

SECTION FOUR



Developing Your Multi-Source Feedback Action Plan

Guide for Supervisors With Up to
Ten Years Experience (Tier III)

Overview (Guide for Supervisors With Up to 10 Years)

DLA Leader Development Guide for Supervisors With Up to Ten Years Experience (Tier III) (Part of the Enterprise Leader Development Program)

Who Should Use this Guide

If you are a supervisor with less than 10 years supervisory experience or a new supervisor not covered by the New Supervisor Certification Program (Tier II), these leadership development options are for you.

Why this Guide

DLA is working to improve communication, trust, and instilling a sense of mission, in order to foster and promote better supervisory and leadership skills throughout the Enterprise. As a result, all DLA supervisors are expected to pursue continuous learning in order to stay current and meet performance expectations in a rapidly evolving work environment. The purpose of this Guide is to recommend developmental activities to develop or enhance specific leadership/managerial competencies.

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The developmental options below are organized by the DLA leadership/managerial competencies.

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Note: If you need more information, go to the Introduction or Appendix.

Overview (Guide for Supervisors With Up to 10 Years)

Steps for Using this Guide

Use these steps for effective use of this Guide.

Step	Action
1	Read through the Guide's Introduction (a separate document on the Leadership Development page).
2	Use the Competency Analysis tool in the Introduction to determine the leader competencies you want to develop or improve.
3	Look through the options in your Guide. Note that you are <u>not</u> limited to what is suggested in this Guide.
4	Decide on the development opportunities you want to add to your IDP. (Click on the box to select each of your choices.)
5	Complete your IDP in coordination with your supervisor.
6	Get your supervisor's agreement.
7	Use procedures appropriate to your DLA Activity to accomplish and record your IDP utilizing the Defense Logistics Agency Learning Management System (DLA LMS).

Note: As you go through this Guide some development activities will overlap among the various competencies.

Additional Opportunities

In addition to this guide, the Enterprise Leader Development Program (ELDP) includes the following for your development:

- [Multi-source Feedback](#)
- [Human Resource Management \(HRM\) online modules](#)
- Applied HRM for Supervisors course
- Ninth House Network (NHN) courses available online through licenses
- [Leader Education And Development \(LEAD\) 1-week course](#)
- [DLA Leader Essay Program](#)
- [Mentoring Matters Handbook](#)
- [Peer Coaching](#)
- Advanced Course

Leadership (Guide for Supervisors With Up to 10 Years)

Competencies

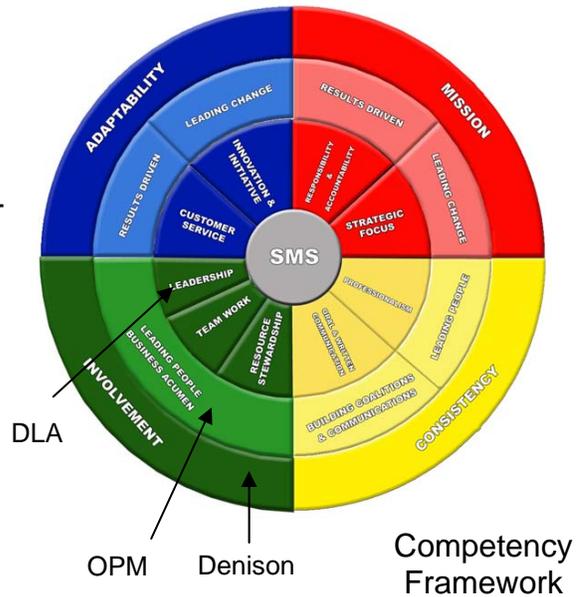
Leadership/Involvement-Empowers People

Inspires, motivates, and guides others toward strategic/operational goals and corporate values. Coaches, mentors, and challenges staff and adapts leadership style to various situations.

Consistently demonstrates decisiveness in day-to-day actions. Takes unpopular positions when necessary. Faces adversity head on. Rallies support and strives for consensus to accomplish tasks.

Leads by personal example.

Demonstrates concern for employees' welfare and safety, by continuously monitoring and eliminating potentially hazardous or unhealthy work situations.



Associated Competencies

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—
Leading People: Team Building

Denison Leadership Trait—Involvement: Empowers People

Directions

Look at the following options for development of Leadership, and check off the items you want to include in your IDP.

Leadership: On-the-job Activities

- Know and play the motivation odds. According to research by Rewick and Lawler, the top motivators at work are: 1—Job challenge; 2—Accomplishing something worthwhile; 3—Learning new things; 4—Personal development; 5—Autonomy. Pay (12th), Friendliness (14th), Praise (15th) or Chance of Promotion (17th) are not insignificant but are superficial compared with the five top motivators. Provide challenges, paint pictures of why this is worthwhile, set up chances to learn and grow, and provide autonomy to appeal to the vast majority of people.

Leadership (Guide for Supervisors With Up to 10 Years)

- Use goals to motivate. Most people are attracted by reasonable goals. They like to measure themselves against a standard. They like to see who can run the fastest, score the most, and work the best. They like goals to be realistic but stretching. People try hardest when they have somewhere between $\frac{1}{2}$ and $\frac{2}{3}$ chance of success and some control over how they go about it. People are even more motivated when they participate in setting the goals. Set just-out-of-reach challenges and tasks that will be firsts for people, e.g., their first negotiation, their first solo briefing, etc.
- Delegate as much as you can along with the authority to do it. To do it effectively you must communicate, set timeframes and goals, and get out of the way. Tell employees:
 - what you expect
 - what the outcome looks like
 - when you need it by
 - what resources they have (including budget)
 - what decisions they can make
 - what checkpoints you want along the way, and
 - how you both know and measure how well the task was done.
- Write your leadership “creed” and discuss it with your manager and employees.
- Ensure the work area promotes a safe and secure environment for all employees by posting, explaining, and encouraging safety and health guidelines including an updated evacuation plan.
- Make a practice of recognizing particular efforts made by others in staff meetings, noting the contribution of the effort to the overall goals of your group.
 - When recognizing individuals, be sure that you are including all individuals who participated in the success, such as peers, those who provided back-up, etc.
 - Select a key strategic project to publicly recognize someone who just completed a key strategic assignment.
- Reward individual and team initiative and decisiveness when the outcome is good.
- Keep these coaching choices in mind to get a better effort from an employee who works fast but makes too many mistakes:
 - Assign the employee to a different job that requires more speed but not as much precision.

Leadership (Guide for Supervisors With Up to 10 Years)

- Spend more time with the employee on proper techniques for getting the job done at a reasonable pace with fewer errors. Then make the employee accountable for meeting the job's quality requirements.
- Shadow a manager whose skills you admire and wish to emulate.
- Give employees the opportunity to shadow you on important tasks or in meetings.
- Construct opportunities for team leaders you supervise to mentor new employees.
- Create a library or reading list that includes leadership books, articles, other resources, or Web sites to visit. Share with peers and employees.
- Establish and communicate what authority individuals have for making decisions and what decisions are deferred to management.
- Reward initiative and decisiveness even when the outcome is not optimal. Encourage people to learn from their mistakes.
- When employees are awaiting your decision, communicate frequently where you are in the process.
- Determine and communicate decisions you will delegate down. Support subordinates decisions.
- Consult with your Human Resources representatives and/or take the Human Resource Management (HRM) course to learn how to counsel unacceptable employees, document poor performance, and take necessary steps to redirect employees.
- Have a team building meeting that insures others get the chance to lead. This gives the leader a chance to illustrate the complexities and sometimes unpopular decisions needed to complete tasks.
- Encourage Myers-Briggs Type Indicator (MBTI) training for yourself and all team members to understand yourselves and how you work better.
- Assign your employees work on special projects that have high visibility. It helps them to interact with others and better understand the organization.
- Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.
- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Leadership (Guide for Supervisors With Up to 10 Years)

Leadership: Self-directed Activities

- Assess yourself. Do you “practice” what you, as the supervisor, “preach” to others: be on time for work, meetings, and other obligations; be considerate and supportive of others; hold yourself and others accountable; do not abuse the system, e.g., sick leave, etc.?
- Don't send out "I don't trust you" messages. People who say "I never want to be surprised" or "Check with me before you start anything," or "I'm off on a trip; I will call in every morning for an update" are sending out very strong "I don't trust you" messages to their subordinates. People who know they are not trusted will never contribute at their full potential.
- Anticipate impending crises. The best leaders have the ability to look around corners and anticipate problems and impending crises. When you see a crisis headed your way, take some quick actions to end it and to minimize the damage.
- Avoid being a “wind chime.” If your primary skill is blowing with the wind by being politically agile, you will not be respected by those you lead. Have a backbone and exercise your strength of character by taking strong positions on important issues.
- Send personal thank you notes (on paper, not by e-mail); make detours to offer a verbal “thanks again.”
- Select a personal challenge, e.g., speaking before a group, and work on it with a non-work related group.

Leadership: Subjects for College Courses, Audio/Videotapes, Articles, and Books

- Career and Strategy Advising
- Coaching/Mentoring
- Communication Skills
- Conflict Resolution
- Cultural Awareness
- Diversity Training (consistent with DLA Diversity principles)
- Emotional Intelligence
- Information Sharing
- Motivation (determining the needs and motivations of others)
- Multicultural Workforce Management

Leadership (Guide for Supervisors With Up to 10 Years)

- Selections from [Jim Clemmer's Articles](#)
- Team Building

Leadership: Professional Organizations

- American Management Association (AMA)
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Supervisory/Leadership Council
- Toastmasters International

Leadership: Computer-based Training

Ninth House Network

- Building Community
- Managing Change
- Optimizing Team Performance
- Resolving Interpersonal Issues
- Situational Leadership II

Office of Personnel Management (OPM) online courses

- Effective Communication
- Excellence in Service: Fundamentals for Managers
- Frontline Leadership: Preparing to Lead
- Management Skills for the Diverse Work Force

Leadership (Guide for Supervisors With Up to 10 Years)

Leadership: Classroom Training

Office of Personnel Management (OPM)

- Coaching and Mentoring for Excellence
- Conflict Resolution Skills
- Crisis Leadership Workshop
- Developing High-Performing Teams
- Emotional Competence
- Executive Development
- Facilitative Leadership
- Leadership Potential Seminar
- Leadership Skills for Non-Supervisors and Non-Managers
- Strategic Management of Human Capital
- Supervisory Leadership
- Team Building and Team Leadership

United States Department of Agriculture (USDA) Graduate School Courses

- Change Management
- Coaching Skills for Today's Leaders
- Constructive Conflict Resolution
- Executive Potential Program
- Facilitator Workshop
- Leadership Essentials
- Mentoring Skills

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- DLA Executive Development Program
- Building a Great Place for People to Work

Leadership (Guide for Supervisors With Up to 10 Years)

- Collaborating Across Organizational Boundaries
- Executive Communication Skills: Leading the Process of Change
- Leading Across Generations
- Leaders Growing Leaders
- Leadership for a Democratic Society

Other

- DLA Executive Development Program
- Leadership seminars at colleges/universities with executive development programs

Leadership : Community Involvement

- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Teamwork (Guide for Supervisors With Up to 10 Years)

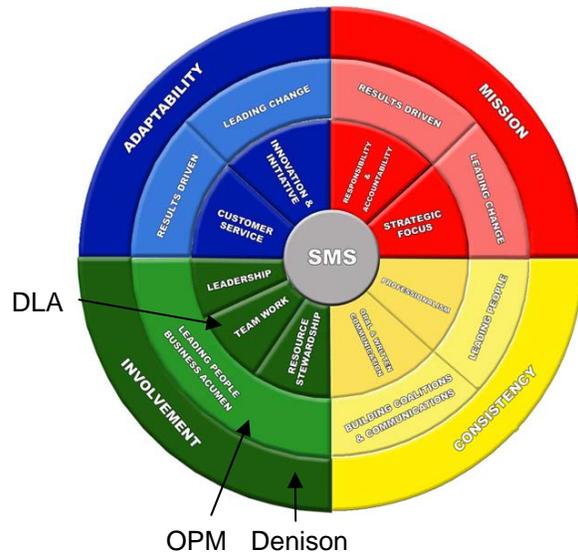
Teamwork/Involvement-Builds Team Orientation

Encourages a participative approach to work, fostering cooperation, pride, dialogue, and trust.

