emotionality out of it**
- **Give positive information in the same way and with the same frequency, etc. that you would give negative information**
- **Include the other necessary elements of supervisory communication - setting goals, the past performance context, immediately share policies/procedure changes that will affect the work.**

GUIDELINES FOR GIVING GROUP PERFORMANCE FEEDBACK:

- **Use only indicators that are under your control**
- **Keep data current**
- **Keep performance *visible***
- **Use for feedback, not to evaluate individuals**

Communicating About Performance

Exercise:

1. Identify a performance indicator which is important to your operation.
2. Use data provided by your facilitator (or make up some data) based on the indicator identified in step 1.

Performance Indicator: _____

Actual (current week)	vs. SPLY	vs. Plan
Actual (A/P to date)	vs. SPLY	vs. Plan
Actual (YTD)	vs. SPLY	vs. Plan

3. Develop your data into a *product* or method to communicate performance information to a work group. When the product is completed, within your small group, discuss the relative strengths and weaknesses of this method.
4. Present your *product* to the large group and discuss how your product would successfully communicate performance information.

THE THREE MAIN INGREDIENTS FOR EFFECTIVE RECOGNITION

- _____

- _____

- _____

- _____

HOW DO I RECOGNIZE GOOD PERFORMANCE?

HOW DO I REWARD OUTSTANDING PERFORMANCE?

PLANNED SPONTANEOUS RECOGNITION

First, pick one thing that you can observe your employees doing right. It's easy to see the screw-ups and we have a tendency to see them all the time. Instead, before you show up for work, come up with one good thing that you can acknowledge.

Second, decide what you're going to do to acknowledge those employees who are doing the good thing you've identified. They can be little things, but you need to keep changing them. A simple Thank You, expressed in various ways, works well.

Third, remember to vary the reward frequently "No matter what you do somebody won't like it so do all kinds of things."

UNIT 14

MANAGING EMPLOYEE PERFORMANCE

KEY POINTS:

- The EOS indicates that we do a poor job as supervisors, of recognizing good performance and dealing with poor performance.
- It is impossible to recognize either “good” or “poor” performance until the supervisor establishes a clear set of expectations.
- It is imperative that we share those expectations with employees.
- Performance feedback in the form of setting expectations for individuals and groups, sharing performance indicators, and discussing individual goals and problems, is an important tool contributing to positive employee performance.
- When recognizing employee performance, it is important for the supervisor to match the degree of recognition to the actual performance.
- Negotiating with the employee for appropriate recognition/reward, makes the recognition/reward more valuable to the employee and fulfills our role as a supporting coach.
- Planned, spontaneous recognition, is an easy way for us as supervisors to stay “on our toes,” providing appropriate recognition on a regular basis.

UNIT 15

TOOLS FOR INFLUENCING PERFORMANCE

UNIT 15

TOOLS FOR INFLUENCING PERFORMANCE

TERMINAL OBJECTIVE:

The employee will be able to analyze a performance problem and use the performance dialogue process to gain employee “buy in” to the performance resolution.

ENABLING OBJECTIVES:

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

- Complete a performance analysis to determine what factors are influencing the performance problem.
- Conduct a performance dialogue discussion with the employee to explore ways of eliminating the performance blocking factors.
- Evaluate the effectiveness of the changes.
- Provide feedback to the employee.

POWER BASES

- **Position Power** - Sometimes called “legitimate” power, this is the influence or power possessed by an individual based solely on the position the individual holds. Regardless of who is in the position, it is the position itself that has influence. A judge, a policeman, or a baseball umpire are examples of Position power.
- **Expert Power** - The power or influence possessed by an individual that is based on the knowledge, skill, ability, experience, talent, expertise, etc. of the individual. Doctors, lawyers, musicians and athletes are examples of people with Expert power.
- **Personal Power** - The power or influence of an individual which is based on the individual’s personality, charisma, appearance, or “aura” (the way they seem or appear to others) is personal power. Many entertainers, especially comedians and actors/actresses who are generally identified with a role they play, as well as some religious and political figures, are examples of Personal power.
- **Reward/Punishment Power** - These power bases, known as “coercive,” are both based on the ability of the individual to either give or withhold something that is either desirable or undesirable. A beauty contest judge or a genie in a bottle might be seen to have reward power. For many of us, the high school principal (with the dreaded “board” of education) was the ultimate example of Punitive power.

NOTE: Power or influence is in the eye of the person influenced!

POWER BASES AND PERFORMANCE DIALOGUE

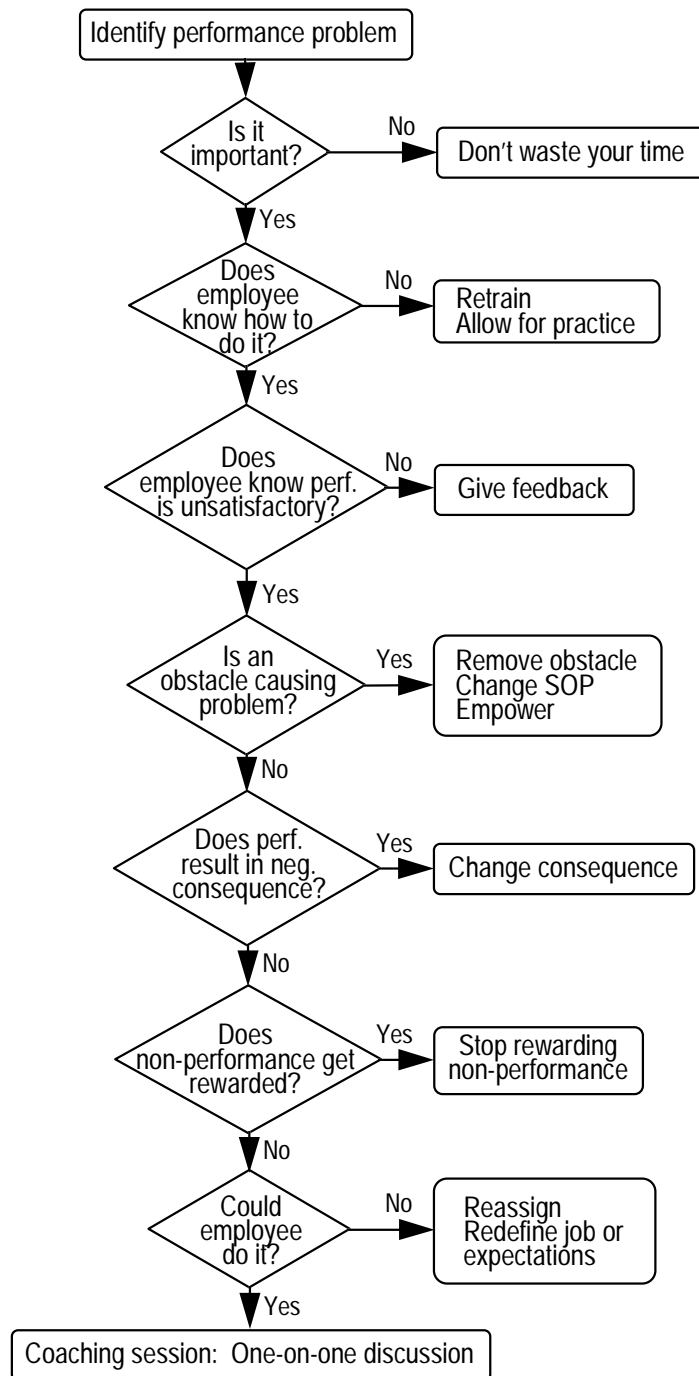
Power Base	Performance Indicators	Objective	Possible Dangers
Position	D1 employee, lacks knowledge and experience. D2 who is overconfident, wants more autonomy and independence than capable of handling.	Remind employee that you are decision maker. Let employee know that you are to be consulted before action taken.	May result in resentment. Can slow development of independence, assumption of initiative.
Expert	D1 and D2 employees not yet knowledgeable about proper job procedures. D3 employee who doesn't understand importance of adherence to procedures.	Teach proper procedures and their importance. Communicate "what", "how" and "why."	Can be intimidating and undermine confidence. Can lead to manipulation ("You're the expert, <u>you</u> do it!").
Personal	D2 and D3 employees who are losing confidence, or experiencing frustration. D3 employee with loss of motivation.	Listen sympathetically to employees concerns. Share personal experiences. Reassure employees. Help employees rediscover motivation.	Can be manipulated, taken advantage of. Can be seen as weakness, "softness." May raise suspicion if previous experience has been with "High D" bosses.
Reward	D2 and D3 employees who are displaying performance improvement. D4 employee ready for more responsibility.	Praise progress. Reassure employee of competence level. Bestow more empowerment and autonomy. Recognize accomplishments.	Can be viewed as manipulation. Can cause embarrassment. Can result in jealousy from others. MUST BE SPECIFIC AND SINCERE.
Punishment	D3 employee who has demonstrated competence, but refuses to perform at a minimally acceptable level, after all previous attempts to correct performance have failed.	As a last resort, to advise employee that corrective action was necessitated by employee's consistent refusal to perform.	Resentment, rebellion, reprisal. Deterioration of morale, if employee was popular with others. Desire on employee's part to "get even."

The Three Steps of Performance Dialogue

- Performance analysis
- Performance Dialogue
- Follow up

Notes:

Performance Analysis



Performance Analysis Worksheet

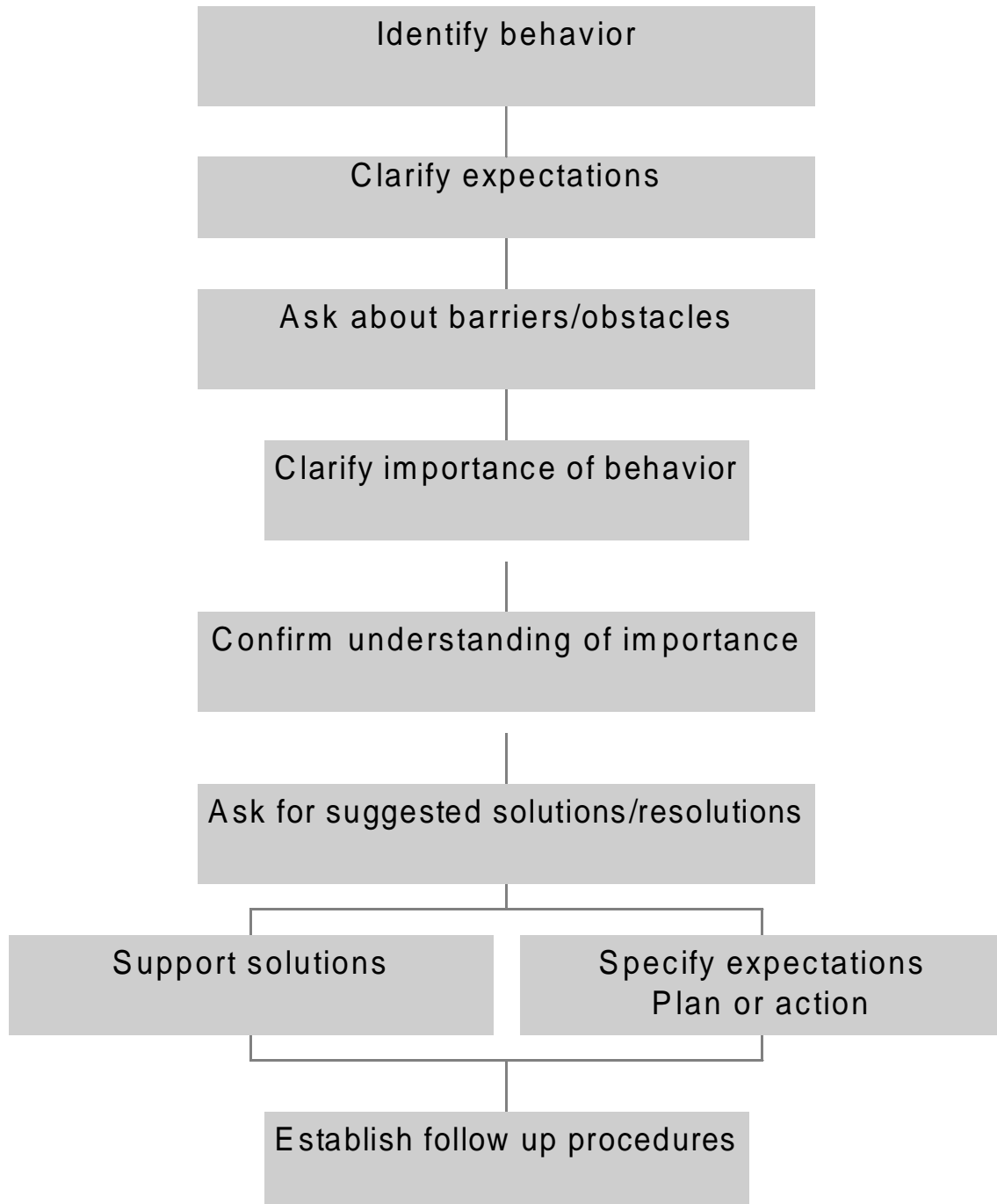
Key Issues	Probing Questions	Answers
Identify performance problem	<p>What makes you think there is a performance problem?</p> <p>How do you know there is a performance problem?</p> <p>Describe outcomes of the performance.</p> <p>What is the employee doing/not doing that is causing a problem?</p> <p>What indicators are you using? Look at behaviors not attitude--the performance not the person.</p> <p>Where's your evidence?</p> <p>What is the difference (gap) between what is being done and what is supposed to be done?</p>	
Is it important?	<p>Why is the performance problem important?</p> <p>What is its cost?</p> <p>What would happen if you ignored the problem?</p> <p>Would doing something about the problem have any worthwhile result?</p> <p>Is the problem impacting the achievement of the work unit's goals?</p>	
Does employee know how to do it?	<p>Has the employee been trained?</p> <p>Has the employee done it in the past?</p> <p>Have there been changes to the job?</p>	
Does employee know performance is unsatisfactory?	<p>Does employee know what is satisfactory performance?</p> <p>Have individual & unit goals been shared with employees?</p> <p>Have you talked to the employee about their performance?</p>	

Key Issues	Probing Questions	Answers
Is an obstacle causing problem?	<p>Does employee lack resources?</p> <p>Is equipment the problem?</p> <p>Are the surroundings the problem?</p> <p>Does employee lack time?</p> <p>Is an S.O.P. the problem?</p> <p>Does employee receive conflicting instructions?</p> <p>Does employee lack authority?</p> <p>Are there conflicts/disruptions from fellow employees?</p> <p>Is a personal situation the problem?</p>	
Does performance result in negative consequences?	<p>What happens when the employee performs at the desired level?</p> <p>What consequences result from performance?</p> <p>Are these consequences punishing to the employee?</p> <p>Would employee's life be negatively impacted if desired performance is attained?</p>	
Does non-performance get rewarded?	<p>What is the result--for the employee--of the present performance level vs. the desired performance level?</p> <p>What does the employee get out of the present performance?</p> <p>Does employee get more attention for non-performance than for performing at the desired level?</p> <p>Are you doing anything that rewards the present performance level?</p>	
Could employee do it?	<p>Are there physical limitations inhibiting performance?</p> <p>Are there mental limitations inhibiting performance?</p>	

Guidelines for the Performance Dialogue

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Steps of a Performance Dialogue



PERFORMANCE DIALOGUE WORKSHEET

Identify Behavior - Be specific about the behavior you want to influence. What is the employee doing or not doing? How do you know? (Observation, reports, etc.)

Clarify Expectations - Verify that the employee knows what is expected.

Ask About Barriers/Obstacles - Is there something outside the employee's control, that prevents or inhibits the employee from meeting expectations?

Clarify Importance of Behavior - Does the employee understand how his/her performance impacts you, the operation, co-workers, customers?

Confirm Importance - Does employee agree that expected behavior is important?

Ask for Solutions/Resolutions - What is the employee willing to do to correct the problem? What does the employee need from you?

Support Solution or Specify Expectations/Plan of action - If employee offers acceptable solution, thank employee. Offer help/encouragement as appropriate. If employee does not offer solution, you specify your expectations for future behavior and your plans to monitor behavior. (NO THREATS OF DISCIPLINE!)

Establish Follow-up Procedures - Agree with employee on how performance will be evaluated. Schedule follow-up discussion, if necessary. Be prepared to acknowledge improvement.

PERFORMANCE DIALOGUE SCENARIO-P&D

SUPERVISOR: You've recently been assigned to an MPFSM operation, and you've been directed to complete an analysis of unscheduled absences in the unit for an attendance control audit. While reviewing 3972's for employees in the unit, you discover that Glen (Glenda) Mazur, an MPFSM operator, has had four unscheduled absences (sick leave) of one or two days, all of which occurred after a scheduled off day or holiday. He/she has also been late (from 10 to 30 minutes) on five occasions during his/her six months of employment. The regular supervisor in the unit is on extended military leave, so you have no way of knowing if Mazur's attendance has been discussed with him/her.

PERFORMANCE DIALOGUE -P&D

EMPLOYEE: You are Glen (Glenda) Mazur. You are an MPFSM operator with six months Postal service. Your regular supervisor has been called up for active duty in the Army Reserve, and has been replaced by an Associate Supervisor. In your discussion with the supervisor, assume one (or more) of the following responses:

Your regular supervisor never expressed any concern with your attendance. Any time you were absent, you had a valid and acceptable medical reason. Your regular supervisor was aware of certain health problems, that you would prefer not to discuss with this supervisor, who is a total stranger to you. You don't recall being late for work, except for once when you had to pick up your child from school, but on that occasion you called and explained the situation to your regular supervisor, who told you not to worry about it, and that he would change your schedule so that you wouldn't be considered late.

OR:

You are a very conscientious, hard-working employee, who has received consistently high ratings during your probationary period, and you were recommended for an award for qualifying on the MPFSM with only 14 hours of training. You have never used sick leave without a valid medical reason, and in fact, you offered documentation from a doctor to your regular supervisor for every absence. Each time, however, you were told that no documentation was necessary, but only required for absences over three days. You have never had a conversation with your regular supervisor about "tardiness."

OR:

You're a single parent, struggling to get by financially. You took this job because it paid well, but no one warned you that the irregular hours, overtime and stress involved with FSM and scheme qualification would nearly kill you. Sure, you've called in sick, but only when you were too exhausted to get out of bed, or when you had to take care of your kids. Besides, you haven't been sick or late any more often than anyone else in your unit. In fact, you know of a lot of "old timers" who are late two or three times a week, and no one says anything to them. You suspect that you're being harassed by this rookie supervisor who's trying to show who's boss, simply because you're the junior employee in the unit.

PERFORMANCE DIALOGUE -CS

SUPERVISOR: You've recently been assigned to a delivery unit to replace a supervisor who has been involuntarily returned to a craft position. The previous Station Manager has recently retired (the rumor mill suggests that it was "retire...or else!"). The station is in a high growth area, routes are generally overburdened (and haven't been adjusted since the Ice Age), DCEA is declining and morale is poor. One carrier, however, consistently uses more overtime than anyone else in the station, even though his/her daily volumes are rarely at or above reference volumes. The carrier, an ex-NALC president, has a tendency to expand office time, primarily by extended conversations with other employees, but street time seems to be a major concern. You've gotten calls from customers who complain that their mail delivery fluctuates by as much as two or three hours from day to day. And yesterday you saw a postal vehicle parked behind a cafe in your delivery area, at 2:45. When you got back to the office you learned that the vehicle belonged to this carrier. The cafe is not on the carrier's route, nor is it a designated lunch or rest stop.

PERFORMANCE DIALOGUE -CS

EMPLOYEE: You have been a carrier at this station for 22 of your 27 years in the Postal Service. You've seen a lot of managers with a lot of different styles come and go. You've worked with all kinds in your capacity as a carrier, union steward and as a past president of the local NALC branch. You've endured "MPD's", "DPH" and "DCEA", and to you, they all mean the same thing...BULL! You may not be as fast as you used to be, but you're still able to get the job done, and still give the customers on your route a little personal attention at the same time. Your customers are a lot more interested in being greeted by name and passing the time of day with their "mailman" than getting their mail right on the dot at 12:24 p.m. every day. That's one reason you don't ever ask for auxiliary assistance; it's your route and they're your customers.

Now you've got this junior jet ranger on your case about your street time who hasn't got a clue when it comes to the "customer relations" responsibilities of a carrier with a route full of older, affluent patrons who like to chat with their "mailman". Furthermore, this quasi-supervisor is apparently snooping around trying to catch carriers goofing off. Rumor has it that he/she spotted your vehicle at a cafe yesterday, while you were taking a short lunch break with some of your fellow carriers. So maybe this particular cafe is a little off your line of travel, but most of your authorized lunch and rest stops are either boarded up or greasy spoons now. (Your 1564A hasn't been revised in ten years, and that's management's responsibility!) Besides, your old boss was not only aware of your afternoon lunch spot, he used to join you frequently! And you've never heard complaints from your customers about late delivery.

PERFORMANCE DIALOGUE OBSERVER CHECKLIST

Identify Behavior -

Clarify Expectations -

Ask About Barriers/Obstacles -

Clarify Importance of Behavior -

Confirm Importance -

Ask for Solutions/Resolutions -

Support Solution or Specify Expectations/Plan of action -

Establish Follow-up Procedures -

UNIT 15

TOOLS FOR INFLUENCING PERFORMANCE

KEY POINTS:

- Our ability to influence others, our “power base”. is determined by our followers.
- Overuse or misuse of any power base can result in undesirable outcomes.
- “You can't make nobody do nothin'” means that all you can do as a leader is attempt to influence. The decision to act or not act belongs to the follower.
- Performance dialogue involves two-way communication, both direction and support, and whenever possible, some involvement in decision-making on the part of the follower.
- The performance dialogue to improve performance is NOT a disciplinary process!
- Follow-up is a critical part of the dialogue process. Be prepared to praise progress.

