



Supervisor's Manual for Testing

This manual is designed to serve as a study guide for the Civil Service Commission supervisor examinations. It is based on the City of Columbus Frontline Supervision training modules. All rights are reserved. No part of this book shall be reproduced, stored in a retrieval system, or transmitted by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission.

Table of Contents

Chapter 1: Introduction to Supervision

The Columbus Covenant 2000.....	1
Definitions	2
Fundamentals of Supervision.....	7
Performance Appraisal.....	15

Chapter 2: 4 C's of Successful Supervision

Communication	18
Coordination	28
Collaboration	30
Commitment.....	33

Chapter 3: Individual Styles

Leadership Styles.....	35
Personality Styles.....	35
Behavioral Styles	37
Time Styles	39

Chapter 4: Management Techniques

Coaching	41
Brainstorming	46
Effective Meetings.....	48
Conflict	51
Handling Difficult Employees.....	53

Chapter 5: Customer Service

Customer Service Process.....	55
Defining and Understand Customers	56
Attitude	58

Chapter 6: Collective Bargaining Agreements

Union Contracts	59
Contract Administration	60
The Collective Bargaining Process	61
Grievances	61
Glossary of Labor Relations Terms	66

Chapter 7: Comprehensive Electronic Communication Policy 69

CHAPTER 1

*Introduction
to Supervision*

As a supervisor with the City, you are asked to support the Columbus Covenant – the vision, mission, principles, and goals adapted by the City leaders to provide direction for city government.

The Columbus Covenant 2000

Vision:

To be the best city in the nation in which to live, work, and raise a family.

Mission:

To provide leadership that will inspire: high standards of excellence in the delivery of City services; a spirit of cooperation, pride, and responsibility to achieve strong, safe, and healthy neighborhoods; and a shared economic prosperity and enhanced quality of life. We undertake this mission believing and knowing that we can make a difference for future generations.

Principles of Progress:

- Prepare City for the next generation.
- Promote a diverse and vibrant economy that offers everyone an opportunity to share in our prosperity.
- Deliver measurable, quality public services, and results to our residents.
 - Advance our neighborhoods.
- Challenge ourselves to realize our City's promise and potential.

Goals:

- **Customer Service:** promise quality and efficient service delivery to customers using "best practices."
- **Neighborhoods:** engage and promote strong, distinct, and vibrant neighborhoods.
 - **Safety:** enhance the delivery of safety services.
 - **Economic Development and Technology:** provide an atmosphere that promotes job creation and economic growth in existing and emerging industries.
- **Education:** encourage and promote participation in learning opportunities.
- **Downtown Development:** develop a vibrant and thriving downtown that is recognized as an asset for the region.
- **Peak Performance:** invest in all City employees and develop systems that support a high-performing city government.



Definitions Important to the Role of a Supervisor

Vision

A vision is a statement of your preferred future, hopes, dreams, and aspirations. It's essentially what you want to achieve, not necessarily what you will achieve.

Mission

A mission statement communicates a team's fundamental purpose and/or reason for being. It states what you do and for whom you do it. It focuses on the function you perform for your customers. It should be brief and clear, and should reflect the unique character and capabilities of the team.

Goal

Goals operationalize the committee's planning process. Goals are statements of desired future states. They represent long-term, realistic outcomes. They need to reflect the team's vision and mission. Goals should also have a target date, anywhere from two to five years, and be general in nature.

Objective

Objectives are short-term (one year or less), specific, and measurable outcome statements that describe how to achieve the goals. Objectives are what the team is currently working on and are a basis for setting priorities and allocating resources. An objective must be specific, concrete, measurable, and achieved within a specific time frame.

Action Plan

Action plans are evidence of walking the talk. Each objective must be action planned into a series of tasks that, when completed, will result in the achievement of the objective. They describe specific task assignments that become the responsibility of specific team members. Along with the specific tasks to be performed, the action plan should include the person responsible, deadline for completion, and resources needed.

Responsibility

Responsibility is the obligation to perform tasks both effectively and efficiently as assigned.

Accountability

Accountability is being made subject to the consequences set forth for failure to perform task responsibilities.

Management

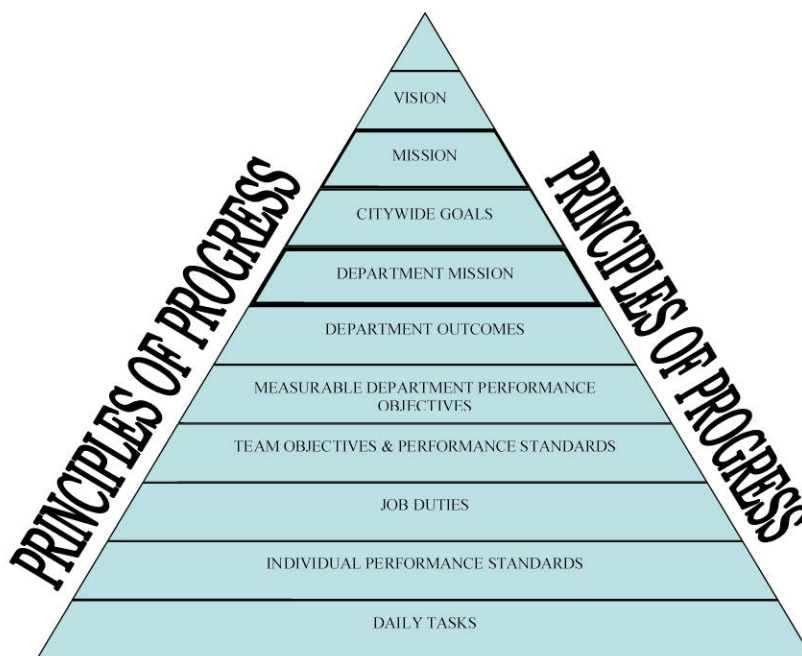
Management is getting the job done through the combined efforts of many people working together.

City of Columbus Supervisor

City supervisors are frontline managers whose major function is working with and through non-management employees to meet the objectives and goals of the City of Columbus.



The PERFORMANCE PYRAMID is a visual representation of how everyone's role fits together.



Using the pyramid, it is easy to see where the supervisor fits into the big picture - between department objectives and team objectives.

Supervisor Responsibilities

The role of a supervisor is to get the job done through the performance of others. A supervisor has six areas of responsibility:

1. **Production** – making sure that the objectives for the day, week, or month are accomplished.
2. **Quality** – making sure the quality level meets that expected for the results to be achieved.
3. **Costs** – making sure the job is satisfactorily completed within the budget established and with minimum waste.
4. **Safety** – making sure the job is completed in a manner that protects both human and material resources.
5. **Methods** – making sure the methods used in completing the job are appropriate to accomplishing the expected results.
6. **Training** – making sure all subordinates are trained to consistently meet the other five responsibilities.

Your job will be completed effectively and efficiently when these six responsibilities have been appropriately met.



Challenges of Becoming a Supervisor

Individuals are often promoted from within an organization and soon supervise the employees they previously worked with side by side. The positive side of this type of promotion is that the new supervisor may know the strengths and weaknesses of the people that report to him or her. This can be beneficial when assigning work. The new supervisor also brings a thorough understanding of the job that a person from the outside may not possess. The negative side of a promotion from within can be the attitudes generated from former co-workers who did not receive the promotion and must now report to someone who was previously a peer. It may also be difficult for a new supervisor to be objective about the performance of his or her former co-workers. Regardless of the supervisor being hired from within or outside of the organization, they must possess the right attitude and develop the right skills. It is a supervisor's job to adapt. The hourly employee who moves to supervisor must expand his/her skills in the following areas:

Technical Skills – the understanding of and ability to perform the job.

- Job know-how
- Knowledge of the industry and its particular processes
- Understanding of machinery and mechanical problems

Administrative/Conceptual Skills – the ability to understand how complex situations affect the whole job.

- Awareness of the City structure and how it is coordinated
- Knowledge of its information and records systems
- Ability to plan and control work

Human Relations Skills – the interpersonal skill of being able to effectively interact with others.

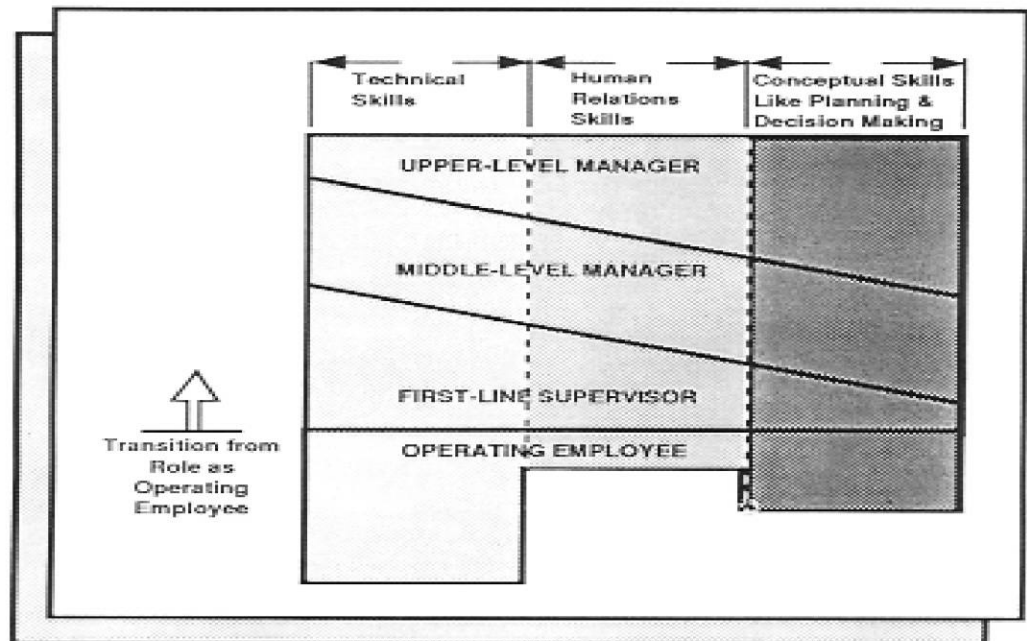
- Knowledge of human behavior
- Ability to work effectively with individuals and groups, peers and superiors, as well as subordinates

Technical skills may earn you the right to be in the supervisor chair, but interpersonal skills will keep you there. The table below defines how the skills are used differently by an hourly employee versus a supervisor.

	Technical Skills	Administrative Skills	Human Relations Skills
Hourly Employee	Completes the project/performs the work	Provides verbal reports/check lists on projects	Listens to co-workers concerns/complaints
Supervisory Employee	Assures project meets quality standards and cost	Plans, budgets and evaluates the project	Coaches employees to resolve problems



As one moves up in the organization, the amount of time spent in each of the skill areas changes. The time spent in the technical skill area will generally decrease, while the time spent in the human relations skill area generally increases. The time spent in the conceptual skills area (planning, control, decision making) increases even more so. These changes can present a challenge.



Right Intentions

An employee should take a promotion to supervisor because he/she believes he/she can help others achieve. A supervisor will accomplish this through coaching, mentoring, and listening. An employee should not take a promotion to supervisor for the opportunity to earn more money or wield more power. There is too much at stake. A good boss is fair, gets work done on time, holds other people accountable, and focuses his/her energy on his/her team. It is almost impossible to accomplish these duties if you are in the position for the wrong reasons.

Transition

When an employee takes a promotion to supervisor, many changes occur. As an employee, your success was measured by what you could do. As a supervisor, your success will be measured by what you can help others to achieve. You will have more resources and be able to accomplish so much more. There are four important steps in your transition to supervisor.

1. **Accept your new role.** Once you accept the position, move forward. There is no time to have second thoughts or doubts. Have faith in yourself and act like a supervisor.
2. **Set clear boundaries.** You will be supervising employees that you previously worked with side by side. You will have more responsibility and will now represent management. Make sure your employees do not expect preferential treatment because they are your friends.



3. **Communicate.** If you do not know your subordinates, you should get to know them as soon as possible. It is easier to eliminate rumors and assumptions if you are open and honest with your new staff. In addition, it is essential that you set clear expectations. Make sure you maintain communication with all of your employees. This is essential to your success.
4. **Take action.** Do what you need to do to get settled in. Start performing the duties you were hired to do.

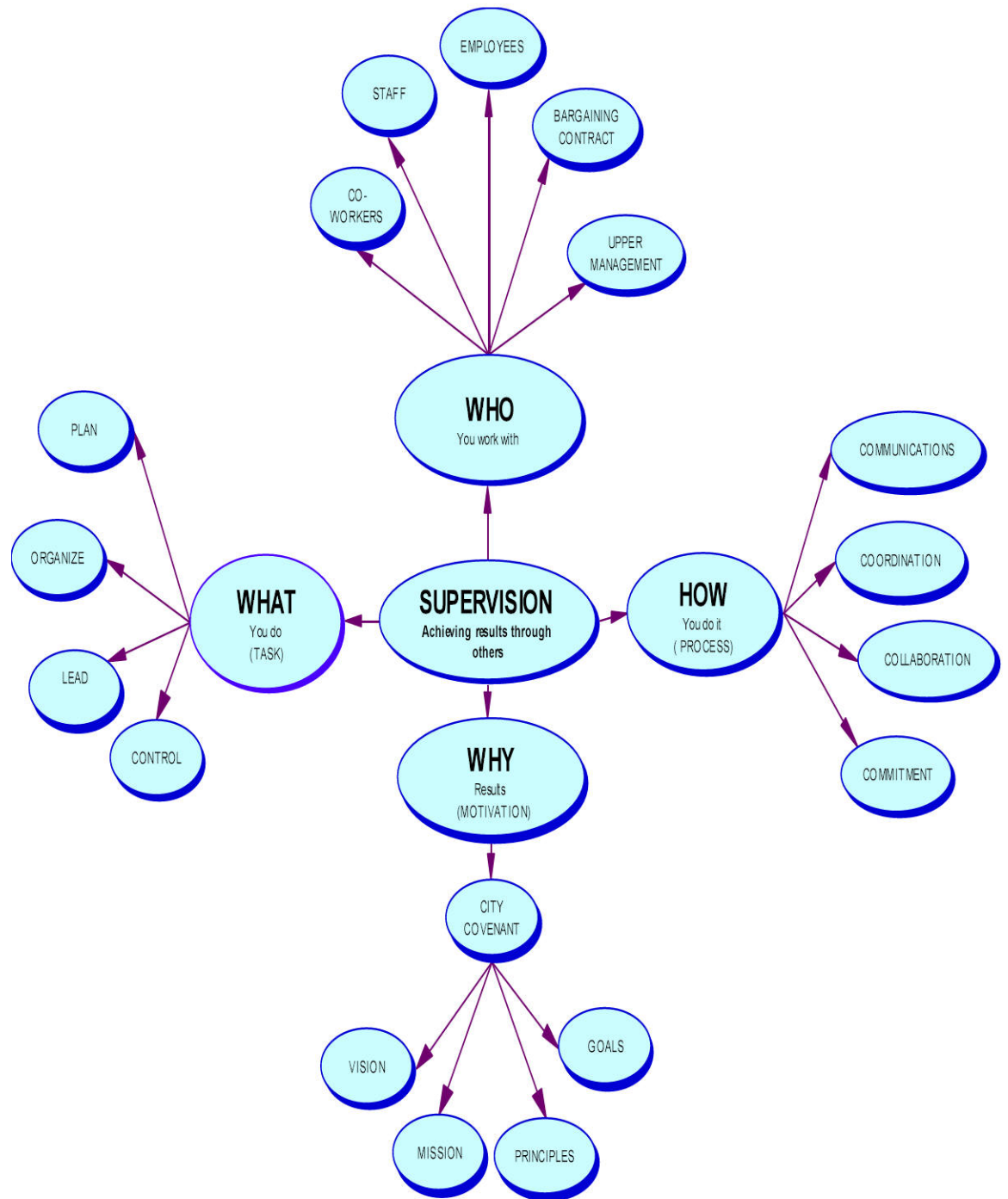
GOOD SUPERVISOR VERSUS POOR SUPERVISOR

The most important skill for a supervisor to possess is the human skill. If a manager can work well and relate to those with whom he or she interacts, the other aspects of the job can be more easily resolved. Listed below are some characteristics of a typical good supervisor as well as a poor supervisor.