Creates strong spirit and morale. Defines success in terms of the whole team and fosters teamwork.

Works well with teams and others across the organization/enterprise to achieve goals.

Consistently places team priorities before personal priorities.



Associated Competencies

Office of Personnel Management (OPM)
Executive Core Qualifications (ECQs)—
Leading People: Conflict Management, Team Building

Denison Leadership Trait—Involvement:
Builds Team Orientation

Directions

Look at the following options for developing Teamwork and check off the items you want to include in your IDP.

Teamwork: On-the-job Activities

- Use “we” instead of “I.” Use “the team,” “us,” “together,” more. Say “let us.” “Let’s get together.” “We can do it.” “We’re all in this together.” Signal that you are thinking team. Do you talk teams and reward individuals? To the extent that you can, reward the team more. Set team goals and line up team rewards.
- Hold brown bag sessions.
 - Discuss a movie with your team about teamwork (e.g., Remember the Titans, Bad News Bears, Miracle, etc.).
 - Encourage team members to “brag” about what they are doing.
- When goals are met, schedule a lunch time celebration.

Teamwork (Guide for Supervisors With Up to 10 Years)

- Recognize accomplishments in a meeting environment.
- Have regular meetings to foster teamwork.
- Discuss current issues in a meeting environment.
- Institute some type of team ritual or tradition, e.g., initiate “Casual Thursdays” for the team of the month. Everyone must wear the “team color.”
- Execute a team unity “New Years’ Party” on October 1 for the close of one fiscal year and the start of another.
- Discuss strengths as a team and assign roles and responsibilities based on these strengths.
- Let the team define how they accomplish certain tasks.
- Allow employees to volunteer for assignments and expand their positions.
- Encourage the team approach to solving problems and develop new ideas. Let employees lead various efforts.
- Use roundtable discussions. When you find yourself in control of a process, it is always useful and respectful to use a roundtable discussion to allow all parties an unimpeded opportunity to state their position before embarking on difficult or complicated discussions. Some of the “rules” usually adopted include the following:
 - In the initial round of discussions, all members of the team share their ideas in turn, without criticism or debate, answering questions for clarification only.
 - Discuss disagreements or criticisms only after everybody has had the opportunity to state their position or make their proposal and answer all clarifying questions.
 - All members of the team should identify their desired objectives. You may then list them all, attempting to identify all common objectives. Having accomplished that, you may begin to resolve any areas of difference and work toward achieving the common objectives.
- Provide learning opportunities.
 - Review your current workload and assess which teaming related tasks could be delegated to a subordinate.
 - Select an employee for the assignment who demonstrates the competencies required for the task or needs to strengthen the competencies required for the task.

Teamwork (Guide for Supervisors With Up to 10 Years)

- Make clear that the purpose of the delegation is to make the subordinate more comfortable with increased responsibilities related to teaming, not simply to do your work.
- Provide clear direction and parameters for action.
- Monitor and coach regularly.
- Anticipate and tolerate some mistakes.
- Keep a record of the decisions you make.
- Assign different employees to lead teams.
- Rotate team leads to develop experience, pride, and confidence. Sit down at the end of the “term” and discuss lessons learned.
- Promote/encourage ideas from your employees and discuss at staff meetings.
- Organize team building activities.
- Conduct discussion groups with subordinates on improving organizational teamwork.
- Coach a cross-functional team.
- Encourage your employees to participate in Agency activities.
- As a supervisor who has teams reporting to you, go to some of their team meetings. Keep informed about progress from team members.
- Join a team outside of your immediate activity.
- Identify goals for the team, i.e., what does success look like? How long will the team be together? How will success be acknowledged and rewarded?
- After a team project, discuss lessons learned in a football format theme. Replay the “game.” What went right, what could be improved? Serve popcorn and pizza.
- Seek rotational assignments that foster team building skills.
- Proactively offer to assist peers in their projects.
- Take charge and lead a team for a corporate project.
- Serve as a project team member within your own office.
- Team with a peer on a job assignment.

Teamwork (Guide for Supervisors With Up to 10 Years)

- Serve as a mentor. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.
- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Teamwork: Self-directed Activities

- Assess your teamwork competency before selecting special projects/assignments. Evaluate your delegation style. Do you delegate or try to do everything yourself? Evaluate your cross-team communication practices. Do you initiate communications or wait for someone else? Evaluate how you define success. Do you focus on individual accomplishments or look at the whole teams’ efforts and results?
- Adopt a collaborative approach. Be aware of your own tendencies to be competitive as opposed to collaborative in team situations. You may need to solicit feedback from a trusted colleague on issues such as whether you tend to push your own ideas aggressively rather than welcoming the ideas of others or act defensively rather than graciously when your ideas are subjected to criticism.
- Determine the degree to which you are competitive at the expense of cooperation. Analyze your behavior in meetings and try to gauge the impact of your behavior on targeted group outcomes. Watch to see if you tend to push your own ideas rather than listening to the ideas of others or looking for areas of compromise.
- Participate in a community volunteer experience in which you do not choose your working partners. You may gain a deeper appreciation of having to work with people whose approach to life is different from yours. That appreciation can make you more effective on the job when working with people whose personalities or working styles are different from yours.
- Be positive. Adopt a “can-do” attitude in meetings, particularly when your team encounters obstacles. Focus on identifying alternative solutions, rather than on the impediments you face.
- Serve in a coaching role outside of work. As a coach for youth sports or in community athletic league, you can learn to see subordinates as budding stars and help them bring out their best efforts.
- Read a book about teamwork. Write a short paper about it. Share it with employees and/or peers.

Teamwork (Guide for Supervisors With Up to 10 Years)

Teamwork: Subjects for College Courses, Audio/Videotapes, Articles, and Books

- Behavior Modeling
- Brainstorming
- Communication Skills
- Conflict Resolution
- Diversity (consistent with DLA Diversity principles)
- Group Development
- Leadership Skills
- Motivation
- *Moving the Needle* (DLA Corporate Climate/Culture Survey April 2004)
- Selections from [Jim Clemmer's Articles](#)
- Team Building

Teamwork: Professional Organizations

- American Management Association (AMA)
- Combined Federal Campaign (CFC) (Chairperson, Representative, or loaned executive)
- Federal Executive Association (FEA)
- Leadership Development Association
- Local Leadership Council
- Local/national job-related associations, e.g., American Management Association
- Toastmasters International

Teamwork (Guide for Supervisors With Up to 10 Years)

Teamwork: Computer-based Training

Ninth House Network

- Building Community
- Managing Change
- Optimizing Team Performance
- Resolving Interpersonal Issues
- Situational Leadership II

Office of Personnel Management (OPM) online courses

- Communication Skills for Leadership
- Conquering Conflict Through Communication
- Frontline Leadership: Preparing to Lead

Teamwork: Classroom Training

Office of Personnel Management (OPM)

- Alternative Dispute Resolution
- Coaching and Mentoring for Excellence
- Conflict Resolution Skills
- Developing and Communicating Your Leadership Competencies
- Developing High-Performing Teams
- Ethical Leadership
- Federal Budgetary Policies and Processes
- Managing Project Teams
- Seminar for New Managers
- Strategic Management of Human Capital
- Supervisory Leadership Seminar
- Team Building and Team Leadership

Teamwork (Guide for Supervisors With Up to 10 Years)

- Women's Leadership Seminar

United States Department of Agriculture (USDA) Graduate School Courses

- Change Management
- Constructive Conflict Resolution
- Executive Potential Program
- Facilitator Workshop
- Jump Starting High Performance Teams
- Leadership Skills for Non-Supervisors
- Leading Change
- Leading Teams and Groups

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- Collaborating Across Organizational Boundaries
- Executive Communication Skills: Leading the Process of Change
- Leading Across Generations
- Leaders Growing Leaders
- Leadership for a Democratic Society
- The Aspen Institute Executive Seminar

Other

- DLA Executive Development Program
- Leadership seminars at colleges/universities with executive development programs

Teamwork (Guide for Supervisors With Up to 10 Years)

Teamwork: Community Involvement

- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

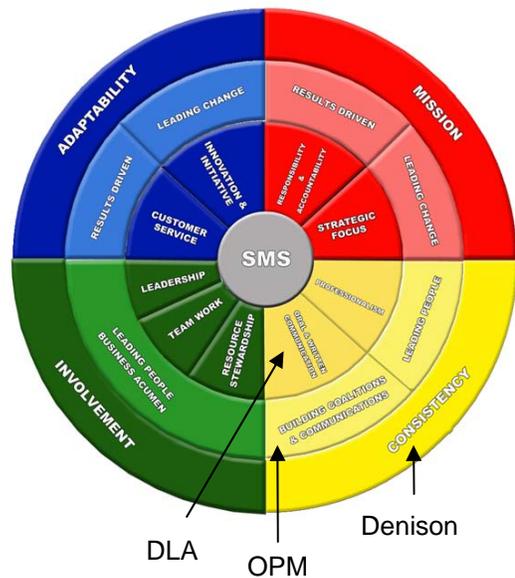
Oral/Written Communication/Consistency-Works to Reach Agreement, Manages Coordination & Integration

Presents ideas and information both verbally and in writing in a clear, concise manner.

Shares relevant information. Informs others on a timely basis.

Consistently shows a great deal of understanding, courtesy, tact, empathy, and concern when communicating with others.

Demonstrates very effective listening and questioning skills.



Associated Competencies:

Office of Personnel Management (OPM)
Executive Core Qualifications (ECQs)—Building Coalitions and Communications:

- Influencing/Negotiating
- Interpersonal Skills
- Oral Communication
- Partnering
- Political Savvy
- Written Communication

Denison Leadership Trait—Consistency:

- Works to Reach Agreement
- Manages Coordination and Integration

Directions

Look at the following options for development of Communication, and check off the items you want to include in your IDP.

Oral/Written Communication: On-the-job Activities

- Participate in the [DLA Leader Essay Program](#).
- Seek and give constructive feedback on written communication.
- Plan a large meeting or conference to practice coordination and communication techniques.

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

- When given the opportunity to brief executives or customers, develop innovative briefings with interactive icons to hold attention and create discussion points.
- Develop briefing skills and seek opportunities to give briefings.
- Hold weekly team meetings to share mission related information. This can also be an opportunity to share personal information (bonding).
- Seek constructive feedback on your written and oral communication from employees and managers. Give constructive feedback on oral and written communication to employees.
- Seek opportunities to participate in focus groups, etc.
- Hold meetings to facilitate brainstorming sessions to resolve a specific work problem.
- Hold special meetings just for the purpose of having employees present and share their ideas concerning an organizational topic.
- Build relationships with peers through confiding in them. This will lead to situations where you can gain and keep confidences.
- Encourage the use of multiple dry runs of presentations. Assign an employee with the responsibility of facilitating a group discussion afterward.
- Host a brown bag lunch to discuss topics of interest.
- Learn to communicate displeasure or verbal/written warnings to employees. Communicate the problem clearly, the resolution, and the alternative of not resolving the issue.
- Listen and watch for signs of rumor mill information. Keep employees informed to lessen the effect of rumors.
- Delegate opportunities to brief to everyone, not just your best public speakers.
- Bring in a local counselor or employee relations person to address change management issues with employees.
- Build support for initiatives informally. Do not present new ideas for the first time in formal settings. Building support behind the scenes will not only increase the chances of success when the initiative is first presented formally, but will reduce the likelihood that the announcement will cause embarrassment or that the initiative will be at cross-purposes with other initiatives within your organization or partner organizations.
- Put employees in charge of running a staff meeting.