UNIT 16

MANAGING YOUR BOSS

UNIT 16

MANAGING YOUR BOSS

TERMINAL OBJECTIVE:

The learner will be able to implement a strategy for analyzing the boss's preferred leadership style and use the knowledge to negotiate with the boss for desired leadership behaviors.

ENABLING OBJECTIVES:

- Upon completion of this module, the learner will be able to:
- Relate the DISC profile characteristics to different management styles.
- Describe strategies of presenting information to or soliciting input from bosses with various management styles.
- Identify the mortal sins or strategies to avoid when dealing with different managers.
- Outline a technique for contracting with the boss for a particular management style.

MANAGING YOUR BOSS

HIGH “D”

DO:

DON'T:

HIGH “S”

DO

DON'T:

HIGH ‘I’

DO:

DON'T:

HIGH “C”

DO:

DON'T

INFLUENCING THE BOSS

1. _____

2. _____

3. _____

4. _____

CONTRACTING WITH YOUR BOSS

(USING THE DTA TO CONTRACT)

STEP 1:

Ask your boss to define the tasks you are responsible for. Task descriptions are to be specific (“run the floor” doesn’t really describe tasks) and should include a measurement of “what good performance looks like.” Just as with communicating task expectations and performance standards to subordinates, this is the most important, and often most difficult step in the process.

STEP 2:

Once you and your boss have created a clearly stated set of tasks and performance standards, you should attempt to reach agreement on your present development level pertaining to each task. You’ll have to listen objectively and non-defensively to your boss’s assessment, but you should also apprise your boss of your own assessment of your developmental level. Explore differences of opinion, primarily on the basis of your current performance as compared to the boss’ expectations of performance. At this point, you’ll also need to discuss your boss’ appraisal of your motivation and confidence. You may disagree with his/her appraisal, but be willing to ask for specific examples of your behavior that caused the boss to form his/her opinion.

STEP 3:

It may be beneficial at this point to discuss the boss’ previous leadership style or styles and your individual perceptions as to whether there has been any over-supervision or under-supervision. This would also be a very opportune time to “catch him/her doing something right” and acknowledge any positive behaviors, such as an appropriate amount of guidance and supervision, or freedom from supervision.

STEP 4:

Discuss your recent performance trends with your boss. Does the boss perceive an improvement or decline in your performance? Based on what indicators? Do you feel that your performance has improved recently? Based on what indicators?

STEP 5:

Based on your boss' assessment of your development level and recent performance trends, use the decision tree graph on page 2 of the DTA to determine the appropriate style or styles for each task. Compare the results with the leadership style you feel is appropriate, based on your own perception of your development level.

STEP 6:

Refer to page 5 of the DTA. Identify those suggested strategies that apply to the improvement of your development level for each of the identified tasks. Use those strategies to create an action plan (page 6 of the DTA) that will clarify the steps you and your boss will take to help assure your accomplishment of task goals. Remember to include time lines, milestones, and specific performance measurements.

Contracting with your boss for a leadership style may not be easy or comfortable. Using the DTA will provide a structure for an objective discussion of performance expectations and the direction and support needed for you to be successful. You must, however, be committed to practicing your active listening skills, especially when receiving feedback you might not want to hear.

PLAYING POLITICS

(excerpt from “*The Game of Politics*”, Food Management Magazine)

1. Understand and appeal to the motivation of those who have power over you.
2. Have confidence and competence.
3. Be visible and vocal in a positive way.
4. Have good communication skills
5. Have a good grasp of timing.

A successful “politician” should also be:

- Willing to do that little extra
- Able to handle yourself in a controversy
- Flexible and foresighted
- Honest and moral
- Energetic

UNIT 16

MANAGING YOUR BOSS

Key Points:

- Every individual has preferred ways of dealing with others, and having others deal with us.
- You need your boss, and your boss needs you. You are your boss's link with what's going on at the workplace.
- Upward influencing is NOT manipulation. It's understanding your boss's needs and providing solutions.
- Avoid identifying problems without offering possible solutions.
- You can initiate a contract with your boss for the amount of direction and support you need.

UNIT 17

CULTURE CHANGE AND MANAGING CHANGE IN THE USPS

UNIT 17

CULTURE CHANGE AND MANAGING CHANGE IN THE USPS

TERMINAL OBJECTIVE:

Upon completion of this unit, the student will be able to explain the significance of a group's or organization's culture, and the factors that create or influence culture change.

ENABLING OBJECTIVES:

The student will be able to:

- Identify numerous characteristics of a group's culture and their origin.
- Relate examples of traditions or customs that are a part of the student's own culture.
- List aspects of the USPS culture as it existed in the past and exists presently.
- Identify factors in USPS culture that foster and inhibit empowerment and creativity.

CULTURE CHANGE

EXERCISE: DISCUSS IN SMALL GROUPS:

1. Family culture, holiday traditions or customs; what traditions do you continue? How did they get started? Are there customs or traditions you no longer practice? How did they die?
2. Local or regional customs or traditions? How or why do you think they got started?
3. Can you think of ethnic or religious customs or traditions that identify you? Can you think of examples of traditions or customs that have changed?
4. Discuss examples of the culture of your previous work unit. How do you suppose these examples originated? What would you like to change about your unit's culture? How do you think the change would be received?

CORPORATE CULTURE

Past USPS Culture	Present Culture	Future Culture

SUPPORTING CHANGE

As a “Change Agent”, you must provide:

EMPATHY - Listening, allowing expressions of thoughts and feelings.
 (“Permit an opportunity to grieve”).

INFORMATION - Providing knowledge and understanding of what’s being retained as well as lost. Explaining and clarifying reasons and purposes of change (“People don’t fear change, they fear pain”).

IDEAS - Offering suggestions for action, exploring options, developing implementation plans.

OPPORTUNITIES FOR INVOLVEMENT - Participative management, encouraging suggestions, fostering acceptance and commitment.

Managing Change

- **Be supportive, coach others, and use positive reinforcement**
- **Keep up with the changes**
- **Pay attention to people**
- **Offer additional training if possible**
- **Communicate often and well**
- **Head off bad news; don't be the last to know**
- **Assure quality and customer service**
- **Be supportive of higher management**
- **Support others as you would have them support you**
- **Be a leader**

UNDERSTANDING CHANGE

Most people perceive change as disruptive and to be avoided whenever possible. The paradox is that the only thing that is constant and that we can expend on is that change will occur. In fact, adapting to change is something that we all do all the time. We may not even notice it unless attention is called to it.

In thinking about change, we need to recognize that change is neither good nor bad, it just is. The key is to recognize that change is neutral, that it occurs, and that it is perceived as good or bad depending on the conditions.

The Change Continuum

One way to envision change is as a continuum. All human characteristics and capacities are polarities, e.g., good-bad, strong-weak, tall-short, and so forth. The capacity for change also can be viewed as a polarity. On the far left of the continuum is “no change” (e.g., life in a Trappist monastery); on the far right of the continuum is “constant change” (e.g., an Army recruit’s first two weeks in basic training).

No Change	Productive Change	Constant Change
Traditional	Pragmatic	Dynamic
Past	Present	Future
Change is Bad	Change is Inevitable	Change is Good
Values What Was	Values What Is	Values What Might Be
Older	Wide Range	Younger
Resists Change	Honors Resistance	Suppresses Resistance
Stagnation	Growth and Effectiveness	Chaos

Figure 1. The Change Continuum

The 1995 Annual: *Volume 1, Training*, Copyright 1995 by Pfeiffer & Company, San Diego, CA.

The Traditional Approach

In the illustration, the left polarity describes the condition of no change. This typically is described as a “traditional” approach. A person who wants no change is focused on the past, probably conservative in terms of values, and perceives almost any change as a threat to the established order. The position is that if something is new, it is bad. Traditionalists who are key policy makers and people of influence tend to be in their mid-fifties and early sixties. At dinner, they compare the meal to the best one they had ever had. Although the traditionalist position does provide stability, comfort, and minimum threat, it also carries the seeds of boredom, lack of opportunity, no growth, and increasing levels of individual and interpersonal stagnation.

The Dynamic Approach

The right polarity describes the condition of “constant change”. This can be referred to as a “dynamic” approach. This position is focused on the future. The position is that if something is new, it is good. Any change is seen as positive, and any resistance to change is seen as behind the times. People who hold the dynamic view who are key decision makers and people of influence tend to be in their thirties or early forties. At dinner, they think about what they are going to have for breakfast. Although the dynamic position does provide energy, excitement, and activity, it also produces a great deal of motion without meaning, mindless jargon, the tendency toward surface treatments, and a growing inability to focus on what is really important. The move is toward chaos.

In their rush to leave the traditional ways behind, many of today’s organizations have charged into a set of dynamic organizational norms and values and are not much better off for having made the switch.

The Pragmatic Approach

The third position, in the center of the continuum, is the condition of “productive change”, which can be described as the pragmatic approach. This position is focused on what is happening now and is characterized by flexibility. Change is perceived as inevitable; however, how one responds to it is a matter of conscious choice even when the choice is for the status quo. Pragmatic policy makers and people of influence tend to span the age range. At dinner, they enjoy the meal.

There is a paradox in productive change: one changes by not changing. That is, when one focuses on what is happening right now, the increased awareness resulting from that focus is change. How one chooses to respond to the new condition is a matter of conscious choice. It is best determined by considering what is wanted and what is available and then considering the current conditions that are

supporting and/or blocking the change, The move is toward growth and effectiveness. It is this position that results in the smoothest transition from one state to the next,

Two Aspects Of The Change Process

Initiating change is a two-phase process. Phase one is “Presenting the Change”, and phase two is “Working with the Resistance” that accompanies almost every change. Most people do a good job in phase one and then stop, not even realizing that phase two exists and that the job is only half done.

In the change continuum, each of the three positions has its own unique response to resistance, just as it has to change. the “No Change” position tends to resist change without thinking because it perceives change as being bad. The “Constant Change” position tends to suppress resistance because it sees change as being inherently good simply because it is. The “Productive Change” position honors resistance because it accepts it as something to be worked with, a natural part of the change process.

Eight Assumptions

The Productive Change process relies on the following eight assumptions:

1. Change is best facilitated by developing ownership in the change process.
2. Change will occur most easily in an atmosphere of enlightened self-interest.
3. People do not resist change; they resist pain or the threat of it.
4. People tend to resist the opposite of change, which is boredom.
5. Power is the ability to get what you want; resistance is the ability to avoid what you do not want. Resistance is a subset of power, not of change.
6. Resistance is best dealt with by honoring it, rather than suppressing, avoiding, or minimizing it.
7. People can best work with resistance from others by first understanding and accepting their own.
8. Change leadership involves helping people to make better choices in light of current realities and then assisting them in taking full responsibility for making these choices happen.

The Change Leader

In working with change, the leader is the person who wants the change to happen and is in a position to work with the group to make it happen.

The role of the change leader is to provide a process that will facilitate a specific change easily and effectively with minimum disruption and maximum support from the group.

The change leader is usually - but not always - the manager or supervisor of the group that has to deal with the change. A group member can initiate and implement a change (e.g., an idea for changing a specific work procedure), as can a quality-improvement team or a human resources representative, just to name a few.

Four Basic Styles of Change Leadership

Despite common myths, there is no one best style of change leadership. Many “experts” advocate a participative or democratic leadership style. This style may be the most effective approach in a majority of cases, but it is by no means the only appropriate style for effectively managing change.

Leadership can be defined as the ability to obtain willing compliance in accomplishing something. In other words, the more you can facilitate a person's performing a task without resenting having to do it or resent you for having assigned it, the better the leader you are in that situation. Obviously, at some times it is easier to be a good leader than at other times.

As we all know, situation, conditions, and people are constantly changing. To manage change successfully, one must stay flexible and able to respond to what is going on. The more the change is described as what is presently happening - rather than as what should be happening or what might happen next - the easier it will be to work with people in facilitating the change.

Every change leader has a unique style. Each person's style is made up of some combination of the four prototype styles: autocratic, participative, supportive, and laissez-faire. The style of change leadership is intended to manage change; they are compatible with, but somewhat different from, the standard leadership styles for managing work. What works best for one person is probably that person's primary style, but each change leader should learn to use the other three styles as backup styles (i.e., to be versatile) because different circumstances may call for different styles.

Autocratic

The autocratic change leader makes the demand and the group is expected to respond.

Best When: The demand is simple and there is little or no interest on the part of the group or when the demand is externally imposed and not negotiable.

Application: Autocracy is an effective approach to managing change when the change is not important to anyone. Autocracy saves time and reduces resistance to the change, because at least under these circumstances, people are not having their time wasted. *Example:* Determining what the new color will be in all the rest rooms in the building.

**Every
change
leader has
a unique
style**

Autocracy is also the appropriate style to use when the change is externally imposed and there is no opportunity for negotiation. Implying that there is some choice in a change that is already decided on will do nothing but increase employees' frustration with that change. It is better to state what the change will be and

then let the employees simply state any dissatisfaction with it, in order to get it out of their systems. *Example:* Enforcing a new policy of the "no facial hair" because of possible interference with safety masks.

Participative

The participative change leader is involved with the change and negotiates the change with the group.

Best When: The group's input is needed to maximize the change outcome and / or heavy resistance is anticipated.

Application: The participative style of change leadership is used most frequently because it maximizes both individual input and ownership in the final implementation. Under this style, the change leader and the group work together to make the change happen. It is the style to consider first if there are any negotiable elements in the change and / or there is a high need for input from the group members. *Example:* an employee-involvement Team is formed to investigate and recommend an expensive piece of equipment.

The participative approach is also very effective when there is a large amount of resistance to the change. a participative change leader who is skilled in working with resistance can maintain control of the group process; he or she also can

facilitate the group's finding ways to work with the elements that are blocking its acceptance of the change. Example: A new policy concerning overtime has been mandated, but each department has some choice in how it is to be implemented.

Supportive

The supportive change leader assists the group in developing a process so that it can deal with the change.

Best When: The group is competent to create and/or implement a change but needs the change leader's support in either running its meeting or getting outside assistance.

Application: The supportive style is most appropriate when (1) the group members are highly competent to implement the change, (2) there is high interest and relatively low resistance, and (3) working relationships and trust among the group members are low. The change leader focuses on how the group is working and makes sure that everyone has a chance to speak, that conflict issues are handled reasonably, and that the atmosphere is a relatively safe one in which to work. the change leader does not become involved in making the change happen. *Example:* The work group is relatively new, and the members do not know one another well enough to have developed good communication patterns or a high level of trust.

A second application of the supportive style is when the group requires outside support to make the change happen, and the change leader knows how to get it.

Example: A department is converting to a new software application, and access to company training resources is needed to facilitate installation of the new program.

Laissez-Faire

The laissez-faire change leader describes the change to be created and / or implemented and then disengages from the group.

Best When: The group is highly competent to respond, and there is little or no resistance to the change. The change leader may have little specific task expertise in comparison with the group.

Application: The hands-off approach to managing change is very effective when the group members are highly task competent and creative, when they have the interpersonal skills to work well together, and when the change is meeting little opposition. In such a case, the change leader presents the change - or the need for change - answers questions, sets boundaries, and then leaves the group to its own devices. *Example:* An effective research and development team is asked to respond quickly to a customer's unavoidable change in job specifications.

CONCLUSION

Change should be thought of as a normal part of organizational life, rather than as a special situation that requires concern. The change leader's most important function is helping people to understand that they have the skills needed to implement positive change and are already using them effectively in their lives, both at work and at home.

Hank Karp, Ph.D., provides training and consulting services, public seminars, and in-house programs through his organization, Personal Growth Systems, in Virginia Beach, Virginia. His specialties are team building, supervisory / leadership development, motivation, conflict management, and working with power and resistance. Dr. Karp's background is in organizational psychology, organization development, human motivation, and Gestalt applications to individual and organizational growth. In addition to many articles, he has written Personal Power: An Unorthodox Guide to Success and Managing Change from the Gestalt Perspective, published by Pfeiffer & Company in 1995.

UNIT 17

CULTURE CHANGE AND MANAGING CHANGE IN THE USPS

KEY POINTS

- The traditions, customs and practices that bind a group together are its culture.
- Efforts to change the culture of a group may change the identity of the group, and are therefore generally resisted.
- Empowerment, creativity and participative management, while necessary for our future, are concepts that are contradictory to our past USPS culture.
- People are not usually resistant to change, unless the change is imposed on them.
- We tend to adopt the traditions and customs of the group we want to be accepted into.

UNIT 18

TEAM BUILDING

UNIT 18

TEAM BUILDING

TERMINAL OBJECTIVE:

The student will be able to identify the characteristics of an effective group and the individual behaviors that contribute to group success.

ENABLING OBJECTIVES:

The student will:

- Discuss characteristics of DiSC behaviors and corresponding group interactions.
- Identify several of their own personal group behavior tendencies.
- Explain and give examples of efficiency, effectiveness and environment in group dynamics.
- Participate in and analyze a group consensus, decision making activity.
- Relate the role of group facilitator to their responsibilities as a line supervisor.

DISC BEHAVIOR IN GROUPS

<p>HIGH D <u>CONTRIBUTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____ <p><u>OBSTRUCTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____	<p>HIGH i <u>CONTRIBUTIONS</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____ <p><u>OBSTRUCTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____
<p>HIGH S <u>CONTRIBUTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____ <p><u>OBSTRUCTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____	<p>HIGH C <u>CONTRIBUTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____ <p><u>OBSTRUCTIONS:</u></p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____

DISRUPTIVE BEHAVIOR PATTERNS

HOSTILE- AGGRESSIVES:

These are the people who try to bully and overwhelm by bombarding others, making cutting remarks, or throwing tantrums when things don't go the way they are certain things should.

COMPLAINERS:

Complainers are individuals who gripe incessantly, but who never try to do anything about what they complain about, either because they feel powerless to do so or because they refuse to bear the responsibility.

SILENT AND UNRESPONSIVES:

These are the people who respond to every question you might have, every plea for help you make, with a yep, a no, or a grunt.

SUPER-AGREEABLES:

Often very personable, funny and outgoing individuals, Super-Agreeables are always very reasonable, sincere, and supportive in your presence, but don't produce what they say they will, or act contrary to the way they have led you to expect.

NEGATIVISTS:

When a project is proposed, the Negativists are bound to object with "It won't work" or "It's impossible." All too often they effectively deflate any optimism you might have.

KNOW-IT-ALL EXPERTS:

These are those "superior" people who believe, and want you to recognize, that they know everything there is to know about anything worth knowing. They're condescending, imposing (if they really do know what they're talking about), or pompous (if they don't), and they will likely make you feel like an idiot.

INDECISIVES:

Those who stall major decisions until the decision is made for them. Those who can't let go of anything until it is perfect - which means never.

COPING TECHNIQUES

HOSTILE-AGRESSIVES:

- _____
- _____
- _____

COMPLAINERS:

- _____
- _____
- _____

SILENT AND UNRESPONSIVES:

- _____
- _____
- _____

SUPER-AGREEABLES:

- _____
- _____
- _____

NEGATIVISTS:

- _____
- _____
- _____

KNOW-IT-ALL EXPERTS:

- _____
- _____
- _____

INDECISIVES:

- _____
- _____
- _____

OTHERS

_____ :

- _____
- _____
- _____

_____ :

- _____
- _____
- _____

_____ :

- _____
- _____
- _____

GROUP ANALYSIS

EFFICIENCY - “How” things get done.

Examples: _____

EFFECTIVENESS - “What” gets done.

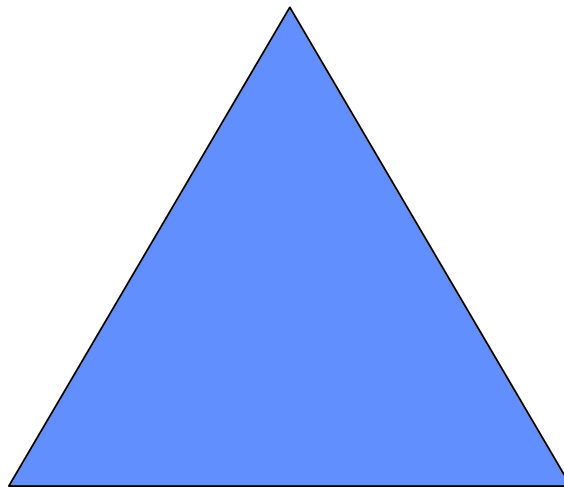
Examples: _____

ENVIRONMENT - How people “feel.”