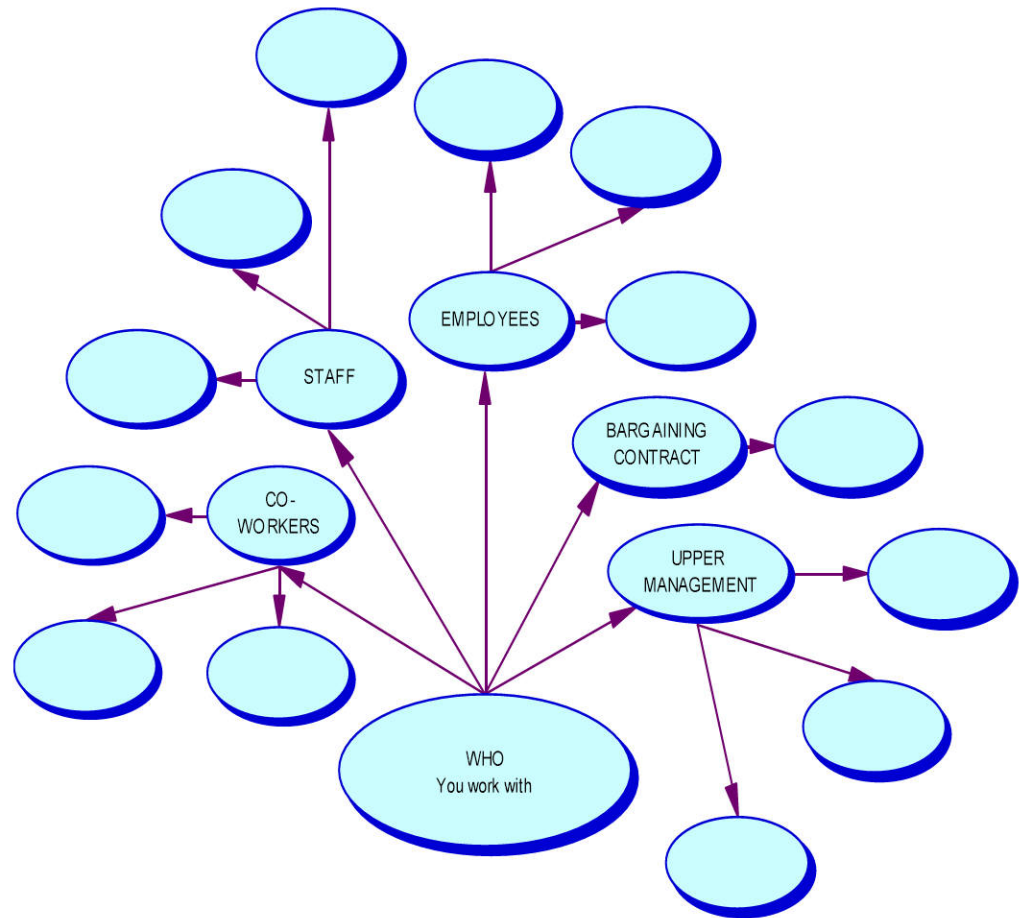
Characteristics of a “Good” Supervisor:	Characteristics of a “Poor” Supervisor:
Trustworthy	Indecisive
Communicates well with others	“Do it my way” attitude
Open and approachable	Demanding
Sees the big picture	Selfish
Helps people feel important	Unapproachable
Willing to deal with problems	Not supportive
Has good values	Lack of direction
Brings out the best in employees	Exceeds authority
Sets a good example	Shifts gears without explanation
Shows fairness	Poor planner
Doesn't let friendship affect decisions	Unethical
Supportive	Loud and abusive
Goal oriented	Lacks enthusiasm
Generates respect	Has little or no respect for subordinates
Is a mentor to staff	Fails to give recognition for a job well done
Technically knowledgeable	Thinks he or she is never wrong
Able to take charge and make decisions	Not a good listener
Diligent and dedicated	Disciplines publicly
Fosters personal growth of subordinates	Uses authority without compassion
Adds perspective to the work	Always negative
Sense of humor	Lets personal problems affect the job
Willing to accept blame	Argues with employees in front of other employees
Inspiring to others	Can't put the resources together to get the job done
Gives positive reinforcement	
Good listener	Takes the credit for the team's accomplishments
Subordinates can talk to him/her	
Gives credit to the team	



Fundamentals of Supervision



Who works with the Supervisor?



A supervisor must balance multiple relationships and responsibilities:

1. Supervisors have a responsibility to management to:

- Plan and coordinate the section, crew, or team's work
- Coordinate the team's work with those of interdependent teams
- Make work assignments
- Implement management policies
- Understand and communicate to employees the City's vision and goals
- Maintain both morale and discipline
- Be aware of costs
- Send recommendations for change upward
- Motivate employees



2. Supervisors have a responsibility to their employees to:

- Develop and maintain good morale
- Standup for employees when they are treated arbitrarily
- Establish a trusting work environment
- Handle employee problems promptly
- Be fair in all employee matters
- Make sure all job functions are clearly stated
- Assume the role of coach/counselor
- Discuss proposed changes before change takes place
- Maintain a safe and clean work area
- Enforce and uphold Citywide Policies
- Orient new workers
- Coordinate and plan work so that workloads are stable and predictable

3. Supervisors have responsibilities to their coworkers/peers to:

- Coordinate workflow and paperwork with appropriate staff
- Communicate with other supervisors as needed
- Support mutual efforts

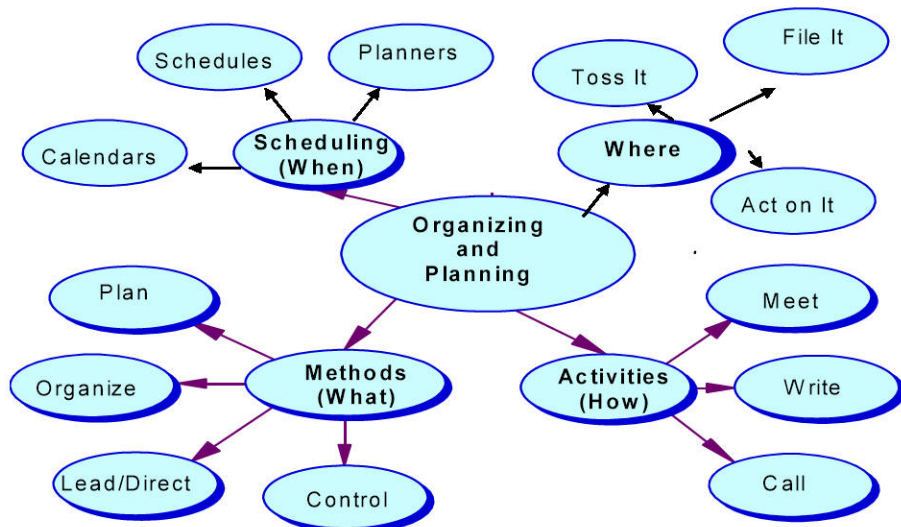
4. Supervisors have responsibilities to departments. Supervisors must:

- Comply with reasonable requests for information from managers
- Utilize whatever standardized reporting forms are necessary
- Listen to other managers pertaining to matters that fall into their areas of expertise
- Consult with appropriate managers to utilize their special expertise on problems
- Coordinate with managers where task requirements necessitate it

5. Supervisors have a labor responsibility to:

- Become knowledgeable in all aspects of the labor contract
- Respect the terms of the labor contract even if one personally disagrees
- Effectively administer the grievance portion of the labor contract
- Treat all employees fairly, including union members
- Represent management

Supervisor Responsibilities: Elements Involved in Organizing and Planning



Supervisory Functions and Tasks



What Do Supervisors Do?

Supervisors achieve results with and through others. A frontline supervisor is in actual and constant contact with the non-supervisory workforce who is responsible for production output. The frontline supervisor also **plans, organizes, leads, and controls** his/her work group in accordance with directions given by the supervisor's superiors.

To the majority of workers, the frontline supervisor is their primary, if not only, link with management. The manner in which supervisors manage their people and the City's materials and machinery helps determine whether or not that segment of the City will be productive and effective; managing the resources contributes to achieving the goals of the Columbus Covenant. Clearly, a major responsibility of the supervisor is to get results.

Everyone has a way of getting results; however, some methods of accomplishing tasks are more effective than others.

The "what" in organizing and planning refers to methods you use to implement your job duties and responsibilities. In other words, making sure that your job tasks are directed toward results. Typically, supervisors use a four-step process to achieve desired results.



Elements Required To Plan For The Achievement Of Results

Steps	Definition	Sub steps	Outcomes
Plan	Determine what work must be done.	<ul style="list-style-type: none"> • Setting goals • Programming • Budgeting • Forecasting 	Goals are set, and action plans to achieve goals are written.
Organize	Gather and allocate resources to do the work.	<ul style="list-style-type: none"> • Staffing • Work flow/process • Scheduling 	Action plan clearly states implementation and what resources are needed.
Lead	Unite and direct employees into a common effort.	<ul style="list-style-type: none"> • Motivating • Resolving conflict • Delegating • Managing change 	Supervisor and work unit are on the same page working toward the same goals.
Control	Assure progress toward objectives as planned.	<ul style="list-style-type: none"> • Correcting actions • Rewarding performance 	Progress is monitored, and work unit is made aware of progress made.

Planning

Planning is the function of setting goals and objectives and converting them into a specific action plan. For a supervisor, the outcomes of the plan will include operating schedules, quality specifications, expense budgets, timetables, and deadlines. The planning process also establishes policies, standard operating procedures, regulations, and rules.

Key Tasks:

- Define goals and objectives
- Create plans/procedures
- Develop timelines and deadlines
- Create budgets
- Develop/identify policies and procedures

Organizing

In the organizing phase, the supervisor lines up all available resources. These include departmental tools, equipment, materials, and the work group.

Key Tasks:

- Acquire resources
- Develop resources
- Allocate resources
- Control resources

Leading

Leading involves getting things moving by uniting and directing the employees in a common effort toward implementation of the plan and achievement of the goals.

Key Tasks:

- Delegate
- Motivate
- Coordinate
- Resolve conflicts
- Manage change



Controlling

Once the plans are in motion the supervisor must monitor how well the plans are working by measuring results, comparing them to what was expected, judging how important the differences may be, and taking whatever action is needed to achieve the desired results.

Key Skills:

- Establish a control system
- Set performance standards
- Evaluate performance against standards/plan
- Correct deviations from standards/plan

Obstacles and Barriers to Organizing and Planning

Having things organized and planned doesn't mean events will occur in an organized manner. There are many barriers and diversions to organizing and planning that can make organizing and planning difficult. Some of these barriers are internal and some are external.

15 Common Barriers to Organizing and Planning

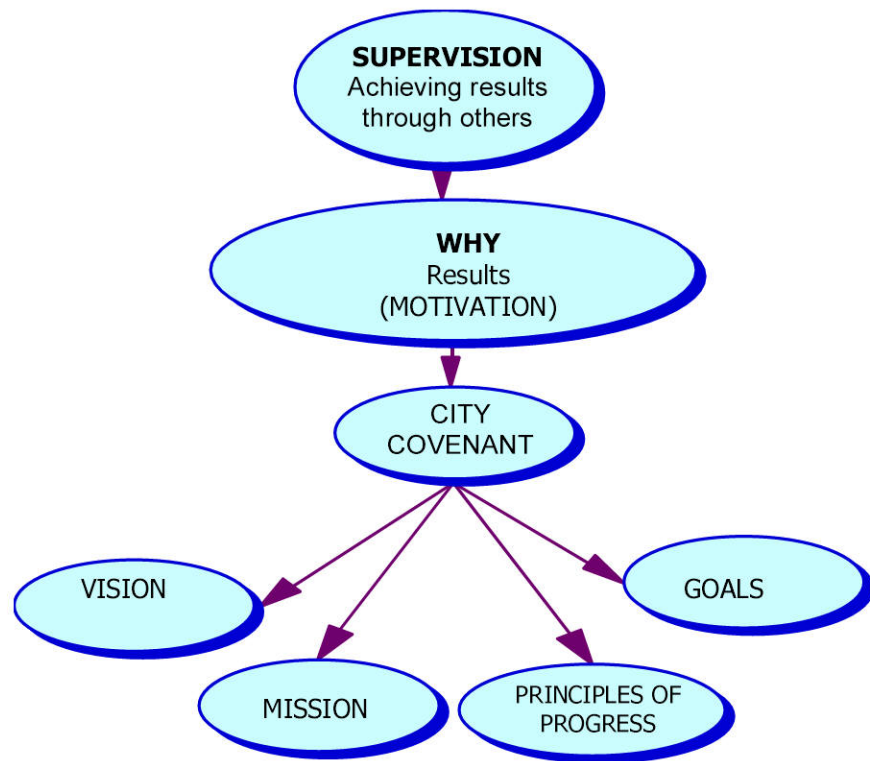
1. Telephone Interruptions
2. Drop-In Visitors
3. Meetings
4. Crisis Management
5. Lack of Objectives, Priorities, and Daily Plans
6. Cluttered Desk/Personal Disorganization
7. Ineffective Delegation
8. Attempting Too Much at Once
9. Lack of Clear Communication
10. Inadequate, Inaccurate, or Delayed Information
11. Indecision and Procrastination
12. Confused Responsibility and Authority
13. Inability to Say No
14. Leaving Tasks Unfinished
15. Lack of Self-discipline

There are solutions to eliminate or work around all of the barriers. It is your responsibility to find the cause of the barrier and figure out how to handle it. Some examples are:

Problem	Cause	Solution
Meetings not starting on time	Attendees late for meeting	Reward those on time, clarify expectations
Interruptions during meetings	No clear guidelines	Set policy
Attempting too much at once	Lack of planning	Set priorities and deadlines daily
Procrastination	Unrealistic time estimates	Recognize that tasks take longer than expected. Allow more time and leave 20% of day unplanned.



Supervisor Strategies: “Why” Elements of Supervision - Motivation



Motivation

Although the focus of all City of Columbus employees should be to meet the goals of the City Covenant, internal motivation varies by person. For some employees, the motivation is to get a paycheck. For others, it may be to do a good job. For others still, avoidance of consequences (to not get fired) is their motivation. A supervisor's motivation should include the drive to help others enjoy success and stop them from failing.

Understanding Basic Human Needs

Abraham Maslow, a famous psychologist, studied human needs. He categorized all human needs into five areas. These “needs” are general and universal in nature, although to varying degrees. The five needs in hierarchical order are:

1. Physiological – this is the most basic survival need, for food, air, and water.
2. Security – this is our need to protect something once we have it, such as buying a home, having insurance, and keeping a good job.
3. Social – this is our need to be with or around other human beings. Some people fear being alone more than anything else.
4. Esteem – we want to be liked and accepted by, not just around, other human beings.
5. Self-Actualization – the drive to become a complete person, to live up to our full potential.

All human beings are influenced by at least one of these five basic needs, at any given time in their lives. In general, once a need is met, we tend to move up to the next level. As soon as we satisfy one need, another need immediately takes its place in our priorities. A supervisor is not responsible for creating an employee's need, but should try to identify what needs are already there. This knowledge will help the supervisor better understand what drives or motivates each



of his/her employees. A supervisor can then do his/her best to help satisfy those needs. Supervisors can recommend employee raises, but other forms of appreciation, such as potlucks, an opportunity to work on a special project, or a thank you note, might also be well received.

Performance Incentives

Incentives are used to influence the work performed by subordinates. There are two categories of incentives, as well as two types. The two **categories** of incentives are:

1. **Economic Incentives** include raises, promotions, awards, and bonuses. The City is limited in the economic incentives available to employees; however, supervisors can make recommendations to higher management.
2. **Non-economic Incentives** include praise, recognition, or special assignments. Non-economic incentives are generally within the scope of the supervisor's control.

In addition, there are two **types** of incentives, or two ways that incentives can be administered:

1. A **personal incentive** is applied to one person for work accomplished. This type of incentive can result in destructive competition and resentment.
2. A **group or team incentive** rewards the mutual efforts of several subordinates working together. Subordinates generally work harder when their contribution affects the overall success or failure of the entire group.



Performance Appraisal Process

Performance appraisal is the process of determining the actual level of employee performance compared to the predetermined level of expected performance. A performance appraisal is based on the employee's performance, not the employee! The focus should not be on the characteristics of the individual. There are eight steps in the performance appraisal process:

1. Predetermining performance expectations;
2. Converting performance expectations into measurable standards against which actual performance will be compared;
3. Communicating performance standards and the level of performance expected to each subordinate;
4. Periodic communication to each subordinate designed to support, improve, correct, or maintain the level of observed performance;
5. Periodically recording performance observations and commentary on an appropriate City of Columbus performance appraisal form according to instructions;
6. Holding an official performance appraisal interview with the subordinate, during which performance is formally reviewed, strengths and weaknesses identified, proposed training/work assignments/personal objectives discussed, and the entire process documented and placed in the employee's personnel file;
7. Following the progress and growth of employee development against agreed to objectives (coaching and counseling as necessary); and
8. Making recommendations for merit increases, promotion, transfer, awards, training, disciplinary action, demotion, or termination to management as appropriate.

Performance Appraisal Objectives

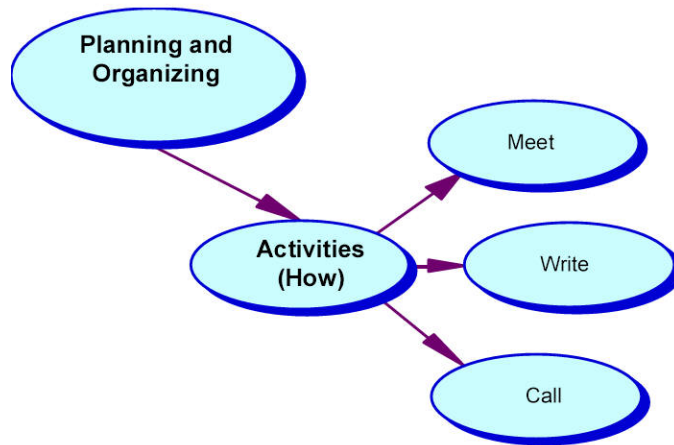
The City of Columbus performance appraisal process should accomplish three basic objectives:

1. Communication between the supervisor and each of his/her subordinates;
2. Identification of each subordinate's strengths and weaknesses; and
3. Documentation of the first two objectives.

Documentation is essential for the performance appraisal process. Supervisors should keep a notebook or journal of all warnings given to each subordinate, as well as a record of each work related discussion. If a disciplinary issue arises, it is important to have documentation of the employee's mistakes and attempts to correct them. Nothing in the performance appraisal should be a surprise to the employee. Constant communication with the supervisor should ensure they understand how they have been performing all along.

This is a key concept and bears repeating; there should be continuous communication between supervisor and employee so that there are no surprises in the performance appraisal interview. The supervisor's focus should be on improving performance through training and incentives rather than punishment and threat.

Activities - How

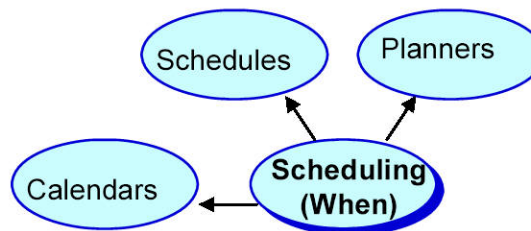


How refers to the activities you perform on-the-job every day.

- Writing:** committing thoughts, ideas, and plans to paper.
- Calling/E-mail:** sending and receiving ideas, requests, and information to/from others.
- Meetings:** Coming together at the same place and time to plan, organize, solve problems, and make decisions.