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

- Assign employees team leadership responsibilities and have them report on progress via a writing assignment.
- Start a Toastmasters organization in your activity. Initiate a Brown Bag Lunch with Toastmasters once a month, or more depending on time.
- Have employees research local courses in writing or presentation skills and share them with co-workers.
- Deliver a safety briefing appropriate for your Activity/group.
- Serve as a mentor. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.
- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Oral/Written Communication: Self-directed Activities

- If you are going into a meeting with the intention of trying to influence or sway others, prepare your key messages in advance. Prepare arguments in advance also. Be aware of issues that may arise as you present your ideas, and be prepared to respond.
- Begin to develop your tact by being courteous and cheerful at all times. Treat others as you would like to be treated.
- “Squint” with your ears. The most important skill for leaders is listening. Introverts have a great edge, since they tend to listen quietly and usually do not suffer from being an “interruptaholic.” Hear what is being said now rather than think about what you will say next.
- Use your wit to amuse, not abuse. Laughing at others is hurtful. On the other hand, laughing at yourself is healing for you and for others. Humor used well is wonderful for you and those around you. He who laughs, lasts.
- Communicate your ideas enthusiastically. Acknowledge that the most effective way of getting people to take action is by expressing your ideas in such a way that they do so willingly and enthusiastically. Communicate your objectives clearly, and make an effort to communicate your own enthusiasm for achieving them. When promoting ideas, be sure that you frame them so that it is clear how they can benefit other

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

organizations and the greater public good. If you have difficulty doing this, you may need to reconsider the ideas you are promoting.

- Organize your thoughts in advance. If you find that people are constantly missing the point you are trying to make, you may need to spend more time thinking about and organizing what you want to communicate. Determine the major theme or idea you wish to express and develop it into a clear and concise statement or set of statements. Organize your supporting ideas into a logical flow that leads up to the point you are trying to get across. If you are making your point orally, ask the listener if the message is clear to him or her. It helps to practice skills, even when talking informally to someone, in order to develop finesse in getting your point across more effectively.
- Prepare opening and concluding remarks. When preparing oral presentations, invest relatively more time on the introductory and concluding remarks. A smooth introduction to a topic will not only create a positive first impression in your audience (which will facilitate more active listening on their part), it will help to put you at ease for the remainder of the presentation. Similarly, a strong ending will have a disproportionately strong influence on the overall impression of your presentation, and provides an opportunity for you to emphasize the key issues and messages you wish to leave with people.
- Practice effective listening skills by volunteering for a local hotline or shelter.
- Practice communication skills with babysitters, children, school personnel, and others. By paying attention to your communication style and focusing on how to communicate more effectively, you can learn how to make your messages to subordinates, peers, and your boss more effective.
- Practice active listening techniques with friends and family members.
- Look for feedback from those with whom you communicate. Did they understand your needs? Do you understand theirs? Can you replay the conversations you've had with employees and remember some key parts?
- Demonstrate you understand—reflect/mirror the other individual's message/feelings.
- Create closure and verify outcomes. Check for clarity; agree on who will do what and when; leave the person feeling valued.
- Take the appropriate time. People know when you are in a hurry and do not have time for them. They can feel dismissed. If unavoidable, state upfront how much time you have available.
- Practice questioning and listening techniques—for 1 week, try asking a lot of questions to get a good understanding of any issue. Use probing questions or

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

clarifying questions. Try asking one more question than you do now and add to that until people signal to you that they know you are truly listening.

- Assess your humility. The best managers show humility. Are you a command and control manager? Do you have trouble admitting when you are wrong? If so, your employees may do as you tell them to do, but they're probably not giving 100 percent to the organization. To gain a greater commitment from your employees, use these phrases to show a little humility:
 - "You're right about that." Let employees know you think that they are right when they have made a valuable point.
 - "I've made a mistake." That phrase demonstrates that you are fallible.
 - "I've changed my mind." Let go of past beliefs when they no longer serve the current situation. Doggedly defending a previous opinion, simply for the sake of consistency is folly.
 - "I don't know." You do not show weakness by admitting there are gaps in your knowledge. In fact, the opposite is true. Only the strongest people are comfortable admitting they do not know everything. (Adapted from the September 2004 issue of Communication Briefings.)
- Read a book about Communications from Summary.com. Write a short paper about it. Share it with employees and/or peers.

Oral/Written Communication: Subjects for College Courses, Audio/Videotapes, Articles, Books

- Active Listening
- Alternative Dispute Resolution
- Brainstorming Techniques
- Briefing Techniques
- Change Management
- Communication Skills
- Conducting Effective Meetings
- Conflict Management
- Creativity
- Cultural Awareness

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

- Customer Service
- Decision Making
- Editing and Proofreading
- Effective Thinking
- Emotional Intelligence
- Executive Time Management
- Grammar Refresher
- Humor
- Innovation
- Interpersonal Interaction
- Leadership
- Mediation
- Problem Solving
- Project Management
- Report Writing
- Risk Analysis/Management
- Selections from [Jim Clemmer's Articles](#)
- Team Building
- Vocabulary Development
- Writing

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

Oral/Written Communication: Professional Organizations

- American Management Association (AMA).
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Leadership Development Association
- Local Leadership Council
- Local/national job-related associations, e.g., American Management Association
- Toastmasters International

Oral/Written Communication: Computer-based Training

Ninth House Network

- Building Community
- Forging Breakthroughs
- Partnering for Results
- Resolving Interpersonal Issues
- Virtual Teams

Office of Personnel Management (OPM) online courses

- Advancing Your Service Expertise
- Change Management: Adapting to Change
- Communication Skills for Leadership
- Conducting Meetings: The Meeting Process
- Conquering Conflict Through Communication
- Coping with Stress

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

- Decision Making and Problem Solving: Decision Making Fundamentals
- Effective Presentations: Planning a Presentation
- Emotional Intelligence at Work
- Excellence in Service
- Frontline Leadership: Preparing to Lead
- Leading Through Change
- Management Skills for the Diverse Work Force
- Negotiating: The Negotiation Process
- Organizational Skills: Time Management
- Writing High-Impact Reports and Proposals

Oral/Written Communication: Classroom Training

Office of Personnel Management (OPM)

- Alternative Dispute Resolution
- Coaching and Mentoring for Excellence
- Communicating Face-to-Face
- Conflict Resolution Skills
- Crisis Leadership Workshop
- Developing Customer-Focused Organizations
- Developing High Performing Teams
- Environmental Policy Issues
- Federal Budgetary Policies and Processes
- Leadership Potential Seminar
- Seminar for New Managers
- Strategic Management of Human Capital
- Women's Leadership Seminar

Oral/Written Communication (Guide for Supervisors With Up to 10 Years)

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Constructive Conflict Resolution
- Executive Potential Program
- Leadership Skills for Non-Supervisors

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- Building a Great Place for People to Work
- Collaborating Across Organizational Boundaries
- Emotional Competence
- Executive Communication Skills—Leading the Process of Change
- Leadership for a Democratic Society
- Leading Across Generations

Other

- DLA Executive Development Program
- Leadership seminars at colleges/universities with executive development programs

Oral/Written Communication: Community Involvement

- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Strategic Focus (Guide for Supervisors With Up to 10 Years)

Strategic Focus/Mission-Creates Shared Vision, Defines Strategic Direction & Intent

Has broad knowledge and perspective on the strategic issues facing the organization/Agency.

Can relate strategic objectives and enterprise focus to operational activities.

Associated Competencies

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—Leading Change:

- Strategic Thinking
- Vision

Denison Leadership Trait—Mission:

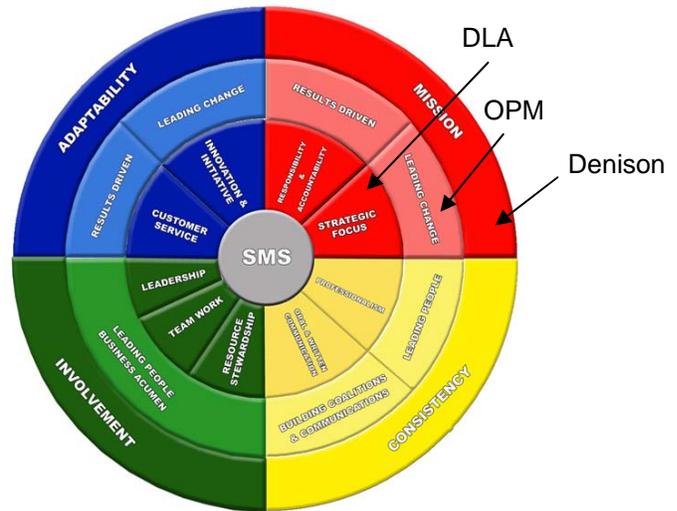
- Defines Strategic Direction and Intent
- Creates Shared Vision

Directions

Look at the following options for development of Strategic Focus, and check off the items you want to include in your IDP.

Strategic Focus: On-the-job Activities

- Discuss vision with your staff. Promote and engage in group discussion, brainstorming, and roundtable processes to help develop and maintain commitment to the vision of your own organization and that of DLA. Engage subordinates in these processes as a means of promoting organization-wide focus on, commitment to, and understanding of, the vision toward which they should be working. The success of a supervisor in fostering commitment to a vision will be greatly related to the extent to which he or she is able to get others to embrace that vision.
- Communicate vision to new staff. Similarly, consider providing information sessions for new employees to ensure that they are aligned with the direction of the organization from the very beginning. It is important that new employees at all levels are able to prioritize their activities in the context of the organizational vision.
- Refer to the vision when giving directions. When delegating responsibilities, explain them in the context of the organization's goals and vision of the future.



Strategic Focus (Guide for Supervisors With Up to 10 Years)

- Promote ownership of the vision. Actively promote wide ownership of the DLA vision. Take steps to build enthusiasm for the vision of DLA both within your organization and with peers and customers. As a starting point, you may wish to ensure that your employees have a copy of the DLA Strategic Plan.
- Get input from all staff members on how to link operational (their job) with organizational goals. Make it fun!
 - Use focus groups to collect input. Collect input and have employees select the best options to utilize.
 - Create a contest that involves all employees with the objective of relating operational and strategic goals.
 - Conduct a banner contest among managers and employees depicting the relationship between strategic and operational goals.
 - Have employees design posters or charts depicting the relationship between strategic and operational goals.
 - Have employees write an article for an Agency publication on topics such as linking their personal job with strategic goals.
- Suggest a link between the performance plan and rewards based on desired results and goals of the strategic plan.
- Conduct Agency mission briefings at external forums.
- Conduct Agency mission briefings at various internal forums such as new employee orientation.
- Lead a discussion on DLA's Strategic Management System.
- Do a presentation to your team about DLA's Balanced Scorecard (BSC).
- Tie your Activity's projects to the Strategic Plan.
- Discuss the most recent Director's Review and Analysis with co-workers and subordinates. Discuss your group's contribution to those performance outcomes and metrics.
- Lead a discussion about basic strategic topics such as strategic thinking, strategic planning, and/or visioning.
- Invite speakers from the organizations to speak to your team about strategy related topics.