Examples: _____

GROUP BALANCE

PROCESS ORIENTED
(EFFICIENCY)



TASK ORIENTED
(EFFECTIVENESS)

PEOPLE ORIENTED
(ENVIRONMENT)

TEAMWORK TENDENCIES

Name of teammate _____

BEHAVIOR

EXAMPLE

<input type="checkbox"/> Taking the lead	_____
<input type="checkbox"/> Drawing others out	_____
<input type="checkbox"/> Reconciling differences	_____
<input type="checkbox"/> Reducing tension	_____
<input type="checkbox"/> Contributing new ideas	_____
<input type="checkbox"/> Building on others' ideas	_____
<input type="checkbox"/> Suggesting procedures	_____
<input type="checkbox"/> Organizing tasks, information	_____
<input type="checkbox"/> Recognizing, praising other	_____
<input type="checkbox"/> Getting group back on track	_____
<input type="checkbox"/> Asking for clarification	_____
<input type="checkbox"/> Routine tasks (i.e., rip chart, etc.)	_____
<input type="checkbox"/> Listening actively	_____
<input type="checkbox"/> Generating enthusiasm	_____
<input type="checkbox"/> Arguing a point	_____
<input type="checkbox"/> Dominating conversation	_____
<input type="checkbox"/> Displaying negativity	_____
<input type="checkbox"/> Airing personal agenda	_____
<input type="checkbox"/> Challenging, contradicting	_____
<input type="checkbox"/> Telling "war stories"	_____
<input type="checkbox"/> Clowning, "cutting up"	_____
<input type="checkbox"/> Displaying inflexibility	_____
<input type="checkbox"/> Withdrawing	_____
<input type="checkbox"/> "Giving in" too quickly	_____

Additional Observations

Overall, I'd assess this teammate's behavior as mostly: "D" ___ "I" ___ "S" ___ "C" ___

TEAMWORK TENDENCIES

Name of teammate _____

BEHAVIOR

EXAMPLE

<input type="checkbox"/> Taking the lead	_____
<input type="checkbox"/> Drawing others out	_____
<input type="checkbox"/> Reconciling differences	_____
<input type="checkbox"/> Reducing tension	_____
<input type="checkbox"/> Contributing new ideas	_____
<input type="checkbox"/> Building on others' ideas	_____
<input type="checkbox"/> Suggesting procedures	_____
<input type="checkbox"/> Organizing tasks, information	_____
<input type="checkbox"/> Recognizing, praising other	_____
<input type="checkbox"/> Getting group back on track	_____
<input type="checkbox"/> Asking for clarification	_____
<input type="checkbox"/> Routine tasks (i.e., rip chart, etc.)	_____
<input type="checkbox"/> Listening actively	_____
<input type="checkbox"/> Generating enthusiasm	_____
<input type="checkbox"/> Arguing a point	_____
<input type="checkbox"/> Dominating conversation	_____
<input type="checkbox"/> Displaying negativity	_____
<input type="checkbox"/> Airing personal agenda	_____
<input type="checkbox"/> Challenging, contradicting	_____
<input type="checkbox"/> Telling "war stories"	_____
<input type="checkbox"/> Clowning, "cutting up"	_____
<input type="checkbox"/> Displaying inflexibility	_____
<input type="checkbox"/> Withdrawing	_____
<input type="checkbox"/> "Giving in" too quickly	_____

Additional Observations

Overall, I'd assess this teammate's behavior as mostly: "D" ___ "I" ___ "S" ___ "C" ___

TEAMWORK TENDENCIES

Name of teammate _____

BEHAVIOR

EXAMPLE

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TEAMWORK TENDENCIES

Name of teammate _____

BEHAVIOR

EXAMPLE

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TEAMWORK TENDENCIES

Name of teammate _____

BEHAVIOR**EXAMPLE**

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Additional Observations

Overall, I'd assess this teammate's behavior as mostly: "D" ___ "I" ___ "S" ___ "C" ___

UNIT 18

TEAM BUILDING

KEY POINTS:

- Every group has “Leaders,” “Loners,” and “Belongers.” Frequently, what we were is what we are.
- The difference between a group leader and group facilitator is the type and amount of interaction and intervention.
- A successful team requires a balance between efficiency, effectiveness and environment. A successful team needs task-oriented, process-oriented, and people-oriented team members.
- Each individual in the group offers resources to the group but may not always be aware of those resources himself/herself.
- We all (D’s, i’s, S’s, and C’s) exhibit behaviors that can contribute to, or inhibit, the success of the team.

UNIT 19

YOU AND YOUR CUSTOMER

UNIT 19

YOU AND YOUR CUSTOMER

TERMINAL OBJECTIVE:

The student recognizes and understands the impact of the positive customer/supplier relationships.

ENABLING OBJECTIVES:

The student will be able to:

- Recognize how every employee within the organization is part of a customer/supplier chain
- Identify key customers and suppliers
- Align customer needs with supplier capabilities

PRIDE

- **P** _____
- **R** _____
- **I** _____
- **D** _____
- **E** _____

Product (Service)

1. Is it what my customer needs?
2. Does it do what my customer wants?

Relationship

1. Do we trust each other?
2. Have we talked about how we will work together?

Integrity

1. Am I providing the services as defined?
2. Can I provide the support that my customer needs?
3. If requirements are not met, what will I do?

Delivery

1. Do I ensure that the product or service is delivered on time to the right person or location?
2. Do I see that it arrives in usable form?

Expense

1. Does the customer believe that the product or service is a good value?
2. Is the product or service affordable?

CUSTOMER-SUPPLIER CHAIN

WHAT CS NEEDS FROM P&D

WHAT P&D NEEDS FROM CS

PRODUCTS/SERVICES

RELATIONSHIPS

INTEGRITY

DELIVERY

EXPENSE

CUSTOMER-SUPPLIER CHAIN

WHAT EMPLOYEES NEED FROM MANAGEMENT

PRODUCTS AND SERVICES

RELATIONSHIPS

INTEGRITY

DELIVERY

EXPENSE

IF 99.5% WERE GOOD ENOUGH

- The IRS would lose _____ documents each year;
- _____ phone calls would be misplaced every minute;
- _____ babies, born in US hospitals, would be given to the wrong parents each day;
- _____ defective tires would be shipped this year;
- _____ pieces of mail would be misplaced in the next hour;
- _____ pacemaker operations would be performed incorrectly this year;
- _____ incorrect drug prescriptions would be written in the next year; or
- _____ incorrect medical procedures would be performed before the end of the day

If a standard of 99.5% is acceptable, there is no incentive to reach 100%.

1 - 10 - 100

It makes a difference *when* a problem is fixed. The 1-10-100 rule states that if a problem is not fixed when it occurs, it will only become more costly to fix later in terms of both time and money.

- 1 - Catching and fixing problems in your work area
- 10 - Catching and fixing problems after it has left your work area
- 100x - Repairing the damage from problems caught by customers

Example

The Cost of Correction a Defective Part:
An Actual Case Taken from the Ricoh Copies Industry

The cost of correcting the defective part at the design stage would have been	\$35.00
The cost of replacing the defective parts in the plant before shipping would have been	\$590.00
The cost of repairing defective parts on site after delivery of customers was	\$1,700.00

QUESTIONNAIRE

Quality is the most important topic of discussion in organizations today. There are probably as many different ideas about quality as there are organizations. To begin, let's look at what quality means to you.

Directions:

Circle T (true) or F (false) for each of the following statements:

- | | | | |
|----|--|---|---|
| 1. | If we want our services to be high quality, we have to spend more money and more time on that goal. | T | F |
| 2. | Eighty-five percent of errors are caused by workers | T | F |
| 3. | The costs of poor quality can be calculated as accurately as the costs of production or a person's income tax. | T | F |
| 4. | Doing things right is more difficult than deciding what is the right thing to do. | T | F |
| 5. | Satisfying my boss is my most important priority. | T | F |
| 6. | The goal of quality is to meet the customer's needs, no more, no less. | T | F |
| 7. | "If it ain't broke, don't fix it." | T | F |
| 8. | Quality will improve if workers are encouraged to figure out what's wrong and allowed to make improvements. | T | F |

UNIT 19

YOU AND YOUR CUSTOMER

KEY POINTS:

- Every employee contributes to the public's image of the USPS.
- Concern for the customer is reflected by the organization's products and services, relationships with customers, integrity in dealing with customers, delivery efficiency and consistency, and control of expense.
- The PRIDE model can be applied to evaluate our dealing with both external and internal customers.
- We have a mutual customer supplier relationship with other functions and operations and with the employees we supervise.
- "Quality" and "value" are customer concerns that offer constant opportunities for improvement.

UNIT 20

PLANNING AND TIME MANAGEMENT

UNIT 20

PLANNING AND TIME MANAGEMENT

TERMINAL OBJECTIVE:

Upon completion of the unit, the student will be able to relate basic principles of time management and establishing priorities to the daily responsibilities of a line supervisor.

ENABLING OBJECTIVES:

The student will be able to :

- Differentiate between system imposed, boss imposed and self-imposed time allocations.
- Complete a daily activity log.
- Cite five considerations for establishing priorities.
- Give examples of “must do” “should do” and “nice to do” activities.
- Relate three methods to help prevent procrastination.
- Complete an action planning format.

BLUE MONDAY

As Manager, Dolby Station, you report for work an hour and a half late on Monday morning because of a minor vehicle accident on your way to work. The vehicle in front of you had collided with a pickup truck at an intersection. Not only were you a major witness to this, but you knew the driver of the pickup truck, a retired school superintendent who formerly lived on your block. Besides giving your witness statement to the police, you made sure the old man's family had been notified of the incident and had arrived to assist him.

You parked in your parking space and entered the station through the back door to the workroom floor. You are immediately faced with the problems listed below. Rank order the problems in the sequence you intend to handle them. Identify in one sentence or less how you intend to handle each one.

1. On your desk is a note that the postmaster had out of town company and took the day off. He wants to talk with you, however, as soon as you get to work.
☐ Please call him at home.
2. There is a piece of Express Mail on you desk from the Congressional Affairs office marked "Urgent."
☐
3. The NALC union steward is just outside your door, requesting "a few minutes of your time" or else he'll call his area business agent or the NLRB.
☐
4. The window tech steps into your office and whispers that a postal inspector was at the door when she opened up this morning, is still on the workroom floor and has requested to know when you arrive.
☐

- ☐ 5. A customer is on the phone asking to speak to whoever runs the place about a run around he's been getting from the delivery supervisor on an extension on his rural route.
- ☐ 6. A note on you desk says that the police called. The special delivery carrier apparently was involved in a vehicle accident. The carrier was probably taken to the hospital and the police need a representative of the post office to come to the accident site to take custody of the mail and decide what to do about the vehicle.
- ☐ 7. Among your list of phone calls is a note from the District Finance Managers office. They say your Flash Report was not received from last week (normally mailed to them on Saturday), and they need the information ASAP.
- ☐ 8. The personnel office called to remind you that three new carriers have completed training and are on their way to your office to report for duty.
- ☐ 9. The CS Representative is ready to take you along to the local water company for that 10:00 you had set up on ZIP+4 conversion. You had been trying to get this arranged for several months.
- ☐ 10. The office's oldest female carrier is retiring this week. This special ceremony and coffee time was postponed from last Friday to today because the District Manager of Human Resources is going to telephone her with congratulations as part of the ceremony. They are gathering in the break room now for that event.

KEYS TO TIME MANAGEMENT

- I. Know who controls your time.
 - A. System imposed tasks/activities
 - B. Boss imposed tasks/activities
 - C. Employee imposed tasks/activities
 - D. Self imposed tasks/activities

- II. Know where your time goes.
 - A. Daily activity log
 - B. Establishing priorities
 - C. "Have to do," "should do," and "nice to do" activities
 - D. Input vs. output

- III. Don't delay.
 - A. Set deadlines
 - B. Reward yourself for completion
 - C. Make arrangements for follow-up
 - D. Get it over with

- IV. Just say no.
 - A. Recognize demands and requests
 - B. Negotiate priorities
 - C. Offer alternatives

- V. Get organized.
 - A. Reduce clutter from workspace and schedule
 - B. Deal with interruptions and disruptions
 - C. Make itemized "to do" lists
 - D. Use an action planning format

TIME IMPOSITION LOG

[illegible]

MY DAY

TIME of DAY	TASKS	PRIORITY	ACCOMPLISHMENTS *

Priority; "A" -- must be done
 "B" - should be done
 "C" - nice to be done

* Remember that activity does not always equal achievement. Enter in this column, in the appropriate time space, what actually was accomplished or completed.

Notes:

HIT OR MISS TIME ALLOCATIONS

1. We work on small tasks before tackling the larger tasks.
2. We work on things as they arrive.
3. We do things we enjoy before those we dislike.
4. We do things we are knowledgeable about before those that require learning.
5. We do things that are easy before doing those that are difficult.
6. We do things we have resources for before those for which we do not.
7. We prefer to do things that are planned before doing things that are not.
8. We respond to demands of others before responding to our own demands.
9. We do things that are urgent before things that are important.
10. We respond quickly to crisis, sometimes needing an emergency to get us started.
11. We prefer doing interesting things before doing boring mundane things.
12. We do things that advance our objectives or our personal careers.
13. We do things that require the most immediate closure.
14. We tend to respond on the basis of who wants it.
15. We respond based on the consequences of what happens if we do not.
16. We work on the “squeaky wheel principle” (the squeaky wheel gets the grease).

Scenario One

1 Unit Supervisor
1 District Safety Inspector

Supervisor: You are diligently trying to complete your daily reports. It is 10:15 a.m. The reports must be transmitted to the district office by 10:30 a.m. and you've had one of those mornings. As you are computing figures for your transmission, a district employee shows up in your unit and starts talking rapidly about your quarterly building inspection to be completed. It will only take 30 minutes and it must be done now. This person has three other offices to inspect before a 1:30 p.m. meeting. They want you to drop what you're doing and accompany them. How would you handle this situation?

Scenario Two

1 Unit Supervisor
1 Manager, Customer Service Operation

Supervisor: You are supervising in a very busy unit. You are also working on a customer service task force, a focus group and doing route inspections in your office. You barely have enough free time to do your regular job. The Customer Service Operations Manager informs you that you've been selected to help with improving your city's evening collection procedures. You would like to help but you sincerely believe it would be too much to absorb, especially since your day begins at 6:00 a.m. and evening collections begin at 5:00 p.m. Talk things over.

ACTION PLANNING FORMAT

1. Clarify objective

Specific

Motivational

Attainable

Relevant

Trackable

2. Identify problems, barriers, obstacles (what factors exist which inhibit or prevent goal attainment).
3. List action steps necessary to overcome obstacles.
4. Identify resources required to accomplish action steps.
5. Order action steps in chronological sequence (What must be done first? What must be completed before next step?)
6. Establish time frames and assign responsibilities for completion of each action step.

Develop procedures for follow-up evaluation.

UNIT 20

PLANNING AND TIME MANAGEMENT

Key Points:

- What you do with discretionary (self-imposed) time will determine your success.
- A daily time log will help identify where your time goes, and how much is productive.
- Effective self-management requires that we make an effort to control our major time wasters.
- Using an action planning format will promote efficiency and good time management.

UNIT 21

WRITTEN COMMUNICATION SKILLS

UNIT 21

WRITTEN COMMUNICATION

TERMINAL OBJECTIVE:

Upon completion of this unit, students will be able to explain the importance of clear written communications to the effective performance of a line supervisor.

ENABLING OBJECTIVES:

The student will be able to:

- Provide five examples of written reports commonly prepared by line supervisors
- Explain and demonstrate the "who, what, when, where, how" principles of good writing
- Translate "obfuscatory bureaucratese" to common sayings and expressions
- Prepare a mock accident report

LIMITATIONS ON TEACHING, LECTURING AND WRITING

Within the limitations imposed by this section, employees are encouraged to engage in teaching, lecturing, and writing. An employee, however, will not engage, either on a paid or unpaid basis, in teaching, lecturing, or writing for the purpose of the special preparation of a person or class of persons for an examination of the Civil Service Commission, the Board of Examiners for the Foreign Service, or for appointment in the US Postal Service when these activities are dependent on information obtained as a result of employment with the Postal Service, unless that information has been made available to the general public or will be made available on request, or when the Postmaster General gives written authorization that the use of nonpublic information is in the public interest. In addition, an employee will not receive compensation or anything of monetary value for any consultation, lecture, discussion, writing, or appearance whose subject matter is devoted substantially to the responsibilities, programs, or operations of the Postal Service, or which draws substantially on official data or ideas that have not become part of the body of public information.

SAYINGS

1. Similar sire, similar scion.
2. Precipitancy creates prodigality.
3. Tenants of vitreous abodes ought to hurl no lithoidal fragments.
4. It is not proper for mendicants to be indicatous of preferences.
5. Compute not your immature gallinaceans prior to their being produced.
6. It is fruitless to become lacrymose because of scattered lacteal fluid.
7. Cleave gramineous matter for fodder during the period that the orb of the day is refulgent.
8. Proximal deficiency causes the vital organ to become more enamored.
9. Every article which coruscates is not fashioned from aureate metal.
10. Freedom from guile or fraud constitutes the most excellent principal of procedure.
11. Consolidated, you and I maintain ourselves erect; separated, we defer to the law of gravity.
12. You cannot estimate the value of the contents of a bound, printed narrative or record from its exterior vesture.
13. Folks deficient in ordinary judgment scurryingly enter areas on which celestial beings dread to set foot.

14. The individual of the Class Aves, arriving before appointed time, seizes the invertebrate animal of the Class Vermes.
15. One may address a member of the Equidae family toward aqueous liquid, but one is incapable of compelling him to quaff.
16. Pulcritude does not extend below the surface of the derma.
17. Forever refrain from enumerating the mando/maxillary crevasses of a bequeathed member of the Equidae family.
18. One Pyrus Malus per diem restrains the arrival of the Hipocratic apostle.
19. Fondness for notes of exchange constitutes the tuberous struction of all satanically inspired principles.
20. Supposing one primarily fails to be victorious, bend further efforts in that direction.
21. Be adorned with the pedal encasement that gives comfort.
22. He who expresses merriment in finality expresses merriment excelling either in equal quality.
23. A beholden vessel never exceeds 212 degrees Fahrenheit.
24. A rotating lithoidal fragment never accrues lichen.
25. Scintillate, scintillate, asterios minific.

THE FIVE "CS"

When the founding fathers of our country considered qualifications for voting, one party, the Federalists, insisted that a man must own property before he could vote. The anti-Federalists opposed this. One of their members explained their position:

"It cannot be adhered to with any reasonable degree of intellectual or moral certainty that this inalienable right man possesses to exercise his political preferences by employing his vote in referendums, is rooted in anything other than man's own nature, and is therefore, properly called natural right. To hold, for instance, that this natural right can be limited externally by making its exercise dependent on a prior condition of ownership of property, is to wrongly suppose that man's natural right to vote is somehow more inherent in and more dependent on the property of man than it is on the nature of man. It is obvious that such belief is unreasonable, for it reverses the order of rights intended by nature."

Benjamin Franklin was an anti-Federalist. He supported the ideas expressed in the statement, but he realized that the expression of those ideas wouldn't convince anyone. So he rewrote the statement in this way:

"To require property of voters leads us to this dilemma: I own a jackass; I can vote. The jackass dies. I cannot vote. Therefore, the vote represents not me but the jackass."

Obviously, Franklin's revision is better than the original. But in what ways exactly?

First of all, Franklin's words are clear. The reader can understand what he says without having to struggle, without having to figure out the meaning of phrases such as "adhered to with any reasonable degree," or "limited externally," or "more inherent in and more dependent on."

Next, Franklin's statement is concise. The sentences are short, and not only does he use fewer words but there are not extraneous words. The reader feels that no more time is demanded to understand the message than is absolutely necessary.

Also, where the original statement is abstract, Franklin is concrete. Abstract words have so many different possible meanings that they often fail to give any specific meaning to the reader. Thus they force the reader to judge what the writer means. Not only is there less possibility for misunderstanding with Franklin's concrete writing, but there is a greater chance that the reader will remember Franklin's words.

And, notice the difference in tone between the two pieces. Franklin is courteous; whereas the writer of the first statement seems self-satisfied and stuffy. He appears to be trying to impress the reader with his enormous vocabulary and his ability to write long, involved sentences. Franklin, on the other hand, speaks to the reader simply and directly, person to person. Franklin exhibits positive, dignified, sincere, and thoughtful consideration for others. He treats the reader as an equal and tries to express something to him/her.

Finally, Franklin is complete. The writer of the first statement, in attempting to say more, says less. Franklin says exactly what needs to be said, no more, no less.

Benjamin Franklin's writing exhibits five characteristics of good writing. It is clear, concise, concrete, courteous, and complete. Franklin, like every good writer, approached writing as a form of communication, and so he considered the receiver of the message, the reader. Communication that is vague, wordy, abstract, and incomplete reveals a lack of consideration for the reader by the writer. A good writer puts himself or herself in a reader's shoes, and becomes his or her own best critic. A good rule to remember as you write is one by Robert Gunning: "Write unto others as you would be written to."

FIVE C'S

CLEAR

1. Use short, simple words.
2. Be precise.
3. Keep related words together.
4. Use parallel structure.

CONCISE

5. Keep sentences short.
6. Omit unnecessary words.

CONCRETE

7. Be specific.
8. Prefer the active voice.
9. Write with nouns and verbs.

COURTEOUS

10. Be human.
11. Be natural.

COMPLETE

12. Include all necessary information.

The Watch List

Watch for the words and phrases on this list. Some of them are overworked. Others are used incorrectly. Many are longer words than are needed.

Abeyance. *Held in abeyance* is a pompous phrase. *Wait* and *postpone action* are more natural expressions.

About. *He will arrive at about nine o'clock* is not a correct sentence. Use *at* or *about*, but not both.

Above should not be used in the sense of *more than*. *His wages are more than (not above) \$5, 000 a year*.

Above mentioned, Above named, Above referenced. These may be useful for form letters, but proper names add a personal touch and should be used in typed letters, except to avoid continuing repetition of names.

Accompanied by. The preposition *with* is usually better, as *his letter with (instead of accompanied by) the application*.

Accomplished may be expressed as *done*.

Accumulate. *Gather* is a good plain word to replace this one.

Acquaint. Instead of *acquainting* your readers with facts, *tell* or *inform* them.

Additional. Vary the use of this overworked adjective. Use *added*.

Advise. *Tell, inform, and say* are fresher words for letters. *You are advised* is a useless phrase in any letter.

Affect, Effect. *Affect* is always a verb meaning to modify or influence. *Effect* may be noun or verb. As a verb it means to accomplish or bring about; as a noun, outcome or result. Both *affect* and *effect* are overworked.

Affix your signature. Pompous. Say *sign the paper, check, form, etc.*

Afford an opportunity. *Allow* is suggested as a replacement for this overworked phrase.

All-around is not correct. Use *all-round*.

All of. Say *all the workers*, not *all of the workers*.

All ready, Already. The first is an adjective phrase, correctly used in this sentence: *When the hour came, they were all ready*. The second is an adverb that oftener than not should be omitted: *We have (already) written a letter*.

Alternative choice. *Alternative* refers to two only: *choice*, to two or more. Since there is only one alternative to another, don't say *the only other alternative*; simply say *the alternative*.