**

Scheduling and Planning – When



To have a realistic calendar you must know how much time you really have.

You have eight hours a day, 40 hours a week and 2080 hours a year, but all that time does not belong to you. Others have allocated some of your time.



There are events and time commitments that you have little or no control over, such as:

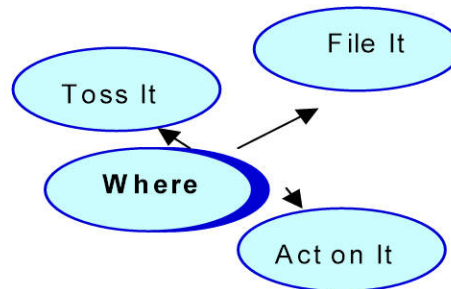
- Pay days
- Budget preparation days
- Key inspections or audits
- Mandated conferences/workshops/training
- Seasonal issues such as snow/construction/weather
- Major meetings such as citywide/department/division meetings
- Your manager's staff meetings
- Employee performance reviews

There are major items that you have some control over, such as:

- Vacations
- Optional conferences/workshops/training
- Preparation (emergencies that occurred last year will likely happen this year if you haven't taken corrective action)
- Employee team/staff meeting

It is important that a supervisor keep track of how much time he/she actually has and use it accordingly.

Organizing Information – Where



There are as many ways to file/store information as there are types of information. All systems however subscribe to a basic set of principles for handling all information.

- Toss it
- File it
- Act on it

The key to handling information is to take care of it as it comes in. If you don't need the information, toss it. If you will need to refer to the information later, file it. If the information needs immediate attention, act on it.

CHAPTER 2

*4 C's of Successful
Supervision*

A supervisor's workplace relationships are the foundation upon which outstanding results are achieved. The 4 C's of Successful Supervision are **communication, coordination, collaboration, and commitment.**

Communication

Communication is a process in which people create shared meanings and as a result expand knowledge, enhance skills, gain perspective, and change behavior. Communication is the foundation for the development of trust. It is the vehicle through which people come to know and understand each other.

Communication is a continuous process that never ceases to occur between two or more individuals. However, just because communication exists does not mean that people understand each other. Effective communication only occurs when you understand the meaning of what someone says or does the way they meant for you to understand. Effective communication is the transfer of the meaning of a message from one person to another.

Communication Process Definitions

- **SENDER** - The person sending the message – typically by speaking
- **RECEIVER** - The person(s) receiving the message - typically by listening
- **ENCODING** - Turning the idea into words
- **DECODING** - Turning the words into the idea
- **FEEDFORWARD** - Information given before taking on a task
- **FEEDBACK** - Information given after the task is completed
- **MESSAGE** - A pattern of words, body language, and tone that conveys a thought

There are three basic methods of sending a message: oral, written, and symbolic. Each communication method has advantages and disadvantages that impact when and how to use them.

Oral communication is using the spoken word either face to face or through a device like a telephone or radio.

Advantages of oral communication:

- the speed of transmission and reception
- the ability to receive immediate feedback from the receiver through all five human senses (if face to face)
- the opportunity for the sender to immediately clarify what the receiver understands
- the opportunity for the receiver to immediately clarify the sender's intent

Disadvantages of oral communication:

- the need for the sender and receiver to be able to see or hear each other
- it can sometimes lead to unnecessary or unintended conversation



Written communication is using the written word in any form such as a letter, memo, note, fax, or e-mail.

Advantages of written communication:

- it is convenient for sending messages to many receivers at the same time
- it provides documentation of the information provided in the message
- it provides the opportunity for future reference to the information in the message

Disadvantage of written communication:

- the absence or delay of feedback to help the receiver understand the message
- the possibility of misinterpretation of the message

Symbolic communication is any non-verbal communication such as gestures, sounds, signals, or expressions.

Advantages of symbolic communication:

- the simplicity (one picture can be worth a thousand words)
- the speed of transmission and reception
- the ability to receive immediate feedback based on a reaction
- the opportunity for the receiver and sender to immediately clarify the understanding

Disadvantage of symbolic communication:

- if the receiver is not present, the absence or delay of feedback to help the receiver understand the message

There are also two forms of communication - formal and informal. **Formal communication** is communication within the chain of command. The purpose of formal communication is to give directions, ask questions, provide information, seek advice, make or change assignments, or deal with other business related matters. **Informal communication** is any communication outside of the chain of command, whether it is business related or not. The formal messages satisfy the legal aspects of business, while the informal messages seek to satisfy the needs of the human beings within the organization.

Major Barriers to the Communication Process

Breakdowns in effective communication may occur almost anywhere at anytime. There are four potential problem areas that should be considered when attempting to communicate.

1. Perception: Perception is the way we personally see the world. It is affected by our life experiences, our biases, beliefs, values, opinions, and all the other personal factors that make us human. Sometimes perception prevents us from hearing or seeing things objectively. Keeping an open mind and focusing on the message can help overcome this barrier. It is also useful to ask questions when something does not make sense.
2. Informational overload: Often we make our messages too detailed or complex to be clearly understood. Other times, we give too much information too fast. A suggestion for overcoming this barrier is to understand your receiver and plan your message accordingly. It is important to watch for symbolic communication from the receiver.



3. **Timing:** Timing is the essence of success. Our brain can really only consciously process one thing at a time, and doesn't have the storage capabilities of a computer. Try to avoid this barrier by providing important information when the receiver is available to receive it; that is, able to pay attention.
4. **Hidden agendas:** Sometimes people try to change the subject or twist words to get what they want. Avoid this barrier by having a clear objective for your message and keeping control of an important conversation.

Listening

A supervisor is a team leader. The team leader's job will mostly consist of listening. This is the most important part of communication for a team leader. The team leader needs to be concerned with the communication process and must guide that process to get the most benefit from it. If the team leader does not spend time listening and concentrating on what is being said, both verbally and non-verbally, groups and individuals can drift from the process and the communication is likely to fail.

In addition, listening helps to build trust and relationships. A team leader must have a good relationship with the individuals being serviced. Individuals must trust the team leader to help them through the communication process or otherwise things may not get accomplished.

Good communicators are generally good listeners. Active Listening is a process that passes through several stages:

- **Hearing** is the physiological process in which sound waves stimulate nerve impulses that the brain interprets as sound.
- **Focusing on the Message** requires you to block out other distractions that may compete for your attention.
- **Comprehending/Interpreting** requires you to attach meaning to combinations of sounds. You must understand both the language and the point of view of the speaker as well as process visual and tonal cues in combination with sound cues.
- **Analyzing/Evaluating** is trying to understand the message (see it the way the speaker does) including the speaker's goals, attitudes, values, beliefs, and feelings.
- **Responding:** Your movements and facial expressions, as well as questions or vocal components, let the speaker know how you are responding. Responses include:
 - Eye contact
 - Facial expressions
 - Head movements
 - Touching
 - Verbal responses
- **Remembering** is being able to recall information gained by listening. Several methods include:
 - Repetition
 - Mnemonics (the art of developing or improving memory)
 - Note Taking



To Be a Good Listener

Good listening behaviors can be learned, but like any skill, require practice to be perfected. Here are ten guidelines for good listening that you can practice right away. They work in any listening situation and can lead to more sophisticated and refined listening habits.

1. Stop talking. Listen quietly until the speaker's message is complete.
2. Avoid, reduce, or eliminate distractions.
3. Expend the energy needed to give the speaker the benefit of your attention.
4. Use pauses to reflect on what the speaker is saying.
5. Identify the speaker's main ideas and central themes.
6. Judge the content of the message, not the speaker's delivery style.
7. Use paraphrasing, note taking, and questions when appropriate to ensure understanding.
8. Interpret loaded emotional words appropriately; don't overreact.
9. Give useful feedback.
10. Listen between the lines and beyond the words: Listen for the speaker's feelings as well as facts.

LISTEN, don't just HEAR

HEARING is perceiving; a relatively unconscious act.

LISTENING is processing; requiring patience, practice, attention, and a conscious effort.

LISTENING focuses not only on the words being spoken, but also on non-verbal information, such as body language and vocal tone.

How And Why We Don't Listen

- 80% of our time awake is spent communicating; of this amount, 45% is spent listening.
- 75% of the words that go into our ears are either misunderstood, ignored, or forgotten.
- After 48 hours, the average listener remembers only about 25% of the information heard in a 10 minute speech.
- Most people listen actively for only about 17 seconds at a time.
- The brain processes information at a rate of up to 600 words per minute, whereas people speak at about 125 to 140 words per minute.
- Education is not geared to fostering listening skills:
 - Writing is used for 9% of all communication, yet is the most taught communication skill.
 - Reading is used for 16% of all communication and is the second most taught communication skill.
 - Speech is used for 30% of communication and is taught only a little or not at all.
 - Listening is used for 45% of communication and is not really taught at all.



Why is listening important?

- Exchange of Information
- Builds trust and rapport
- Makes other people feel good

Why don't we listen well?

- Lack of motivation
- Preference for speaking
- Daydreaming - inattention
- Distractions - interruptions
- Emotions
- Person's speaking style

L.A.D.D.E.R. To Better Listening

Look at the person you are speaking to and maintain eye contact.

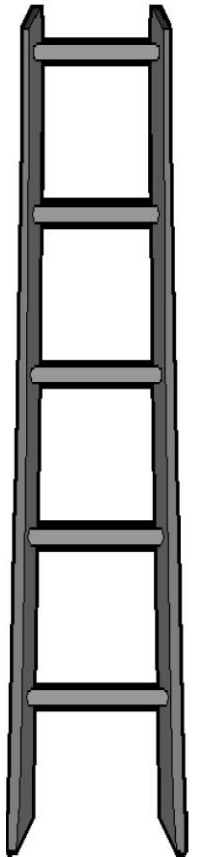
Ask questions when you do not understand, but also, to enlarge on the speaker's ideas and to show your interest.

Don't interrupt. Allow the speaker to express his/her ideas without interruption and pause before responding.

Don't change the subject. Be sensitive to the speaker's agenda.

Emotions can get in the way of good listening. Be aware of how your own emotions may color what the speaker is saying.

Respond to the speaker by using your body, eyes, voice, gestures, and posture to show empathy and understanding.



C.O.R.R.E.C.T. Your Listening Habits

Concentrate on what is being said - content and intent.

Observe facial expression and body language.

Respond by using your eyes, voice, gestures, and posture to communicate empathy and understanding.

Reflect the information you hear by paraphrasing.

Elicit more information by asking questions.

Control the desire to interrupt, pass judgment, or change the subject.

Take advantage of the lag time between mental activity and speaking time to notice the speaker's language, nuances, and body language.

Feedback

As previously discussed, listening is an essential part of the communication process, and invaluable for a supervisor. In addition to just listening, a supervisor needs to be able to provide appropriate feedback.

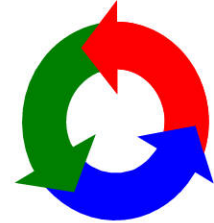
Benefits To Feedback

- **Avoid misunderstandings.** Misunderstandings can strain relationships. Even when there is no conflict, perceptions of another's intentions can cause misunderstandings. By practicing constructive feedback, individuals have the opportunity to clarify the meaning of the message being sent.
- **A necessary tool.** Feedback is a tool we can use in making the communication process more effective.
- **Check perceptions.** In groups where little or no feedback is exchanged, misunderstandings are likely. Without feedback, group members cannot check (with the sender) their perceptions of the message being sent.
- **Improve relationships/reduce dysfunctional behaviors.** Effective feedback is feedback designed to improve relationships, to reduce dysfunctional behaviors, and to help individuals become stronger and more effective. The intent in giving feedback is never to damage or hurt anyone. Each group member has a responsibility to learn how to give feedback in a way that will help its recipient to grow.



- **Strengthen individuals.** By knowing and understanding more about ourselves, we can develop stronger communication skills and build more responsible relationships.
- **Help everyone be more effective and grow.** The intent of giving feedback is never to harm anyone, but to learn how to be more effective in a way that will allow each recipient to grow.

Guidelines For Feedback



1. **Plan** how you will provide feedback, whether it is positive or constructive feedback.
2. **Be descriptive**, be specific, and give clear examples of the behavior.
3. **Don't use labels.** Instead, describe the behavior. For example, rather than label someone "lazy," you would refer to excessive breaks, lack of productivity, or whatever behavior is problematic.
4. **Don't exaggerate.** Be exact. Avoid using the words "always" and "never." This encourages the receiver to respond to the exaggeration, not the issue.
5. **Give feedback as soon as possible.** However, if an emotional situation has occurred, it may be better to wait until after a "cooling off" period.
6. **Focus on the issues, not personalities.**
7. **Speak for yourself.** Don't refer to the feelings of other people, speak only about your feelings.
8. **Send "I" messages.** Use statements with "I" as the subject, instead of "you." People often become defensive about "you" statements, and are less likely to hear what you say when it is phrased in this manner. Use "I" messages so the effectiveness of your messages is not lost.
9. **Restrict your feedback to things you know for certain.** Don't present your opinions as facts. Speak only of what you see and hear, and what you feel and want.
10. **Ask for feedback.** Encourage message receivers to clarify the message you have sent.
11. **Help people hear and accept compliments when giving positive feedback.** It is important to reinforce the positive feedback and help the person hear it, acknowledge it, and accept it.
12. **Do not give mixed signals.** Avoid saying you are interested in a conversation and be aware of non-verbal behaviors that communicate that you are not interested.
13. **Speak in the other person's language.** Don't use technical terms unless you are sure they will be understood. This can not only cloud communication but can be perceived negatively.
14. **Only provide feedback if it or the situation is relevant to you.** If you know nothing about what the situation was about or if there is no end-result for you, there is no need for you to provide feedback.



Ineffective Message

To successfully improve the ability to communicate with others, it is essential to understand the gaps in our communication. There are two clear types of messages that can be sent to another person: “You” messages and “I” messages. “You” messages generally result in ineffective communication.

“You” messages

- Are judgmental, evaluative, critical, and blame
- Do not normally contain information about your needs and feelings
- Diminish the esteem or worthiness of the other person
- Suggest or impose the kind of change that should take place
- Create defensiveness including aggression, withdrawal, denial; or create hurt or resentment
- Tend to damage your relationship with the other person
- Assume that guilt or fear will make the other person change her/his behavior

Examples of “You” messages

- “You really aren’t doing your job.”
- “Your problem is that you don’t listen very well.”
- “You’d better change your attitude.”
- “You’re making my life very difficult.”
- “You really are a pain in the...”

Effective Messages

Messages that preserve the quality of the relationship and the other person’s self-esteem can frequently be achieved with “I” messages.

“I” messages

- Focus on your feelings and unmet needs rather than on a critical judgment of the other person
- Include ACTIVE listening to help handle defensive reactions
- Share your true feelings and concerns with the other person
- Contain no direct suggestion or demand for the way the other person must change
- Model honesty and openness
- Keep responsibility for behavioral change with the other person
- Help the other person learn the effects of her/his behavior on you
- Allow yourself to ventilate feelings

The ideal “I” message contains these three elements:

1. Recognition, and/or expression of feelings
2. A specific description of the other’s behavior without blame
3. A description of the concrete and tangible effects on you



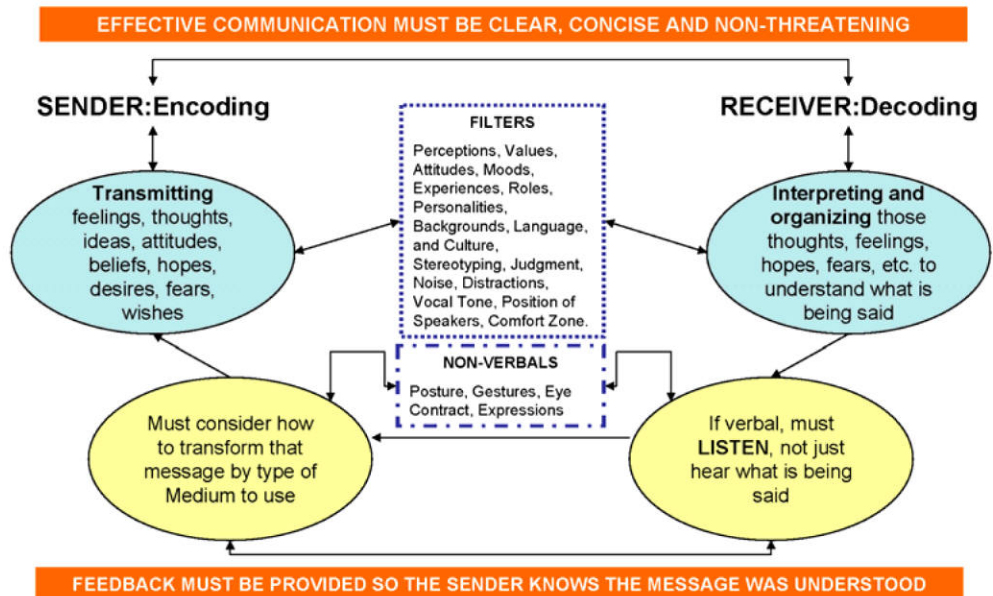
Examples of good “I” messages

<u>Feelings</u>	<u>Behavior</u>	<u>Effects</u>
I resent it when	those weekly reports get in late and...	I have to work late on Friday to finish my work.
It frustrates me when	someone has come late to the last three group meetings and .	we have to spend our limited group time updating them.
It makes me angry when	I’m constantly interrupted	because it makes it hard for me to make my point.

An Easy to Remember Guide for Constructive Feedback

Sequence Explanation

1. “I feel...” Tell how their behavior affects you. If you need more than a word or two to describe the feelings, it’s probably a variation of joy, sorrow, anger, or fear.
2. “When ...” Start with a “When...” statement that describes the behavior without judgment, exaggeration, labeling, attribution or motives. Just state the facts as specifically as possible.
3. “Because I...” Now say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.