Strategic Focus (Guide for Supervisors With Up to 10 Years)

- Take a group of employees out of the building to learn about other business strategies and how they link operations to strategic goals.
- Write a paper or report based on your understanding of the Agency structure and strategic focus.
- Visit your customer—sit in and listen to your customers' views.
- Bring in outside speakers to provide employees with a new set of ideas.
- Help your team move forward through change. Help your team look at the change from a more positive perspective, while not downplaying the serious difficulties they will face. Speak clearly about the specific benefits your team members will see from the change. If there are no specific benefits that you can outline, then work to neutralize the areas that are seen to be the most troubling. Ensure action plans are put in place to help maintain focus on the benefits, especially by having measures of performance established. Having something tangible to look at during a time of uncertainty can help people feel more comfortable with their progress.
- Match up performance standards for each employee with strategic goals. Have periodic meetings with employees to track how they are achieving success.
- Send employees to high level meetings both within and outside the Agency so they can hear first-hand current issues at the senior management level.
- Take your employees to the DLA Director's Open Forum meetings.
- Serve as a Project Manager for a project that supports corporate strategy.
- Join a strategic planning team.
- Be goal oriented. Leaders, even at a lower level, must try to set some long-term goals for their people and for their organization. People want to know where they are going and in what order of priority.
- Serve as a mentor. Utilize "teachable moments" whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.
- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Strategic Focus (Guide for Supervisors With Up to 10 Years)

Strategic Focus: Self-directed Activities

- Before communicating the mission, vision, etc., think of 10 critical questions that may come up such as “What happened to the vision we had before?” Be prepared for likely criticism. Mentally rehearse how you might respond.
- Schedule appointments with senior leaders to discuss vision—theirs and/or the Agency’s.
- Share DLA Vision and Strategic Objectives with others.
- Research how the strategic objectives have changed over time in the Agency. Determine why the objectives have changed.
- Participate in the [DLA Leader Essay Program](#). Write an article on DLA’s strategic focus.
- Learn how to use strategic planning tools such as Balanced Score Card, flow charts, and Gantt charts.
- Report on a book or article on a strategy-related topic.
- Learn about strategic terms and theories.
- Subscribe to relevant newsletters to keep abreast of issues (potential or otherwise) that impact the Agency. A good example is Government Executive.
- Stay up-to-date on DLA issues via DLA Today and Tomorrow, Dimensions, etc.

Strategic Focus: Subjects for College Courses, Audio/Videotapes, Articles, and Books

- [DLA’s Strategic Planning Training Guide](#)
- External Awareness
- Formulating Goals
- *Moving the Needle* (DLA Corporate Climate/Culture Survey April 2004)
- Planning Skills
- Selections from [Jim Clemmer’s Articles](#)
- Strategic Planning
- Visioning

Strategic Focus (Guide for Supervisors With Up to 10 Years)

Strategic Focus: Professional Organizations

- American Management Association (AMA).
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Leadership Development Association
- Local Leadership Council
- Local/national job-related association
- Toastmasters International

Strategic Focus: Computer-based Training

Ninth House Network

- Capturing Brand You
- Forging Breakthroughs
- Innovation: WOW Projects
- Managing Change
- Navigating Change
- Reframing Change
- Situational Leadership II

Office of Personnel Management (OPM) online courses

- Change Management: Adapting to Change
- Communicating Skills for Leadership
- Conquering Conflict Through Communication
- Frontline Leadership: Preparing to Lead
- Leading Through Change

Strategic Focus (Guide for Supervisors With Up to 10 Years)

Strategic Focus: Classroom Training

Office of Personnel Management (OPM)

- Communicating Face-to-Face
- Developing Customer-Focused Organizations
- Developing High-Performing Teams
- Federal Budgetary Policies and Processes
- Strategic Leadership
- Strategic Management of Human Capital

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Leadership Essentials
- Leading People

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- Building a Great Place for People to Work
- Building High Performance Organizations
- Creating Breakthroughs
- Leaders Growing Leaders
- Leadership for a Democratic Society
- Leading Across Generations
- The Aspen Institute Executive Seminar

Other

- American Management Association: Moving from an Operational Manager to a Strategic Thinker

Strategic Focus (Guide for Supervisors With Up to 10 Years)

- Army, Navy, and Air War College
- Balanced Score Card Collaborative—Strategic Mapping
- Center for Creative Leadership—Developing the Strategic Leaders: Thinking, Acting, Influencing
- Industrial College of the Armed Forces
- Leadership seminars at colleges/universities with executive development programs
- National War College
- Senior Service College (SSC)

Strategic Focus: Community Involvement

- Help a community-based organization formulate a vision and strategic plan.
- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

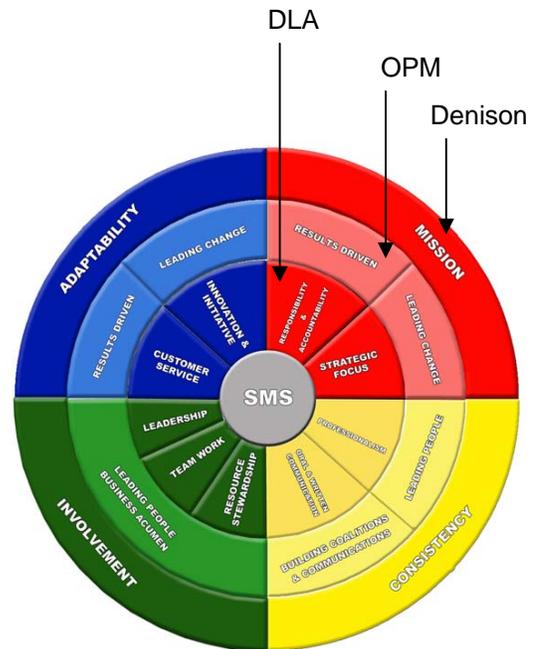
Responsibility and Accountability/Mission-Defines Goals & Objectives

Acts in the best interest of the organization/Agency. Takes responsibility for personal actions, and takes/proposes timely and adequate corrective measures.

Establishes or supports organizational and personal performance goals that are challenging and reflect mission goals. Honors commitments and obligations.

Gives honest and respectful feedback to co-workers and subordinates. Conducts or requires others to conduct accurate, un-inflated, and timely performance evaluations.

Ensures that an internal control system for efficient and effective management of programs, security policies, and daily operations is in place to safeguard against waste, fraud, unauthorized use, or misappropriation, to ensure that revenues and expenditures applicable to DLA operations are properly recorded and accounted for to permit the preparation of accounts and reliable financial statistical reports, and to ensure that proper accountability is maintained.



Associated Competencies

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—
Results Driven: Accountability, Decisiveness, Problem Solving, Technical Credibility

Denison Leadership Trait—Mission: Defines Goals and Objectives

Directions

Look at the following options for development of Responsibility and Accountability, and check off the items you want to include in your IDP.

Responsibility and Accountability: On-the-job Activities

- Provide clear and adequate instructions when assigning tasks to your staff. If a subordinate receives inadequate or unclear instructions, he or she and his or her

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

unit will likely produce results that are different from the desired and expected outcome. Ensure that your instructions to staff are sufficiently detailed and unequivocally understood.

- Keep highly visible scorecards, big thermometers, bulletin boards, Intranet sites, voice mail messages, newsletters, and the like to update everyone on your progress toward key goals/targets. Make goals/targets and progress as visible as possible.
- Measure your accomplishments against your objectives:
 - Determine if you are satisfied with your progress or your organization's progress against targets and goals.
 - List any obstacles that are getting in the way of achieving your objectives.
 - Once you have listed all the obstacles, identify the resources you can draw on to overcome the obstacles.
 - Based on this review, take action.
- Check in periodically with team members to see if they are on the right track or have suggestions or recommendations to improve your product or service.
- Do a "postmortem" on a failed project.
 - Analyze an unsuccessful project. Determine what went wrong and what could have been done to make it successful.
 - Communicate the results of your analysis to the involved co-workers/employees and your manager.
 - Ask employees to identify the critical factors that block or hinder their performance in terms of meeting expectations.
 - Brainstorm other ways to accomplish removal of these obstacles within your organization.
 - Monitor the success rate of future similar projects.
- To build trust, rally together when less-than-favorable work outcomes occur. Use it as a time to coach, encourage, recognize any good/favorable aspect of the occurrence, and basically learn from the experience.
- Conduct a scenario review and planning session with your staff. Lead staff members through the process of identifying what could happen in the next 6 months that could interfere with projects or planned actions. Describe the possible scenarios and their potential impact on resources, both positive and negative. Lead

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

the team in developing a resource management plan to handle these situations if they should arise. Determine a method of incorporating the plan into regular team processes.

- Choose your “battles” carefully. You and your organization cannot do everything. Set priorities and identify the courses of action that will have the greatest probability of success while providing the largest payoff for your organization. Evaluate potential courses of action against the mission of your organization and its vision for the future. Give high priority to issues that either further the realization of, or serve as a potential roadblocks to, the direction in which you wish to take your organization.
- During mid-year reviews, meet with employees individually and discuss their performance goals. Go over Agency goals as well.
- Print Agency goals and give a copy to each employee. Go over the goals in a group setting and apply to your Activity’s specific mission.
- Be goal oriented. Leaders, even at a lower level, must try to set some long-term goals for their people and for their organization. People want to know where they are going and in what order of priority.
- Set aside time each month to talk about developmental goals with each team member.
- Meet with your supervisor (Mid-Level Manager) to ensure a mutual understanding of the organizations goals and challenges. Communicate this understanding to your staff.
- Explain how individuals contribute to team goals and how they contribute to the overall Corporate Strategy. This aids buy-in and confers ownership.
- To develop potential leaders, have each team member take on a project that will require them to be the leader. Afterward, encourage peer feedback from other team members. Give verbal praise to employees when they do a good job.
- Delegate authority to team members to run meetings, prepare presentations, and group activities. Act as a coach during the process.
- Sponsor a new supervisor or team leader for the first 60 days. Offer them guidance along the way.
- Stress the importance of teamwork and customer service during group meetings. Discuss the importance of professional courtesy given to all team members and the importance of presenting a unified front to customers.

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

- Delineate directions before communicating them. When you are delegating responsibility, try writing a clear statement of the purpose and objective(s) of your instructions. Include important timelines, and make clear whether or not you are expecting interim progress reports.
- Serve as a mentor. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.
- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Responsibility and Accountability: Self-directed Activities

- Perform a self-assessment on your own levels of responsibility and accountability. Do you honor your personal commitments and obligations? Do you give honest and respectful feedback to friends and family members?
- Keep a log of situations where you feel you showed you were strong (or weak) at holding people accountable.
 - Review each situation and identify those ones where being more firm or clear with your expectations would have been the more effective approach.
 - Consider whether you were sufficiently (or overly) directive.
 - Make a list of the techniques or strategies you could apply to improve situations when you should have been more directive than you were.
 - Plan how you will more effectively hold others accountable for doing what you have asked them to do.
- Assess your humility. The best managers show humility. Are you a command and control manager? Do you have trouble admitting when you are wrong? If so, your employees may do as you tell them to do, but they are probably not giving 100 percent to the organization. To gain a greater commitment from your employees, use these phrases to show a little humility:
 - “You’re right about that.” Let employees know you think that they are right when they have made a valuable point.
 - “I’ve made a mistake.” That phrase demonstrates that you are fallible.

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

- “I’ve changed my mind.” Doggedly defending a previous opinion, simply for the sake of consistency is folly. Let go of past beliefs when they no longer serve the current situation.
- “I don’t know.” You do not show weakness by admitting there are gaps in your knowledge. In fact, the opposite is true. Only the strongest people are comfortable admitting they do not know everything. (Adapted from the September 2004 issue of Communication Briefings.)
- Read a book about Responsibility and Accountability from Summary.com. Write a short paper about it. Share it with employees and/or peers.