Ameliorate. Why is this big word so popular? It's a good word, but so is the commoner word *improve*.

Amount, Number are often used loosely. An *amount* is a sum total; *number*, as a noun, refers to collective units. You have *an amount of money*, and a *number of errors*.

Anticipate means to foresee or prevent by prior action. Don't use it when you actually mean *expect*.

Anxious is proper only when anxiety actually exists. We are *eager* to write good letters, not *anxious*.

Any. Don't follow superlatives with *any*, as *Lincoln's letters are the best of any*. When used in a comparative statement, *any* must be followed by *other, as that letter is better than any other he has written*.

Any place is not good usage. Say *anywhere*.

Appear. A woman *appears* to be young, but she *seems* to be intelligent. *Appear* usually suggests that which is visible.

Appreciate your informing us is a clumsy phrase that can be replaced with a simpler one, as *please write us or please tell us*.

Approximately is overworked. Why not say *about*?

Apparently. This is a “hedger” to be avoided.

Apprise. A stiff word. Use *inform* or *notify*.

Apt. Don’t use this word when you mean *likely*. *Apt* suggests predisposition. *A tactless person is apt to write a blunt letter, but delayed replies are likely* (not *apt*) *to damage public relations*.

Around. *Around ten dollars* is incorrect. Say *about ten dollars*.

Arrange to is frequently superfluous, as in *arrange to inform us*. Say *inform us*.

As, Than. Don’t make *as* a preposition in a sentence like this: *He is as old as me*. Write *as I*. Similarly, don’t write *He is older than me*. Say *than I*.

As from. *As from November 1 prices will go down*. Omit *as from*. If a preposition is needed, use *from*, *since* or *after*.

As of this date equals *today*.

Ascertain is a big word often used when the little words *learn* or *find out* are better. Don’t use *ascertain* unless you want to put over the idea of effort in getting facts.

Assistance. Let’s have more *help* and *aid*, and less *assistance*.

At . . .

—**all times.** Say *always*.

—**this time.** Say *now*.

—**the present time.** Say *now*.

—**your earliest convenience.** Do you mean that? A convenient time may not come.

—**the earliest possible moment.** This may be the moment the letter arrives.

Attached . . .

—**please find**

—**hereto**

—**herewith**

Worn out language. *Attached* is adequate.

Attention is invited or **attention is called** should be needless. If a sentence doesn’t make its point without these emphatic phrases, it needs rewriting.

Balance. You may have a *balance* on an account, but that which is left after something is taken away is a *remainder*, as the *remainder of the year*, the *remainder of the office force*.

Basis. Instead of saying *as a basis for*, simply say *for*.

Be back in the sense of return is not preferable. Say, *he will return to* (not *be back in*) *the office Tuesday*.

Between, Among. *Between* properly refers to two only. *Among* is used in referring to more than two.

Biannual, Biennial. *Biannual*, like semiannual, means twice a year. *Biennial* means every two years.

Bimonthly means every two months. *Semimonthly* is used to express twice monthly.

Claim. Do not use *claim* as an intransitive verb. *Claim ownership*, but don’t *claim to be efficient*.

Cognizance. Avoid this big word both in its legal meaning of *jurisdiction* and in its common meaning of *heed* or *notice*. Instead of saying *under the cognizance of this office*, be specific, as *this office does not audit travel vouchers*. In stead of saying *having cognizance of this fact*, say *aware of this fact*.

Commence. *Begin* or *start* are stout little words that should not be forgotten.

Commitment. How about *promise*?

Communicate, Communication. Avoid these long words by being specific. Instead of *communicate*, use *write*, *wire*,

or *telephone*. In stead of communication, use *letter*, *telegram*, *memorandum*.

Compliance, Complies. The phrase *in compliance with your request* is too formal for a friendly letter. It is often not necessary but, if needed, may be replaced with *as you requested*. *Meets the requirement* is a good substitute for *complies with requirements*.

Conclude. It is better to *close a letter* than to *conclude it*.

Contribute. What's wrong with *give*?

Consider. Omit the superfluous *as* after this word. *We consider the case closed* (not *as closed*).

Considered opinion. Forget this one.

Considerable. Use this word only as an adjective.

Consummate. You really like big words if you use this one in the sense of *complete* or *bring about*.

Continuously, Continually. The first word means *without interruption*; the second, *intermittently, at frequent intervals*.

Cooperate together. *Cooperate* suggests togetherness.

Data is now used as both a singular and plural noun. Why not use *facts* when that word expresses the same idea?

Date. Instead of *this date*, say *today*. Instead of *under date of*, say, *on*, *of*, or *dated*.

Degree. *A degree of improvement has been noted* is jargon for *we have noted*.

Demonstrates. *Shows* is a good plain word to substitute for this one.

Desire. *If you wish* or *if you want* is usually better than *if you desire*.

Determine. *Overworked*. Decide or find out may be substituted.

Develop. Don't use this word for *happen*, *occur*, *take place*.

Different is superfluous in this sentence: *Six (different) plans were discussed at the meeting*.

Due to the fact that is a round-about way of saying *because*.

During suggests continuously, throughout. *In (not during) the meeting he brought up the question of pay raises*.

Each, Every. You can't get between an *each* or an *every*. Say *between paydays* not between every payday.

Earliest practicable date. What is a *practicable* date? Use *as soon as possible*, or *earliest date*.

Effect, Affect. See AFFECT.

Effectuate. A pompous way of saying to *bring about*.

Employed is overworked in the sense of *used*.

Employment. Jobs and work have equal dignity.

Enclosed . . .

—**herewith**

—**please find**

—**with this letter J sufficient**

Enclosed is sufficient.

Encounter difficulty is an unnecessary euphemism for *find it hard*, or *having trouble*. Instead of saying *call on our local office if you encounter difficulty in completing your application*, why not say *call on our local office if you need help* etc.? Or, if *difficulty* must be your word, why not replace *encounter* with *meet*?

Endeavor to ascertain, high-sounding phrase though it is, simply means try to *find out*.

Equivalent is seldom better than *equal*.

Event is not to be used for *incident*, *affair*, and *happening*, unless the occurrence is particularly noteworthy.

Every, See **Each**.

Exercise care is a stuffy way of saying *please be careful*.

Expiration. *End* is just as final.

Expedite is a popular Government word. Can't we say *hasten* or *hurry*? Do you

know that the Latin from which expedite derives means “to free one caught by the foot”?

Experience has indicated that. Try *we (I) learned*.

Facilitate is another popular Government word. It means *make easy*, but it makes hard reading for some people.

Farther, Further. Farther indicates distance; further denotes quantity or degree. You go *farther away*; you hear nothing *further*.

Favor. Does anybody nowadays use *favor* in the sense of a letter? Don’t. It’s old fashioned.

Few, Less. *Few* is for numbers; *less* is for quantities or amounts. Write *fewer pages* and say *less*.

First is both an adjective and an adverb. Don’t say *firstly*.

Following. *He retired after* (not *following*) *an outstanding career*.

Finalize, Finalization. These are manufactured words. Why manufacture such words when you have *end*, *conclude*, and *complete*?

For . . .

—**your information.** Superfluous.

—**the month of July.** For *July*.

—**the reason that.** *Since, because, as*.

Former, Latter. Don’t make your reader look back for the antecedents of these words. Repeat the name.

Forward is often used when *send* is better.

Fullest possible extent. A meaningless padding.

Furnish is often used when *give* is better. *Please give* (not *furnish*) *us the information*.

Further. See **Farther**.

If . . .

—**doubt is entertained.** Say *if doubtful*.

—**it is deemed satisfactory.** Say *if satisfactory*.

Implement. Say *carry out*.

In . . .

—**compliance with your request.** Say *as requested*.

—**addition to.** Say *besides* or *also*.

—**a satisfactory manner.** Say *satisfactory*.

—**the near future.** Say *soon*.

—**the event that.** Say *if*.

—**the amount of.** Say *for*.

—**the meantime.** Say *meantime* or *meanwhile*.

—**order to.** Say *to*.

—**regard to.** Say *about*.

—**view of the fact that.** Say *as*.

—**a position to.** Say *we cannot* rather than *we are not in a position to*.

Inadvertency. *Errors* and *mistakes* are not glossed over by this euphemism.

Inasmuch as. *As, since, and because* are a lot shorter.

Indicate is overworked, but *show* is a stout little word.

Informed. You are *informed* should be a useless phrase in any letter.

Initial is overworked, but *first* is not used enough.

Initiate is a Government favorite for which *begin* is synonymous. Sometimes the word can be omitted, as in the phrase *initiate a citation (cite)*.

Incapacitated. Why not *unable to work*?

Insure. *In order to insure* is a common phrase in Government letters. *Make sure* is simpler and more natural.

Interpose no objection. Be direct. Say *I do not object* or *I approve*.

Jurisdiction. Say **Cognizance**.

Kind, Sort. Avoid *kind of a* and *sort of a*. Instead of *kind of a machine* and *sort of a trap*, refer to a class of objects as *kind of machine* and *sort of trap*.

Kindly should not be used for *please*. *Please reply*, not *kindly reply*.

Last and **Latest** are not interchangeable. *Last* means final; *latest*, most recent.

The *last page* of a book, but *the latest book on the market*.

Least is used when more than two persons or things have been mentioned. Use *less* when only two persons or things have been mentioned: *He is the less* (not *least*) *forceful of the two speakers*.

Lengthy means unduly or tediously long. *Lengthy* may describe some of our letters, but *long* is usually the word.

Less. See **Few** and **Least**.

Liabile. Avoid *liable* in the sense of *likely*. A tax increase is *likely* (not *liable*) to be protested.

Lieu. *In place of* is more appropriate for letters.

Like. Never use *like* to introduce a subject and its verb. *He wrote as* (not *like*) *he spoke*.

Liquidate. Say *pay off* if you use the word in that sense.

Loan is not desirable as a verb. Use *lend*.

Locality. Don't overlook the little word *place*.

Locate. You *find* (not *locate*) a file.

Makes provision for. Try using *does*.

Means in the sense of resources is always plural. In the sense of *means to an end*, it may be singular or plural.

Meets with our approval is a roundabout way of saying *we approve*.

Modification. *Change* will usually take the place of this one.

Myself is a reflexive pronoun properly used in referring back to *I*. *I will do it myself*, but *He selected Joe and me* (not *myself*) *for the job*.

Near is incorrectly used in this sentence: *There is not near enough*. Use *nearly*.

Necessary is used when *need* would do. For example, you may shorten *it is not necessary for you to you need not*.

Nominal. If you mean *small*, why not say *small*?

None as a subject is usually plural and takes a plural verb unless a singular subject is clearly intended. *None of the jobs are open*. *None of the work is done*.

Notwithstanding the fact that is the long-winded way of saying *although* or *even though*.

Number. Treat *a number* as a plural noun and *the number* as a singular noun; *a number were*, and *the number was*.

Objective can be *aim*.

Obligate can be *bind*.

Obligation can be *debt*.

On is superfluous in stating days and dates. *He arrives Tuesday*, not *on Tuesday*.

One should be omitted in sentences like this: *The error is not the first one*.

Optimum is Latin for *best*. Let's stick to English.

Out is superfluous in phrases like *start out* and *lose out*. *He started* (not *started out*) *as a messenger*.

Over should be avoided when you mean *more than* in referring to a number. *There were more than* (not *over*) *five hundred people at the meeting*.

Over-All adds nothing to the meaning of sentences like this: *Caution is the (over-all) trend*.

Over the signature of is an unnatural way of saying *signed by*.

Pamphlet need not be described as *little*. The suffix *let* on words like *booklet*, *leaflet*, and *hamlet*, means *little* or *small*.

Past. Say *last year*, not *past year*, if you mean the preceding year.

Part. *Our error* is better than *an error on our part*.

Participate is a common word, but *take part* is a good plain way of saying the same thing.

Party. Does anyone use this for *person* any more? Don't.

Pecuniarily interested. Like so many of our pompous phrases, this one

originated to cover a broad meaning. Substitutes for phrases like these do not always easily satisfy our legal advisers. But you might try *financial interest* or *interest in profit*.

Per need not be used for our English article, a. Avoid the Latin terms, *per annum*, *per diem*, and so on. Say *a year* and *a day*.

Place. See **Any place**.

Portion. *Part of the time*, not *portion of the time*.

Possess. Why not *have*?

Practicable, Practical. A *practicable suggestion* can theoretically be carried out, but a *practical suggestion* can actually be carried out.

Practically is overworked. Use *virtually*, *almost*, *nearly*.

Preclude. Do you use this word whenever you can work it in? Vary your usage with *shut out* or *prevent*. Many letter writers overwork the phrase *preclude the necessity*.

Predicated on the assumption. Forget this one.

Preventive is better than the irregular *preventative*.

Previous to, Prior to. Why not *before*?

Principal, Principle. The noun *principal* means *head* or *chief*, as well as *capital sum*. The adjective *principal* means *highest* or *best in rank* or *importance*. *Principle* means *truth*, *belief*, *policy*, *conviction*, or *general theory*.

Process of preparation doesn't make the action any more important than *being prepared* or *we are preparing*.

Procure. Some people say this is the common Government word for *get*.

Promulgate. A long word for *issue*.

Providing should not be used for *if* or *provided*. *Providing low-cost houses is a problem but we will meet the problem provided the builders get supplies*.

Pursuant to. *Under* will usually take the place of this one.

Quite means *really*, *truly*, *wholly*, *positively*. Avoid its use in phrases like *quite a few* and *quite some*.

Rarely ever, seldom ever. *Ever* is superfluous in phrases like these. Say *we seldom fail*, not *we seldom ever fail*.

Reason is because. Redundant. Say *because* or *reason is*.

Recent date is meaningless. Either give the date of the letter or omit any reference to it.

Regarding is overworked. Little words wear better, so try using *about* oftener.

Remuneration. Why not *pay*?

Render. Use *give* in the sense of *giving help*.

Respecting. If you mean *about*; why not say *about*?

Reside. The chances are you seldom use this word in talking. The talk word *live* is the natural one for a letter.

Retain. *Keep* is not a word to shun.

Review of our records indicates. If the information can come only from the record, omit this phrase.

Said. Avoid the legalistic *said*, as *said date* or *said mortgage*. Use a pronoun or repeat the date or title.

Secure. Avoid this word when *get*, *take*, or *obtain* is better.

Seldom ever. *Ever* is superfluous.

Some should not be used in the sense of *somewhat*, *a little*, or *rather*. His *letters are somewhat* (not *some*) *better*.

Sort. Never say *these sort* or *those sort*. Say *this sort* or *those sorts*. See also **Kind**.

State is more formal than *say*.

Standpoint. Often an abstract appendage, as *I see no advantage in selling the stock from the standpoint of taxes*. Say *I see no tax advantage in selling the stock*.

Still remains. *Still* adds nothing to the meaning of *remains*.

Submitted. *Sent.*

Subsequent to. *After.*

Sufficient. *Enough.*

Terminated. *Ended* may be just as final.

This. . .

—**is to inform you.** Omit.

—**is to acknowledge and thank you.** *Thank you* is enough.

To the effect that. Usually a circumlocution. *Write your proposal that* instead of *your proposal to the effect that.*

Transmit. *Send* is better.

Under date of equals *on.*

Under separate cover. Say *separated* or *separately.*

Undersigned is *you*, the signer of the letter. Refer to yourself in human terms, *I* or *me.*

Unknown should be avoided in the sense of *unidentified.*

Until such time as. *Until* is enough.

Up to the present writing is *up to now.*

Utilization is an inflated word for *use.*

Verification may be *proof.*

Very is redundant in a phrase such as *very complete.* *Complete* is absolute.

Visitation. Why should anyone use this word in the place of *visit?*

Wish to apologize, wish to advise. Instead of the first phrase, simply say *we apologize.* In stead of the second phrase, start off with what you have to say.

Worth while. *While* is superfluous in *It is worth (while) noting.*

SAMPLE PROBATIONARY REVIEW

Pursuant to your request per an assessment of probationary employee Steven Mosier, it is my considered opinion that the aforementioned while still as yet encountering difficulty with some aspects of job performance; to wit, firstly the exercise of due care in an attempt to expedite mail preparation and leaving, and secondly, the encountering of some difficulty in amelioration of casing speed does not warrant the effectuation of a promulgation of removal proceedings. As a basis for my recommendation, your attention is invited to my initiation of a request for remedial casing training, and the aforementioned employee's subsequent improvement. Predicated on the assumption that said improvement will continue toward an optimum level, I anticipate a positive affect in this regard. I have also appraised the aforementioned of my cognizance of his desire to expedite, dispatch, and plan to employ additional safety training at the earliest possible date. Due to the fact that the aforementioned has only demonstrated on such event, I anticipate that no other action appears necessary to effectuate improvement in this area. I will, of course, advise and apprise you of any further development.

UNIT 21

WRITTEN COMMUNICATIONS

KEY POINTS:

- Writing is a necessary communication form in the daily activities of a supervisor.
- You communicate an impression of yourself to your readers, whenever you write.
- Good writing is concrete, clear, complete, courteous and concise.
- There are a number of resources available to the supervisor wishing to improve his/her writing skills.

UNIT 22

VALUING DIVERSITY IN THE WORKPLACE

UNIT 22

VALUING DIVERSITY IN THE WORKPLACE

TERMINAL OBJECTIVE:

The trainee will be able to understand and value diversity.

ENABLING OBJECTIVE:

The trainee will be able to:

- Define diversity.
- Define cultural characteristics of diversity.
- Recognize and appreciate the unique differences among people.
- Recognize prejudice and stereotyping.
- Define how Equal Employment Opportunity laws and Affirmative Action relate to the concept of diversity.

MAKING THE DISTINCTION

EEO	AA	MANAGING DIVERSITY & VALUING DIFFERENCES
<ul style="list-style-type: none"> • Provided equal opportunity for hiring, promotion, and all terms and conditions of employment • Mandated by the government • Opened the doors 	<ul style="list-style-type: none"> • Articulated an employer's "good faith efforts" to create parity between availability and the actual representation of protected classes (those under-represented in the employer's workforce) • Mandated by the government for those businesses which have Federal contracts • Provided accountability for opening the doors 	<ul style="list-style-type: none"> • Creates a work environment which is healthy, positive, and productive for all employees, where everyone is included and no one's talents are ignored or wasted; provides <ul style="list-style-type: none"> – for employer of choice – excellence in marketplace – a leader and role model • Voluntary, for <ul style="list-style-type: none"> – good business – good sense – adherence to our values and ethics • Provides a competitive edge and advantage

WHAT MAKES EACH PERSON UNIQUE?

- Biology—determines gender, age, and other physical features.
- Ethnicity and Culture—the customary beliefs and sense of identity often shared by people with similar linguistic, religious, tribal, national, social, or racial backgrounds.
- Family Life—includes family size, values, traditions and social class.
- Beliefs—philosophy of life and/or one's religion.
- Geography—being from a certain neighborhood, city, or region.
- Experiences—includes school, work, travel, recreation, and other people.

The above are only some examples of what makes each person unique.

TAKING A LOOK WITHIN

Understanding diversity begins with understanding how you see yourself, your place in the world – and your own uniqueness.

As a start, complete each statement below. Then, discuss your responses within your group. At a later time, you may want to have a relative, friend or co-worker complete the statements. The differences may surprise you!

1. I wear my hair the way I do because

2. In my family, children are expected to

3. I often feel uncomfortable around people who are

4. I am proud to be

5. When I hear people speaking another language, I think they're

6. If people must choose between work and family, they should

7. I really feel like an outsider when
8. The most important thing in life is
9. My ethnic or cultural heritage is special because
10. I'm often attracted to people who

Body Language

In some cultures, people often stand close together. The closeness may be uncomfortable to a person from another culture.

In other cultures, people often stand farther apart. The distance may seem unfriendly to a person from another culture.

Direct eye contact is considered rude in many cultures. In others, it's considered a sign of friendliness or honesty.

Listening

In some cultures, listeners tend to look at speakers and nod, say "uh-huh," etc., to show they've understood. Do not confuse understanding with agreement.

In other cultures, listeners tend to look silently away while someone is talking. A person from a different culture may interpret this as rudeness, or a lack of understanding.

Speaking

In some cultures, speakers tend to look away from their listeners. A person from a different culture may interpret this as discomfort or avoidance.

Speakers in other cultures tend to look at the listeners intently. Someone from a different culture may interpret this as aggression.

Expressing Opinions

People in some cultures believe it's rude to complain or say "no". They signal discomfort in more subtle ways. A person from a different culture may miss these signals and assume all is well.

Working Style

In some cultures, people highly value "getting down to business" and "saving time".

In other cultures, good relationships and a relaxed atmosphere may be more important than strict deadlines.

Here are some tips to aid you in getting more out of relationships.

1. Be open about differences —
don't ignore them. Share how your background has influenced you. Invite others to do the same.
2. Don't assume anything —
check it out. For example:
 - Find out if David Harris prefers to be called "Mr. Harris," "David" or "Dave".
 - Ask a working parent if he/she would like to work overtime or go on a business trip - don't assume he/she would rather be home.
3. Encourage questions—
about the things that make you different. Ask questions in return ("I'd like to learn about that holiday you celebrate. Will you tell me about it?").
4. Make a point—
to share concerns with people different from you. Share any concerns. For example, if a new friend has a disability, you might ask, "Does it help if I hold the door for you, or would you rather I not?"
5. Don't make someone a spokesperson—
for his or her group ("So, what do Hispanics think about this?"). Don't suggest the person is an exception, either ("You're not like other whites I've met.").
6. Don't tell ethnic or sexual jokes —
even jokes about your own group, they just encourage more of the same.
7. Make your feelings known—
if someone makes inappropriate remarks about a group.
8. Remember that mistakes happen—
especially when people are under stress. Changing old habits and ways of thinking takes time.
 - Apologize, if you've been unfair.
 - Forgive, if you've been offended.