To make communication more effective, consider the following:

SENDER	RECEIVER
1. Who will the audience be? Consider personality style, role, position.	1. Keep an open mind. Suspend judgment.
2. Think about what you want to say - be specific and clear in wording. Make sure the person(s) will be able to understand. Consider jargon or words with similar meanings, language and culture barriers.	2. <u>Listen</u> , not just hear, what is being said. Be an active listener. Ask questions if unsure of message. Paraphrase if need be.
3. How should the message be transmitted - is this over the phone, person to person, e-mail, etc?	3. Consider the other person's personality, role, position.
4. The location in which the message will be given.	4. Be patient and sensitive to the other person.
5. Communicate your feelings, your thoughts, ideas, etc. Send "I" messages. DON'T BE ACCUSATORY!	5. Take some responsibility in the location in which the message is being delivered. If this is a verbal message and you can't hear, suggest a location where you can.
6. Be open-minded, non-judgmental, don't add any interpretations.	6. Respond with your feelings, thoughts, ideas, etc.
7. Don't send mixed signals. Consider non-verbals when delivering message.	7. Don't send mixed signals. Consider non-verbals when receiving message.
8. If giving a message in person, think about body positioning.	8. Consider body positioning.
9. Be sensitive to the other person(s). Respect.	9. Respect the other person.
10. Ask for feedback.	10. Pay attention.
	11. Provide feedback.

Workplace Communication

Good communication is characterized by:

1. **Clarity:** Leave no room for confusion or misinterpretation, say exactly what you mean, no more, no less.
2. **Conciseness:** Get to the point right away, stick to the necessary facts and details, and say what you have to say in as few words as possible.
3. **Accuracy:** Your writing needs to be accurate in grammar, spelling, punctuation, and information; and there's nothing wrong with using correct grammar when speaking.
4. **Completeness:** Whether you're writing a letter, a report, a short memo or fax, or talking face to face or on the telephone, you need to include the necessary information, answer all the questions, and make all the recommendations, etc.
5. **Coherence:** In both oral and written communication, follow a logical progression from the opening sentence to the final paragraph. Keep your ideas on track and lead the reader/listener to a conclusion that is consistent with your purpose for writing/speaking.



Some reasons for needing good business communication include:

- ✓ **Proprietary information and must be recorded**, i.e. legal transactions, employee correspondence, technical and financial reports, interoffice and citywide memos and letters, City of Columbus proprietary information, etc.
- ✓ **Clarify, expand, or verify an oral report**. It is commonplace to hear one party end a conversation with, "That'll be great, Mr. Robinson. If you'll just send me an interoffice memo or email me, we'll get right to work on the program." The letter, memo or email then becomes the next step in the plan.
- ✓ **Reinforce ideas or directives**. In a typical day, people are bombarded with all types of messages and research indicates that we remember best those things we see, hear, and become involved in. Whether it's a new policy or the result of an important meeting you want to remember, it always helps to have a written reminder close by.
- ✓ **Maintain consistency of messages being sent**. An original spoken message may be distorted as it passes through an organization. Sometimes, after this lengthy "journey," the original message is lost in the numerous translations.

W.I.I.F.M. (What's in it for me?)

On a personal level you need to determine what the motivation is for you to care about your workplace communication. Let's face it, everything we do creates an impression on others. An adult attention span is only about nine seconds. Research indicates that people make 11 decisions about us in the first seven seconds of contact. This happens whether in person, on the phone, or via your written communication. It takes 13-20 future contacts to change a first impression. For many supervisors, your job functions will involve writing letters, memos, e-mail, employee guidelines, and reports. In addition, employees and citizens may interpret your writing skills as a reflection of your professional image and the City of Columbus. Therefore, your ability to express yourself clearly and accurately has a direct impact on your success in your job.

Coordination

Coordination is working towards shared goals/using shared processes.

The key to effective coordination requires that all members of the team:

- Actively participate in setting goals
- Know what the goals are
- Know who is responsible for what jobs
- Have an agreed upon process for achieving the goals
- Receive progress updates toward meeting the goals

A **goal** is something to be achieved. By setting goals you can:

- Achieve more
- Improve performance
- Increase your motivation to achieve
- Increase your pride and satisfaction in your achievements
- Improve your self-confidence
- Plan to eliminate attitudes that hold you back and cause unhappiness

There are three steps to setting goals:

1. Identifying opportunities for goals
2. Writing goal statements
3. Creating and implementing action plans



Identifying Opportunities for Goals

Areas of Responsibility

You can identify appropriate areas for setting goals by looking at your responsibilities and accountabilities (found in your job description) and identifying goal opportunities.

Goal Types

When you are identifying goals, it is helpful to categorize goals by type. This categorization clarifies their importance and relationship to the Columbus Covenant. There are three types of goals, each of which differ in the contribution they make to the declared mission:

Essential goals are necessary for continued, ongoing progress.

Example: To review yesterday's results by 9:00 a.m., and correct the errors before the new work begins.

Problem-solving goals propose a more appropriate or desired condition.

Example: To reduce the number of mismatched invoices received by the end of the 4th quarter, 2007, from 50% to 20%.

Innovative goals make something good even better.

Example: To introduce by the end of 2nd quarter, 2008, a change to the existing computer-buying system that will reduce the number of hours needed to determine promotional quantities using existing programs to keep development costs below \$10,000.

Writing Goal Statements

There are four components of solid goal statements:

1. Action verb – The action you will take

Example: **Reduce** the number of on-the-job injuries by 5% by August 15, 2007 at no additional cost.

2. Measurable outcome – What you achieve

Example: **Complete 100% of employee's performance evaluations on time** by 1/1/08.

3. Specific date – When will you achieve it

Example: Increase the number of projects completed on time and on budget by 10%, **during the 2008 fiscal year.**

4. Cost constraint – At what cost

Example: Develop and implement three ways to reduce equipment downtime in 2008 **at no additional cost.**



Collaboration focuses on how well we support and empower those with whom we work. An effective supervisor collaborates not only with subordinates, but also with peers, managers, staff, and both internal and external customers.

Collaboration is achieved when the supervisor offers:

Support – Helping others achieve their goals

Empowerment – Enabling others with resources

Conflict Resolution – Solving the differences that erode relationships

Empowerment is getting employees to do what needs to be done rather than just what they are told.

Five core dimensions of empowerment:

<u>DIMENSION</u>	<u>EXPLANATION</u>
1. Self-Efficacy	A sense of personal competence
2. Self-Determination	A sense of personal choice
3. Personal Control	A sense of having impact
4. Meaning	A sense of value in activity
5. Trust	A sense of security

Self-Efficacy

When people are empowered, they have a sense of self-efficacy or the feeling that they possess the capability and competence to perform a task successfully.

Empowered people not only feel *competent*, they feel *confident* that they can perform adequately. They feel a sense of personal mastery and believe they can learn and grow to meet new challenges.

Three conditions are necessary for people to feel a sense of self-efficacy:

- A belief that they have the ability to perform a task
- A belief that they are capable of putting forth the necessary effort
- A belief that no outside obstacles will prevent them from accomplishing the task

In other words, people feel empowered when they develop a sense of self-efficacy by having a basic level of competence and capability, a willingness to put forth effort to accomplish a task, and the absence of overwhelming inhibitors to success.

Self-Determination

Empowered people also have a sense of self-determination. Whereas self-efficacy refers to a sense of competence, self-determination refers to feelings of having a choice. Empowered individuals have a feeling of ownership for tasks because they can determine how they are accomplished, when they are accomplished, and how quickly they are completed. Having a choice is the critical component of self-determination.

Personal Control

Empowered people have a sense of personal control over outcomes. They believe that they can make a difference by influencing the environment in which they work or the outcomes being produced. Empowered individuals do not believe that obstacles in the external environment control their actions; rather, they believe that those obstacles can be controlled. They have a feeling of “active control” which allows them to bring their environment into alignment with their wishes, as opposed to “passive control” - in which their wishes are brought into alignment with environmental demands.

Meaning

Empowered people have a sense of meaning. They value the purpose or goals of the activity in which they are engaged. Their own ideals and standards are perceived as consistent with what they are doing.

Trust

Finally, empowered people have a sense of trust. They are confident that they will be treated fairly and equitably. Even though trust implies being in a position of vulnerability, empowered individuals have faith that no harm will come to them.

Behavioral Guidelines To Empower Others

The following guidelines help to ensure the empowerment of others.

Foster personal mastery experiences for others by:

- Breaking apart large tasks and helping the person do one part at a time
- Involving people in simple tasks before difficult tasks
- Highlighting and celebrating small wins that others accomplish
- Incrementally expanding others' job responsibilities
- Giving increasingly more responsibility to others to solve problems

Successfully model the behaviors you want others to achieve by:

- Demonstrating successful task accomplishment
- Pointing out other people who have succeeded at the same task
- Facilitating interaction with other people who can serve as role models
- Finding a coach or tutor for the person
- Establishing a mentor relationship with the person

Provide needed support to others by:

- Praising, encouraging, expressing approval for, and reassuring when they perform well
- Writing letters or notes of praise in recognition of noteworthy accomplishments
- Providing regular feedback
- Fostering informal social activities in order to build cohesion
- Supervising less closely and providing more time between reports on results
- Holding formal and informal recognition ceremonies



Arouse positive emotions among others by:

- Fostering activities to encourage formation of friendships
- Periodically sending lighthearted messages to keep the climate fun and interesting
- Using superlatives in giving positive feedback
- Highlighting compatibility between important personal values held by your employees and the organization's goals
- Clarifying the impact of outcomes on ultimate customers
- Fostering attributes of recreation in work by clarifying goals, instituting effective scorekeeping and feedback systems, and specifying out-of-bounds behavior

Provide information needed by others to accomplish their work by:

- Providing all information relating to the accomplishment of a task
- Continuously providing technical information and objective data that may come to you from time to time
- Passing along relevant cross-unit and cross-functional information to which others may not have access
- Providing access to information or to people with senior responsibility in the organization
- Providing access to first-hand rather than second-hand information
- Clarifying the effects of employees' actions on customers

Provide resources needed for others to accomplish their work by:

- Providing training and development experiences
- Providing technical and administrative support
- Providing needed time, space, equipment, and information
- Ensuring access to relevant information networks
- Providing discretion to others to commit resources that will help accomplish ultimate objectives

Involve others in teams and task forces by:

- Assigning a team an important task or problem
- Letting a team not only solve a problem, but implement the solution as well
- Assigning facilitators instead of leaders for the team, in order to foster equal participation and involvement
- Fostering information sharing and learning among team members
- Basing reward systems at least partly on effective team membership, not just on individual performance
- Helping team members teach and develop one another

Create confidence among others by:

- Being reliable and consistent in your behavior toward others
- Being fair and equitable in all your decisions and judgments



Commitment is the willingness to apply one's self to the tasks at hand and follow through to completion. How supervisors use their time day-to-day portrays what they are committed to. A dedicated supervisor will use his/her time effectively and follow a daily sequence of work activities. For example:

Before the Shift Begins (15—30 Minutes)

- Review goals and action steps for the day
- Check schedule and/or work orders for the day
- Check equipment to be used
- Check supply of materials for the day
- Check tools needed for the day
- Line up equipment, materials, and tools for the day
- Plan firm work schedule for the day

Beginning of the Shift (15—30 Minutes)

- Check attendance and assign the day's work
- If necessary, because of absences, balance the work force by rearranging assignments or by securing additional help from other crews
- Assign production and/or work orders
- Stress critical quality in areas to watch
- Specify when the work should be completed
- Hold huddle meeting to share information before the shift starts

Each Day (6—7 Hours)

- Check workmanship with each employee - praise, correct, instruct, or train as needed
- Check work progress with each employee - add help, allow more time, or assign additional work as appropriate
- Find an employee doing a good job and praise them for it
- Check on housekeeping and see that it is satisfactory at all times - good work cannot be done in an untidy place
- Check with employees if production or quality appears unsatisfactory
- Stay available for questions, assistance, and instruction most of the time
- Be available immediately before and after breaks and for a full 15 minutes before quitting time
- Inspect critical quality areas as work progresses and correct problems as soon as they are detected - recognize achievements
- Perform final inspection
- Report recurring quality problems
- Check periodically to see that materials and supplies are on hand
- Make sure that tools/equipment are in proper operating condition

As needed (Weekly, Bi-weekly)

- Report materials shortages or recurring defects
- Report and/or request maintenance, repair, or replacement of defective tools or equipment
- Prepare time cards, work-distribution sheets, work orders, material distributions, and other routine reports

At Least Once a Day (15—30 Minutes)

- Check for accident hazards - be sure employees are following safe practices and wearing proper protective clothing and equipment
- Observe, and as needed, coach one employee on how to improve productivity and personal development skills



Before Going Home (15 Minutes)

- Make a list of unsolved problems that came up during the day - consider ways to handle them
- Think about jobs that have to be done the following day: (a) check goals; (b) check production and/or work orders; (c) check materials; (d) check tools
- Complete all paperwork - avoid holding any paperwork for the following day
- Make a list of jobs /action steps that must be done the next day - take it home with you and read it before coming to work



CHAPTER 3

*Individual
Styles*

Leadership Styles

There are four basic leadership styles generally identified by management specialists.

Autocratic Style

The autocratic style is a demanding way of getting the job done. It doesn't consider the subordinate as anything other than a device to do work. An autocratic leader will tend to tell an employee to do the work with no explanation or attempt to answer any questions or concerns about it.

This style is most effective when the supervisor has the authority to enforce immediate discipline for noncompliance or a unique knowledge the subordinates do not have. Over time, subordinates with this style of leadership will show their resentment through their work performance.

Salesmanship Style

Under this style, the relationship of the work to the objective is explained. The focus is on mutual understanding, and care is taken by the leader to instruct and guide performance. A salesmanship style leader tends to be responsible for the results, but tends to develop employees who expect to have a say in how the job is done.

This style is most effective when the supervisor is better informed than his or her subordinates, but is not as proficient in actually doing the work.

Participating Style

In a participating style of leadership, employees are experienced and accept the need for leadership. A supervisor using this style generally prefers not to direct the employees and respects their abilities and knowledge.

This style is most effective when there is more than one way to get a job done.

Delegating Style

Under this style, employees are experienced and highly mature workers. They know what to do and take responsibility for achieving success. Employees are respected for their past accomplishments.

This style is most effective when the supervisor is comfortable in letting go of the authority and does not need to be in charge in order to get the job done.

Personality Styles

There are also four basic personality styles that have an impact on a supervisor's effectiveness. These personality styles are labels given to describe people who generally fall into each category. These labels are based on stereotypes; they are descriptions of how others see you and are not necessarily either good or bad, just different.

Comprehension of your style and the styles of others clarifies why a dynamic fit exists between some people and tolerant coexistence or intense clashes exist between others. Some truths about personality styles are:

- You are usually most comfortable with people who have the same style.
- You usually can attain at least minimal cooperation with people whose style shares similarities to yours on either the assertiveness or responsiveness scale.



- You usually experience tension in dealing with people whose styles have nothing in common with yours.

The Four Personality Styles:

Driver

Drivers blend a high level of emotional self-control with a high degree of assertiveness. They are task-oriented people who know where they are going and what they want. They get to the point quickly and express themselves concisely. Drivers are typically pragmatic, decisive, results oriented, objective, and competitive. They are usually independent, willing to take sound risks, and valued for their ability to get things done.

Expressive

Expressives integrate a high level of assertiveness with much emotional expression. They tend to look at the big picture, often take novel approaches to problems, and are willing to take risks and seize opportunities to realize their dreams. Their love of fun, use of humor, and spontaneous ways often lift morale. The Expressive's ability to persuade, excite, and inspire people with visions of the future can be a motivating force. They tend to decide and act quickly.

Amiable

Amiables combine higher-than-average responsiveness with a low level of assertiveness. They tend to be sympathetic to the needs of others and are quite sensitive to what lies below the surface of another person. Of all the personality styles, Amiables are most likely to use empathy and understanding in problem solving. The Amiables' trust in other people may bring out the best in their colleagues and friends. They are good team workers due to their support for the mission.

Analytical

Analyticals combine a high level of emotional self-control with a low level of assertiveness. Analyticals tend to take a precise, deliberate, and systematic approach to their work. They usually gather and evaluate much data before acting. Analyticals are generally industrious, objective, and well-organized workers.

Each personality style has strengths. In addition, each personality style has characteristic weaknesses that may result from overextending the style's strengths.

Style	Strengths	Overextended
Driver	Determined Independent Decisive	Objective Candid Efficient
Expressive	Imaginative Enthusiastic Fun loving	Outgoing Persuasive Spontaneous
Amiable	Supportive Cooperative Patient	Easy-going Diplomatic Loyal
Analytical	Precise Logical Serious	Systematic Thorough Prudent



There are five behavioral styles for organizing personal space. Generally, everyone falls into one of these categories. Each behavioral style is described along with recommendations on organization strategies for that style.

Everything Outs

Everything Outs prefer to have everything out on the desk where they can see it.

Everything Outs:

- Like to see the job that has to be done staring them in the face
- Live through a time pressure (or rush)
- Have no real space to put things away

The following organizational strategies are recommended for Everything Outs:

- Do a desktop survey to determine if you still like and/or use the items you keep there - remove any that no longer serve a purpose
- Follow a basic sorting system for your incoming paperwork so things don't get buried and forgotten in your inbox
- Consider desktop organizers that increase your available workspace through divisions or open compartments
- Make effective use of wall space for storage and display
- Try color-coding for quick identification of important information
- Look for clear or translucent accessories to give you that feeling of openness and accessibility

Nothing Outs

Nothing Outs are the total opposites of Everything Out Individuals.