Responsibility and Accountability: Subjects for College Courses, Audio/ Videotapes, Articles, and Books

- Clarity of expression
- Creativity
- Decision Making
- Formulating Goals
- Leadership Skills
- Planning Skills
- Problem Solving
- Project Management
- Selections from [Jim Clemmer's Articles](#)
- Translating Strategic Plans into Activities
- Vision and Leadership

Responsibility and Accountability: Professional Organizations

- American Management Association (AMA)
- Better Management.com
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Leadership Development Association

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

- Local Leadership Council
- Local/national job-related associations, e.g., American Management Association
- Toastmasters International

Responsibility and Accountability: Computer-based Training

Ninth House Network

- Forging Breakthroughs
- Innovation: Wow! Projects
- Partnering for Results
- Self Management

Office of Personnel Management (OPM) online courses

- Change Management: Adapting to Change
- Communication Skills for Leadership
- Conquering Conflict Through Communication
- Frontline Leadership: Preparing to Lead
- Leading Through Change

Responsibility and Accountability Classroom Training

Office of Personnel Management (OPM)

- Budget and Performance Integration
- Coaching and Mentoring for Excellence
- Crisis Leadership Workshop
- Developing Customer-Focused Organizations
- Environmental Policy Issues
- Leadership Potential Seminar
- Supervising and Managing A Virtual Workplace

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

- Supervisory Leadership Seminar

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Leadership Essentials
- Leading People

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- Building a Great Place for People to Work
- Building High Performance Organizations
- Collaborating Across Organizational Boundaries
- Creating Breakthroughs: Innovating in Government
- Leadership for a Democratic Society
- Leading Across Generations

Other

- American Management Association: The Voice of Leadership
- Center for Creative Leadership—Developing the Strategic Leaders
- Leadership seminars at colleges/universities with executive development programs
- Senior Service College

Responsibility and Accountability: Community Involvement

- Help a community-based organization formulate a vision and strategic plan.
- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.

Responsibility and Accountability (Guide for Supervisors With Up to 10 Years)

- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Customer Service (Guide for Supervisors With Up to 10 Years)

Customer Service/Adaptability-Emphasizes Customer Focus

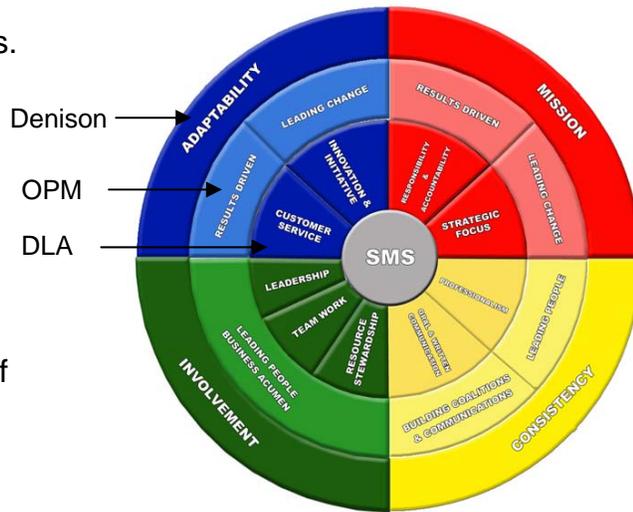
Demonstrates a commitment to working with both internal and external customers.

Identifies and resolves issues and concerns.

Demonstrates commitment to providing high quality service.

Continuously assesses service delivery performance from the customers' point of view.

Anticipates and meets or exceeds customer expectations.



Associated Competencies

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—
Results Driven: Customer Service, Entrepreneurship

Denison Leadership Trait—Adaptability: Emphasizes Customer Focus

Directions

Look at the following options for development of Customer Service, and check off the items you want to include in your IDP.

Customer Service: On-the-job Activities

- Emphasize the importance of the “internal customers” as well as the “external customers.” Ensure employees know who their internal and external customers are.
- Have a day that will give customers an opportunity to interact with the workforce and solidify working relationships.
- Give employees the opportunity to visit customers in order to maintain two-way communication and build partnerships.
- Create liaisons to customers whose responsibility will be to constantly communicate customer needs, issues and other feedback.
- Ensure customers know where to go to report both good and bad service. Deal swiftly with the bad and reward the good.

Customer Service (Guide for Supervisors With Up to 10 Years)

- Conduct random surveys with customers to see how to improve service.
- Have easy, user-friendly, electronic means for customers to provide regular feedback on their satisfaction.
- Utilize climate/culture surveys to gauge the mindset of internal customers—what is important to them. When customers are less than satisfied, make it right.
- Invite customers to various training events and meetings. This helps us to get a better feel for customer's view and customer's feel input/opinions are valued.
- Have your team develop a customer satisfaction survey. Encourage buy-in and help individual team members focus on what is important to their customers.
- Establish steering committees that include team members from all levels of management and meet the customer regularly.
- Periodically have one of your team members interview critical customers on overall satisfaction or better ways to serve.
- Participate in customer focus groups.
- Interact with other parts of the Agency to discuss and learn more about best practices to support customers in DLA.
- Benchmark industry best practices in customer support.
- If there are any problems with the service given to customers, personally talk with those customers to hear their concerns, repair hard feelings, and fix the problem.
- Ensure all team members attend customer service training.
- Have customers meet with the team to illustrate the importance of their work to the support of the war fighter.
- Ensure employee's workload is evenly distributed so all can keep up with customer requests.
- Reward great customer service such as "the save of the week" and "beyond the call of duty."
- Have an open door policy so employees can immediately notify supervisors if they are having trouble promptly responding to the customer.
- Have all team members attend Quality Process classes that show the importance of doing things right the first time and the costs of rework and lost customers.

Customer Service (Guide for Supervisors With Up to 10 Years)

- Encourage customers to give credit when credit is due and constructive criticism when needed. Have meetings to share feedback with the team.
- Cross-train your employees so absences from the office do not result in poor customer service.
- Establish descriptions of professional customer service behavior and communication. Ask everyone to comply.
- Practice active listening for all of your interactions: your co-workers, team members, and staff.
- Serve as a mentor. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.
- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Customer Service : Self-directed Activities

- Practice customer service at home with family and friends. Do what you promise on time with them.
- Follow up on personal phone messages and e-mails.
- Address issues and concerns with family and friends using your customer service skills. Do not delay.
- Read a book from Summary.com on Customer Service. Write a paper on it and share it with your employees and peers.

Customer Service: Subjects for College Courses, Audio/Videotapes, Articles, and Books

- Active Listening Skills
- Assessing the Business Environment
- Behavior Modeling
- *CRM Automation* by Barton Goldenberg
- *CRM Handbook* by Jill Dyche

Customer Service (Guide for Supervisors With Up to 10 Years)

- Customer Service
- Influencing Others
- Integrity
- Managing a Dissatisfied Customer
- Measuring Customer Satisfaction
- *Moving the Needle* (DLA Corporate Climate/Culture Survey April 2004)
- Negotiating Skills
- Quality Control
- *Raving Fans: A Revolutionary Approach To Customer Service* by Ken Blanchard (Author), Sheldon Bowles (Author)
- Selections from [Jim Clemmer's Articles](#)
- Total Quality Service

Customer Service: Professional Organizations

- American Management Association (AMA).
- Better Management.com
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- DCI Conferences on Customer Relationship Management
- Federal Executive Association (FEA)
- Gartner Conferences on Customer Relationship Management
- Leadership Development Association
- Local Leadership Council
- Local/national job-related associations, e.g., American Management Association
- Toastmasters International

Customer Service (Guide for Supervisors With Up to 10 Years)

Customer Service: Computer-based Training

Ninth House Network

- Forging Breakthroughs
- Innovation: Wow! Projects
- Partnering for Results
- Self Management

Office of Personnel Management (OPM) online courses

- Advance Your Service Expertise
- Conquering Conflict Through Communication
- Excellence in Service
- Leading Through Change
- Negotiating: The Negotiation Process

Customer Service: Classroom Training

Office of Personnel Management (OPM)

- Developing Customer-Focused Organizations
- Environmental Policy Issues

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Effective Communication with Customers

Customer Service (Guide for Supervisors With Up to 10 Years)

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- Building a Great Place for People to Work
- Building High Performance Organizations
- Creating Breakthroughs: Innovating in Government
- Leadership for a Democratic Society

Other

- Leadership seminars at colleges/universities with executive development programs

Customer Service: Community Involvement

- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Professionalism (Guide for Supervisors With Up to 10 Years)

Professionalism/Consistency-Defines Core Values

Acts with integrity. Is trusted by others.

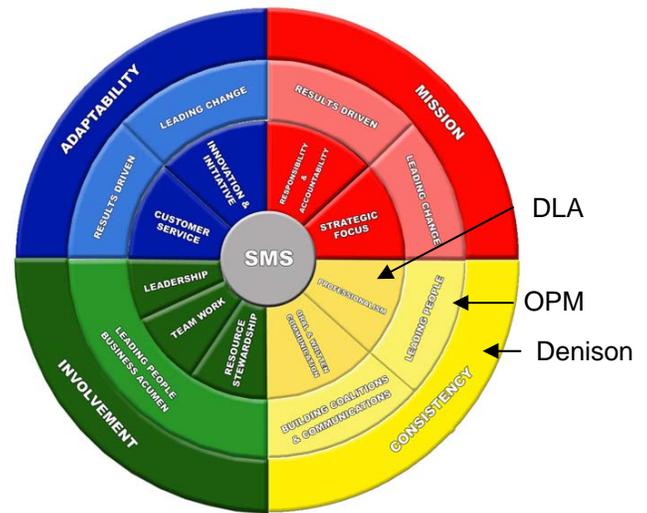
Treats people fairly. Is seen as a direct and truthful individual and keeps confidences of others.

Does not misrepresent him/herself for personal gain.

Displays high standards of ethical conduct and understands how violating these standards would impact the organization, self, and others.

Applies sound work ethics and standards.

Fosters a work culture that promotes respect for others and discourages hurtful behavior.



Associated Competencies

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—
Leading People: Integrity and Honesty

Denison Leadership Trait—Consistency: Defines Core Values

Directions

Look at the following options for development of Professionalism, and check off the items you want to include in your IDP.

Professionalism: On-the-job Activities

- Talk to your fellow employees about their values and discuss how they differ from yours and the organization and how they are similar.
- Take action to address hurtful or harmful behavior. Discuss process and outcome confidentially with a mentor or coach.
- Work Team Activity: Pick a current event and look for ethical missteps, e.g., Enron and others). How could managers have avoided these? Can an organization create a culture of unethical behavior? What are the implications?
- Lead a work group or team in a discussion regarding what professionalism means to them.

Professionalism (Guide for Supervisors With Up to 10 Years)

- Discuss a job example with a mentor in which you believe a lack of professionalism is shown.
- Conduct brown bags with your staff. Ask them to help “solve” an ethical dilemma.
- Constructive feedback: Select someone on your staff who needs constructive feedback. Is there a poor performer on your staff? Someone with body odor, poor habits, or is loud on the phone? Prepare for a meeting by deciding what to say. Discuss with your mentor or peer before the meeting.
- Evaluate yourself and your team for hurtful remarks or jokes. If someone is making these types of remarks, take steps to stop it.
- Write some examples of ethical and unethical behaviors that you have experienced. Talk to your legal department for interpretations.
- Give feedback to employees and others focusing on strengths.
- Develop a reading list of biographies of highly respected professionals, e.g., George Marshall, Vince Lombardi, and share with your team members.
- Participate on cross-functional teams in which you learn from the professionalism of others.
- Work on a special project that has high visibility. It helps you interact with others and better understand the organization.
- Build relationships with peers through confiding in them. This will lead to situations where you can gain and keep confidences.
- Conduct interviews of senior leaders or managers within the Agency. Ask them to tell you about a time when they had to make a difficult but ethical choice. Give them the question in advance so they can think about it.
- Interview someone in the Agency that you trust. Ask them about their own ethical and moral guide.
- Discuss a job example with a mentor in which you believe a lack of professionalism is shown.
- Serve as a mentor. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.

Professionalism (Guide for Supervisors With Up to 10 Years)

- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.
- Investigate those of low integrity and stop unethical practices. Leaders must be alert to ensure high standards of ethics are maintained. In almost all large organizations, someone is walking out the back door with something. Expense accounts, personnel records, training reports, and contracts need regular scrutiny.