UNIT 22

VALUING DIVERSITY IN THE WORKPLACE

KEY POINTS:

- Diversity is understanding the differences that make each person unique.
- The results of prejudice and stereotype hurts everyone.
- Appreciating diversity enables everyone's contribution to be valued.

UNIT 23

EMPLOYEE ASSISTANCE PROGRAM

UNIT 23

EMPLOYEE ASSISTANCE PROGRAM

TERMINAL OBJECTIVE:

The student will be able to relate the principle objective of the Employee Assistance Program and the supervisor's role in supporting the aims of EAP.

ENABLING OBJECTIVES:

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

- Name the EAP Counselor(s) for his/her locale and explain how to contact him/her.
- list several functions performed by the EAP staff.
- Identify guidelines for, and possible situations that would indicate the need for an EAP referral.

LOCAL EAP INFORMATION

- The name of my local EAP Counselor(s) is:

- The office location of my EAP Counselor(s) is:

- The office hours of my EAP Counselor(s) are:

- The EAP Counselor(s) can be contacted at the following telephone number:

- The name of my local Employee & Workplace Intervention Analyst (EWIA) is:

- The office location of my Employee & Workplace Intervention Analyst is:

- The office hours of my Employee & Workplace Intervention Analyst (EWIA) are:

- The Employee & Workplace Intervention Analyst can be contacted at the following telephone number:

24-hour EAP Toll-Free Number is 1-800-EAP-4YOU (327-4968)

IDENTIFYING EMPLOYEE JOB-RELATED PROBLEMS

Any continuing and repeated behavior pattern should be noted and documented.

Generally Lower Job Performance

- Experiences difficulty in recalling instructions, details, etc.
- Has difficulty handling complex assignments
- Unable to recall one's own mistakes
- Takes more time to complete assignments
- Misses deadlines
- Makes mistakes due to inattention or poor judgment
- Wastes material
- Makes bad decisions
- Complains about co-workers and the general public

Absenteeism

- Uses unauthorized leave
- Has excessive sick leave
- Is frequently absent at the beginning or end of the work week
- Is frequently tardy, especially at the beginning of the work week or in returning from lunch/breaks
- Leaves work early

On-The-Job Absenteeism

- Is absent from one's work environment (more than the job requires)
- Makes frequent trips to the water fountain or bathroom
- Takes long coffee breaks
- Remains idle or socializes instead of working

High Accident Rate

- Has accidents on or off the job and, consequently, files more worker compensation claims

Erratic Work Patterns

- Alternates between periods of very high and very low productivity

Coming to work in an obviously abnormal or impaired condition and/or causes poor work relationships

- Causes conflicts with co-workers
- Overreacts to real or imagined criticism or situations
- Experiences wide swings in mood
- Borrows money from co-workers
- Is argumentative, belligerent, or insubordinate
- Is unreasonably resentful
- Avoids associates

Indicators of poor performance of Supervisors/Managers

- Lets safety standards slip
- Issues conflicting instructions to employees
- Uses employees' time and skills inefficiently
- Submits incomplete reports and data
- Becomes lax in supervisory duties
- Mismanages the budget
- Plans and schedules are disorganized or unrealistic
- The Supervisor's/Manager's unit fails to deliver proper service
- Fails to deal with problem employees

GUIDELINES FOR DOCUMENTING JOB PERFORMANCE

- Be specific—date, time, place—about poor job performance and/or inappropriate conduct.
- Write down what you observed. (Not your opinions, conclusions, or evaluations.)
- Include good as well as poor performance.
- Keep it confidential - share only with the employee.
- Do it on a daily basis.
- Focus on performance/conduct issues, not on personal problems. A troubled employee will often try to draw you into accepting excuses for his/her behavior.
- Provide objective, factual information that shows the job performance picture over a period of time.
- Support action to be taken by the employee to correct the problem. Documentation is a necessity if you discipline an employee for poor job performance.

GUIDELINES FOR FORMAL REFERRAL

EAP Memo:

- A clear statement of the purpose of the memo referral to the EAP.
- Documentation of declining job performance/conduct.
- The use of the EAP is voluntary, not compulsory, and is confidential.
- Mention of follow-up evaluation of the employee's performance within a specific time period.

FOLLOW-UP PROCEDURES

- Continue to monitor
- Observe and document
- Arrange follow-up meeting
- If poor performance/conduct continues, initiate progressive discipline

CONDITIONS OF CONFIDENTIALITY

There are several conditions of confidentiality:

1. If information is not kept confidential, employees may choose not to seek help.
2. EAP must operate in compliance with privacy and confidentiality laws and regulations.
3. In formal supervisor referrals, the counselor may inform the supervisor if the employee scheduled or attended the initial counseling session. Counselors may also confirm to the supervisor whether an employee attended an EAP session while on duty status.
4. However, with limited exceptions, NO OTHER INFORMATION may be released to anyone without the employee's written consent.

UNIT 23

EMPLOYEE ASSISTANCE PROGRAM

KEY POINTS:

- EAP counselors are mental health professionals available to all Postal employees and their family.
- EAP professionals can assist with a broad range of personal issues including but not limited to family, emotional, alcohol, drug, stress, financial, and legal counseling.
- There are three ways to access EAP assistance:
 - Self referral
 - Referrals from others including management association representatives, medical, family members, judicial or social service agencies.
 - Supervisory referral
- If the employee is referred to EAP as a result of poor job performance, it is essential to document observable, verifiable facts about performance and to follow-up on that performance.
- Client/counselor relationship is controlled by state and federal laws that mandate confidentiality.

UNIT 24

ETHICS IN THE WORKPLACE

UNIT 24

ETHICS IN THE WORKPLACE

TERMINAL OBJECTIVE:

Upon completion of this unit, the participant will be able to discuss the importance of ethical behavior in the work unit, and have knowledge of the support available from postal resources.

ENABLING OBJECTIVES:

The participant will be able to:

- Cite the seven Key Principles of the Standards of Ethical Conduct.
- Give examples which demonstrate application and understanding of those principles.
- Identify resource people from whom information and guidance can be obtained.

7 KEY PRINCIPLES OF THE STANDARDS OF ETHICAL CONDUCT

- **PUBLIC SERVICE IS A PUBLIC TRUST**
- **NO FINANCIAL CONFLICTS OF INTEREST**
- **NO PRIVATE GAIN**
- **NO PREFERENTIAL TREATMENT**
- **PROTECT POSTAL PROPERTY**
- **NO ACTIVITIES THAT CONFLICT WITH JOB RESPONSIBILITIES**
- **AVOID APPEARANCE OF CONFLICT OF INTEREST**

UNIT 24

ETHICS IN THE WORK PLACE

KEY POINTS:

- Ethics training focuses on the 7 Key Principles of the Standards of Ethical Conduct.
- You are expected to be fair, impartial, and careful with postal employees and property.
- Know what behavior is expected of you and communicate the USPS expectations to your employees frequently.
- If in doubt, err on the side of caution. (Say “No, thank you.”)
- Seek advice and direction from local resource people, such as the district’s ethical conduct advisors and the inspection service

UNIT 25

SECURITY...ALL DAY...EVERYDAY... EVERYBODY

UNIT 25

SECURITY-ALL DAY...EVERYDAY... EVERYBODY

TERMINAL OBJECTIVE:

Upon completion of this unit, the participant will be able to discuss the importance of security in the work unit, and have knowledge of the support available from postal resources.

ENABLING OBJECTIVES:

The participant will be able to:

- Promote security awareness among all employees and enforce compliance with all security policies and procedures.
- Understand the importance of correcting security deficiencies.
- Demonstrate an understanding of the Security Control Officer Program
- Demonstrate an understanding of the preventative measures which should be taken by the employees to reduce the risk of robbery/assault.
- Recognize the key points of Poster 7
- Identify Poster 158 and cite the importance of it.

SECURITY

Postal management has to take a proactive role with security at the facilities where they are assigned. Security is the responsibility of all postal employees. Every employee has to be security conscious for themselves and for their fellow employees. Postal management has to make security awareness and compliance a part of their daily business plan. You have to promote security awareness among all employees, enforce compliance with all security policies and procedures and correct security deficiencies in a timely manner.

After viewing the video, "Security-Your Right, Your Responsibility", write on the lines below the key points and be prepared to discuss each one.

Key Points

- _____

- _____

- _____

- _____

Every facility needs to have an active Security Control Officer(SCO). The SCO should conduct an annual security survey and correct security deficiencies promptly. They also need to maintain liaison with designated postal inspector. It is expected that they will increase security awareness at a facility by implementing security recommendations in a timely manner. They will also be expected to provide input into the security budget process and ensure the general security of the facility.

After viewing the video, “Keeping You Safe On the Streets”, write on the lines below the key points and be prepared to discuss them.

- _____

- _____

- _____

- _____

- _____

Another topic we need to discuss is robbery prevention and assault prevention. With some of our employees spending a considerable amount of their time out on the street (rural carriers and city carriers), as supervisors, you need to remind them of these basic points. To help avoid a robbery, employees need to:

- Be alert to trouble spots on the route
- Do not carry excessive personal cash
- Do not discuss valuable mail with unauthorized personnel
- Secure your vehicle and the mail at all times

To help avoid being assaulted:

- Be courteous
- Always display a pleasant disposition
- Accept complaints and criticism as part of the job; do not take it personally
- Do not get involved in verbal arguments

One of the golden rules when it comes to security is:

Do not take action in any situation that would jeopardize your safety!

Poster 7- Rules and Regulations on Postal Property.

Key Points:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Poster 158-Possession of Firearms and Other Dangerous Weapons on Postal Property.

Key Points:

- _____

- _____

- _____



Rules and Regulations Governing Conduct on Postal Property

APPLICABILITY

These rules and regulations apply to all real property under the charge and control of the USPS, to all tenant agencies, and to all persons entering in or on such property. These rules and regulations must be posted and kept posted at a conspicuous place on all such property.

RECORDING PRESENCE

Except as otherwise ordered, properties must be closed to the public after normal business hours. Properties also may be closed to the public in emergency situations and at such times as may be necessary for the orderly conduct of business. Admission to properties when closed to the public may be limited to authorized individuals who may be required to sign the register and display identification when requested by security force personnel or other authorized individuals.

GENERAL RESTRICTIONS

Preservation of Property

Littering, spitting, creating any hazard to persons or things, throwing articles of any kind from a building, climbing upon the roof or any part of the building, or willfully destroying, damaging, or removing any property or any part thereof, is prohibited.

Conformity with Signs and Directions

All persons in and on property shall comply with official signs of a prohibitory or directory nature, and with the directions of Security Force personnel or other authorized individuals.

Inspection

Purses, briefcases, and other containers brought into, while on, or being removed from the property are subject to inspection. However, items brought directly to a postal facility's customer mailing acceptance area and deposited in the mail are not subject to inspection, except as provided by the *Administrative Support Manual*, section 276. A person arrested for violation of this section may be searched incident to that arrest.

SPECIFIC RESTRICTIONS

Disturbances

Disorderly conduct, or conduct which creates loud and unusual noise, or which obstructs the usual use of entrances, foyers, corridors, offices, elevators, stairways, and parking lots, or which otherwise tends to impede or disturb the public employees in the performance of their duties, or which otherwise impedes or disturbs the general public in transacting business or obtaining the services provided on property, is prohibited.

Gambling

Participating in games for money or other personal property, the operation of gambling devices, the conduct of a lottery or pool, or the selling or purchasing of lottery tickets, is prohibited on postal premises. This does not apply to state lottery tickets at vending facilities operated by licensed blind persons where such lotteries are authorized by state law.

Alcoholic Beverages and Drugs

Anyone under the influence of alcohol or any drug which has been defined as a "controlled substance" may not enter postal property or operate a motor vehicle on postal property. The possession, sale, or use of any "controlled substance" (except when permitted by law) or the sale or use of any alcoholic beverage (except as authorized by the Postmaster General or designee) on postal premises is prohibited. The term "controlled substance" is defined in section 802 of title 21 U.S.C.

Soliciting, Electioneering, Collecting Debts, Vending, and Advertising

Soliciting aims and contributions, campaigning for election to any public office, collecting private debts, commercial soliciting and vending, and the display or distribution of commercial advertising on postal premises are prohibited. This does not apply to:

- Commercial activities performed under contract with the USPS or pursuant to the provisions of the Randolph-Sheppard Act;
- Posting notices on bulletin boards as authorized in *Postal Operations Manual* 221.525;
- The solicitation of USPS and other federal military or civilian personnel for contributions by recognized agencies by the *Manual on Fund Raising Within Federal Service*, issued under Executive Order 10927, 3/13/61.

Depositing Literature

Depositing or posting of handbills, flyers, pamphlets, signs, posters, placards, or other literature except official postal and other governmental notices and announcements, on the grounds, walks, driveways, parking and maneuvering areas, exteriors of buildings and other structures, or on the floors, walls, stairs, racks, counters, desks, writing tables, window ledges, or furnishings, in interior public areas on postal premises is prohibited. This does not apply to:

- Posting notices on bulletin boards as authorized in *Postal Operations Manual* 221.525.
- Interior space assigned to tenants for their exclusive use.

Photographs for News, Advertising, or Commercial Purposes

Photographs for news purposes may be taken in entrances, lobbies, foyers, corridors or auditoriums when used for public meetings except where prohibited by official signs or Security Force personnel or other authorized personnel, or a Federal court order or rule. Other photographs may be taken only with the permission of the local postmaster or installation head.

Dogs and Other Animals

Dogs, except guide dogs, and other animals, must not be brought on postal property for other than official purposes.

Vehicular and Pedestrian Traffic

Drivers of all vehicles in or on postal premises shall drive in a careful and safe manner at all times and must comply with signals and directions of Security Force personnel, other authorized individuals, and all posted traffic signs.

Blocking of entrances, driveways, walks, loading platforms or fire hydrants is prohibited.

Parking without authority, parking in unauthorized locations or in reserved locations, or continuously in excess of 18 hours without permission, or contrary to the direction of posted signs is prohibited. Supplemental specific traffic directives may be issued by the postmaster or installation head. When issued and posted, such directives shall have the same force and effect as if made a part hereof.

Weapons and Explosives

No person while on postal property shall carry firearms, other dangerous or deadly weapons, or explosives, either openly or concealed, except for official purposes.

NONDISCRIMINATION

There must be no discrimination by segregation or otherwise against any person or persons because of race, religion, national origin, sex, age (persons 40 years of age or older are protected), reprisal (discrimination against a person for having filed or participating in the processing of an EEO complaint — 29 CFR 1613.261 - 262), or physical or mental disability, in furnishing, or by refusing to furnish to such person or persons the use of any facility of a public nature, including all services, privileges, accommodations, and activities provided on postal property.

PENALTIES AND OTHER LAW

Alleged violations of these rules and regulations are heard, and the penalties prescribed herein are imposed, either in a Federal District Court or by a Federal Magistrate in accordance with applicable court rules. Questions regarding such rules must be directed to the regional counsel for the region involved.

Individuals found guilty of violating these rules and regulations are subject to fine of not more than \$50 or imprisonment of not more than 30 days, or both. Nothing contained in these rules and regulations shall be construed to abrogate any other Federal laws or regulations or any state or local laws and regulations applicable to any area in which the property is situated.

ENFORCEMENT

Members of the USPS Security Force will exercise the powers of special policemen provided by 40 U.S.C. 318 and are responsible for enforcing the regulations in this notice in a manner that will protect USPS property. Postal Inspectors may also enforce regulations in this notice.



Possession of Firearms and Other Dangerous Weapons on Postal Property is Prohibited By Law

18 U.S.C. Section 930.

Possession of Firearms and Dangerous Weapons in Federal Facilities



(A) Except as provided in subsection (C), whoever knowingly possesses or causes to be present a firearm or other dangerous weapon in a federal facility, or attempts to do so, shall be fined under this title or imprisoned not more than 1 year, or both.

(B) Whoever, with intent that a firearm or other dangerous weapon be used in the commission of a crime, knowingly possesses or causes to be present such firearm or dangerous weapon in a federal facility, or attempts to do so, shall be fined under this title or imprisoned not more than 5 years, or both.

39 CFR 232 -1 (l).

Weapons and Explosives

No person while on property shall carry firearms, other dangerous or deadly weapons, or explosives, either openly or concealed, except for official purposes.

Report all firearms violations immediately to the Postal Inspection Service



Poster 158, May 1995

In conclusion, the Inspection Service also plays a role in helping to maintain a safe and secure work environment. The Inspection Service ensures the integrity of the mail and the Postal Service by providing investigative, security, audit and preventive services and by enforcing federal statutes that protect the mail, postal employees, customers and assets. Postal Inspectors and Postal Police Officers provide security and the technical expertise to assist postal management.

UNIT 25

SECURITY...ALL DAY....EVERYDAY.... EVERYBODY

KEY POINTS

- Postal management has to take a proactive approach to security
- As a supervisor, your role is to promote security awareness among all employees, enforce compliance with all security policies and procedures and correct security deficiencies in a timely manner
- Know what action to take to make the workplace safe
- Know the purpose of the Security Control Officer Program and the role of the Security Control Officer
- Be familiar with Poster 7 and Poster 158

UNIT 26

EEO

UNIT 26

EEO

TERMINAL OBJECTIVES:

Upon completion of this module, the associate supervisors will be able to define EEO, and gain an understanding of history, policies, procedures, role and responsibilities as postal leaders.

ENABLING OBJECTIVES:

During this module, the learner will:

- Define Equal Employment Opportunity.
- Explain the EEO Complaint Process.

EEO

What is Equal Employment Opportunity (EEO)

The basic definition of equal employment opportunity is to provide the benefits and opportunities in employment, free from discrimination based on race, color, religion, sex, national origin, age or disability. EEO is the right of all persons to work and to advance on the basis of merit, ability and potential and not be restricted by discriminatory employment practices operating against various groups in our society.

EEO History:

Where do the rules come from? The constitution, laws, executive orders, rules and regulations from EEOC court decisions, make this an ever changing process.

The EEO program in the Postal Service began as a result of Title VII of the 1964 Civil Rights Act, which addressed nondiscrimination in employment. The Act prohibited discrimination on the basis of race, color, religion, sex and national origin. Sexual harassment is a form of sex discrimination. The Act also prohibits retaliating against individuals because they have been involved in the EEO process. The Age Discrimination in Employment Act (ADEA) added age to the anti-discrimination laws. The Rehabilitation Act of 1973 assured protection and accommodation for persons with disabilities.

Purviews 7+ 1

EEO is a good business practice for our organization; however, this issue cannot be discussed without including an understanding of discrimination. In layman's terms, to "discriminate" is to single someone or some group out and treat them unfairly in comparison to others. TITLE VII of the 1964 Civil Rights Act narrows this definition to the unequal treatment of an individual or group on the basis of purview: Race, Color, Religion, Sex, National Origin, Age or Disability (both physical and/or mental).

Claims of discrimination involve the concepts of disparate treatment, disparate impact or reasonable accommodation (due to religious beliefs or disability, either physical or mental).

DISPARATE TREATMENT: an employer simply treats some people less favorably than others because of their race, color, religion, sex, national origin, age or disability.

DISPARATE IMPACT: employment practices that appear neutral in their treatment of different groups but result in an adverse impact for a protected group. An example of disparate impact might be changing to heavier lifting requirements for a mail handler position.

REASONABLE ACCOMMODATION: emphasis is placed on the employer's ability to reasonably accommodate the individual. Religious and disability accommodation cases are not based on disparate treatment. In such cases, the complainant has alleged either the Postal Service failed to provide an accommodation which would permit him/her time for religious observation, or that the Postal Service failed to provide a reasonable accommodation of a disability which would enable the employee to continue employment or secure employment (or a specific position). In accommodation cases, a deciding factor is whether the accommodation sought is reasonable, and whether it would impose a hardship on the Postal Service.

A reprisal claim involves intentionally less favorable treatment of an individual due to previous EEO activity.

The importance of the supervisor in upholding the tenets of equal employment opportunity cannot be overstated. As an Associate Supervisor, you have an obligation to:

- Treat all persons fairly and equally.
- Openly and actively support the Postal Service EEO Policy without reservation.
- Take action to avert complaints by correcting problematic management policies and procedures. This will necessitate reviewing all of your policies

concerning assignments, discipline, details, merit increases, promotions, selections, and transfers.

- Seek the advice of the EEO staff on how to maintain a workplace free of discriminatory practices
- Avoid taking any action which may have the appearance of impropriety and which could be misinterpreted.
- Be clear and direct in all communications with employees; but, also be sensitive and aware of the way your words may be perceived by others, especially when dealing with minorities' and women's issues.
- During conversations, don't use or tolerate others' use of derogatory and insensitive references to people, sexual orientation, ethnic groups, minority groups, or women.
- Set the highest office standards for yourself and keep your standards in mind when dealing with employees and peers

While directing your workers in their daily activities, rehearse the impact of your decisions and statements in your mind before acting so that you will recognize and avert potential problems. Your goal should be preventive i.e., to avoid having allegations made against you.

To get along congenially with individuals and groups of people, be aware of special sensitivities which exist and why they developed. These sensitivities are valid and must be respected. Don't offend by racial, ethnic, or sexual jokes and demeaning slurs, or other stereotypical characterizations.

Discrimination

Discrimination in employment is a violation of both Federal law and Postal Policy and will not be tolerated. The EEO complaint processing program is a necessary component of

our company's responsibility to meet and support federal law. Complaint processing is a reaction to a real or perceived problem which already exists. As an associate supervisor, you must be pro-active. Don't permit illegal considerations to enter into your decision making process. Consider the impact of your decisions on your employees before you take an action. Prevention of discrimination is key to an effective Equal Employment Opportunity program.