Nothing Outs:

- Crave uncluttered and unobstructed space
- Equate a clear surface with a clear mind
- Until they run into problems believe they're being organized when they shove things out of sight

The following organizational strategies are recommended for Nothing Outs:

- Create workable filing systems for both active projects and longer-term storage
- Set up a personal planning book or computer program to keep all facets of your life organized in one place
- Use a desk with a roll top/flip-up panel that will hide all from view
- Get closed stacking drawers or a cart on wheels for additional storage that can be moved from sight
- Redo the insides of drawers, cabinets, and closets with space extenders that compartmentalize open space for more efficient arrangement

Right Anglers

Right Anglers feel that their office looks neat, but can never find anything when they need it.

Right Anglers:

- Tend to value form over substance (rather than thinking of the utility or purpose of items, they concentrate mainly on where items will fit or look nice)
- Straighten things compulsively as a means of staying in control
- May line things up in one area, yet let another area be a disaster
- Like to keep their neat systems "as is" once they have them in place

Right Anglers are compulsive straighteners. If someone moves some thing from its "correct" spot, a Right Angler puts it back immediately without even thinking. But keeping things neat doesn't necessarily mean that you're keeping things organized.

The following organizational strategies are recommended for a Right Angler:

- Stay on top of what you are keeping and where you are keeping it to make sure that your arrangements are working for you
- Examine your needs carefully and know that it's all right if systems are unorthodox as long as they're functional
- Look for products that will keep things both neat and useful

Pack Rats

Pack Rats hate to get rid of anything that they might need someday.

Pack Rats:

- Don't understand that the value of items may change with time
- Think something might come in handy someday
- Think holding on to things gives them security
- Feel guilty about getting rid of things

One can never change a Pack Rat into a non-Pack Rat. But, as with the other organizational styles, the negative aspects of this style can be controlled so that Pack Rats can experience more pleasure than pain from their collections. The best way to do this - and this cannot be repeated enough for Pack Rats - is to regularly evaluate what you're saving and hoarding, and decide what possessions have value to you today.

The following organizational strategies are recommended for Pack Rats:

- Find, use, and enjoy what you want to save
- Dispose of or pass on what has outlived its value or usefulness
- Refuse to be controlled by stacks of reading material
- Reserve space for new items in your life that serve a function or bring you pleasure

Total Slobs

Total Slobs tend to adopt the Pack-Rat style in the way they put items anywhere and seem to see their surrounding world as one giant surface waiting to be covered. But they differ from Pack Rats in the sense that Total Slobs behave in a way that they don't intend to hoard and save. Rather, they just accumulate things as they go along.

Total Slobs:

- Have insufficient knowledge/skills
- Lack perception, and don't seem to see the real condition of their environment
- Are depressed (clinical depression can cause people not to care about the condition of their surroundings)
- Are nonconformists
- Are rebelling against something

Total Slobs, who behave sometimes like Pack Rats, too, are the complete opposites of Right Anglers. They have a high tolerance for mess and not much experience in straightening it out.

The following organizational strategies are recommended for Total Slobs:

- Accept responsibility for yourself and environment
- Work gradually at improving things
- Adopt systems that are convenient and simple.
- Motivate yourself with rewards and incentives



In addition to leadership, behavioral, and organizational styles, each individual also has his/her own time style. There are five basic styles in which a supervisor handles his or her time.

Hooper

A Hooper likes to have lots of irons in the fires and work on several tasks simultaneously, but they constantly jump from task to task without ever completing any of them.

Hoopers:

- Are easily distracted
- Enjoy variety and change of pace
- Like immediate gratification
- Like to feel busy

Some tips for a Hooper are to:

- Slow down for a minute
- Eliminate as many distractions and interruptions as possible - close your door and take your phone off the hook for a while
- Create some structure in your day by selecting a few high priority tasks to do during your highest energy level period
- Break projects down into mini-goals and move ahead one step at a time
- Use a timer or other mechanism to remind yourself to keep on schedule
- Try to deal with frustrations, anxiety, or boredom in a positive productive way
- Take time to relax and reward yourself along the way

Perfectionists

Perfectionists compulsively set high standards for themselves and fail to recognize how unrealistic their expectations are and believe their standards are perfectly normal and commonplace. Because of this they become discouraged. They never realize that what is below average to them is often perfectly acceptable to others.

Perfectionists:

- Tend to say yes to requests more often than they should
- Are afraid to delegate
- Believe you should be able to do everything yourself

Some tips for a Perfectionist are:

- Compare your assumption of what's required to the reality of the situation - realize that your standards may be unnecessarily high
- Ask yourself if you're still attempting to please someone in your past - if so, consider the effort you are putting into it
- Say no to new activities that may overload your plate
- Identify the high-priority activities in which results are sufficiently important to justify top standards - give less attention and effort to activities with a lower priority
- Learn to delegate effectively - reserve for yourself those activities that you enjoy and those that only you can do
- If you're afraid of turning out less than perfect work, imagine the worst that could happen if you did – decide if it is really that awful, and if you could handle it
- Take time to relax and reward yourself along the way

Allergic-to-Detail

Allergic-to-Detail people thrive on working and living in the eye of the hurricane. They're bold individuals who enjoy dealing with challenging projects and engaging in many activities at once. But in their rush to get moving, it seems as though they expect other people to read their minds. They tend to overlook all kinds of essential details.

Allergic-to-Details:

- Enjoy dealing with the broad picture
- Are too impatient to handle follow-up
- Like to move quickly, and therefore resist routine tasks

Tips for an Allergic-to-Detail:

- Create simple, basic routines to follow
- Minimize the problem of forgetting by recording thoughts and making reminders
- Find someone to help you devise follow-up procedures and carry them out
- Take time to relax and reward yourself along the way

Fence Sitter

Fence Sitters leave everything to chance because they have trouble making decisions, and worry whether or not they will make the right one. They may feel that they do not have enough information to make a decision, or may have too many options to choose from. Fence Sitting causes wasted time and distress.

Fence Sitters:

- Don't know what they really want
- Are afraid to make the wrong choice
- Don't know how to start moving
- Are afraid of the unknown

Tips for Fence Sitters:

- Set firm deadlines
- Create a ranking system to compare the options
- Pretend you are not the person who has to make the decision
- Talk things over with a friend
- Consider your mood

Cliff Hanger

Cliff Hangers thrive on excitement. They delay everything to the last minute and usually need outside time pressure to complete a task.

Cliff Hangers:

- Estimate their time inaccurately
- Thrive on stress
- Think they need pressure in order to perform

Tips for Cliff Hangers are:

- Become aware of how long things really take and monitor your time as you work
- Don't wait for inspiration in order to begin a task - schedule a time to start
- Create mini-goals to help you feel satisfied about your progress
- Move up deadlines
- Check your master to-do list to make sure that you aren't putting off the critical items (if you feel like procrastinating, do it with only the smaller, less significant jobs)
- Take time to relax and reward yourself along the way



CHAPTER 4

*Management
Techniques*

Employee Training

There are two main reasons for an employee not performing the job properly: 1) they don't want to (lack motivation) or 2) they don't know how (lack of training). Each supervisor, as a member of management, is responsible for seeing that his/her subordinates are properly trained to do their jobs. The supervisor needs to identify the training needs of his/her employees. The City of Columbus offers training in various areas, and some money is budgeted in departments for outside training, when necessary. An excellent way to train employees on-the-job is through coaching.

Coaching is the ongoing day-to-day effort of the supervisor to upgrade performance and develop people more fully. The objective is to empower people – tap their potential and unleash their creativity – to secure their fullest possible commitment to the City Covenant objectives and their own jobs.

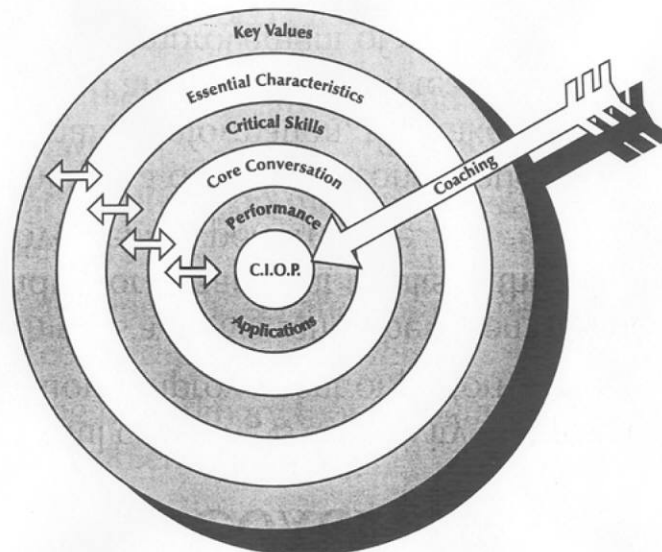
Supervisors need to remember that coaching is a process by which one individual, acting as a coach, creates relationships with others that makes it easier for them to set and achieve performance and personal goals at higher levels than those at which they are currently performing.

Why Coaching is Important

Through coaching:

- Current skills and techniques can be updated
- Our need to do "more with less" can be more easily achieved
- City supervisors can empower people
- Supervisors can act as resources and problem solvers

THE SUPERIOR COACHING MODEL



C.I.O.P. = Continuous Improvement of Performance

Elements of Coaching

Superior coaching is based on a set of key elements that must be learned and put into practice every day. These elements are:

- Values
- Basic Characteristics
- Skills
- Coaching Conversation

What Superior Coaches Believe

About Human Competency:

- People want to be competent, and when given help, will strive to be more competent
- People must be given the opportunity to demonstrate competency in order to gain competency

About Superior Performance:

- Managing and leading by control is not practical and does not lead to superior performance
- Superior performance results from the commitment of individuals and teams to be superior

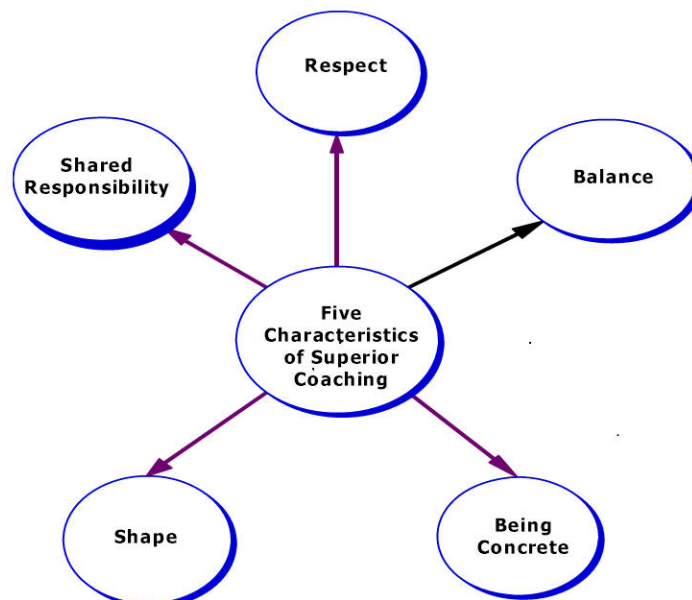
Commitment Results When People:

- Are clear about what they are doing and what is important
- Have the competencies to perform the jobs that are expected of them
- Feel appreciated for what they do
- Feel challenged by their jobs
- Have the chance to improve when they make mistakes

About the Value of Coaching:

- Must initiate coaching interactions
- Must be disciplined

Superior Coaching Characteristics



These five characteristics distinguish superior coaching from all other types of conversations.

Balance

Superior coaching is not one-sided. It is a give and take relationship - there is questioning and sharing of information and ideas with the full involvement of all parties.

Being Concrete

The superior coach focuses on what can be improved. The coach uses language that is to the point and encourages the employees being coached to be **specific** by focusing on the **objective** and **descriptive** aspects of performance.

Performance can be improved only when it can be described so precisely that both coach and those being coached understand what is being discussed. It is pointless to try to help someone be, for example, more conscientious or a better team player, unless we have **defined our expectations** so clearly that there is no doubt about what we are talking about, and it can be observed and verified. It is unfair to tell an employee that their performance is unsatisfactory, with no explanation. It is appropriate, however, to tell an employee they must improve their productivity to the set standard. For example, "everyone is expected to process 25 invoices a day."

Shared Responsibility

Both the coach and the employee being coached have a shared responsibility to work together for the continuous improvement of performance.

Shape

Superior coaching has a distinctive shape that can be reproduced over and over again. The shape is determined by these important factors:

- The goal of the coaching conversation is clearly stated
- The flow of the conversation **expands information** and then **focuses the information** as the participants move toward the goal

Respect

A final qualitative characteristic of superior coaching is that the coach displays and communicates respect for the people being coached.

Effective Coaching

There are five critical skills that a supervisor needs to master in order to be an effective coach:

Attending

Attending refers to what coaches do to convey that they are listening. There is a vocal and non-vocal element to attending. The non-vocal element includes such behaviors as:

- Facing the other person
- Keeping comfortable eye contact
- Nodding in agreement
- Avoiding distracting behaviors such as fidgeting, thumbing through papers, or interrupting



When coaches make premature judgments they disrupt the transfer of information and communicate a lack of respect for the other person. This can destroy the shape of the superior coaching conversation. Coaches do this by:

- Being too quick to reject what the other person is trying to communicate
- Being too quick to use their own beliefs and values to interpret what the employee is trying to communicate
- Thinking too much about what they want to say, rather than hearing what the other person is saying
- Being too quick to give irrelevant information not needed by the other person or not needed to resolve the problem being discussed

Inquiring

The second critical skill is **inquiring**. Superior coaches expose sufficient and necessary information so positive results can be achieved. Coaches teach others by knowing what the other persons need to know. Coaches can help others resolve problems by knowing how other persons understand the problem, what they have already done to resolve it, and how they think it should be resolved.

Inquiring takes one of two forms; a question or a directive. An example of a **question** is: "So what did you do when you learned the contractor was going to be late completing the first phase?" An example of a **directive** is: "Tell me what you did when you learned the contractor was going to be late completing the first phase."

Reflecting

A third behavior that helps the coach uncover information is **reflecting**. Reflecting is a behavior by which coaches communicate that they:

- Are listening
- Understand what the other person is saying and/or feeling
- Have postponed making a judgment
- Want the other person to develop information that is important to that person

Reflecting can be done by summarizing the information you interpreted as important. This also creates an opportunity to clarify any misunderstandings.

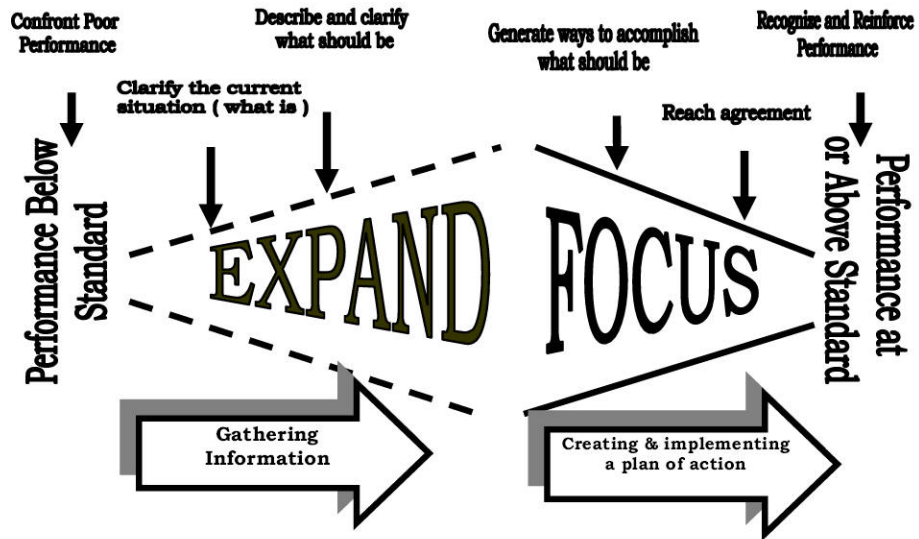
Affirming

The fourth critical skill is **affirming**, which focuses on the final outcome of coaching - the continuous improvement of performance. Affirming reinforces the sense of competency in the other person and contributes directly to that person's commitment to continuous improvement. For example, "All of the potential questions were answered in your report; great job!"

Being Disciplined

The last critical skill is **being disciplined**. This is not so much a specific skill as it is the ability to use the other four skills - **attending, inquiring, reflecting and affirming** - to create the essential characteristics of superior coaching.





Some Reasons Why People Don't Perform Are:

- They don't know **what** they are supposed to do
- They don't know **how** to do it
- They don't know **why** they should do it
- They think they are already performing (lack of feedback)
- There are obstacles beyond their control
- They think their solutions will not work
- They think their way is better
- They think something is more important (priorities)
- There is no positive reward for achievement
- There is a negative consequence for performing
- There is a positive consequence for them not achieving
- There is no negative consequence for them not achieving
- Personal limits (incapacity)
- Personal problems
- Fear – anticipation of future negative consequences
- No one can do it

Through coaching, a supervisor can teach employees to perform and mold them into productive employees.

Brainstorming

Brainstorming is the free, uninhibited generation of ideas, usually in a group setting. It is one of the basic tools for obtaining a wide variety of ideas.

Brainstorming is used any time a group needs to generate a list of ideas. It is a very effective problem solving tool. Specifically, brainstorming can be used 3 times in the problem solving process:

- Identifying problems
- Identifying causes
- Identifying solutions

Brainstorming and problem solving are difficult processes. As a supervisor, you will hear many excuses for not wanting to perform a task. Some typical impediments are listed below:

1. We tried that before.
2. Costs too much.
3. That's not my job.
4. It's too radical of a change.
5. Not enough help.
6. Not practical for operating people.
7. The supervisors will scream.
8. It's against company policy.
9. We don't have the authority.
10. Let's get back to reality.
11. Why change, it's still okay.
12. You're right, but...
13. We're not ready for that.
14. Maybe that will work in your department but not mine.
15. Let's hold it out there.
16. Management would never do it.
17. We'll be the laughing stock.
18. We'd lose in the long run.
19. We did all right without it.
20. It's never been tried.
21. Let's form a committee.
22. Division won't like it.
23. It won't work in our plant.
24. Good thought, but impractical.
25. The committee will never do it.
26. What do they do at our competitor's plant?
27. It can't be done?
28. It won't pay for itself.
29. It's impossible.
30. Our place is different.
31. That's beyond our control.
32. We're all too busy to do that.
33. We don't have the time.
34. That will make other equipment obsolete.
35. Let's make a market research test of it first.
36. Our plant is too small for it.
37. The people will never buy it.
38. We've never done it before.
39. Runs up our overhead.
40. That's too ivory tower.
41. That's not our problem.
42. I don't like the idea.
43. You're two years ahead of time.
44. We don't have the money, equipment, personnel...
45. It isn't in the budget.
46. Can't teach an old dog new tricks.
47. Let's give it more thought.
48. Let's put it in writing.
49. Not that again.
50. Where did you dig up that one?
51. That's what to expect for staff?
52. Let's shelve it for now.
53. Has anyone else ever done it?
54. I don't see the connection.
55. What are you really saying?
56. Don't you think we should look into it before we act?
57. Let's all sleep on it.
58. It's too much trouble to change.
59. I know a fellow who tried it.
60. We've always done it this way.