Professionalism: Self-directed Activities

- Do an honest self-assessment on your personal compliance with rules you set for your team members. Ask yourself: Do I arrive on time or early for meetings? Do I arrive prepared for meetings? Do I follow up in the specified time promised?
- Write down your biases when it comes to people. Keep them in mind and ensure you are always conscious of them when dealing with any situation. Come up with a plan to overcome these. Contact Equal Employment Opportunity (EEO) office for assistance.
- Follow through on commitments. Recognize the value and importance of following through on your commitments to others. Negotiate realistic deadlines so that your chances of meeting commitments are maximized. In planning your projects, establish controls so that you can detect problems early on, correct them and notify those involved if extenuating circumstances will prevent you from meeting a commitment.
- Set a good example. Set a good example for your staff to follow. Never ask your staff to do something that you would not do if you were in their position. Give your staff the necessary support so that they can do their jobs and do not undermine them.
- Set a good example. Recognize that it is neither effective as a long-term strategy, nor an appropriate example to set to demonstrate complete disregard of stress. If supervisors do not demonstrate self-preservation, their employees may feel obliged to emulate that behavior.
- Be absolutely honest and truthful at all times. Stand up for what you believe to be right.
- Interview people outside of work about a religion that is not your own. Ask them about fairness and ethical conduct. Ask them if they have encountered difficult situations in this area and how they handled it.
- Build relationships with friends through confiding in them. This will help you to gain and keep confidences.

Professionalism (Guide for Supervisors With Up to 10 Years)

- Use personal reflection to think of a time when you “blew it” and were unprofessional. Did you break a confidence by gossiping? Did you fail to give credit? Make restitution or explore ways you could have handled the situation.
- “Walk the talk” or “Practice what you preach”—ensure you are always accountable for your own actions. Do an honest self-assessment of your practice of professionalism.
- Write down your idea of the perfect worker. Make a list, i.e., Never late, Respectful. Look at yourself, are you the perfect worker? How can you set a better example?
- Discuss ethical dilemmas openly. Seek help with making ethical decisions and openly discuss ethical dilemmas with stakeholders.
- Expect ethical behavior in others. Do not be afraid to demonstrate righteous indignation when appropriate. Although supervisors are usually expected to remain calm and collected, sometimes this style is not effective in getting across to someone else that their behavior goes against the ethics and values of the organization.
- Assess your humility. The best managers show humility. Are you a command and control manager? Do you have trouble admitting when you are wrong? If so, your employees may do as you tell them to do, but they are probably not giving 100 percent to the organization. To gain a greater commitment from your employees, use these phrases to show a little humility:
 - “You’re right about that.” Let employees know you think that they are right when they have made a valuable point.
 - “I’ve made a mistake.” That phrase demonstrates that you are fallible.
 - “I’ve changed my mind.” Doggedly defending a previous opinion, simply for the sake of consistency is folly. Let go of past beliefs when they no longer serve the current situation.
 - “I don’t know.” You do not show weakness by admitting there are gaps in your knowledge. In fact, the opposite is true. Only the strongest people are comfortable admitting they do not know everything. (Adapted from the September 2004 issue of Communication Briefings.)
- Solve a difficult interpersonal problem. Discuss with a mentor.
- Read a book from Summary.com on Professionalism. Write a paper on it and share it with your employees and peers.

Professionalism (Guide for Supervisors With Up to 10 Years)

Professionalism: Subjects for College Courses, Audio/Videotapes, Articles, and Books

- Communication Skills
- Conducting Effective Meetings
- Cultural Awareness
- Customer Service
- Emotional Intelligence
- Ethics
- History Related to Ethics
- Interpersonal Interaction
- Mediation
- Military Studies of Ethics
- Philosophy Related to Ethics
- Political Science Ethics topics
- Psychology Related to Ethics
- Selections from [Jim Clemmer's Articles](#)
- Sociology Related to Ethics
- Strategic Analysis
- Stress Management
- Writing

Professionalism (Guide for Supervisors With Up to 10 Years)

Professionalism: Professional Organizations

- American Institute of Industrial Engineers (AIIE)
- American Management Association (AMA)
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- International Society of Logistics (SOLE) “Certified Professional Logistician” Certification
- Leadership Development Association
- Local Leadership Council
- Local/national job-related associations, e.g., American Management Association
- Society of Automotive Engineers (SAE)
- Toastmasters International

Professionalism: Computer-based Training

Ninth House Network

- Building Community
- Resolving Interpersonal Issues
- Situational Leadership II

Office of Personnel Management (OPM) online courses

- Change Management: Adapting to Change
- Communication Skills for Leadership
- Decision Making & Problem Solving: Decision Making Fundamentals
- Excellence in Service

Professionalism (Guide for Supervisors With Up to 10 Years)

Professionalism: Classroom Training

Office of Personnel Management (OPM)

- Coaching and Mentoring for Excellence
- Conflict Resolution Skills
- Federal Budgetary Policies and Processes
- Strategic Management of Human Capital
- Supervising and Managing A Virtual Workforce

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Leading People

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents.

- Emotional Competence
- Executive Communication Skills: Leading the Process of Change
- Leaders Growing Leaders
- Leadership for a Democratic Society
- The Aspen Institute Executive Seminar

Other

- Leadership seminars at colleges/universities with executive development programs

Professionalism: Community Involvement

- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.

Professionalism (Guide for Supervisors With Up to 10 Years)

- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

Resource Stewardship/Involvement-Develops Organizational Capability

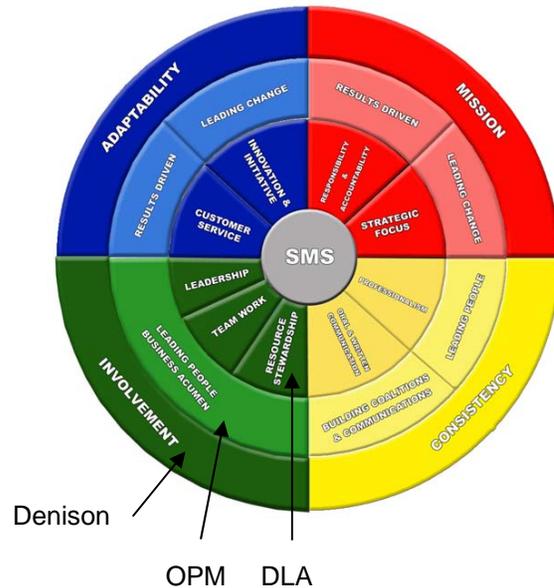
Demonstrates responsibility for assigned resources. Conducts resource planning, execution, and evaluation.

Performs the full range of human resource management functions, to include responsibility for position management, ensuring that organizations are staffed with the proper types, numbers, and grade levels of positions; staff is properly selected, developed, utilized, appraised, and recognized; and that staff members are treated fairly.

Contributes, promotes, and implements the furthering of Equal Employment Opportunity (EEO) through individual personal efforts. Demonstrates commitment to agency's EEO goals.

Demonstrates affirmative efforts to improve all personnel actions. Facilitates the provision of reasonable accommodations and dispute resolutions.

Demonstrates commitment to nondiscrimination in the workplace. Supports Special Emphasis Programs (SEPs).



Associated Competencies

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—
Leading People: Leveraging Diversity

Office of Personnel Management (OPM) Executive Core Qualifications (ECQs)—
Business Acumen: Financial Management. Human Resources Management,
Technology Management

Denison Leadership Model—Involvement, Develops Organizational Capability

Directions

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

Look at the following options for development of Resource Stewardship, and select the items you want to include in your IDP. (Note: Resources include but are not limited to financial resources, human resources, plant/facilities, and equipment resources.)

Resource Stewardship: On-the-Job Activities

- Set goals and measures. This is the most effective way to keep projects on time and on budget. Set goals for the whole project and the sub tasks. Set measures so you and your staff can track progress against goals.
- Delegate for development. You can use parts of your own job to develop others. Take these tasks that are no longer developmental for you, but would be for others, and delegate them. Trade tasks and assignments between two direct reports; have them do each others work. Make a list of the 20 tasks that need to be done but no one has gotten around to and assign them to the people who would be challenged by them. Think of varied assignments—more of the same is not developmental.
- Help your staff to learn. Have a learning dialogue with your people. Ask them what they have learned to increase their skills and understanding, making them better leaders or professionals. Ask them what they can do now that they couldn't do a year ago. Reinforce this and encourage more of it. Developing is learning in as many ways as possible.
- Attend budget discussions or mid-year reviews.
- If you have a dispersed workforce or team, talk with every team member and co-worker to close the gap once or twice a month.
- Provide Agency-wide Diversity training (consistent with DLA Diversity principles) via on-line courses. Set a completion date and a meeting date to discuss the training.
- Celebrate significant events in your office.
- Develop a Diversity team to implement and advocate Diversity efforts (consistent with DLA Diversity principles).
- Rotate employees for 6 months through offices that are related so they can get the big picture.
- Manage a project's time, funding, and human resources. Be accountable for outputs.
- Say "thank you" often with specific reference to what you are responding to.
- Hand write "thank you" or "good job" notes regularly.
- Take the time to talk with employees and co-workers regularly.

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

- Rotate the acting supervisor role through your employees. Discuss the results.
- Learn to use structured, behavioral-based interviews (BBIs).
- Solicit input from your employees regarding approaches to assigning work.
- Contribute to building a climate for learning.
 - Demonstrate a commitment to learning through working with the people you lead.
 - Develop IDPs with members of your team.
 - Challenge your team to set stretch goals.
 - Recognize developmental opportunities when brought forth by employees and look to “make them happen” when people express interest.
 - Encourage sharing of ideas in your meetings; help people feel safe in making novel suggestions to improve the department practices.
- Consider non-monetary awards: public acknowledgement, increased responsibility, status, titles, work space, special parking place close to the door, etc.
- Challenge employees to use a week to look at their responses to co-workers ideas. Request written feedback (e-mail or memo). Conduct open discussion on feedback.
- Share your group’s budget with your employees.
- Have an internal suggestion box available for employees to provide input on your supervision style.
- During 1 month, set aside confidential time with each employee to get to know about them, not just their work life.
- Find out how your employees prefer to learn by having regular meetings.
- Take the IDP process seriously. Work with your staff on developing a realistic, competency-based IDP. Plan for time and money to enable your employees to execute their IDPs.
- Let employees take turns leading sessions and group projects.
- Serve as a mentor. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error. Help by showing, telling, demonstrating, and explaining the correct way. Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders.

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

- Find and benefit from a mentor. Seek out someone whom you respect and who has demonstrated a sound understanding of the politics, personalities and informal networks associated with your organization.

Resource Stewardship: Self-directed Activities

- Select for talent. When you make a hiring decision or are deciding who to work with on a problem or project, do you have a preference for people who think and act as you do? What characteristics do you value too much? What downsides do you ignore or excuse away? This is a common human tendency. The key is to seek balance, variety, and diversity. People good at this competency can comfortably surround themselves with people not like them.
- Read two or three books on personality and how people differ from one another (such as *Gifts Differing* by Isabel Myers) or go to a class about how people differ. Check your people assessments with others you trust to give you their real opinion.
- Some people feel insecure around talented people and are rightly afraid of being shown up. Chances are everyone in your organization is better at something than you are. The key is to take this natural fear and use it as a positive—hire people for different talents, study how they think, watch how they go about exercising their strengths and use this knowledge to improve yourself.
- Learn theories of motivation, rewards, and intrapersonal strategies to better understand what can be used as a motivator for job satisfaction and performance.
- Manage efficiently. Watch the budget. Plan spending carefully. Have an alternative approach if the unanticipated comes up. Set up a funding timeline so you can track ongoing expenditures.