Every employee is protected by EEO laws and each of us has the right to be shielded from illegal discrimination. An example of the majority of EEO complaints is one in which an employee alleges that his/her supervisor treated him/her unequally or unfairly as compared to the way the supervisor treats other employees. As you can see, different or disparate treatment is an element of most EEO allegations; especially as it concerns issues like: job assignments, conditions of employment, training and promotional opportunities, job security and corrective actions.

THE EEO COMPLAINT PROCESS

Regulations covering the processing of EEO complaints are enforced by the Equal Employment Opportunity Commission (EEOC). Each federal agency is responsible for the effective operation of its discrimination complaint processing system. The discrimination complaint processing system is a six tier procedure. The first five steps in the procedure are known as the administrative stage of counseling and ends when a complainant files a civil action in an appropriate U. S. District Court. The six stages in the complaint processing procedures are as follows:

- Counseling
- Investigation
- EEOC hearing
- Final Agency Decision
- EEOC Office of Federal Operations
- District Court

Any employee or applicant for Postal employment who believes that (s)he has been discriminated against by the

Postal Service because of his/her race, color, religion, sex, age, national origin or physical/mental disability has access to this system.

COUNSELING

Counseling is the first discrimination complaint processing stage. An applicant or employee who believes (s)he was discriminated against must contact an Equal Employment Opportunity Counselor/Investigator (EEO C/I) within 45 calendar days of the alleged discriminatory incident or the effective date of the personnel action. The purpose of counseling is to provide the counselee and the agency a chance to resolve the matter at the earliest opportunity. Counseling is an informal process and does not involve the taking of written statements. During counseling, the C/I attempts to resolve the matter informally by reviewing pertinent records and discussing the issues with the counselee and his/her supervisor. If the counselee and the supervisor reach an accord, a settlement agreement will be drawn up to be signed by both parties. Or, if the counselee wishes, (s)he may withdraw the matter by signing a written withdrawal statement. If the matter is neither settled nor withdrawn during the counseling process, the EEO counselor will advise the counselee of his/her right to file a formal complaint and will explain the filing procedure.

During the counseling stage, the C/I's responsibility is to listen to both parties so that (s)he will understand the problem and be in a better position to attempt resolution. The C/I serves as a bridge between employees and management, and is responsible for trying to amicably facilitate a solution to the problem which has been raised by the counselee.

After the employee, applicant, or former employee has met with the C/I to discuss an allegation of discrimination, the C/I must contact you for the "other side of the story." Holding a meeting with the supervisor who took the action alleged to be discriminatory is an essential part of the counseling process. When the C/I meets with you, (s)he will reiterate the counselee's allegations and describe how the counselee stated (s)he felt. Do not make the mistake of

confusing the message will the messenger. It is the counselee's allegation, not the C/I's. The C/I cannot refuse counseling to any employee or applicant for employment who alleges that (s)he has been discriminated against. Even if it should seem to you that the issue is totally frivolous and lacking merit, the C/I is doing his/her job by bringing the matter to your attention gathering data and discussing possibilities for resolution.

Some supervisors perceive the Counselor/ Investigator (C/I) as the counselee's representative. This may be because the C/I spoke with the counselee to get his/her perspective on the issue prior to meeting with the supervisor. The supervisor may feel that because the C/I is reiterating the counselee's side of the story, it is the C/I's accusation. Such thinking is incorrect. Counselor/Investigators do not represent the interests of either management or counselees.

A multitude of issues surface as EEO complaints which have more to do with frustration than discrimination. These issues often result from misunderstandings, or stem from fear of what might happen. Employee uncertainty and insecurity can easily mushroom into the perception that treatment is unequal or unfair. Such problems can be avoided by supervisors who will make the time to effectively communicate with their employees. Workplace issues need to be openly discussed so that employees understand what is happening and why.

If a request for counseling does result from your action or decision, be cooperative and listen to the message that the counselee is conveying to you through the C/I. This is an informal process. You are not being judged by the C/I, so avoid the tendency to become defensive.

Also, do not overly concern yourself with who is right and who is wrong. Instead, channel your energies into looking for ways you can suggest to resolve the matter. Do not challenge the C/I to prove the counselee's assertions.

INVESTIGATION

During this stage of complaint processing, the C/I is a neutral third party fact finder. His/her primary responsibility is to gather all available facts and documentary evidence which tends to either support or refute the complainants' allegations. The investigator conducts interviews, takes affidavit statements and gathers records and other material evidence. After his/her research is concluded, the investigator assembles the testimony and documents gathered into an investigative file, which includes his/her investigative report.

The investigative report is a summary testimony and evidence gathered by the investigator. It includes an overview of the complaint's allegation(s), a description of his/her situation on the date the alleged act of discrimination occurred, and the stated viewpoint of the supervisor who took the action or made the decision which affected the complainant. The investigative report will also compare the supervisor's treatment of the complainant to his/her treatment of other employees.

A copy of the completed investigative file is furnished to both the complainant and his/her representative along with a letter informing the complainant that (s)he may request either a hearing or a final agency decision within 30 calendar days.

EEOC HEARING

If the complainant makes a timely request for a hearing, the District EEO processing office will forward the complaint file to the District Office of the EEOC along with a letter requesting that the case be assigned to an Administrative Judge (AJ) for hearing. After the AJ conducts the hearing, (s)he will forward a copy of his/her findings and recommended decision to the Area EEO processing office and a copy to the complainant at the same time.

FINAL AGENCY DECISION

The Area Manager, Human Resources, renders final agency decisions for his/her Districts. The decision letter transmitted to the complainant contains his/her appeal rights.

EEOC OFFICE OF FEDERAL OPERATIONS

The complainant has 30 calendar days from receipt of the final agency decision to submit an appeal to the EEOCs Office of Federal Operations

DISTRICT COURT

The complaint has 90 calendar days to file a civil action in an appropriate U. S. District Court. Further, the complainant may file a civil action in a U. S. District Court within 90 calendar days after receipt of the Office of Federal Operation's final decision if an appeal is made.

WITHDRAWAL OF COMPLAINT

A complaint may be voluntarily withdrawn or settled at any time. The withdrawal must be in writing and signed by the complainant. The terms and condition of a settlement agreement must be reduced to writing and signed by both the complainant and a management designee. Withdrawals and settlements must not be induced by threats, coercion or intimidation.

CHART - TIME LIMITS

ITEM	TIME PERIOD (calendar days)
Employee or applicant consults an EEO counselor	Within 45 days of alleged discriminatory action or effective date of the personnel action.
EEO Counselor/Investigator (C/I) conducts inquiry and attempts informal resolution	Within 30 days of the date of contact with the EEO office. (May be extended for up to 60 additional days with written consent of counselee.)
Complainant files a formal complaint	Within 15 calendar days of the date of the final interview with the C/I.
Investigation	Must be completed within 180 calendar days of the date the formal complaint is filed. (May be extended for up to 90 additional days with written consent of the complainant.)
Hearing	Administrative Judge hears case, issues recommended decision (along with conclusions of law) within 180 days of receipt of the request by the EEOC.
Final Agency Decision (FAD)	From the date of receipt of the recommended decision, the USPS has 60 calendar days to issue Final Agency Decision.
Complainant makes appeal to the EEOC Office of Federal Operations (OFO)	Within 30 calendar days after receipt of the final agency decision.
Complainant can file the case as a civil action in a US district Court.	Within 90 calendar days after receipt of the final agency decision. -OR- Within 90 calendar days after receipt of final action taken by OFO on appeal. A civil action may also be filed anytime after 180 days from the date of filing a complaint if a final decision has not been rendered and/or an appeal has been filed with OFO.

MESSAGE FROM THE POSTMASTER GENERAL

PB 21893—MAY 11, 1995

Equal Employment Opportunity, Affirmative Action, and Diversity Policy Statement

The Postal Service has made commitment to employees one of its three corporate goals. As part of our effort to achieve this goal, it is our policy to provide equal employment opportunities to all employees, to respect our differences as individuals, and to take advantage of our diversity to increase job satisfaction and compete effectively in the communications marketplace.

Equal Employment Opportunity

Equal Employment Opportunity (EEO) is embodied in our nation's laws. It is illegal to discriminate on the basis of race, religion, color, sex, national origin, age (40 and above), physical or mental disabilities, or in reprisal for participating in protected EEO activity. These laws also provide specific remedies for discrimination.

The Postal Service is unequivocal in its opposition to all forms of discrimination. We are committed to following EEO laws and their application to all employment matters including, but not limited to, recruitment, hiring, training, assignments, promotions, transfers, benefits, and discipline. We maintain a process for addressing and resolving complaints that arise from alleged discriminatory practices with counseling and investigation. It is also our policy to alter work areas and remove barriers as necessary where persons with disabilities are employed or will be employed.

Affirmative Action

Affirmative Action and the Affirmative Employment Program are under the umbrella of EEO and are specified in federal regulations and executive orders. They are essential elements of the Postal Service's affirmative action effort. Our goal under affirmative employment is to ensure that our recruitment, retention, and promotion practices effectively draw upon and support the diversity of the communities we serve. To help bring that about, the Postal Service operates special emphasis programs and other affirmative action activities to help ensure that women and minorities are able to compete at all levels of the organization.

Diversity

The goal of the Postal Service's Diversity Development functional organization is to build on the strengths of EEO

and affirmative action by promoting an appreciation and understanding of our differences and their importance to our success as an organization. These differences include ethnicity, race, gender, religion, and mental and physical challenges.

Diversity Development plays a role in helping us achieve each of our three corporate goals. By ensuring that we take into account the diverse needs of our customers, we increase customer satisfaction. By reducing barriers to reaching customers, improving the quality of our services, and facilitating supplier diversity, we help lower costs and generate revenues. And by valuing the ideas and perspectives of all postal people and managing our differences more effectively, we strengthen our commitment to employees.

Improving the way we think about and treat each other and our customers will help the Postal Service become a more competitive organization and a better place to work.

Responsibility

The Postal Service expects all postal employees to treat each coworker with respect and appreciation. Each of us, in accordance with the laws of this nation, must not practice or tolerate discrimination of any kind.

All executives, managers, and supervisors share in the responsibility of successfully implementing and managing EEO, affirmative action, and diversity in the Postal Service. Managers are expected to develop and empower employees, so that we select the most talented people available for leadership positions and meet both our employment and performance goals.

The vice president of Diversity Development directs the EEO and Affirmative Action Program, and the vice president of Labor Relations oversees EEO complaints processing and compliance.



MARVIN RUNYON
POSTMASTER GENERAL



UNIT 26

EEO

KEY POINTS:

- The EEO program is the result of Title VII of the 1964 Civil Rights Act, which addressed nondiscrimination in employment. It is the law.
- The basic definition of equal employment opportunity is to provide the benefits and opportunities in employment, free from discrimination based on race, color, religion, sex, national origin, age or disability.
- The purviews for discrimination include: age, race, religion, gender, color, national origin, mental or physical disability, and reprisal.

UNIT 27

SEXUAL HARASSMENT

UNIT 27

SEXUAL HARASSMENT

TERMINAL OBJECTIVES:

Upon completion of this module, the associate supervisors will be able to define Sexual Harassment, respond to Sexual Harassment complaints, and gain an understanding of their ethical/professional/legal responsibilities as Postal leaders.

ENABLING OBJECTIVES:

During this module, the student will:

- Define Sexual Harassment.
- Complete appropriate exercises relevant to supervisors roles and responsibilities in response to Sexual Harassment complaints.

SEXUAL HARASSMENT

Sexual harassment is illegal. It is a violation of both Title VII and the Postal Service's Policy and code of ethical conduct. It can occur at any time and at any location. The majority of sexual harassment victims are female. However, men can be sexually harassed by women, and employees can be sexually harassed by members of their own sex. The harasser may be a Postal employee, such as a coworker or a supervisor, or a non-employee such as a contractor or a customer. Regardless of the employment status of the harasser, Postal Service supervisors and managers are responsible for acts of sexual harassment occurring in the workplace, and those which occur outside when acquiescence is conditioned on employment issues.

29 C.F.R.

Part 1604

EEOC GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

Section 1604.11 Sexual Harassment

- a. Harassment on the basis of sex is a violation of Sec. 703 of Title VII^{*}. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- b. In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case-by-case basis.
- c. Applying general Title VII principles, an employer, employment agency, joint apprenticeship committee or labor organization (hereafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agent capacity.
- d. With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.
- e. An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employees.
- f. Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.
- g. Other related practices.

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified but denied that employment opportunity or benefit.

^{*} The principles involved here continue to apply to race, color, religion, or national origin.

Sexual harassment consists of sexually related words or actions which are offensive and unwelcome by the recipient. It can range from the display of sexist cartoons to the crime of rape. It includes obvious things, like an invitation to have sex, or unwanted intimate touching, patting, or grabbing. It can also include less obvious behaviors such as repeated comments about a person's appearance, brushing up against someone, making frequent sexual comments, jokes, or gossip.

TWO TYPES OF SEXUAL HARASSMENT

There are two types of sexual harassment claims: "quid pro quo" and "hostile environment".

Quid pro quo is Latin for "this for that". This type of sexual harassment arises when a person in authority conditions his/her decision on whether the targeted employee or applicant will agree to exchange sexual intimacies for employment benefits. This type of proposition, whether direct or implied, is known as quid pro quo sexual harassment.

Hostile environment harassment covers a broad range of behaviors and situations. It is most often defined as a pattern of continuing unwelcome behavior of a sexual nature that has either the purpose of or effect of unreasonable interference with an employee's working conditions or work performance.

THE 1991 CIVIL RIGHTS AMENDMENT

- Extends compensatory damages to victims of intentional sex, religious, and disability discrimination (previously only awarded to victims of intentional racial or ethnic bias). The amount of damages that each complainant may obtain ranges from \$50,000 to \$300,000, depending on the size of the employer's work force. Because of Postal Service employs more than 500 workers, our cap is \$300,000.
- Jury Trial: When a plaintiff seeks compensatory damages, the law now provides that either party to the case—for example, the plaintiff(s) or defendant(s)—has the right to demand a jury trial.

There are three reasons why you as a supervisor must know about sexual harassment:

1. Managers and supervisors must avoid actions of their own that may constitute sexual harassment.

2. Managers and supervisors must be able to identify and stop conduct by others that could constitute sexual harassment.
3. Manager and supervisors must respond promptly and properly to people who have complaints of sexually harassing conduct.

Supervisors need to adhere to a “higher standard of conduct” such that the supervisor’s high standards of professional behavior and personal integrity will create an atmosphere where allegations of sexual harassment cannot be credible.

666 USPS Standards of Conduct, 666.2 Behavior and Personal Habits, which states:

“Employees are expected to conduct themselves during and outside of working hours in a manner which reflects favorably upon the Postal Service. Although it is not the policy of the Postal Service to interfere with the private lives of employees, it does require that postal personnel be honest, reliable, trustworthy, courteous, and of good character and reputation. Employees are expected to maintain satisfactory personal habits so as not to be obnoxious or offensive to other persons or to create unpleasant working conditions.”

**TO DETERMINE IF YOUR BEHAVIOR IS UNWANTED,
ASK YOURSELF THE FOLLOWING:**

- Would I want any of those behaviors to be the subject of an article in a newspaper?
- Is there equal power between me and the person I’m interacting with?
- Would I want someone else to act the same way to a member of my family?
- Would I behave the same way if the person that I am in a relationship with was standing next to me?
- Is there equal participation between me and the person I’m interacting with?

2. Managers and supervisors must be able to identify and stop conduct by others that could constitute sexual harassment.
3. Manager and supervisors must respond promptly and properly to people who have complaints of sexually harassing conduct.
 - Take every complaint seriously
 - Keep detailed notes

- Take immediate steps to stop the harassing conduct
- Address the victim's needs (EAP?); make sure the victim is informed of their EEO/legal rights
- Inform Manager of Human Resources so that allegations can be investigated
- Inform Postal Inspection Service if appropriate
- Take immediate and appropriate corrective action
- Keep all information confidential; respect all parties involved
- Follow-up to ensure compliance

PB 21880—November 10, 1994

MESSAGE FROM THE POSTMASTER GENERAL

USPS Policy on Sexual Harassment

Sexual harassment has no place in the workplace. The United States Postal Service is committed to eliminating sexual harassment wherever it exists. This is a responsibility of all employees and, particularly, those who hold management positions.

Sexual harassment, like any other action that threatens our commitment to full equal employment opportunity, will not be tolerated in any form in the Postal Service. The penalty for engaging in sexual harassment is severe discipline, including discharge. Postal leaders must demonstrate that sexual harassment is totally unacceptable in the Postal Service.

All employees must be made aware of the following:

USPS Policy on Sexual Harassment

The United States Postal Service is committed to providing a work environment free of sexual harassment.

Sexual harassment, improper and unlawful conduct that undermines the employment relationship as well as employee morale, includes:

- Making or threatening to make employment decisions based on an employee's submission to or rejection of sexual advances or request for sexual favors.
- Deliberate or repeated unsolicited remarks with a sexual connotation or physical contacts of a sexual nature that are unwelcome to the recipient.
- A sustained hostile and abusive environment so severe that it changes the terms and conditions of one's employment.

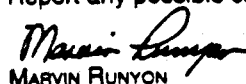
The Postal Service will not tolerate the presence of sexual harassment in the workplace, and employees who are found to have engaged in sexual harassment should expect serious disciplinary action, including removal. Postal employees who believe that they are the victims of sexual harassment should immediately bring the situation to the attention of an impartial supervisor or manager. All managers and supervisors are charged with responsibility for:

- Preventing sexual harassment in the workplace.
- Taking immediate and appropriate action when a complaint of sexual harassment is brought to their attention.
- Conducting a prompt investigation of the alleged charge and instituting appropriate corrective measures whenever necessary.

Employees may also seek relief through any of the following:

- The Equal Employment Opportunity (EEO) complaint process.
- Grievance arbitration procedure for bargaining unit employees under the collective bargaining agreements.
- The grievance procedures for nonbargaining employees.

Report any possible criminal misconduct to the Postal Inspection Service.


MARVIN RUNYON

POSTMASTER GENERAL



UNITED STATES

671.13 Sexual Harassment

671.131 The USPS is committed to providing a work environment free of sexual harassment in any form. Sexual harassment is improper and unlawful conduct which undermines the employment relationship as well as employee moral, and the USPS will not tolerate its presence in the workplace. Employees who are found to have engaged in sexual harassment should expect serious disciplinary action, including removal.

671.132 Postal employees who believe that they are the victims of sexual harassment may seek relief through the EEO complaint process, grievance-arbitration procedures for bargaining unit employees under the collective-bargaining agreements, and the grievance procedures for nonbargaining-unit employees. Any possible criminal conduct should be reported to the Postal Inspection Service.

671.133 Employees who choose not to pursue a complaint through one of the above established procedures may instead bring the situation to the attention of impartial supervisors or managers at the appropriate organizational level.

671.134 Manager and supervisors are charged with the responsibility for preventing sexual harassment in the workplace and, if sexual harassment occurs, for taking immediate and appropriate corrective action.

RELATIONSHIPS IN ORGANIZATIONS

INSTRUCTIONS: Read the following statements. Indicate that you AGREE with the statement by placing an “A” in the space before it; indicate that you DISAGREE with the statement by placing a “D” in the space before it.

- 1. A supervisor’s personal life is his/her own business, provided it does not impact others in the workplace.
- 2. The attitude of other workers will remain the same toward me if I establish a personal relationship with my boss and then get promoted over four other highly qualified candidates.
- 3. Supervisors should be held to a higher standard of conduct than other workers regarding appropriate and professional behavior in the workplace.
- 4. I could call some actions “sexual harassment” even if the person doing it didn’t mean to be offensive.
- 5. My opinion of my workers would not be changed if I learned that they were providing sexual favors to the supervisor.
- 6. I believe that it is all right to dress seductively at work to attract the attention of the opposite sex.
- 7. Unwelcome sexual advances or behavior constitute harassment.
- 8. I believe that jokes of a sexual or stereotypical nature should not be shared in the workplace.
- 9. Intimate relationships between co-workers can adversely affect their job performance.
- 10. I see nothing wrong with cultivating a personal and/or intimate relationship with someone who has the power to enhance my career progression.

THE USPS WILL NOT TOLERATE SEXUAL HARASSMENT IN THE WORKPLACE

- Making or threatening to make employment decisions based on an employee's submission to or rejection of sexual advances or requests for sexual favors.
- Deliberate or repeated unsolicited remarks with a sexual connotation or physical contacts of a sexual nature that are unwelcome to the recipient.
- A sustained hostile and abusive work environment so severe that it changes the terms and conditions of one's employment.

Employees who are found to have engaged in sexual harassment should expect serious disciplinary action, including removal.

- Postal employees who believe that they are the victims of sexual harassment may seek relief through:
- Contacting a manager or supervisor.
- The Equal Employment Opportunity (EEO) complaint process;
- The Grievance - Arbitration procedure for bargaining unit employees under the collective bargaining agreements;
- The grievance procedures for nonbargaining unit employees;
- Civil Action

Any possible criminal conduct should be reported to the Postal Inspection Service.

All managers and supervisors are charged with the responsibility for preventing sexual harassment in the workplace and, if sexual harassment occurs, for taking immediate and appropriate corrective action.

SITUATION #1

Supervisor Jones observed two of his employees, Mary Smith and Tom Grey, spending a lot of time together, talking and doing favors for each other. After work, Jones sees the two employees kissing and hugging at the mall. Some months later, Mary calls in sick telling Supervisor Jones that Tom has been sexually harassing her and that her doctor does not want her to return to work until Tom has been removed from her work place.

Questions:

- What are Supervisor Jones' responsibilities?
- What must he do?
- What could he do?
- How can the situation be resolved?