Brainstorming can help to eliminate these impediments and move the group closer to a viable solution acceptable to all.



Advantages to Brainstorming

- ◆ Tap ideas from all group members/gets everyone involved
- ◆ Eliminate immediate criticism of ideas - a group member may feel inhibited and discouraged and may withdraw from the process if his/her idea immediately receives criticism
- ◆ Generate a number of ideas quickly
- ◆ Since ideas are recorded, people do not have to remember all ideas presented
- ◆ Enable members to consider other options as opposed to accepting the first idea generated
- ◆ Encourage creativity
- ◆ Increase the commitment of the group to the final decision
- ◆ Generate more ideas than other less structured methods (informal discussion)
- ◆ Give team more and better ideas to work with
- ◆ All participants' contributions are valued

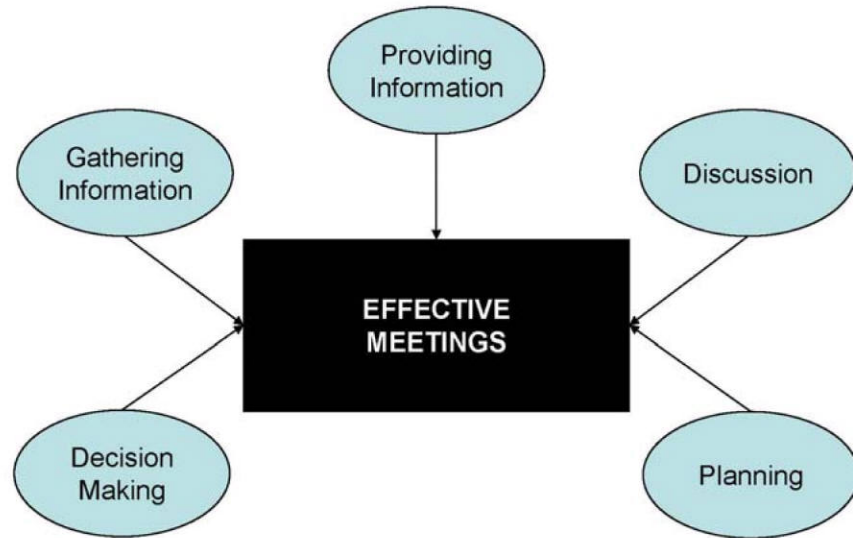
Rules/Steps in Brainstorming

1. **Clearly state the purpose/define the problem or issue.**
2. **Begin with silent generation** - everyone takes a few minutes to write initial ideas.
3. **Each person takes turn in sequence, giving one idea at a time.** Later when the number of ideas is dwindling, members can share ideas at random.
4. **Everything is recorded exactly as it was said and is visible to the group.** Record all ideas on flipchart paper or a board as they are presented. Try to keep it brief, but faithful to the wording of the presenter. It is important that ideas are displayed so the team can see them.
5. **No discussion, criticism, or evaluation of ideas.** This is a critical concept in the brainstorming process. Criticism will only inhibit team members from being open about their ideas. Evaluating ideas comes later in the process.
6. **Quantity, not quality of ideas is important.** The more ideas you can bring out, the better. Ideas breed ideas. This goal is based on the principle that brainstorming is synergistic - that is, it produces a greater total effect than can be produced by individual effort.
7. **Use freewheeling imagination.** Don't prevent ideas from emerging by rigidly adhering to logical thinking. Don't feel bound by budget, time, staff, or other resource constraints. Share mental images, synonyms, plays-on-words, free associations, farfetched ideas.
8. **Build on ideas of others, combining or expanding.** Combining, expanding, hitchhiking, and piggybacking are encouraged. These terms mean that team members try to get ideas from the ideas of others. Frequently one member's ideas will trigger another, slightly different idea.
9. **It's OK to pass when you don't have an idea to offer.**
10. **Continue until all ideas are exhausted.** Don't stop too soon, as there are often quiet incubation periods before brainstorming resumes.



Effective Meetings

Meetings serve a number of purposes, including:



Each of these parts must be present if a meeting is to be effective.

Top Meeting Problems

A study conducted by Mosvick and Nelson ([We've Got To Start Meeting Like This](#), Scott Foresman, 1987) provided information concerning some top meeting problems. Below they are listed in order of importance:

1. Getting off the subject
2. No goals or agenda
3. Too lengthy
4. Poor and inadequate preparation
5. Inconclusive
6. Disorganized
7. Ineffective leadership/lack of control
8. Irrelevance of information discussed
9. Time wasted during meetings
10. Starting late
11. Not effective for making decisions
12. Interruptions from within and without
13. Individuals dominate
14. Rambling, redundant, or digressive discussion
15. No published results or follow-up actions

Most of the problems listed above can be avoided by having an agenda, having assigned roles for attendees, and following up after the meeting.

Meeting Agenda

A written agenda functions as "the plan" for the meeting and assists in keeping the minds of the participants focused on the issues to be addressed.

Benefits to an agenda:

- Assists members in preparing for the meeting by letting them know what will be discussed at the meeting
- Provides order to the meeting (sequence of topics to be discussed)
- Allows the group to review the effectiveness of the meeting - what items were covered and resolved, and which items were not

Things to consider when writing the agenda:

- Know what needs to be accomplished - this helps establish objectives
- Find out from the members what additional issues they want addressed
- Make sure that each item to be discussed is a separate agenda item
- Consider beginning and ending with items that will set a positive tone
- Keep the agenda clean and concise

Distributing the agenda:

Circulate the agenda to all attendees. It is recommended that the agenda be circulated three days before the meeting. This allows each member time to prepare. Additionally, if a draft of the agenda was developed at the conclusion of the last meeting, it will only need some "tweaking."

Meeting Roles and Responsibilities

There are certain roles and responsibilities that individuals can adopt that will contribute to their group's meeting to help it function effectively. It is normally the group's decision as to how these roles and responsibilities are assigned or rotated. The facilitator, the group leader, or the group itself can assign them, or members may volunteer to assume particular duties. **These roles and responsibilities play an important part in a group's success.**

There are times when groups do not have individuals who will assume these roles. When this occurs, it harms the group's future and their ability to accomplish anything. Group members must be encouraged to assume these roles so they can be successful and have productive meetings.

Recorder

The Recorder is the team member who takes the minutes or the person who keeps the flip chart. Minutes are the documentation of what actually occurred during the meeting. The important matters that need to be included in the minutes are:

- Date of the meeting
- Meeting duration
- Group members attending (absent members optional)
- Decisions reached by the group
- Any action plans (including responsibilities assigned) developed by the group

The recorder also:

- Maintains minutes from all meetings so they are available for reference
- Types all minutes if possible
- Sends minutes to all team members

Timekeeper

The responsibility of the timekeeper is to make sure the group does not run out of time to discuss all agenda items. The timekeeper refers to the time allotted on the agenda for each



issue. Group members rely on the timekeeper to tell them the amount of time left to discuss an issue or to announce when time has expired on an agenda item.

Group Members

In addition to those already listed, the responsibilities of group members are to:

- Be supportive
- Attend meetings
- Review the minutes
- Review the agenda
- Bring pertinent information to the meeting regarding agenda items
- Participate in the meeting
- Listen to what others have to say
- Do activities that are required by the group
- Show respect for other members
- Provide assistance
- Assume responsibility
- Be willing to work on any assignments
- Be creative
- Be willing to take risks

Leader

Groups are more effective when they have someone to keep them on track and keep focused on their purpose. **It is not the leader's responsibility to decide the course; it is the group's responsibility.** The responsibilities of the leader include:

- Keep the group focused
- Provide structure to meetings
- Make sure group members take on tasks such as minute taking or timekeeping
- Make sure meetings follow agendas
- Listen to the course of discussion of the group
- Conduct meetings according to the agenda
- Do not make comments about the direction a group may take
- Make suggestions to the group for their course of action
- Maintain a neutral stance
- Make sure the group follows its ground rules
- Encourage participation
- Stimulate discussion
- Help groups think creatively
- Urge them to develop new ways of doing things
- Protect the environment
- Bring out key points made during discussion
- Help the groups work on their own to accomplish their goals and objectives
- Schedule meetings
- Obtain suitable meeting space
- Distribute agendas prior to meetings, and file and distribute minutes
- Make other written information or reports available
- Help with group creativity and participation
- Help to make sure assignments are clear and completed
- Conduct meetings
- Act as middle man between group members and non-members at meetings

A Leader is in charge of accomplishing these items before the close of the meeting:

- Summarize the meeting/review the following:
 - What it is that will be done
 - Who will do it
 - When it is to be done
 - Where it will be done
 - How it will be done



- Set the agenda for the next meeting. Some things to keep in mind when setting an agenda:
 - Review date, time, and location of next meeting
 - Purpose of meeting
 - Include the names of any guests that will be attending
 - If there are agenda items the group did not get to, they should be first on the next agenda
 - Ask for other agenda items from group members
 - Try to keep agenda from being too full that items won't be reached
 - Report out from group members on their assignments
 - Review desired outcomes
- Reflect on the meeting, how things went, and the things that were accomplished.
- Plan for additional training, as needed.
- Summarize during the meeting the individual and group agreements made at this meeting.
- Review the agenda and comment on accomplishments made during the meeting.

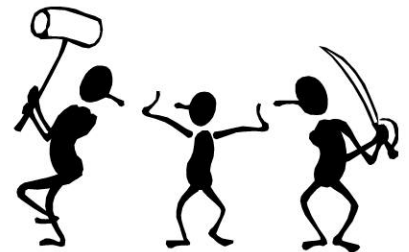
Meeting Follow-up

1. Send out a memo summarizing the individual and group agreements that were made at the meeting (preferably within a day or two after the meeting).
2. Have the recorder send the minutes of the meeting to all members a day or two after the meeting.
3. Track whether agreements are being kept and/or acted upon.
4. Begin to plan the next meeting.
5. Gather input from members, such as how to improve future meetings.
6. Talk individually with members to gather their perceptions of the meeting.

Conflict

Conflict is nothing more than any difference between your personal position on an issue and the position of another. To be human is to experience conflict.

- Conflict is inherent in all organizations.
- Conflict is a natural part of any team process.
- Change in any process can produce conflict.
- Team processes may not cause new conflicts; they may simply bring existing ones into the open.
- Team members must take responsibility for resolving conflict.
- Conflict is not necessarily a bad thing.



Conflict is a problem when it...

- Diverts energy from more important activities and issues
- Destroys the morale of people or reinforces poor self-concepts
- Polarizes friction within a team
- Deepens differences in values
- Prevents healthy discussion and/or addressing of issues
- Produces irresponsible or regrettable behavior
- Is ignored



Be aware of the main sources of team conflict:

Personality

Personality differences contribute the most to creating conflict in team settings. We tend to view personality differences as a problem instead of a positive.

Values

Team members often express different points of view based on the values each brings to the team. Their values act as driving forces that control their responses and interactions.

Goals

Some team members may have personal agendas that differ from team goals. They may try to achieve their agendas at the expense of other team members or the process.

Culture

Many teams are made up of people from diverse backgrounds, cultures, or regions. The inability of team members to understand the views of others and appreciate the richness that diversity brings to the team can contribute to team conflict.

Dangers of Not Having Conflict in a Team

- The absence of conflict is often a sign of low involvement or apathy
- “Groupthink” may occur
- False buy-in (everyone agrees while in the meeting, but not after)
- Loyalty is masking lack of support
- False consensus can result
- Opportunity for group growth and cohesion is lost

The conflict issue is not nearly as important as the way you handle the conflict.

Suggestions for Managing Conflict in Teams

- Identify the problem and your desires
- Describe the problem and state your desires
- Express disagreement tactfully and agree to disagree
- Listen actively
- Persuade others of the value of conflict
- Develop group trust
- Don't take disagreements as a personal rejection
- Be cooperative, even if your plan is rejected
- Avoid becoming positional - look at the real problems and issues and seek areas of mutual concern, compromise
- Decide on a time to discuss the issue and try to reach agreement

Steps to Conflict Resolution

- Stop the discussion - ask team members to write down their understandings of the issue
- Determine the importance of the issue
- Provide all parties uninterrupted time to state their cases
- Ask the people involved to listen while others paraphrase what they have heard
- Brainstorm new or different solutions
- Have the group select the preferred option based on the interests of all parties
- Determine how the decision will be implemented and how follow-up will be done
- Plan how to evaluate the effectiveness of the decision



Questions to Ask Yourself When Attempting to Resolve Conflict (as the mediator)

- Am I committed to the mutual satisfaction of the interest of both parties?
- Am I clear what the conflict is about?
- Are the differences of opinion about methods, goals, or values?
- Is the conflict primarily emotional?

Questions to Ask Yourself When You Are One of the Parties in Conflict

- Am I prepared to empathize and fully understand the interest of the other person?
- Am I truly prepared to listen?
- Am I prepared to encourage others to examine my assumptions and my reasoning?
- Am I attempting to place the overall good above my own concerns?
- Is my behavior helpful to what we are trying to accomplish as a group?
- Am I separating my emotions from the issue as much as possible?
- Am I willing to resolve this conflict fairly, or do I just want to “win” and/or be “right?”
- Am I using this issue to engage in a personal conflict or other hidden agenda?
- Am I prepared to leave aside any personal history I may have with others?
- Am I prepared to rely on understanding and creativity rather than clever arguments and persuasion?
- Am I valuing the long-term relationship with those I am in conflict with?
- Am I able to tolerate conflict and ambiguity while searching for the best solution?
- Am I willing to forgive if the other party has occasional lapses in following the process?

Handling Difficult Employees

From time to time, any member of a group may become difficult to deal with. Some general rules for dealing with difficult individuals are:

- Handle the problem before it gets out of hand
- Try not to embarrass people
- Protect everyone’s self-esteem throughout any difficult situation
- Take control in a firm, positive, constructive way

When to Intervene With Difficult Individuals

A good rule of thumb is to ask yourself, “Is the group’s productivity and enjoyment being affected?” If the answer is yes, you should step in. You essentially have three choices in dealing with a difficult individual in group or meeting situations:

1. Deal with the person in front of the group. Use tact, but be direct and firm. This approach can be chancy, but can also be very effective. You run the risk of embarrassing the individual and engaging defensiveness.

Examples:

- “Joe, you’ve made several good points today. Now I would like to hear comments from someone else.”
- “Kathy, you made that point earlier. See, it’s up there on the flip chart.”
- “Jim, is there something you and Bill would like to share with the rest of the group?” or “Jim and Bill, let’s have just one conversation at a time.”



2. Deal with the person during a break or after the meeting. Again, use tact, but be direct and firm.

Examples:

- “Joe, you’ve made a number of good points today, but you’re dominating the discussion. You need to give others a chance to get their opinions heard.”
- “Kathy, I know you’re passionate about your point, but the group needs to move on. Please help me out on this.”
- “Jim and Bill, I have to ask you to stop the side conversations, it’s seriously hurting the quality of the meeting.”

3. Don’t deal with the person. Sometimes problems go away; people have bad days, etc. However, more often than not some sort of intervention is required. So, ignoring the problem is generally not recommended.



CHAPTER 5

*Customer
Service*

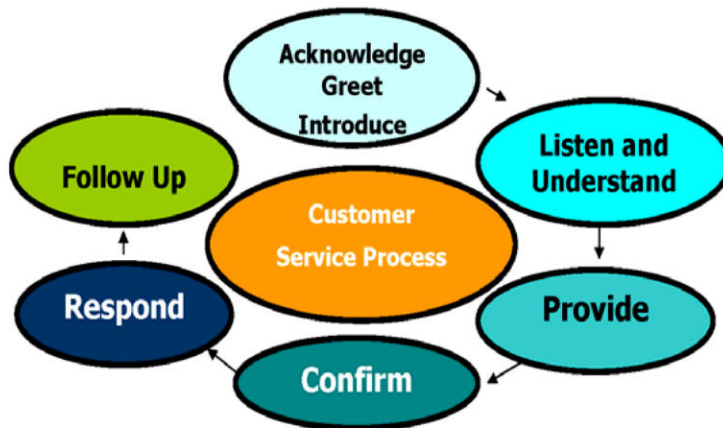
Customer Service Process

Exceptional Customer Service

All City employees need to recognize and understand the delivery and impact of exceptional customer service.

Customer Service Process

Customer Service is defined as a process by which products and services are provided to the customer. The customer service process is a series of steps that, when taken, will lead to outstanding customer service.



Reasons For Poor Service

Ask any consumer why they receive poor service and they'll tell you. Some of these reasons are common to many organizations.

- Uncaring employees
- Poor employee training
- Negative attitudes of employees toward customers
- Differences in perception between what workers think customers want and what customers actually want
- Differences in perception between the product or service provided and what customers think they receive
- Differences in perception between the way the City thinks customers want to be treated and the way customers really want to be treated, or are actually treated
- Lack of customer service philosophy within the organization
- Poor handling and resolution of complaints
- Employees not empowered to provide good service, take responsibility, and/or make decisions that will satisfy the customer
- Failure of the organization to recognize that all employees provide customer service

Defining and Understanding Customers

A **customer** is anyone to whom you provide a product or service. There are two general types of customers: internal and external.