Resource Stewardship: Subjects for College Courses, Audio/Video Tape, Articles, and Books

- Accountability
- Active Listening Skills
- Behavior Modeling
- Behavioral-based Interviewing
- Brainstorming
- Budget
- Building Trust
- Communication Challenges

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

- Communication Skills
- Defining Responsibilities
- Delegation Skills
- Diversity (consistent with DLA Diversity principles)
- Empowerment
- Equal Employment Opportunity
- Focusing on Employee Strengths
- Giving and Receiving Feedback
- Government Financial Management
- Information Sharing
- Leadership Skills
- Mediation
- [DLA Mentoring Matters Handbook](#)
- Project Management
- Selections from [Jim Clemmer's Articles](#)
- Situational Leadership

Resource Stewardship: Professional Organizations

- American Management Association (AMA)
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Leadership Development Association
- Local Leadership Council
- Local/national job-related associations
- Toastmasters International

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

Resource Stewardship: Computer-based Training

DLA

- [Supervisory/HRM Training Module \(Online\)](#)
- [DLA Equal Employment Opportunity Training Module](#)
- [DLA Alternative Dispute Resolution Training Module](#)

Other Online Information

- [Supervisor's Guide to Labor-Management Relations](#)
- [Injury Compensation Tutorial Page](#)
- [Resource Center for Addressing and Resolving Poor Performance](#)

Ninth House Network

- Building Community
- Forging Breakthroughs
- High Impact Hiring
- Innovation: WOW! Projects
- Managing Change
- Optimizing Team Performance
- Resolving Interpersonal Issues
- Self Management
- Situational Leadership II

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

Office of Personnel Management (OPM) online courses

- Change Management: Adapting to Change
- Communication Skills for Leadership
- Conducting Meetings: The Meeting Process
- Decision Making and Problem Solving: Decision Making Fundamentals
- Frontline Leadership: Preparing to Lead
- Leading Through Change

Resource Stewardship: Classroom Training

Office of Personnel Management (OPM)

- Coaching and Mentoring for Excellence
- Communicating Face-to-Face
- Conflict Resolution Skills
- Crisis Leadership Workshop
- Developing High-Performing Teams
- Federal Budgetary Policies and Processes
- Seminar for New Managers
- Strategic Management of Human Capital
- Supervisory Leadership Seminar
- Women's Leadership Seminar

United States Department of Agriculture (USDA) Graduate School Courses

- Change Management
- Coaching Skills for Today's Leaders
- Effective Work Delegation

Resource Stewardship (Guide for Supervisors With Up to 10 Years)

The Federal Executive Institute (FEI) is for Senior Executive Service or GS-15 or equivalentents.

- Building a Great Place for People to Work
- Building High Performance Organizations
- Creating Breakthroughs: Innovating in Government
- Emotional Competence
- Executive Communication Skills: Leading the Process of Change
- Leading Across Generations
- Leaders Growing Leaders
- Leadership for a Democratic Society

Other

- Leadership seminars at colleges or universities with executive development programs
- [DLA Leadership Education & Development \(LEAD\) course](#)

Resource Stewardship: Community Involvement

- Chair the Combined Federal Campaign (CFC) campaign for your Federal/DoD geographic community.
- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve as treasurer for a private organization.
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

Innovation and Initiative/Adaptability-Creates Change, Promotes Organizational Learning

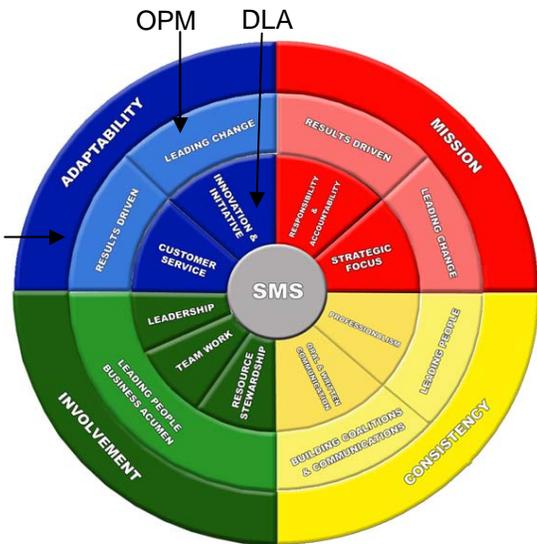
Displays a high level of initiative, effort, and commitment to sound business practices.

Supports continuous improvement.

Consistently seizes opportunities when they arise and produces quality work products. Denison →

Keeps current on emerging concepts and issues.

Pursues professional development.



Associated Competencies

Office of Personnel Management (OPM)
Executive Core Qualifications (ECQs)—Leading Change:

- Continual Learning
- Creativity and Innovation
- External Awareness
- Flexibility
- Resilience
- Service Motivation

Denison Leadership Trait—Adaptability:

- Creates Change
- Promotes Organizational Learning

Directions

Look at the following options for development of Innovation and Initiative, and check off the items you want to include in your IDP.

Innovation and Initiative: On-the-job Activities

- Be honest with employees about how much they are empowered. If levels of autonomy vary from project to project, explain that.

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

- Brainstorm ideas as a group. Utilize Groupware (an electronic system) to generate ideas quickly and efficiently, if available.
- Co-author articles with individuals on your team.
- Conduct monthly reviews and analyses of your organization.
- Ask units to report on significant activities within their particular area. Establish a cycle to report one unit per month or all per quarter. Use standard templates; assemble briefing packages; review at the working level.
- Encourage participation in councils involving other “communities of practice” different than your own to help everyone stay current on emerging concepts and issues.
- Establish “Show and Tell” during staff meetings. Have employees share (5 minutes each) the new/innovative concepts/ideas/strategies obtained since the last meeting, information that could have been learned via training, travel, conferences, news, and word-of-mouth.
- Hold staff meetings at least monthly to provide information on up-coming events, assess progress on current efforts, and establish an ongoing feedback mechanism.
- Institute an Early-Bird award for individuals and/or teams that successfully complete tasks or milestones ahead of schedule.
- Celebrate employees’ completion of courses or events that result in personal development.
- Do a “postmortem” on a failed project.
 - Analyze an unsuccessful project. Determine what went wrong and what could have been done to make it successful.
 - Communicate the results of your analysis to the involved co-workers, employees, and your manager.
 - Ask employees to identify the critical factors that block or hinder their performance in terms of meeting expectations.
 - Brainstorm other ways to accomplish removal of these obstacles within your organization.
 - Monitor the success rate of future similar projects.
- Make your work environment conducive to new ideas. Put up pictures that remind people about attitude, team work, perseverance, and discipline.

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

- Have each team member/employee read an assigned book on reengineering. Have a group meeting to discuss the book.
- Promote innovation within your team.
 - Recognize small incremental improvements observed within your team.
 - Challenge team members who are constricted in their thinking to think a little differently.
 - Commit resources to ideas that have an appropriate level of risk and good potential for successful implementation. Invest some of your budget and/or time.
- Be a mentor to a less experienced supervisor or manager who could benefit from your wisdom and guidance. You have an important role to play in developing and mentoring others in preparation for the next generation of leaders. Utilize “teachable moments” whenever possible with your protégé. Encourage and praise excellent performance; help someone who makes an error by showing, telling, demonstrating, and explaining the correct way
- Find and benefit from a mentor. Seek out someone whom you respect who has demonstrated a sound understanding of the politics, personalities, and informal networks associated with your organization.

Innovation and Initiative: Self-directed Activities

- Experiment with new approaches. Recognizing when a particular solution or pattern of interaction is not working is the first step toward developing more flexibility. The next step is to find effective alternative solutions or behaviors. Often this involves experimenting with new approaches to situations. Ask a trusted person to provide you with feedback when you try to use new approaches. Keep in mind, however, that new behaviors or responses do not become ingrained overnight; it will take substantial practice and time until you and others become comfortable with these changes.
- Recognize the importance of timing. Be aware that timing is crucial to both the planning and the announcements of initiatives. Just as the right message at the wrong time is the wrong message, the right initiative at the wrong time is the wrong initiatives. For example, it is frequently a mistake to announce or launch a major action at a time when there is a larger initiative that will supersede it in terms of visibility and momentum. One means of managing this concern is to tie your own initiative to a larger one.
- Take every opportunity to read both within and beyond your normal field of expertise. At every available opportunity, attend academic seminars, professional workshops and continuing education courses. Broadening your realm of professional and intellectual experience will provide you with a generate repertoire of

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

ideas and perspectives upon which you may draw when attempting to generate creative solutions.

- Ask “what if” questions when you are dealing with complex issues. Visualize the different possible outcomes of the situations you face or the actions you are considering.
- Expose yourself to new information and new ways of approaching problems. To increase your confidence in your thinking skills and your comfort level in dealing with conceptual ideas, expose yourself to a broad range of abstract and philosophical issues. For example, take advantage of opportunities to discuss these types of ideas with individuals who you feel have good conceptual thinking skills. Leaders who are effective problem solvers are constantly maintaining and sharpening their conceptual thinking skills by such activities as tackling complex problems, challenging “obvious truths,” and looking at problems from a number of angles and trying to come up with solutions.
- Challenge yourself. Whenever possible, read books outside your field of expertise attend academic lectures or management seminars and tackle “brain teasers” (e.g. chess, crossword puzzles, word problems, etc.). These seemingly irrelevant activities will help you to maintain conceptual thinking skills that you can apply to problems that arise in your job.
- Seek simple solutions. Never exclude the possibility that there may be simple solutions to complex problems. Discuss complex issues with others. For clarification on complex issues, solicit the input of individuals who work more closely with those issues.
- Should you find yourself confused or overwhelmed by career and/or personal concerns you might consider seeking the assistance of professionals trained and experienced in dealing with such issues. You may access Employee Assistance Program (EAP) services by calling 1-800-222-0364 or 1-888-262-7848 (TTY/TDD). Identify DLA as your servicing agency. DLA employees overseas should call collect at 1-314-387-4701.
- Maintain an adequate level of physical fitness. This will improve both your stamina and your ability to cope with the effects of stress. There are a number of important aspects to maintaining your physical state to allow you to perform to your optimal level. They are all well recognized but are too often set aside by leaders in the face of the pressures and preoccupations of the day. Furthermore, while each of the following is typically considered separately, it may help to view them as an ensemble of inter-related factors that contribute to your ability to maintain high energy levels and manage stress. For example, it may be that if circumstances dictate that you must temporarily neglect one of them (e.g. sleep or physical activity), you may be able to partially compensate by giving greater attention to the another (e.g. food and/or hydration).

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

- Physical activity. Participating in vigorous physical activity has the dual benefits of providing an opportunity for you to “burn off” the anxiety and frustrations of the moment, while building your physical stamina, which will improve your ability to deal with future stressors.
 - Food. Particularly in times of stress, it is important that you do not skip meals to save time. Any time you save will likely be offset by the inevitable stress that will accompany the loss of productivity.
 - Water. Allowing your body to become dehydrated can contribute to headaches, fatigue and reduced productivity.
 - Sleep. Not everybody requires the same amount of sleep, but it is important to identify the amount your body requires, and maintain that level whenever possible. This will benefit your overall productivity and your ability to cope with stressful situations.
 - The use of drugs, such as nicotine and caffeine. Stimulants such as caffeine and nicotine can increase your level of irritability and susceptibility to stress.
- Attend an inspirational seminar taught by someone like Tom Peters. Set up an on-site seminar.
 - Learn to do something new, e.g., hobby, software, or a sport.

Innovation and Initiative: Subjects for College Courses, Audio/Videotapes, Articles, and Books

- Accountability
- Being Proactive
- Benchmarking for Success
- Brainstorming
- Communication Skills
- Conflict Resolution
- Creative Thinking
- Innovative Management
- Leadership Skills
- Listening

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

- Problem Solving
- Process Improvement
- Reengineering
- Selections from [Jim Clemmer's Articles](#)
- Team Building
- Understanding Change
- Vision and Leadership
- *Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life* by Spencer Johnson, Kenneth H. Blanchard (Foreword)

Innovation and Initiative: Professional Organizations

- American Management Association (AMA).
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Leadership Development Association
- Local Leadership Council
- Local/national job-related associations, e.g., American Management Association
- Toastmasters International

Innovation and Initiative: Computer-based Training

Ninth House Network

- Capturing Brand You
- Forging Breakthroughs
- Innovation: WOW Projects
- Managing Change
- Navigating Change
- Reframing Change
- Situational Leadership II

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

Office of Personnel Management (OPM) online courses

- Change Management: Adapting to Change
- Communication Skills for Leadership
- Conquering Conflict Through Communication
- Coping with Stress
- Emotional Intelligence at Work
- Excellence in Service
- Frontline Leadership: Preparing to Lead
- Leading Through Change
- Negotiating: The Negotiation Process
- Organizational Skills: Time Management

Innovation and Initiative: Classroom Training

Office of Personnel Management (OPM)

- Alternate Dispute Resolution
- Coaching and Mentoring for Excellence
- Conflict Resolution Skills
- Crisis Leadership Workshop
- Developing Customer-Focused Organizations
- Developing High-Performing Teams
- Environmental Policy Issues
- Federal Budgetary Policies and Processes
- Leadership Potential Seminar
- Leading in a Virtual Workplace
- Seminar for New Managers

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

- Strategic Management of Human Capital
- Supervisory Leadership Seminar
- Women's Leadership Seminar

The Federal Executive Institute (FEI) -- for Senior Executive Service or GS-15 or equivalents

- Building a Great Place for People to Work
- Building High Performance Organizations
- Coaching Skills for Federal Executives
- Collaborating Across Organizational Boundaries
- Creating Breakthroughs: Innovating in Government
- Executive Communication Skills: Leading the Process of Change
- Leaders Growing Leaders
- Leadership for a Democratic Society
- Leading Across Generations
- The Aspen Institute Executive Seminar

Other

- Leadership seminars at colleges/universities with executive development programs

Innovation and Initiative: Community Involvement

- Help a community-based organization formulate a vision and strategic plan.
- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).

Innovation and Initiative (Guide for Supervisors With Up to 10 Years)

- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

Matrix for Supervisors With Up to 10 Years

Mapping Denison Indices to DLA's Competency Model in Your Action Planning Guide (Supervisors with less than 10 years experience)

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Matrix of Competencies and Training Options

Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Accountability				X
Active Listening			X	X
Alternative Dispute Resolution				
Assessing the Business Environment			X	
Behavior-based Interviewing				X
Behavior Modeling	X			X
Being Proactive				
Benchmarking for Success				
Better Management.com				
Brainstorming	X			X
Briefing Techniques				
Budget				X
Building Trust				X
Career and Strategy Advising				
Change Management				
Clarity of Expression				
Coaching and Mentoring				
Communication Challenges				X
Communication Skills	X			X
Conducting Effective Meetings				
Conflict Resolution	X			
Create a Library/Reading List	X			
Creative Thinking				
Creativity				
<i>CRM Automation</i> by Barton Goldenberg			X	
<i>CRM Handbook</i> by Jill Dyche			X	
Cultural Awareness				
Customer Service			X	
Decision Making				
Defining Responsibilities				X
Delegation Skills				X
Determining the Needs and Motivation of Others				
<i>Dimensions Magazine</i>				
Diversity Training (consistent with DLA Diversity principles)	X			X
DLA's Strategic Planning Guide		X		
Editing and Proofreading				
Effective Listening				
Effective Presentation Skills				
Effective Questioning				
Effective Thinking				
Effective Writing				

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Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Emotional Intelligence				
Empowerment				X
Equal Employment Opportunity				
Ethics				
Executive Time Management				
External Awareness		X		
Focusing on Employee Strengths				X
Formulating Goals		X		
<i>Fuel Line</i>			X	
Giving and Receiving Feedback				X
Government Financial Management				X
Grammar Refresher				
Group Development	X			
History Related to Ethics				
Humor				
Influencing Others			X	
Information Sharing				X
Innovation (Innovative Management)				
Integrity			X	
Interpersonal Interaction				
Jim Clemmer's Articles	X	X	X	X
Leadership Reading List	X	X	X	X
Leadership Skills	X	X		X
Listening				
Managing a Dissatisfied Customer				
Measuring Customer Satisfaction			X	
Mediation				X
Mentoring Matters Handbook				X
Military Studies of Ethics				
Motivation	X			
<i>Moving the Needle</i> (DLA Corporate Climate/Culture Survey April 2004)	X	X	X	
Multi-cultural Workforce Management				
Negotiating			X	
Non-verbal Communications				
Phases of Team Building	X			
Philosophy Related to Ethics				
Planning Skills		X		
Political Science Ethics Topics				
Problem Solving				
Process Improvement				
Project Management				X
Psychology Related to Ethics				
Quality Control			X	
<i>Raving Fans: A Revolutionary Approach to</i>			X	

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Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
<i>Customer Service</i> by Ken Blanchard and Sheldon Bowles				
Reengineering				
Relevant Newsletters, e.g., <i>Government Executive</i> , <i>DLA Today and Tomorrow</i> , <i>Dimensions</i>		X		
Report Writing				
Risk Analysis/Management				
Situational Leadership				X
Sociology Related to Ethics				
Strategic Analysis				
Strategic Planning		X		
Stress Management				
Summary.com	X	X	X	X
Team Building	X			
Total Quality Service			X	
Translating Strategic Plans into Activities				
Visioning (and Leadership)		X		
Vocabulary Development				
<i>Who Moved My Cheese? An Amazing Way to Deal with Change</i> by Spencer Johnson				
Writing				
American Institute of Industrial Engineers (AIIE)				
American Institute of Industrial Engineers (AIIE)				
American Management Association (AMA)	X	X	X	X
Better Management.com			X	
Combined Federal Campaign Chairperson, Rep., or Loaned Executive	X	X	X	X
Federal Executive Association (FEA)	X	X	X	X
Gartner Conferences on Customer Relationship Management			X	
International Society of Logistics (SOLE)				
Leadership Development Association	X	X	X	X
Local/national job-related associations	X	X	X	X
Society of Automotive engineers (SAE)				
Supervisory Leadership Council	X	X	X	X
Toastmasters International	X	X	X	X
Computer-Based Training DLA Training Center				
Supervisory/HRM Training Module				X
DLA Equal Employment Opportunity Training Module				X
DLA Alternative Dispute Resolution Training Module				X
Computer-Based Training Supervisor/Manager Online Handbooks				
Labor and Employee Relations Guides				X

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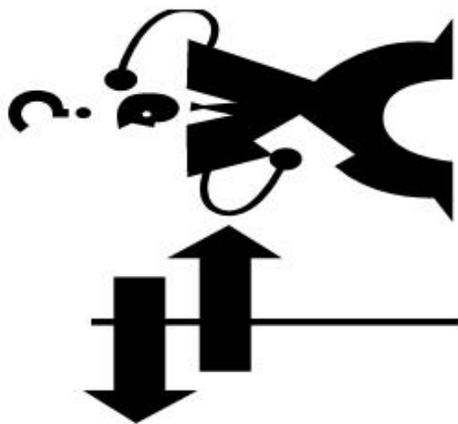
Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Injury Compensation Tutorial				X
Resource Center for Addressing and Resolving Poor Performance				X
Unemployment Compensation Tutorial				X
Computer-Based Training <i>Ninth House Network</i>				
Building Community	X			X
Capturing Brand You		X		
Forging Breakthrough		X	X	X
High Impact Hiring				X
Innovation: WOW Projects		X	X	X
Managing Change		X		X
Navigating Change		X		
Optimizing Team Performance	X			X
Partnering for Results			X	
Reframing Change		X		
Resolving Interpersonal Issues	X			X
Self-Management			X	X
Situational Leadership II	X	X		X
Virtual Teams				
Advancing Your Service Expertise			X	
Change Management: Adapting to Change		X		X
Communication Skills for Leadership	X	X		X
Conducting Meetings: The Meeting Process				X
Conquering Conflict Through Communication	X	X	X	
Coping with Stress				
Decision Making and Problem Solving				X
Effective Communication	X	X		X
Effective Presentations: Planning a Presentation				
Emotional Intelligence at Work				
Excellence in Service			X	
Frontline Leadership: Preparing to Lead	X	X		X
Leading Through Change		X	X	X
Management Skills for the Diverse Work Force				
Negotiating: The Negotiation Process			X	
Organizational Skills: Time Management				
Writing High-Impact Reports and Proposals				
Alternative Dispute Resolution	X			
Bridging Organizational Cultures	X			
Budget and Performance Integration				
Building High-Performance Organizations				
Coaching and Mentoring for Excellence				X

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Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Communications Face-to-Face	X	X		
Conflict Resolution Skills	X			X
Crisis Leadership Workshop				
Developing and Communicating Your Leadership Competencies	X			
Developing Customer-Focused Teams		X	X	
Developing High-Performing Organizations	X	X		X
Environmental Policy Issues	X			
Ethical Leadership				
Executive Development Seminar		X		X
Facilitative Leadership Seminar				
Federal Budgetary Policies and Processes	X	X		X
Leadership Potential Seminar				
Leadership Skills for Non-Supervisors and Non-Managers				
Leading in a Virtual Workplace		X		
Leading Through Constructive Conflict		X		
Management Development Seminar	X	X		X
Project Management Principles	X			
Seminar for New Managers	X			X
Strategic Management of Human Capital	X	X		X
Strategic Leadership		X		
Supervisory Leadership Seminars	X			X
Team Building and Team Leadership	X			
Women's Leadership Seminar	X			X
Coaching Skills for Today's Leaders				
Constructive Conflict Resolution	X			
Effective Communication with Customers			X	
Effective Work Delegation				X
Executive Potential Program	X			
Facilitator Workshop	X			
Jump Starting High Performance Teams	X			
Leadership Essentials		X		
Leadership Skills for Non-Supervisors	X			
Leading Change	X			X
Leading People		X		
Leading Teams and Groups	X			
A Leader's Guide to Developing Resilience		X		
Building a Great Place for People to Work		X	X	X
Building High Performance Organizations		X	X	X
Collaborating Across Organizational Boundaries				
Creating Breakthroughs: Innovating in Govt				
Emotional Competence				X

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Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Executive Communication Skills	X			X
Leaders Growing Leaders	X	X		X
Leadership for a Democratic Society	X	X	X	X
Leadership for a Global Society	X	X	X	X
Leading Strategically	X	X		
Leading Through Constructive Conflict	X			
Leading in a Virtual Workplace	X	X		
Power Thinking for Leaders		X	X	X
The Aspen Institute Executive Seminar	X	X		
Classroom Federal Executive Institute (FEI)				
Army, Navy and Air War College		X		
Balanced Score Card Collaborative—Strategic Mapping		X		
Center for Creative Leadership—Developing the Strategic Leaders Thinking, Acting, Influencing		X		
DLA Executive Development Program				
DLA Leadership Education And Development (LEAD)				X
Industrial College of the Armed Forces		X		
Leadership seminars at colleges/universities with executive development programs	X	X	X	X
National War College		X		
Senior Service College		X		
Chair a committee in a charity organization.				X
Chair the Combined Federal Campaign (CFC) campaign for your Federal/DoD geographic community.				X
Help a community-based organization formulate a vision and strategic plan.		X		
Lead a committee in a charity organization.	X	X	X	
Organize a community event, high school or college reunion.	X	X	X	X
Serve as a coach for a youth sports activity.	X	X	X	X
Serve as a leader for a youth after-school activity, i.e., Girl or Boy Scouts, PTA.	X	X	X	X
Serve as a treasurer for a private organization.				X
Serve as a tutor for a local school.				X
Serve on the board of your neighborhood homeowner's association.	X	X	X	X
Take a leadership position in a community, e.g. school board, commissioner.	X	X	X	X



Action Planning

First, summarize the overall patterns that you see in your data and select 2 of the 12 Denison indices that you would like to improve and focus on. Next, go to Section Four (up to 10 years) or Section Five (more than 10 years) of your workbook to identify actions for improvement in both areas.

Denison index

1. _____

2. _____

Action Steps

1. _____

2. _____

3. _____

4. _____

5. _____