SITUATION #2

Ralph Mendick has moved through the business world. His own image of his looks and personality has been constantly reinforced by people especially women. Instead of being egocentric, Ralph is warm and friendly, anxious to help others and uses his intelligence to get ahead. Ralph likes women and they like him. He could no more imagine himself threatening a woman to get her into bed than he could picture himself robbing a bank. So when Ralph sees a newspaper article about sexual harassment, he quickly skims it and thinks "How could some s.o.b. do that?" To Ralph's knowledge his interactions with women are great. He is always pleasant. He has been going along giving back rubs, joking and spreading compliments among the "girls" in his department for years. However, this morning the strangest thing happened. Sally Klocker, in his department, said something about not liking his touching her. It startled him - he really did not know quite what she meant. Sally is a good "gal". She must be upset about something today.

Questions

- Is Ralph considered to be a sexual harasser?
- Does he need to touch Sally and have sexually oriented conversations to let her know that he likes her?
- How can he monitor his own behavior and be sensitive to how women react to him and to the way he comes across to them?
- What are Sally's responsibilities in this situation?
- What could Sally do if Ralph continues to touch her and carry on his sexually oriented conversations?

FIVE FORMS OF SEXUAL HARASSMENT INCLUDE:

1. NONVERBAL SEXUAL HARASSMENT

- Unwanted letters, notes, or materials with sexual content.
- Unwanted sexual looks, staring, leering, ogling, winking, or *elevator eyes*.” (Staring is considered an aggressive act and is easily perceived as threatening by most people.)
- Unwanted sexual gestures, including sexual hand gestures or body movements, touching or rubbing oneself in the presence of another person, throwing kisses, or licking lips.

2. VERBAL SEXUAL HARASSMENT

- Unwanted, repeated telephone calls, invitations, pressure for sexual favors and/or for dates.
- Unwanted teasing, remarks, comments, or questions with sexual innuendoes or in reference to a person’s gender, sexual orientation, or sexual activities. (Comments on a person’s body or clothing have little to do with normal job duties.)
- Unsolicited sexually-oriented jokes, limericks, poems, or stories.
- Unsolicited descriptions of sex acts or boasting about sexual prowess.
- Suggestive sounds or noises, including wolf whistles, kissing sounds, or howling.
- Unwanted, inappropriate references to a person as a hunk, doll, babe, honey, stud, sweetie, or girl.
- Even gossip, with sexual overtones (i.e., telling lies about a person’s personal sex life), which makes for unpleasant working conditions and undermines the integrity of work relationships, may be grounds for a Title VII claim.
- Threats, such as those made in a quid pro quo situation.

3. PHYSICAL SEXUAL HARASSMENT

- Actual or attempted rape or sexual assault.
- Unwanted deliberate touching of another person's hair, body, or clothing, including hugging, kissing, patting, bumping, grabbing, stroking, leaning over, cornering, pinching, or massaging (i.e., neck or shoulder massage).

4. GRAPHIC SEXUAL HARASSMENT

- Uninvited graphic material of a sexual nature.
- Sexually-oriented calendars, posters, pictures, cartoons, magazines, drawings, graffiti, etc.
- Displaying sexually oriented material on a computer.
- Sending sexually oriented material or comments via e-mail.
- Since these materials can be used in court as evidence, it is best to keep them out of the work environment.

5. THIRD PARTY SEXUAL HARASSMENT

- Sexual harassment caused by behavior that is not directed at the victim(s) but that indirectly affects or offends the victim(s).

An example of this type of situation would be:

Sharon was transferred to the maintenance area several months ago. Since the transfer to the all-male work group, the behavior of her coworkers has made it progressively more difficult for her to work there. The majority of her male coworkers participate in very offensive behavior in her presence. They draw and display pornographic pictures, use sexual language and vulgar gestures, tell sexually-explicit jokes, and make degrading comments about women in general. The behavior is not directed at her personally, but it is pervasive in her work environment and Sharon finds it hard to ignore their public display and anti-female attitudes. She has asked them to refrain from the offensive behavior in her presence, but her request is ignored and the behavior continues.

- Third party sexual harassment also refers to the denial of an opportunity for employment or advancement due to an intimate or *special* personal relationship between an applicant and someone with influence on the decision-making or selection process.

There are two situations that can give rise to a valid sexual harassment claim when there is a *special* or intimate relationship between a supervisor and a subordinate:

- 1) The first type of situation would be when the intimate sexual relationship is not consensual, but coerced.

In this situation, employees disadvantaged by this coerced relationship can allege that their opportunities for advancement are eliminated as a direct consequence of the coerced affair. In other words, if these employees can show that they were qualified for a promotion, yet they were denied that benefit because sex was a condition for receiving that promotion, they may have a valid sexual harassment claim.

According to the guidelines concerning third party sexual harassment, the organization may be held liable for denied opportunity for advancement or employment.

- 2) In the second situation, even when an affair is *wholly* consensual, it is still possible for employees to bring a sexual harassment suit *if and only if* they can show that the romantic relationship created a hostile working environment that interfered with their work. In these cases, the environment created by the affair—rather than the affair itself—is critical to proving a valid sexual harassment claim.

SUMMARY

We have failed to drive organizational change in the past when we have chosen as a company to define sexual harassment in terms of what is minimally acceptable under the law. Meaningful change will only take place when we communicate higher standards for acceptable, professional behavior. Non-discrimination and behavior that eliminates sexual harassment is an issue of modeling behavior that demonstrates respect for individuals throughout the organization.

UNIT 27

SEXUAL HARASSMENT

KEY POINTS:

- Sexual harassment is illegal. It is a violation of both Title VII and the Postal Services Policy.
- Sexual harassment consists of sexually related words or actions which are offensive or unwelcome and occurs in/or impacts the work environment.
- There are two types of Sexual Harassment claims: “quid pro quo” and “hostile environment.”
- You are responsible and can be held liable for sexual harassment in your workplace.

UNIT 28

UNION AND MANAGEMENT ORGANIZATIONS

UNIT 28

UNION AND MANAGEMENT ORGANIZATIONS

TERMINAL OBJECTIVE:

The student will be able to relate the roles of the management and employee organizations to the representation of the interests of their members and organization as a whole.

ENABLING OBJECTIVES:

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

- Identify the local leaders of the various management and craft organizations.
- explain the general principles by which the organizations assure the representation of their members.
- Discuss their role as supervisors in working with the various organizations to assure the fair treatment of all employees.

UNIT 29

LABOR RELATIONS – NATIONAL CONTRACT

UNIT 29

LABOR RELATIONS - NATIONAL CONTRACT

TERMINAL OBJECTIVE:

The student will be able to identify the various articles of the National Agreement which deal with their responsibilities as supervisors and discuss several major contractual requirements, such as scheduling, work assignments, etc., covered in the Agreement.

ENABLING OBJECTIVES:

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

- Identify the local Labor Relations staff who serve as resources to clarify National Agreement issues.
- Cite the National Agreement Articles which deal with employee scheduling, work assignments, safety and health issues, etc.
- Identify the National Agreement article that deals with management's rights and list those rights.

MODULE A-

ARTICLES 1 THROUGH 6, and ARTICLE 9,

Article 1 of the three major bargaining unions' (APWU-NALC MH) National Agreements, is regarding Union recognition. This Article defines the appropriate union who is the bargaining representative for employees who are members of that union. It also contains exclusions, or those persons not represented by the union, such as managers, supervisors, and other bargaining unit employees not covered by a particular contract. For example, clerks are not represented by the Mailhandlers Union. Therefore, employees who are not members of another bargaining unit are not governed by the provisions of the other National Agreements

An important part or section of Article 1 is Section 6. This section of the Contract is significant to you because it concerns supervisors performing bargaining unit or craft work.

Article 2 is the Article regarding non-discrimination and civil rights. It contains a statement of principle, agreed to by all parties, that confirms the Postal Service and the Union's commitment not to discriminate against employees because of color, creed, race, religion, age, sex, national origin, or marital status, as well as no discrimination against handicapped employees, consistent with the Rehabilitation Act.

Even though these nine types of discrimination are the only ones outlined in Article 2, there have been grievances filed that simply state the word "discrimination" as the issue, as some include charges of harassment by fellow employees and/or supervisors, disparate treatment, and incidents which are perceived by the grievant to be discriminatory in nature.

Remember, grievances that are filed under Article 2 do not have to be filed at the Step 1 level. An employee may file a grievance at Step 2 of the grievance process, but he/she is still required to file such a grievance within fourteen (14) days of when the employee, or Union, first learned and/or experienced the alleged discrimination.

Some employees attempt to get "two bites of the apple" by filing both an EEO complaint and a discrimination grievance.

In the MH Contract, there is a section that states that the Union will not advise employees to file these types of dual complaints. If you encounter a grievance filed under Article 2, inquire from the employee and/or the Union representative if he/she has also filed an EEO. If so, make every attempt to notify appropriate labor relations and EEO representatives to ensure continuity in resolving the complaint.

Article 3 contains management's rights. Postal Service Contracts have included a management's rights article since the first National Agreement was negotiated in 1973.

In this Article, you will find some operational guidelines for managers and supervisors within the confines of the National Agreement. Article 3 does not give management the right to do anything which violates the National Agreement, nor does it limit management to what is specified in the Agreement.

There have been numerous grievances filed under Article 3, due to a lack of understanding of this Article. Article 3 is not the "all empowering" Article of the National Agreement, nor is it the Article that "ties management's hands" to specific rights. Many arbitrators have found that the decisions and actions of management do not (and in reality cannot) have to be correct as long as there was no hint of discrimination or capricious or arbitrary conduct. In many instances management's decision, although incorrect, was upheld.

Another area of Article 3 which generates numerous grievances by the Union is the issuance of local procedure statements. Normally, there is nothing wrong with local procedure statements as long as they do not establish a "blanket" adherence, which could amount to an arbitrary or capricious exercise of management's discretion. For example, if you establish a local procedure of inspecting employees' lunch bags, the procedure should not be widespread, but spot checks by supervisors could be made.

Another area covered by Article 3 is the matter of dress codes. Locally established dress code procedures should be reasonable in nature and should not conflict with any provisions of the National Agreement. Uniforms and work clothes issues are discussed in detail in Article 26 of the National Agreement, which will be addressed in another module of this course.

Article 4 concern mechanization and technological changes within an installation. The Postal Service is required to give notice at the National level, at least 90 days in advance, of the purchase and installation of any major new equipment or mechanization. If the installation of the new equipment and/or mechanization has an affect on jobs in the specific areas of working conditions, wages or hours, the notice period is different. The Mailhandler contract requires the advance notification be not less than 30 days for these type of impacts. In the APWU-NALC contracts the notification is as far in advance as practicable.

Article 4 also addresses the establishment of a National Joint-Labor-Management Technological or Mechanization Changes Committee. The purpose is to address and attempt to resolve questions and inquiries regarding proposed changes in mechanization and/or technology that may affect jobs (which includes new and

changed positions), wages, hours, and working conditions. It also gives priority scheduling for any arbitration cases that may arise out of issues within this forum.

Locally, if any new bargaining unit positions are created as a result of tech and mech. changes, management is required to offer these newly created positions to present employees who are capable of performing the duties. We are also required to provide any necessary training, and retain the employee in his/her current rate of pay during such training.

If you are ever required to eliminate a bargaining unit position as a result of mechanical and technical changes, the employee in the eliminated position is entitled to rate protection if you cannot place that employee in another assignment at that employee's same level. If the assignment is to a lower level and the employee has Veteran's preference status, ensure that your local labor relations staff is notified. The rules governing our ability to make such a change have been adhered as a result of Merit System Protection Board rulings.

Article 5 is the article regarding the prohibition of unilateral action. This language has remained unchanged since the original negotiation and implementation of the National Agreements.

Please note: Unions have often grieved Article 5 violations in situations where a change has been initiated by management. It is important to remember that the unilateral actions which are "forbidden" by the provisions of Article 5 are those that pertain to wages, hours, and other terms and/or conditions of employment that violate the National Agreement, or are inconsistent with legal obligations. For example, a prohibited unilateral action would be requiring clerks to attend a training session without additional monetary compensation if held outside of their tour of duty. You, as representatives of management, can't manipulate the National Agreement to avoid compensation and/or violate the rights of the clerks with respect to wages.

There have been numerous grievances filed by the Unions regarding management's ability to manage the business of operating the installation. As long as you are not violating other specific terms of the National Agreement, most business-related changes will be permitted. For example, if you discontinued a practice of allowing letter carriers to drink coffee at their cases, numerous arbitrators have held that there was no contractual violation with this action.

Article 6 covers layoffs and reductions in force (RIFs). The Postal Service has not exercised their rights under this Article to date. However, in order to maintain an efficient operation, in addition to the contractual provisions of Article 12, management needs to maintain the right to layoff employees due to lack of work, since the future guarantees nothing. As you are aware, there is a stronger

movement afoot in Washington, DC with some members of Congress and the Senate to repeal the private express statutes. If this should ever happen, this provision would take on new meaning. Since this Article has never been implemented, the Unions at the national level have not challenged it in the grievance process. There have, of course, been grievances filed on this Article at the local level.

Article 9 is the article of the National Agreements that covers wages and salaries. This article is subject to change in each subsequent contract, due to negotiations at the National level. Basically, it covers basic annual salaries, salary schedules, step progression tables, any negotiated lump sum payments and procedures, any negotiated cost of living adjustments and their effective dates, the rolling-in of any existing COLA, as well as the granting of step increases. In the APWU-NALC Agreement, there are provisions for the salaries and wages of transitional employees.

MODULE B-ARTICLE 7

We have now come to an Article of the National Agreement that bears a closer look.. Article 7 is the article regarding employee classifications. The sections we will examine are:

Section 7.1.B and Section 7.2. There have been an enormous amount of grievances filed, not just locally, but nationally as well, on the issue of “cross-craft” assignments. The simple fact is that management may cross crafts, or utilize one craft employee in another craft, only under the language spelled out in Article 7, Section 2. We are required to use qualified and available part-time flexible employees at the appropriate straight time rate, prior to the utilization of casual employees. It is not a requirement, however, that ALL part-time flexible employees within an installation receive 40 hours of work/pay prior to scheduling a casual employee. Management is also not prevented from making a sound, rational decision in scheduling casual employees to perform certain work which would be more appropriately performed by them due to their limited qualifications. For example, if you have all of your part-time flexibles performing their regular duties and the need for additional manpower arises, you may schedule casual employees to perform this work. It is imperative that you remember that you cannot schedule casual employees in lieu or instead of part-time flexible employees.

The National Agreement is specific in stating that part-time flexible employees are entitled to work preference over casuals, however, nothing in the National Agreement extends this work preference from straight time into overtime.

Cross craft assignments are acceptable under only two circumstances; 1) Insufficient work on a particular day or days in an employee’s regularly scheduled assignment in order to receive the guaranteed eight hours of work. If it is necessary to cross crafts in order to ensure eight hours of work, this work must be in the same wage level for which the employee is qualified. 2) During exceptionally heavy workload periods for one occupational group, employees in another occupational group who are experiencing a light workload period may be assigned to assist in the exceptionally heavy area, as long as it is the same wage level and the employees are qualified to perform the required duties, for as long as management determines their services are needed.

MODULE C--ARTICLE 8:

OVERTIME ISSUES

Article 8 is the article of the Contract regarding hours of work. We are going to discuss Article 8, Section 5, which covers overtime assignments. In the Mailhandler Craft, overtime must first be assigned to full-time regulars on the Overtime Desired List (ODL) before assigning any overtime to part-time flexibles or to casuals. In other crafts, overtime may be assigned to part-time flexibles and/or casuals rather than to full-time regulars. Remember, Article 8, Section 5 does not guarantee overtime to ANY employee. Overtime assignments are a penalty against management who has to require an employee to perform work after or beyond his/her normal tour of duty. Although many employees are willing to work overtime due to the extra money, this does not make it a benefit. The decision of whether or not to schedule employees for overtime, how much overtime is needed and when and where it should be worked is the exclusive discretion of management, which means you. If the union attempts to tell you otherwise, they are wrong. You are not required to consult with the Union about your decision regarding the scheduling of overtime. However, after these decisions have been made, the provisions of Article 8, Section 5 become effective in the determination of which specific employees should be assigned to work the overtime assignment. You must also review your Local Memorandum of Understanding (LMOU) in conjunction with Article 8, Section 5, to insure that you are following the established system of priorities designed to give first choice for available overtime, when practicable, to employees who have indicated a desire to earn overtime pay by signing an ODL.

OVERTIME ASSIGNMENTS

The terms of Article 8, section 5 of the National Agreement do not place an obligation on management to create overtime. If work cannot be performed at the straight time rate, management has the exclusive right to determine when and where the overtime will be worked. When management determines that overtime work for full-time APWU employees is needed, the terms of Article 8, Section 5 then apply. Only in the Mail Handler craft must overtime be assigned first to full-time regulars on the ODL before assigning casuals.

12/8/78 Step 4 NC-S-12745

"The decision to lend auxiliary assistance, schedule overtime or curtail mail is a management function which must be based on the facts at hand."

11/30/77 Step 4 NC-S-8975

"There is nothing which precludes management from utilizing part-time flexible employees in an overtime status prior to utilizing Full-Time Regular employees who are on the Overtime Desired List."

11/21/85 National Arbitration H1C-4K-C 27344 (Zumas)

"The Postal Service is not contractually obligated to schedule full-time employees on the OTDL rather than utilize casual employees on overtime."

The provisions for assigning overtime work to APWU transition Employees are stated in Article 8 Section 4.G.

- The lead-in paragraph of Article 8 Section 5 provides that overtime for full-time regulars shall be scheduled among qualified employees doing similar work in the work location where the employees work. The term qualified means just that. The language does not allow for management to pick only the best qualified employees for the assignment.
- Supervisors should be knowledgeable of the local methods regarding overtime assignments. The Local Memorandum of Understanding (LMOU) may set forth provisions for whether the ODL shall be by section and/or tour.
- Article 8 Section 5.C.2., only applies to letter carriers. There is no requirement for equitable distribution of overtime among APWU employees.
- When the need for overtime for APWU employees arises, employees with the necessary skills having listed their names on the ODL will be assigned by seniority on a rotating basis.

1/31/85 Step 4 H1C-1Q-C 33127

“Unless otherwise addressed in a Local Memorandum of Understanding, an employee may opt to bring his/her name forward from an Overtime Desired List (ODL) to another when he/she is the successful bidder on a different tour placed on the list in accordance with his/her seniority an employee who was not on any ODL at the beginning of a quarter may not place his/her name on the ODL by virtue of being a successful bidder to another tour until the beginning of the next quarter.”

1/13/82 Step 4 H8C-3W-C 22961

“Pool and relief clerks will only be permitted to place their names on the ODL of the pay location where domiciled. When pool and relief clerks are assigned to units (stations or branches) other than where their name is on the ODL, they may be offered overtime, if available, after the ODL is exhausted in the unit.”

- When, for any reason, an employee on the ODL, who has the necessary skills and who is available, is improperly passed over and another employee on the list is selected for overtime out of rotation, the appropriate remedy for the employee passed over is to receive a similar make-up opportunity within ninety (90) days of when the error is discovered. If this is not provided, the employee shall then be compensated with payment at the overtime rate for the period of time involved in the opportunity missed.
- Similarly, when an ODL employee is improperly passed over and instead management assigns the overtime to a non-ODL employee, the appropriate remedy is payment to the ODL employee at the overtime rate for the time involved.
- However, management is not required to utilize employees on the ODL at the penalty overtime rate if qualified employees on the ODL are available at the regular overtime rate.

The number of hours that employees can be worked in a day or in a work week is stated in the terms of Article 8, Section 5.F. and G. Those not on the ODL should not be required to work over 10 hours on a regularly scheduled day, or work over 8 hours on a non-scheduled day, excluding the month of December. Those on the ODL should not be required to work over 12 hours in a day or 60 hours in a work week.

In a national arbitration case H4N-NA-C 21 (5/12/86) Arbitrator Mittenthal stated that the 12/60 rule is an absolute bar beyond which employees cannot be worked.

When the 60 hour service week bar is reached, management must end the employee's tour of duty for that day and pay any additional guaranteed hours for the remainder of the tour at the appropriate rate.

No employee should be assigned to work beyond the stated limitations.

The Employee and Labor Relations Manual also prohibits using PTF's beyond 12 hours in a day.

Management must be careful not to disregard the rules of overtime administration. Punitive damages or extra compensatory monetary payments can be sought in cases where management arbitrarily, willfully and repeatedly violates the contract.

OVERTIME ASSIGNMENTS

The provision of Article 8, Section 5 only apply when management determines that overtime will be assigned to regular full-time employees.

The lead-in paragraph does not provide for assignment of the "best qualified" employee. A full-time city carrier is considered "qualified" for city carrier overtime assignments. "Doing similar work in the work location where the employees regularly work..." is a fact circumstance which may be set forth in the local memorandum of understanding (LMOU) per Article 30, Section B.14.

The terms of Article 8, Section 5.C.1.a. do not apply to the city letter carrier craft. All other language of Section 5 is applicable. Full-time letter carriers may sign up for either the regular Overtime Desired List (referred to as ODL or OTDL) or the Work Assignment List (WAL).

The Joint Statement on Overtime 6/8/88, addresses the national parties' positions on many overtime issues.

6/8/88 Joint Statement on Overtime (USPS-NALC)

"Management may assign overtime to PTFs or casual employees rather than to full-time regular employees who are either signed up for work assignment overtime or OTDL. Nor is a carrier on the regular OTDL ever entitled to any specific overtime, even if it occurs on his/her own route."

A letter carrier who signs the regular OTDL is obligated to work overtime when assigned.

Exceptions to this obligation, if requested by the employee, may be approved by local management in cases such as those indicated in Article 8, Section 5.E.

Management should not unilaterally remove a carrier's name from the OTDL. A letter carrier may request that his/her name be removed from the list. Management

dies not have to immediately honor that request if the employee's services are needed that day or are scheduled for the immediate future.