Internal customers are those employees within the City who receive the product you produce or the service you perform.

Example: An Automotive Mechanic Supervisor II supervises mechanics in the Division of Fleet Management that repair vehicles for other City departments. The departments/representatives of these departments are his/her internal customers.

External customers are citizens outside the City who receive your products or services.

Example: A Refuse Collection Supervisor supervises refuse drivers who collect trash from citizens. The citizens are his/her external customers.

A customer is not an interruption but a normal part of our workday. The customer is your reason for being there.

It is your responsibility to ensure exceptional customer service. Customers and employees must work together (through good communication) to make sure they have the same expectations.

Some Behaviors that Lead to Customer Satisfaction are:

1. Helpfulness
2. Respect
3. Comfort, compassion, and support
4. Listening with empathy
5. Satisfaction
6. Trust and trustworthiness
7. A friendly, smiling face
8. Understanding
9. Making the customer feel important
10. A quality product or service at a fair price

Behaviors that Lead to Customer Dissatisfaction are:

1. They have to wait too long.
2. Their expectations are not met.
3. They feel helpless, powerless, frustrated, or victimized.
4. They feel as if no one listens to them.
5. They are treated poorly or discourteously.
6. They are told to do something by an employee that is incorrect.
7. They have biases against you or your staff.
8. They want to control or manipulate you by making a lot of noise.
9. They have their integrity questioned by a staff member.
10. Your employee argues with them.



Different Types of Customers

Although each customer has a set of needs to be met, each is a unique individual with different personality and behavioral styles. Listed below are the ten most common types of customers.

- 1. The Superior, Know-It-All Customer:** These customers know your work better than you do and will not hesitate to tell you and anyone else who will listen. Most often, they will tell you what you're doing wrong, even when you do things right.
- 2. The Resistive Customer:** No matter what you try to do for these customers, they resist your every effort to satisfy. It's as if they enjoy making themselves and others miserable, or at least stressing people out.
- 3. The Dependent Customer:** This customer is like a newborn infant that is totally dependent on a parent. This customer wants you to do everything and will not lift a finger to help himself/herself.
- 4. The Hostile/Antagonistic Customer:** This customer loves to pick a fight or simply wants to stir things up. This customer is not having a bad day; he or she usually has a bad life and takes it out on everyone. Be careful-this customer can become verbally and physically abusive.
- 5. The Depressed Customer:** Nothing satisfies this customer; yet you have to pity anyone who is always sad. If you decide to listen to a customer's problems, do not become his or her therapist.
- 6. The Uncommunicative Customer:** It's hard to know how to satisfy someone when he or she doesn't tell you what you need to know. In this case, silence is deafening, and it could be deadly to your efforts at customer retention.
- 7. The Talkative Customer:** These customers probably just want someone to listen to them, but their constant talking can become annoying. You must develop a way to quiet them down without insulting them, making them feel disrespected, or shattering their self-esteem.
- 8. The Let-Others-Speak-For-Me Customer:** This person won't say a word to you, but has friends and family act as the intermediary or messenger. This customer is also a follower, so be careful not to let him or her get influenced by another negative customer.
- 9. The Chronic Complainer:** While these customers probably are a combination of several other types, they deserve separate mention. They buy. They complain. They return what they bought. Or they want a refund. Or they want an extension on their warranty. Or they just want to chew your head off. Whatever you do for them, they will never be happy with you. In fact, the only time they're really ever happy is when they're complaining and making someone else's life miserable.
- 10. The Contented Customer:** Here are the customers who buy from you and are so satisfied with the purchase that they go out and recommend you and refer your business to other customers. If and when these customers complain, it is to provide you with feedback so you can improve your service the next time.



Importance and Impact of Customer Service

Service Statistics:

- Only **4%** of customers ever complain. That means you may never hear from **96%** of your customers, and **91 %** of those customers just go away because they feel complaining will not do any good.
- For every complaint you receive, there are **26** other customers with unresolved complaints or problems, and **6** of those customers have serious problems.
- Most customers who complain to you (**54%-70%**) will do business with you again if you resolve their complaint. If they feel you acted quickly and to their satisfaction, then up to **95%** of them will do business with you again, and they probably will refer other people to you.
- A dissatisfied customer will tell **up to 10 people** about it. Approximately **13% of those will tell up to 20 people** about their problem. You most likely cannot afford the advertising to overcome this negative word of mouth.
- Happy customers, or customers who have had their complaints resolved, will tell between **3 and 5** people about their positive experience. Therefore, you have to satisfy three to four customers for everyone that is dissatisfied with you.
- It costs 5 to 6 times more to attract new customers than to keep old ones, even when you have to go back and renew contacts with former customers.

The situation is more unique for the City of Columbus customers. In most cases, our customers do not have a choice. They need to obtain a permit or utilize utilities or other services through the City. It is essential that all City of Columbus employees treat all customers as if they did have a choice. This will generate and maintain respect and professionalism.

Attitude

Attitude is the personal feeling or belief that influences a person's tendency to act in a particular way. Attitude affects the choices that one makes. As the supervisor, you need to lead by example. An excellent way to demonstrate the level of customer service expected from your employees is by providing it yourself.



CHAPTER 6

*Collective Bargaining
Agreements*

Bargaining unions are in place to protect employees.

Bargaining union truths:

- The contract is the “official rule book.”
- It is a legally enforceable document.
- It limits management’s rights.
- It defines important management functions.
- It defines contract administration.
- It defines grievance handling.
- It impacts the City’s labor relations program.



When a union organizes a group of employees and negotiates a contract, many of the old supervisory ways of dealing with employees must be changed. The contract modifies the ability of the supervisor to make decisions based solely upon his/her own subjective determinations. The workplace is now governed by a legally enforceable collective bargaining contract that limits management’s rights.

Supervisors must learn new rules and techniques for dealing with employees and their unions. Failure to learn these new rules often results in a loss of important management rights, unnecessary conflict between labor and management, and decreased productivity. Because of these costly consequences, no employer with organized workers can afford to let supervisors administer the contract and handle grievances by the old trial and error method.

Imposing discipline and handling grievances are important management functions of contract administration. The action, or inaction, of supervisors will determine the success or failure of the City’s labor relations program. The union can use inconsistent management practices to push the City into actions favorable to the union. These same actions may establish a past practice that can be incorporated into the agreement during future bargaining. Unfortunately, few employers in industry and government systematically train supervisors in the skills required to administer the collective bargaining contract and to handle employee grievances.

Supervisors need both training and experience to acquire real skill in contract administration and handling grievances. Because ineffective contract management and grievance processing often results in erosion or surrender of management rights and poor labor relations, it is vital that supervisors know how to interpret and apply the contract and to properly respond to a grievance.

Unions know that they can make significant improvement in working conditions during the life of the collective bargaining agreement. The practices, precedents, and grievance settlements created under the contract often become binding as if they were written into the contract.

Contract Truths:

- Poor administration by supervisors may result in erosion or surrender of management rights.
- Labor contracts emphasize the need for trained supervisors.
- Contracts may be modified by practices, precedents, and grievances.
- Supervisors must know what it is, how it is written, and how it controls the actions of management. “What we didn’t get at the table...”, union gains rights without bargaining for them.

The better unions spend considerable time and effort training stewards. The untrained supervisor is often no match for the steward who has completed many hours of training on the details of the contract and methods for processing a grievance. A cadre of well trained stewards can strip away management's right to run the enterprise and administer the agreement.

This phenomenon gives rise to the union concept, "What we don't get at the bargaining table, we will get through the grievance process." Unfortunately, this becomes a reality for many employers. Management negotiates with unions and refuses to give in on a particular working condition only to have the untrained supervisors give it away at the work place.

The purpose of this section is to provide supervisors and managers with proven methods to successfully administer discipline in a collective bargaining environment and prevail in any grievances that might result from such discipline or disputes over the language and meaning of the contract.

The principles and techniques are simple and straightforward, yet there is no substitute for thorough, well-reasoned preparation.

Contract Administration

The first step toward a supervisor's success in administering the collective bargaining relationship, including dispensing discipline, is the thorough understanding of the labor contract. A supervisor should enforce discipline to correct the behavior, not to punish the employee.

- Administration is a continuous process.
- Contract language is a product of compromise.
- The contract is an imperfect document.
- "Four corners rule" - What does the contract say and mean?
- The contract sets procedures for resolution of disputes and grievances.

After the contract is signed, it becomes legally binding and the day-to-day responsibility to administer the agreement shifts to the supervisor. Remember that the human resources staff of your department/division can be a valuable resource in providing advice and guidance on the appropriate action. The contract administration stage, like the preparation for negotiations stage, is continuous.

Because a contract is a product of compromise, there is no such thing as a perfect collective bargaining agreement. Even though imperfect, the contract defines wages, hours, benefits, and various terms and conditions of employment, i.e. the discipline process and the grievance procedures, in a way agreed upon by both labor and management. It is critical that supervisors not only know the contents of the contract, but also to know the City's interpretation of each clause.

The supervisor is a most vital link in the chain of command that converts the collective bargaining contract into practice. During the contract administration stage, the employer has an obligation and right to continue to run the enterprise through its representatives, managers, and supervisors. This includes imposing discipline for violations of work rules.

The union, through its representatives, monitors management's action to insure compliance with the terms of the collective bargaining contract. If the union thinks that management has violated a term or condition contained within the "four corners" of the contract, it may challenge management's action by filing a grievance. Conflict of this nature is typically resolved through the negotiated grievance procedure.



The Collective Bargaining Process

There are nine stages of the collective bargaining process.

1. Unorganized stage
2. Organizing stage
3. Petition stage
4. Unit determination stage
5. Election stage
6. Certification and recognition stage
7. Preparation for negotiations stage - a continuous process
8. Negotiations stage
9. Contract administration stage - a continuous process

The preparation for negotiations and contract administration are both continuous. Supervisors have a major responsibility for contract administration. This cannot be overemphasized.

Supervisors are a most vital player in the labor relations relationship and the day-to day administration of the contract. They are responsible for the implementation of management's interpretation and intent of the collective bargaining contract.

Grievances

A Grievance is a difference, complaint, or dispute between the employer and the union/employee over terms and conditions of employment defined in the contract or the application, meaning, or interpretation of the contract.

Each labor contract contains a definition of the term "grievance." It is important to understand this definition for the purpose of administration of the grievance process.

Types of Grievances on Rights

- Disciplinary
- Reprimands
- Suspensions
- Demotions
- Termination
- Issue disputes
- Overtime
- Granting of leave
- Transfers and assignments

Most disputes in labor-management relations can be categorized as either "rights disputes" or "interest disputes." Generally, "interest disputes" are concerned with the negotiation or modification of the terms of the collective bargaining contract. They are often unresolved issues in contract negotiations.

"Rights disputes," on the other hand, arise during the term of a written agreement and often involve the interpretation and application of that agreement. In a "rights dispute" an employee claims that a legal or contractual right has been violated.

Grievances are divided into two types: those that involve discipline and those that involve an issue or contract interpretation. They are both "rights", i.e., the right to a just cause process prior



to discipline and the right to premium pay (overtime) for hours worked above forty (40) hours per week.

Reasons for Grievances

- Hot issues
- Neglecting communication
- Lack of information
- Misunderstanding of policy or procedure
- Misinterpretation of policy or procedure
- Misinterpretation of supervisor's intention

Many grievances are based on disagreements between individuals, such as those that arise between an employee and their supervisor. That puts you, as the supervisor, directly on the firing line. Grievances referred to the hearings process defined in the contract can carry big price tags. Therefore, you may be under a lot of pressure to handle things well and avoid having to get into the grievance procedure whenever possible.

You and the employees under your direction are only human and disagreements are bound to occur from time to time. One or the other, or perhaps both of you, may lose your cool at some point. These disagreements can form the basis for grievances. There are reasons other than a personality clash for a grievance. As supervisor, you should be alert to the warning signs.

Discipline of any form, or the loss of pay and benefits will be a hot issue and likely will be grieved. You often can expect a grievance on discipline whether you are within your contractual rights or not. There may be other contract articles or sections that are hot issues for the local union that will be grieved each and every time; for example, health and safety issues, change in work schedules or assignments, and supervisors doing bargaining unit work.

Other reasons are directly related to the whole issue of communication:

- Neglecting communication - Did you make every effort to let your employees know what the policies were?
- Lack of information - Did the employees know that the policy was applied the same way on previous occasions?
- Misinterpretation of the contract - Did you apply the contract in the wrong way, either because you did not pay attention to it or, you thought it meant one thing rather than something else? Or, did you fail to check the provision of the latest agreement because you assumed that nothing had changed since the last contract?
- Misinterpreting the supervisor's intentions - Did an employee think that he/she was being punished by the change of assignment when, in fact, you thought that he/she was capable of doing different work better than others in the work group, section, or team?

Preventing Grievances

- Know the contract
- Give clear communication
- Give complete instructions
- Keep employees informed
- Dispel rumors
- Listen to employees

A foundation for avoiding grievances is for the supervisor to know the contract and to not knowingly violate its terms and conditions. Violations of the contract are a sure way of generating grievances. Knowledge of the contract will help eliminate inadvertent violations and reduce the potential for grievances.



A major cause of grievances is the failure of people to communicate effectively. Remember that people communicate with each other by means of the spoken and written word as well as body language. A shared understanding of the message is critical for effective communication. Take the time to make sure that the communication is clear and not subject to more than one meaning. Feedback is a crucial part of clear communication. Clear and timely feedback helps to eliminate grievances.

In addition to clear communication, it is vital that any instructions be complete. When giving instructions, the directions should be clear and easy to understand. Hurried and incomplete instructions are an invitation for errors. Use feedback to double check that the employee has a complete understanding of the instructions.

Management has an obligation to keep employees informed about the details of changes that will affect them. Many people prefer face-to-face communication as the source of such information. Employees are no different and see their immediate supervisor as the preferred source of information. Employees should be told about changes that will affect them, the reasons for the change, and be allowed to ask questions. By quickly informing employees of pending changes, speculation and rumors can be reduced.

Organizational gossip among employees can be very harmful for the employer as employees will often spend work time talking and speculating about the latest rumor. Some grievances are generated when employees prematurely react to information based upon a rumor. Taking the initiative in dealing with rumors can help reduce grievances.

- Be visible and accessible
- Know employees
- Avoid favoritism
- Show appreciation
- Make few promises
- Keep the promises you do make



Communicating with employees by being an active listener is an important supervisory skill. Active listening is hard work. It requires that the supervisor give his/her undivided attention to the employee and attempt to understand what is being communicated.

The good supervisor spends a considerable amount of work-time walking among employees. During these walk-throughs, the supervisor should stop and talk with employees. This is prime time to get to know the employees and to listen to their questions and hear their concerns.

Favoritism is a sure way to cause grievances and other problems in the workplace. Inconsistency is a form of favoritism. A supervisor must treat all employees fairly, impartially, and in a consistent manner.

Most employees do not mind working hard, but they want recognition for good work and their efforts. Recognition reinforces or bolsters a person's self image and motivates employees to work hard or harder to gain their supervisor's approval. Recognition costs little or nothing in time, effort, and money. Giving deserved praise will tell the employee that his/her work is appreciated. This employee is less likely to file a grievance.

Unlike recognition, promises can cost a great deal in terms of morale, work productivity, continued respect for the supervisor, and other costs. Making promises should be done very carefully, if done at all. Once made, they should be kept. It might be wise for supervisors to live by the old saying: "Never promise more than you can deliver; always deliver more than you promised."

Rules for Preventing Grievances

In his book Front Line Supervisor's Labor Relations Handbook, author Stephen F. Byrd says, "A grievance may have some basis in fact, or be a figment of someone's imagination, but in either event, it must be dealt with and should not be ignored. The 'mole hill' becomes a 'mountain' very quickly where alleged labor grievances are involved."

While there is no magic formula for preventing grievances, the following general rules must be repeated to help guide you as a supervisor:

1. Do not knowingly violate the contract.
2. Honestly let employees know how they are doing on the job.
3. Act quickly to dispel rumors with facts.
4. Correct minor irritations promptly.
5. Encourage feedback and listen to constructive suggestions.
6. Don't make promises you can not keep. Keep promises that you make.
7. Be visible and accessible to employees.
8. Assign work impartially.
9. Explain reasons for directives and assignments.
10. Be consistent. Explain why when deviations must be made.
11. Explain reasons for change.
12. Act as soon as possible on request from employees.
13. Avoid showing favoritism.
14. When giving criticism or discipline, do so in private.
15. Keep the local union officials informed about significant plans.

Grievance Procedure

The grievance procedure is a series of steps within specified time limits that ends in final, binding arbitration. It is a continuous process that resolves day-to-day uncertainties and is a cornerstone of collective bargaining agreements.

Collective bargaining is not confined to negotiating an agreement every one, two, or three years. As stated previously, it is a continuous process. There is no such thing as a complete collective bargaining contract which covers the details of all the situations that may arise during the term of the agreement. Thus, labor and management negotiate into the contract a grievance procedure to resolve day-to-day uncertainties. Because of its central role in this continuous process, the grievance procedure becomes the cornerstone of the collective bargaining agreement.

The grievance procedure usually consists of a series of steps or levels to be used within specified time limits. The typical grievance procedure prescribes a number of appeal steps or levels designed to stimulate dispute resolution at the lowest possible level in the organization.

In some cases the parties are unable to resolve the dispute. Therefore, anticipating this problem, 95 percent of the collective bargaining contracts in the private sector call for binding arbitration as a final step in the grievance procedure. A growing number of grievance procedures in the public sector end in binding arbitration, as do those agreements between the City of Columbus and the various unions representing City employees.

The obvious purpose of the grievance procedure is to resolve disputes between labor and management over the interpretation and application of the collective bargaining contract. The initial reaction whenever a complaint, grievance, or lawsuit is filed, is to take it personally and immediately go on the defensive. However, there is good reason for a formalized grievance procedure. A good procedure can ultimately lead to improved management policies and procedures.



Dispute Resolution Function

In exchange for a grievance procedure, the union will sometimes give up the right to strike during the life of the agreement. The grievance procedure provides for an orderly method for the enforcement of the agreement. The employer's interpretation and application of the terms and conditions of the agreement sometimes differs from the view of the union. The union reacts and polices the contract. If the union disagrees with management's interpretation and application of the agreement, it may use the grievance procedure to enforce the contract. At some point in the grievance procedure the issue will be resolved.

Positive Outcomes

- Orderly dispute resolution
- Means for contract interpretation
- Methods for problem solving
- Improved communication
- Relief valve for "hot matters"
- Improved management

Contract Interpretation Function

Many provisions of any collective bargaining agreement are not self-explanatory. Contract language is often ambiguous and will mean different things to different people. This ambiguity is sometimes intentional because the parties can't reach agreement on an issue or, it is due to an existing practice. The answers to grievances, grievance settlements, and arbitration decisions may form precedents that give meaning to contract language. Thus, the contract interpretation function is a guide to the future application of the contract by supervisors.

Problem Solving Function

The workplace has day-to-day changing needs that are often not addressed by specific contract provisions. Problems develop as to the proper interpretation and application of the contract. The grievance procedure is a vehicle for problem solving. Each level of management brings additional resources to bear on the problem until it is solved. The solution reached may aid in future contract interpretation.

Communication Function

Employees communicate in an orderly and prescribed manner by using the grievance procedure. The series of successive steps gives the employee an opportunity to communicate with upper management on problems at the line-supervisor level and dissatisfaction with certain contractual or policy provisions. It provides upper management with a "window to the shop floor," the ability to audit contract administration, and a "barometer for negotiations."

Safety Valve Function

Some problems may cause the work place to get really tense and employees may become upset over the application of the contract by management. The grievance procedure can serve to take the steam out of these tense situations. The safety-valve function allows management to avoid work disruptions (the concept of do the work, then grieve), identify problems before they become explosive, and once identified, resolve the problem peacefully.

Management Improvement Function

The existence of a grievance procedure puts pressure on management to improve internal communications and coordination in contract administration. Regular training and briefings become necessary in order to insure that the contract is interpreted and applied uniformly and consistently. The improved internal communication helps the organization avoid having to overturn decisions made at all levels of the organization. Thus, we avoid grievances that can be costly in time, money, and prestige for the parties involved.



Glossary of Labor Relations Terms

Arbitration:

An administrative proceeding voluntarily chosen by the parties who want a dispute determined by an impartial judge of their own mutual selection, whose decision, based on the merits of the case, they agree in advance to accept as final and binding.

Burden of Proof:

The obligation or responsibility of one party in a dispute to prove its case. In general the burden of proof rests with the employer in a discipline case and rests with the union in a contract issue case.

Detrimental Reliance:

An employee relies on information to be true, then finds out it is false. For example, a supervisor tells an employee he/she is not eligible for vacation, then the employee finds out he/she is eligible.

Discipline:

A corrective action taken by the employer with an employee. The purpose of discipline is to correct behavior, not to punish an employee. Disciplinary action may include oral/written reprimands, fines, suspensions, demotions, and terminations.

Disciplinary Hearing:

An employee has the right to a hearing prior to the imposition of a suspension or termination. The union or employee shall be given the opportunity to ask questions, comment, refute, or rebut. Employee need only be given the following:

- Notice of charge(s)
- Evidence to be presented by the City; and
- The right to dispute the charges

Disparate Treatment:

A claim usually made as part of a grievance or in defense against discipline that the employer has treated or treats similarly situated employees differently regarding wages, hours, terms and conditions of employment, or discipline.

Employee Representative:

A steward, chapter president, delegate, or union representative designated by the union to represent an employee in contract issue disputes or disciplinary actions.

Equal Employment Opportunity Center (EEOC):

The federal commission empowered to hear and determine cases under federal civil rights statutes dealing with employment matters.

Four Corners of the Contract:

A concept of labor relations that reflects the image of a rectangle with four distinct boundary points: "the four corners." The contract, in printed form, creates a rectangular object with four corners. The negotiated agreement between the employer and the employee representative (labor union) is contained within the "four corners of the contract."

GARRITY:

U.S. Supreme Court case deriving from an employee's 5th Amendment right to avoid criminal self-incrimination when being questioned by his/her employer regarding a disciplinary infraction. Information or evidence obtained in the administrative investigation cannot be used against the employee in any subsequent criminal proceeding, if the employee invokes the 5th Amendment.



Grievance:

Any difference, complaint, or dispute between the Employer and the Union, or any employee, regarding the application, meaning, or interpretation of this Agreement. The grievance procedure shall be the exclusive method of resolving grievances.

Just Cause:

The standard and/or criteria commonly applied to grievances involving employee discipline.

Labor Contract:

A written agreement reached during the collective bargaining process between an employer and a labor union establishing wages, hours, and terms/conditions of employment.

Labor Relations Specialist (LRS):

Classification used by the City of Columbus to designate positions that oversee and administer labor relations, disciplinary hearings, and contract issues on a Citywide basis.

LOUDERMILL:

U.S. Supreme Court case law providing the employee the right to a pre-disciplinary meeting before being suspended, reduced, fined, or terminated.

Malum In Se

Evil in itself. An offence malum in se is one that is naturally evil, as murder, theft, and the like. For example, the employer need not publish a work rule prohibiting theft of computer equipment from the workplace.

Memorandum of Understanding (MOU):

Labor agreement between two parties of a Collective Bargaining Agreement. Considered an addendum, in part, to the labor agreement.

Mediation/Advisory Arbitration:

A proceeding for settling grievances that involves presenting the facts, arguments, and a summary of what each parties' witnesses would testify to if the preceding were a main panel evidentiary hearing. The mediator/arbitrator will attempt to get the parties to mediate or settle the dispute in question.

Nexus:

A connection (e.g., where actions that an employee committed off duty could affect the efficient operation of work or mission of the employer).

Ohio Civil Rights Commission (OCRC):

The Ohio equivalent to the EEOC. This Commission is granted jurisdiction to address federal civil rights statute complaints at the state level.

Past Practice:

Day to day practices mutually accepted by the parties which may attain the status of contractual rights and duties, particularly where they are not at variance with any written provision negotiated into the contract by the parties where they are of long standing and were not changed during contract negotiations.

Settlement:

A written agreement stipulating the terms agreed upon to resolve a grievance. Settlement agreements are not precedent setting nor can the Agreement be introduced, referred to, or in any other way utilized in any subsequent arbitration, litigation, or administrative hearing except as may be necessary to enforce its provisions and terms.



Timeliness:

A commonly used term in labor relations that refers to the union/employees' obligation to file and appeal grievances within the time frames required by the contract. It also refers to the employer's obligation to hold timely grievance meetings and provide timely written responses.

State Employment Relations Board (SERB):

The State agency charged with administering Ohio's public employer Collective Bargaining Law (ORC 4117). SERB's primary responsibility focuses on the investigation and adjudication of Unfair Labor Practices (ULP).

Unfair Labor Practice (ULP):

A union or employee is alleging that the employer has somehow violated its duties to the union or employee under Ohio Revised Code, Section 4117.11.

WEINGARTEN:

U. S. Supreme Court case law requiring the employer to grant union representation if an employee believes investigation/questioning may result in discipline of the employee. Employee is required to ask for union representation.



CHAPTER 7

*Comprehensive Electronic
Communications Policy*

Overview and Purpose

The City of Columbus provides various electronic communications technologies such as electronic mail (e-mail) and voice mail to its employees for usage in performing their duties. E-mail, voice mail, telephones, mobile telephones, fax, and paging are all examples of systems with messaging capabilities and are covered by the scope of this policy. All electronic communications using the City's network, voice mail, or any other system or equipment owned, licensed, or operated by the City are considered City property. This document sets forth the City's policy regarding the proper use and access to equipment and services provided by the City to its employees for electronic communications.

Statement of Policy

All electronic communications (i.e., e-mail, voice mail, landline and mobile telephony, Internet and Intranet access where applicable, and the use of any communication system owned, licensed, or operated by the City) shall be for the sole purpose of doing business for the City and performed for its sole benefit. Utilization of the City's electronic communications services for purposes other than official City business is permitted on a limited basis. Limited reasonable personal use may include local telephone calls, e-mail communications, and web site visits not otherwise prohibited by this policy. Cell phone personal calls and other personal call-related charges shall be paid monthly by the employee at the applicable reimbursement rate according to established procedures directly to the vendor accompanied by the department's monthly payment of the invoice. Such limited, reasonable, personal use should be outside regular working hours (lunch and breaks). Employees who violate this policy regarding the use of the City's electronic communications services are subject to disciplinary action up to and including termination of employment.

Internet Access

Access to the Internet will be established based on the need for this type of service to effectively complete assigned job responsibilities and may not be available to all employees. Access to the Internet via an account established with an Internet service provider (ISP) or through the City's network (MetroNet) must be approved by the employee's direct supervisor. Internet access via the City's network or using a City-owned personal computer shall be only through an account created by the City's Department of Technology. No other form of Internet access shall be permitted from a City-owned personal computer or through the City's network. Internet access accounts through commercial ISP's shall not be established for individual City employees using the City network or a City-owned personal computer. The Department of Technology shall establish Internet access upon receipt of a dated and signed Information Services Action Form requesting the establishment of Internet access. It must be signed and dated by the appropriate division administrator. No Internet access through the City's network or from a City-owned personal computer shall be established without this formal level of request authorization. Based on job duties, Internet access may be limited to certain sites or may be full range. The City provides Internet access to employees for the sole purpose of facilitating the completion of City-related job tasks. Internet access must not be used to view or access web sites, bulletin board services, or "chatroom" type services which could be construed as outside the interest of the City or unacceptable within the purview of a public agency. Examples of web sites that should not be accessed through the City's network or viewed on a City-owned personal computer include, but are not limited to, the following:

- Web sites containing explicit descriptions or depictions of sexual or excretory activities
- Online gambling or betting web sites
- Web sites featuring depictions of full or partial nudity
- Web sites advocating the performance of violent acts against federal, state, or local government authorities or that advocate violence against or harassment of particular groups of people or individuals due to race, age, disability, political affiliation, gender, religion, national origin, physical attributes, or sexual preference
- Web sites containing materials that are in violation of applicable federal, state, or local laws
- Web sites advocating domestic terrorism and/or containing instructions or directions on the manufacture or procurement of illegal explosive devices, chemical weapons, biological weapons, or other weapons of mass destruction.



The access to and viewing of web sites such as those described above may be within the legitimate scope of some employees' authorized job activities. Permission to access these types of web sites must be obtained from and documented by supervisory management. Use of City-owned and/or operated electronic equipment may be monitored. Employees should have no expectation of privacy regarding their Internet access, usage, or any printed or electronically stored records thereof generated by their use of City of Columbus-owned devices. Internet access and usage by City employees may be monitored with or without prior notice to employees; and, reports of Internet access and usage by particular groups of employees or specific employees may be prepared and made available to supervisory or management staff. Violations of the "Comprehensive Electronic Communications Policy" contained herein, recorded during Internet monitoring, may subject the employee to disciplinary action up to and including termination of employment.

All assets including software and hardware are owned and maintained by the City of Columbus, Department of Technology.

E-mail, Voice mail, Intranet Access, Mobile Telephones, Fax, and Paging

City-provided e-mail, voice mail, mobile telephones, paging, fax systems, and other electronic messaging are intended to be for City business use only. This policy acknowledges the existing flexibilities in the use of City-provided cellular phones and permits each department to establish operating procedures that allow limited personal use with reimbursement. Because the City of Columbus is a public agency, all e-mail messages generated or stored by City employees (whether in electronic or printed format) are subject to federal, state, and local public records laws. As a result, e-mail messages generated by City employees may be monitored, stored, retrieved, disposed of, and/or provided to third parties in accordance with statutes, ordinances, regulations, and policies established by the federal government, the State of Ohio, or the City of Columbus related to confidentiality, access and retention, and destruction of public records. In addition, information provided by the City via the Internet or the City's private intranet environment must conform to the confidentiality and release policies of the City of Columbus.

Unacceptable Use

When using City-provided services, networks, and/or equipment for electronic communication, City employees are expected to use the same professional courtesy that is required in any other verbal or written communication on behalf of the City. City communications systems, equipment, and Internet access may not be used for transmitting, retrieving, or storage or any communication of a discriminatory or harassing nature. Material that would be considered indecent, obscene, or offensive under contemporary community standards is also prohibited. In addition, City communications systems and equipment shall not be used for transmitting, retrieving or storing any communication, written materials, or images which violate applicable sexual harassment laws or which could contribute to the creation of a "hostile environment" in the context of applicable sexual harassment laws. Harassing communications of any kind are prohibited. No message with derogatory or inflammatory remarks about a group's or an individual's race, age, disability, religion, national origin, physical attributes, or sexual preferences shall be transmitted or stored using City-owned or City-provided equipment or services. No abusive, profane or offensive language is to be transmitted through the City's e-mail, voice mail, or Internet/Intranet system. Electronic media may not be used for any purpose that is illegal or against City policy or contrary to the City's best interests. Solicitation of non-City business or any use of the City's e-mail, Internet access, intranet access, or networks for personal gain is expressly prohibited.

Security

City employees must acquire prior approval from their immediate supervisor before taking computer assets (i.e. laptops etc.) from City property, especially during vacations or extended periods. City employees shall not tamper with the security of City-owned computers, network equipment, services, or files. City employees shall not, without authorization, access or tamper with file records (including e-mails) belonging to other authorized users. Attempts to bypass City computer and network security controls (for example, through use of unauthorized passwords) are forbidden. To minimize the risk of virus infection, City employees should use only "City provided and supported e-mail services" and not those of commercial Internet e-mail providers (i.e., yahoo.com, hotmail.com, etc.). Downloading e-mail attachments or other non-corporate files at a PC that does not have an active virus detection program running is prohibited.



To promote and maintain security, City employees shall not share their network passwords or other authentication codes (such as voicemail passwords) with any other person. City employees are directly responsible for any and all activity that occurs under his or her network, e-mail, or mobile phone accounts, just to name a few. If an employee suspects that the security of any of their accounts has been breached, he or she must notify a supervisor as soon as reasonably possible.

Copyright Infringement and Plagiarism

City employees shall not use City-provided electronic equipment, services, or systems to download, copy, transmit, reuse or plagiarize information, written materials, images, photographs, drawings, musical performances, logos, service marks, trademarks, and/or software which is protected by copyright and/or trademark laws or licensing agreements without receiving proper authorization from the holder of rights to the item they seek to obtain. Questions regarding the application of copyright, trademark, and other forms of intellectual property law should be referred to the City Attorney's Office.

Confidential Information

City employees should avoid using City-owned or provided electronic communications systems to send confidential, privileged, and/or sensitive information, as such information may be transmitted over unsecured networks and may be redistributed unintentionally to a broader audience with relative ease.

Requests for Internet Access Information

City supervisory or managerial personnel that suspect a City employee of violating this policy with their internet usage may make a request to their departmental director through their Human Resources Manager for the internet usage of this employee. If approved by the department head, this request should be forwarded to the City of Columbus Human Resources Department to review the request for policy compliance and, if indicated, send it to the Department of Technology for action. Appropriate security personnel within the Department of Technology will provide the requesting department human resources manager with the requested Internet access reports for management review and appropriate action.

Changes to Modifications

This policy does not constitute a contract of any kind, and the City reserves the right to modify or alter this policy at any time. The City shall abide by applicable contractual obligations in making such changes and modifications.

Questions and Request for Information

Questions regarding this policy or the appropriate use of City-owned or provided equipment, networks, and/or services for electronic messaging (e-mail, voice mail, telephones, etc.) should be directed to the Human Resources Manager of an employee's department or to the City's Department of Technology Customer Help Desk at 5-5758.

Comprehensive Electronic Communications Policy Review and Acceptance Form

By my signature below, I hereby certify that I have read and reviewed the Electronic Communications Policy of the City of Columbus. By signing this form, I agree to abide by the Electronic Communications Policy. I also agree to review it periodically for any changes or modifications. I consent to the monitoring of City-owned electronic communications services. I understand that violations of the Electronic Communications Policy may subject me to disciplinary action up to and including termination in accordance with applicable City of Columbus work rules and collective bargaining agreements.

Print Name: _____

Signature: _____

Date: _____

Effective August 31, 2003 – Revised May 5, 2004 PO5-6



Definition of Terms

Electronic Communication: Any local, regional, or global exchange of information over a private or public data network, initiated by human or non-human agents. The communication can be analog or digital in nature.

Network: The technology and hardware designed primarily for the transmission of binary data and/or analog signals.

Telephony: "Telephone" technology capable of transmitting a variety of signals including voice, data (usually with a modem), fax, etc. Such voice communication over the Internet is referred to as "Internet Telephony".

Land Line: A term for an analog, digital, point-to-point, voice, facsimile, or data connection using a public or private network.

E-mail: Electronic mail or an electronic message that is transmitted between two or more computers or electronic devices.

Voice Mail: A service provided by a public or private telephony network provider for the storage and retrieval of spoken messages.

ISP: A third party (non-City controlled or operated) Internet Service Provider.

Web Site: An Internet or intranet based service sometimes providing a variety of multimedia information via the Hypertext Markup Language (HTML) specification or related derivatives.

Chatroom or Bulletin Board: A public or private web site dedicated to the exchange of information between users in real-time or with delay. Also includes services such as "Instant Messaging" (IM) and Internet Relay Chat (IRC).

Virus – any self-replicating program or software explicitly designed to damage data and/or interfere with the normal operation of a computer or network. Some viruses are benign, but always undesirable.