Carriers on the WAL are considered available for overtime assignments on their own route on their regularly scheduled days. They are not entitled or obligated to work overtime on their non-scheduled days.

Reserve or unassigned carriers on the WAL are considered available for overtime on the assignment they are on that day. T-6 and utility carriers on the WAL are considered available for any of the routes on their set or string.

Management is not required to use a OTDL carrier at the penalty rate if another carrier on the OTDL is available at the regular overtime rate. Also, management may use a carrier on the regular OTDL to avoid using a carrier on the WAL at the penalty rate.

When full-time regulars not on the OTDL are needed to work overtime on an assignment other than their own, or on a non-scheduled day, they will be assigned on a rotating basis by juniority.

Management may also seek volunteers, but is not required to do so.

Another document which addresses common overtime issues is a Memorandum of Understanding between the national parties which is often referred to as the Sombrotto Memo, 12/20/88.

If a full-time carrier is not on the ODL or WAL, management must not assign her/him to overtime without first fulfilling the obligation of the "letter carrier paragraph" as stated in the Article 8 Memorandum on Page 269 of the 1990-1994 National Agreement. It clarifies the language of Article 8, Section 5.C.2.d. It requires that before Management can mandate a carrier to work overtime on his/her own route on a regularly scheduled day, they must first seek to utilize auxiliary assistance at the straight time rate or use an available ODL carrier who would not be in a penalty overtime status.

In such cases, the determination of whether to use a carrier from the ODL must be made on the basis of the rule of reason with consideration of the travel time and the amount of overtime involved.

For example, it would be reasonable to assign an ODL carrier to travel 5 minutes to perform an hour of auxiliary assistance, but unreasonable if the travel time to work that hour was 20 minutes. In that case, management would not be required to assign the ODL carrier to provide the auxiliary assistance.

The rule of reason provides the supervisor with the ability to decide each case based on common sense and fact circumstances, with consideration for the timely, efficient delivery of the mail as well as the interest of the carriers.

Equitable Distribution of Overtime

One thing to remember is the administration of the ODL is dictated by the calendar quarter.

The ODL must be posted for signature of volunteers 2 weeks prior to the beginning of the CALENDAR quarter not the Postal Fiscal Quarter.

When management determines a need for regular full-time employees to perform overtime work, the terms of Article 8, Section 5 apply.

During the calendar quarter, management is required to make every effort to distribute the overtime opportunities equitably to those carriers on the list.

“During the calendar quarter” means just that. Management is not required to determine equitable distribution on a daily, weekly, or monthly basis.

6/8/88 Joint Statement on Overtime (USPS-NALC)

“Whether or not overtime opportunities have been equitably distributed can only be determined on a quarterly basis.”

While management is not required to determine equitability on a daily basis, the proper way to administer the OTDL and avoid problems is by the tracking of hours and opportunities each time they arise.

9/14/86 National Arbitration H1N-5G-C 2988 (Bernstein)

“In determining ‘equitable distribution’ of overtime, the number of hours of overtime as well as the number of opportunities of overtime must be considered.”

The Bernstein decision also clarified several other matters. Equitable does not mean equal. It means impartial, just, fair and reasonable. Also, that it is clear that employees sign the list for one reason--to make additional money. Therefore, the number of hours must be considered as well as the number of opportunities. Always giving the same number of opportunities to Carriers A and B on the list will not result in equity at the end of the quarter if the overtime assignments are 8 hours for Carrier A and 1 hour assignments for Carrier B. While the number of opportunities was equitable, the hours, and subsequently the pay, were not.

Whether equitable distribution is achieved at the end of the quarter depends on the day-to-day administration of the hours and opportunities for overtime assignments of OTDL employees, and their availability to perform the work when needed.

Accordingly, the supervisor should track these items as well as other factors on a regular, if not daily, basis. The tracking format should include notations to indicate when carriers were: on leave,; on light duty medical restriction; on 204B assignment; performing concurrent overtime on their own assignment; etc.

The following examples cover several common problems that can occur in the quarterly distribution of overtime:

- 1) An ODL carrier who is within the range of equity at the time takes 2 weeks of annual leave near the end of the quarter. During the carrier's absence, management has the need to use the OTDL for overtime assignments.

Q: When the carrier returns must management provide the carrier with additional opportunities for the overtime missed while on leave in order to demonstrate equity at the end of the quarter?

A:

- 2) In a similar scenario, an ODL carrier who is not within the range of equity at the time takes 2 weeks of annual leave near the end of the quarter.

Q: What is management's responsibility in this case when the carrier returns from leave?

A:

- 3)** During the quarter, most of the overtime needed is for street assistance which is provided by ODL carriers immediately following completion of their regular assignments. At the end of the quarter, 2 of the ODL carriers are not within the range of equity. Neither carrier used leave during the quarter.

Q: Does the mere fact that the 2 ODL carriers were not in range of equity at the end of the quarter demonstrate a contractual violation of Article 8?

A:

- 4)** During the middle of the quarter, Carrier A has reached 25 hours of list overtime while Carrier B has only 15. Both carriers have the same day off and this week an 8 hour assignment needs to be covered that day. Neither carrier has missed an opportunity date.

Q: Is Carrier B justified in claiming that the supervisor is required to schedule her for the 8 hours?

A:

When a grievance is filed and the facts of the case demonstrate that equitable distribution of ODL overtime was not made in the previous quarter, the appropriate remedy is to provide the grievant(s) with make-up overtime opportunities during the next quarter. The intent is to provide the ODL carrier with that which he/she would have received had equitable distribution been made and the carrier had ended the quarter within the equity range.

Make-up opportunities are to be provided in addition to the ODL carrier's right to be part of the next quarter's equitable distribution. They should be tracked and noted separately rather than combined with the next quarter's regularly tracking.

If management fails to provide the agreed to make-up opportunities, the appropriate remedy will be a payment to the ODL carrier for those hours at issue at the overtime rate, accordingly. Similarly, in cases where it is shown that management used a non-ODL carrier when they should have used an ODL carrier, the appropriate remedy is payment to the ODL carrier for the overtime hours worked by the non-ODL.

Management must be careful not to disregard the rules of overtime administration. Punitive damages or extra compensatory monetary payments can be sought in cases where management arbitrarily, willfully and repeatedly violates the contract.

The number of hours that employees can be worked in a day or in a week is stated in the terms of Article 8, Section 5.F. and G. Carriers not on the ODL should not be required to work over 10 hours on a regularly scheduled day, or work over 8 hours on a non-scheduled day, excluding the month of December. Carriers on the ODL should not be required to work over 12 hours in a day or 60 hours in a work week.

In national arbitration case H4N-NA-C21 (5/12/86) Arbitrator Mittenthal stated that the 12/60 rule is an absolute bar beyond which employees cannot be worked.

When the 60 hour service week bar is reached, management must end the employee's tour of duty for that day and pay any additional guaranteed hours for the remainder of the tour at the appropriate rate.

No employee should be assigned to work beyond the stated limitations.

The Employee and Labor Relations Manual also prohibits using PTF's beyond 12 hours.

Remember that full-time carriers are contractually guaranteed 8 hours work, or pay in lieu of, when scheduled or called in to work on a non-scheduled day. Therefore, the parties at Step 4 have agreed that no carrier should be solicited nor should carriers consider themselves available to work less than a full 8 hours on non-scheduled days when assigned.

MODULE D--ARTICLE 11

HOLIDAY ISSUES

Article 11 of the National Agreements concerns holidays, what is observed, who is eligible, how it is paid, and most importantly, how it is scheduled and worked. Article 30 of the National Agreements also provides items regarding holiday scheduling to be included in the Local Memorandums of Understanding.

Holiday Scheduling

The key elements involved in proper holiday scheduling are the pecking order of selecting employees to work and the posting of the holiday schedule.

Supervisors should always post the holiday schedule in the same location to avoid any problems or confusion. That location may be at the supervisor's desk, a bulletin board, wall area, or it may be a place that the local parties have agreed to in the LMOU.

If management decides to change the site of posting (where it has not been negotiated as part of the LMOU), they must ensure that every employee including the union stewards, are advised, in advance, of the change.

The posted schedule must be in writing and should include the hours of work. A copy of the posting should be kept on file. The schedule must be posted by the Tuesday preceding the work week in which the holiday falls. The posting should remain up until the holiday work days have passed.

The holiday posting must include all affected work days that employees are needed. This requires determination of the date of the holiday observance as well as an employee's designated holiday, based on the employee's scheduled as well as non-scheduled days off for that week. See Article 11, Section 5 of the National Agreement.

Management has the right to determine the number and categories of employees needed to work. Consideration must first be given to sparing as many regular employees as possible from working the holiday schedule.

Such employees will not be required to work unless all casuals and PTF's are used to the maximum extent possible, even if the payment of overtime is required, and unless all regulars with the needed skills who wish to work are afforded the opportunity to do so.

The selection of employees must follow the established “pecking order” for holiday work. If, after prior, timely posting of the schedule management requires employees to work outside of the posted schedule, such employees are entitled to additional payment of 1 1/2 times their basic hourly rate for all hours worked outside the schedule.

Holiday Scheduling – APWU

The following decisions are applicable to the APWU when scheduling holidays.

APWU TE’s will be scheduled in accordance with Article 11, Section 6.E. of the current National Agreement.

12/22/79 National Arbitration MC-C 481 (Gamser)

“The Postal Service has no obligation to notify persons whose names are not on the holiday schedule that they are not required to work the Holiday.”

1/10/89 National Pre-Arbitration H4N-5K-C 38796

“Holiday scheduling provisions, whether found in Article 11.6 of the National Agreement or in an LMOU apply to actual as well as designated Holidays.”

3/4/74 National MOU (USPS-APWU) Holiday Scheduling Agreement

“An employee can be directed to perform any duties on a holiday which are otherwise consistent with the provisions of the National Agreement. A change in required duties does not constitute a change work schedule.”

An employee has NO right to work his/her normal schedule on a holiday. His/her schedule is that which is posted in accordance with Article 11, Section 6.

1/19/87 National Arbitration H4C-NA-C21 (Mittenthal)

“Management may not ignore the pecking order in order to avoid penalty overtime pay.”

10/19/88 National Joint MOU (USPS-NALC-APWU)

“The employer may not refuse to comply with the pecking order provisions of Article 11.6 or of a LMOU to avoid penalty overtime pay.”

4/6/73 Step 4 Decision NE-2574

“The posting of a holiday schedule shall include the PTF’s who are scheduled to work.

1/10/80 Step 4 Decision N8-C-0191

“There is no obligation to utilize the ODL when scheduling for the holiday.”

4/15/83 National Arbitration H8C-5D-C 14577 (Mittenthal)

“However, if additional employees are needed after the schedule has been posted, management may use employees from the ODL rather than holiday volunteers.”

3/4/74 Holiday Schedule Settlement

“Per Part 434.5 of the ELM, when a full-time regular scheduled to work on the holiday is unable to or fails to work the holiday, the Employer may require another full-time regular to work such schedule. The selection of the replacement employee shall be in accordance with any applicable local agreement.”

2/28/78 Step 4 Decision NC-C 9687

“The replacement employee is not eligible for holiday scheduling premium pay.”

1/19/87 National Arbitration H4C-NA-C 21 (Mittenthal)

“Management may not treat regular holiday volunteers as having volunteered to work twelve hours. If on whatever day they are asked to work the need for overtime arises, it would be assigned as provided in Article 8.5 of the National Agreement.

Holiday Scheduling – NALC

The following decisions are applicable to the NALC when scheduling holidays.

City carrier TE's will be scheduled in accordance with Article 11, Section 6.D. of the current National Agreement.

12/22/79 National Arbitration MC-C 481 (Gamser)

“The Postal Service has no obligation to notify persons whose names are not on the holiday schedule that they are not required to work the Holiday.”

1/10/89 National Pre-Arbitration H4N-5K-C 38796

“Holiday scheduling provisions, whether found in Article 11.6 of the National Agreement or in an LMOU apply to actual as well as designated Holidays.”

3/4/74 National MOU (USPS-APWU) Holiday Scheduling Agreement

“An employee can be directed to perform any duties on a holiday which are otherwise consistent with the provisions of the National Agreement. A change in required duties does not constitute a change work schedule.”

An employee has NO right to work his/her normal schedule on a holiday. His/her schedule is that which is posted in accordance with Article 11, Section 6.

1/19/87 National Arbitration H4C-NA-C21 (Mittenthal)

“Management may not ignore the pecking order in order to avoid penalty overtime pay.”

10/19/88 National Joint MOU (USPS-NALC-APWU)

“The employer may not refuse to comply with the pecking order provisions of Article 11.6 or of a LMOU to avoid penalty overtime pay.”

4/6/73 Step 4 Decision NE-2574

“The posting of a holiday schedule shall include the PTF’s who are scheduled to work.

1/10/80 Step 4 Decision N8-C-0191

“There is no obligation to utilize the ODL when scheduling for the holiday.”

4/15/83 National Arbitration H8C-5D-C 14577 (Mittenthal)

“However, if additional employees are needed after the schedule has been posted, management may use employees from the ODL rather than holiday volunteers.”

3/4/74 Holiday Schedule Settlement

“Per Part 434.5 of the ELM, when a full-time regular scheduled to work on the holiday is unable to or fails to work the holiday, the Employer may require another full-time regular to work such schedule. The selection of the replacement employee shall be in accordance with any applicable local agreement.”

2/28/78 Step 4 Decision NC-C 9687

“The replacement employee is not eligible for holiday scheduling premium pay.”

1/19/87 National Arbitration H4C-NA-C 21 (Mittenthal)

“Management may not treat regular holiday volunteers as having volunteered to work twelve hours. If on whatever day they are asked to work the need for overtime arises, it would be assigned as provided in Article 8.5 of the National Agreement.

2/5/89 Step 4 Decision H7N-5R-C 4230 (NALC)

“Article 11.6.B requires that where operational circumstances permit, casual and PTF employees should be utilized in excess of 8 hours before any regular employees should be required to work their holiday or designated holiday.”

MODULE E--ARTICLES 12 AND 14

PROBATIONARY PERIODS & SAFETY AND HEALTH

Article 12, Section 1 of the National Agreements concerns probationary periods for new employees in the bargaining unit. Probationary employees serve a ninety (90) day probationary period. During this ninety-day period, in addition to periodic evaluations, you should be certain that the new employee understands the duties and responsibilities of the position that he/she has been hired for, and that you work together to correct any performance deficiencies of that employee. Management has a vested interest in each employee and sincerely desires for each one to succeed in his or her own right. However, if the need arises to terminate the employee, management has the right to separate any probationary employee at any time during the probationary period. These separated employees do not have access to the grievance procedures found in Article 15 to grieve this action.

If a falsification of an employment application is discovered after an employee has gone beyond his/her probationary period, management still has the right to use this falsification as a reason for discharge and removal from the Postal Service.

Article 14 concerns safety and health. It recognizes management's responsibility to provide working conditions that are safe. It also outlines the agreement by the Unions to cooperate with Management and to assist in the promotion of safety and health within our company. Both Management and the Unions insist on the observance of safe rules and procedures by all employees.

Unsafe conditions will be corrected by appropriate action(s). When requested, applicable forms for reporting unsafe and/or unhealthy conditions will be made available for employees. If an unsafe and/or unhealthy condition is not corrected, a grievance may be filed directly to Step 2 of the grievance procedure. A safety/health grievance properly certified for arbitration may, at the request of the Union, be placed at the head of the appropriate arbitration docket.

Article 14 also provides for the establishment of a joint Labor/Management Safety Committee at the National Level, a Regional or Area Joint Safety Committee and a local joint Labor/Management Safety and Health Committee in installations having 50 or more employees. During these committee meetings, individual grievances should not be discussed.

MODULE F--ARTICLE 13

LIGHT/LIMITED DUTY

The provisions of Article 13 of the National Agreements concern the assignment of employees who become ill and/or injured. Part-time regulars are considered a separate category and light/limited duty assignments are made within their own category.

Any employee requesting temporary light duty must do so in writing and submit her/his request to the installation head. The employee must support each request with medical documentation from a licensed physician, or licensed chiropractor, stating, when possible, the anticipated length of the recuperation period. The employee should be made aware that she/he must agree to be examined by a physician designated by the installation head, if so required, prior to the granting of any temporary light duty request.

MODULE G--ARTICLES 18-24

Article 18 is the “No Strike” article of the National Agreements. This article is consistent with the statutory prohibition against strikes by Federal employees. The language in this article imposes an obligation on the part of the Unions to avoid any strike or work stoppage. It places the onus on the Unions to attempt to get postal employees back to work in the event of a slowdown or a strike.

Article 19 incorporates manuals and handbooks into the National Agreements. There are several National arbitration awards that provide some specific principles to help in the interpretation and application of manual and handbook language with relation to the National Agreements. (review NB-N-3908/NB-N-5125, N8W-0039, and W1M-1K-C 32771)

Article 20 provisions reference parking. Locally developed parking program will remain in effect for the life of the current National Agreements. If parking is being provided by management, we are required to take reasonable measures to safeguard employee security. Also, any parking issues can be appropriately discussed at local Labor/Management Committee meetings.

Article 21 covers benefit plans. These include health benefits, life insurance, retirement, injury compensation, and health benefit brochures.

Article 22 covers bulletin boards. Management is required to furnish bulletin boards for each recognized Union, if space is available. The Unions are allowed to place their literature racks in swing rooms, if space is available. The Unions are aware that only suitable notices and literature can be posted on the bulletin boards or placed in the literature racks. Numerous grievances have been filed over what the Unions determine is “suitable”. No employee can place literature or post notices on the Unions’ bulletin boards without the permission of the appropriate Union official.

Article 23 deals with the Union Officials’ rights to enter postal installations. Basically, if reasonable notification is given to the installation head and/or his/her designee, duly authorized Union representatives can be permitted to enter the installation for the purpose of conducting official Union business related to the National Agreement.

UNIT 30

NATIONAL AGREEMENT – LOCAL ISSUES

UNIT 30

NATIONAL AGREEMENT - LOCAL ISSUES

TERMINAL OBJECTIVE:

The student will be able to identify the major issues of the existing Local Agreement for which he/she will be responsible as a supervisor, and be aware of local issues which are of special concern.

ENABLING OBJECTIVES:

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

- Discuss, in general terms, the purpose and procedures for development of a Local Agreement.
- Identify the Local Agreement issues that impact his/her job as a supervisor.
- Explain any local practices in effect and their supervisory responsibilities as it relates to local practices.

UNIT 31

EXAMINATION – WEEK 2

UNIT 32

PROGRAM EVALUATION – WEEK 2

ASSOCIATE SUPERVISOR TRAINING PROGRAM

Course Evaluation Form - Week 2

Site/Location: _____ Course/Module: _____

Instructor(s): _____ Date: _____

Instructions:

Please complete the following evaluation by circling the number which best describes your opinion about this section of the program. This information will be used primarily for program improvement and as an aid for employee development.

How satisfied are you with the...

	Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
1. Communication of program objectives in clear, understandable terms?	1	2	3	4	5
2. Match of course objectives with your idea of what would be taught?	1	2	3	4	5
3. Relevance of course content to a supervisor's job?	1	2	3	4	5
4. Quality of course materials (e.g., workbooks, videos, etc.)?	1	2	3	4	5
5. Course's emphasis on what should be the most important information?	1	2	3	4	5
6. Realism of course presentation and exercises?	1	2	3	4	5
7. Pace at which the course material was presented?	1	2	3	4	5
8. Amount of student participation in the course?	1	2	3	4	5
9. Instructors' knowledge of course material and subject matter?	1	2	3	4	5
10. Instructors' presentation and explanation of course materials?	1	2	3	4	5
11. Instructors' responsiveness to student questions and problems?	1	2	3	4	5
12. Instructors' overall effectiveness?	1	2	3	4	5
13. Quality of the learning environment, classrooms, furniture, etc.?	1	2	3	4	5
14. Extent to which you feel the course will prepare you to perform effectively as a supervisor?	1	2	3	4	5
15. Fairness of the course exams?	1	2	3	4	5
16. Exam coverage and the relevance of the material tested?	1	2	3	4	5
17. Feedback you received as a result of any course testing?	1	2	3	4	5
18. Variety of teaching methods?	1	2	3	4	5
19. Use of best methods to facilitate learning (exercises, videos, lectures, etc.)?	1	2	3	4	5
20. Quality of the training course overall?	1	2	3	4	5

ASSOCIATE SUPERVISOR TRAINING PROGRAM

Course Content Evaluation Form - Week 2

Topic/Content Area	Amount of information learned					Usefulness on the Job				
	Low	Moderate	High			Low	Moderate	High		
Managing Unit Performance	1	2	3	4	5	1	2	3	4	5
Employee and Unit Recognition	1	2	3	4	5	1	2	3	4	5
Power Bases	1	2	3	4	5	1	2	3	4	5
Performance Analysis/Dialogue	1	2	3	4	5	1	2	3	4	5
Managing Your Boss	1	2	3	4	5	1	2	3	4	5
Culture Change/Managing Change	1	2	3	4	5	1	2	3	4	5
Teambuilding	1	2	3	4	5	1	2	3	4	5
You and Your Customer	1	2	3	4	5	1	2	3	4	5
Planning and Time Management	1	2	3	4	5	1	2	3	4	5
Written Communication	1	2	3	4	5	1	2	3	4	5
Valuing Diversity	1	2	3	4	5	1	2	3	4	5
Employee Assistance Program	1	2	3	4	5	1	2	3	4	5
Ethics in the Workplace	1	2	3	4	5	1	2	3	4	5
Security	1	2	3	4	5	1	2	3	4	5
EEO/Sexual Harassment	1	2	3	4	5	1	2	3	4	5
National/Local Agreements	1	2	3	4	5	1	2	3	4	5

Which topic or topics were **most** beneficial?, why?

Which topic or topics were **least** beneficial?, why?

Additional comments:

