

## SECTION FIVE



# Developing Your Multi-Source Feedback Action Plan

Guide for Experienced  
Supervisors and Managers  
(Tier IV)

# Overview (Guide for Experienced Supervisors and Managers)

## DLA Leader Development Guide for Experienced Supervisors and Managers (Tier IV)

(Part of the Enterprise Leader Development Program)

### Who Should Use this Guide

If you are a supervisor with over 10 years experience (an experienced supervisor) or a manager (a supervisor of supervisors), these leader 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 Experienced Supervisors and Managers)

### Steps for Using this Guide

Step	Action
1	Read through the Guide's Introduction.
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 the 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.
5	Complete your IDP in coordination with your supervisor.
6	Get your supervisor's agreement.
7	Use procedures appropriate at 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:

- [DLA Leader Essay Program](#) (See Guide Introduction for details.)
- Advanced Course (Organizational and Strategic Leadership)
- [Peer Coaching](#)
- [Multi-Source Feedback](#)
- [Mentoring Matters Handbook](#)

# Leadership (Guide for Experienced Supervisors and Managers)

## Competencies

### Leadership/Involvement-Empowers People

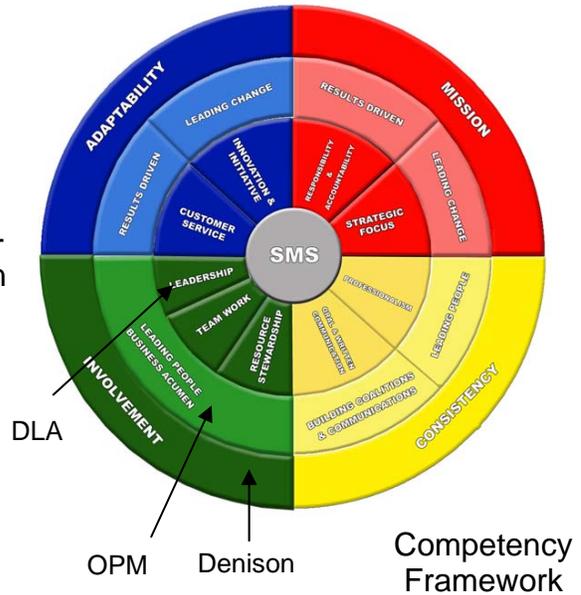
Inspires, motivates, and guides others toward strategic/operational goals and corporate values.

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 (12<sup>th</sup>), Friendliness (14<sup>th</sup>), Praise (15<sup>th</sup>) or Chance of Promotion (17<sup>th</sup>) 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 Experienced Supervisors and Managers)**

- Use goals to motivate. Most people are turned on 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.
- Make yourself visible and interested in what is going on. Make routine (i.e., once a week) casual “walk-abouts” in your work area. Use the opportunity to gather information, not give it.
  - Ask open-ended questions and focus your questions as much as possible on the needs of individual team members (e.g., how things are going, what difficulties are being encountered and what, if anything, you can do to help).
  - Try to ensure that no more than 30 percent of the conversation is conducted by you.
  - Restate and/or summarize what you hear, where appropriate, to show that you are listening.
  - Ask others if they have noticed that you are trying to listen more.
  - Later, make a brief written summary of each team member’s expressed concerns.
  - In your next walk-about, revisit these concerns with each team member.

## **Leadership (Guide for Experienced Supervisors and Managers)**

- Have team building sessions that insure that everyone gets the chance to lead. This gives the leader a chance to illustrate the complexities and sometimes unpopular decisions needed to complete tasks.
- Hold regularly scheduled staff meetings to inspire, inform, task, and receive feedback.
- Quickly respond to requests for ergonomic chairs, work stations, reasonable accommodations, etc., to ensure employees know they are a priority.
- 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.
- Encourage delegation and frequent follow-up meetings to monitor progress thus building good succession bench strength and open more opportunities for leadership.
- Lead a team to establish empowerment boundaries for leaders and supervisors.
- Encourage Myers-Briggs Type Indicator (MBTI), Keirsey Temperament, or other training for yourself and all team members to understand yourselves and how you may work better.
- Give employees the opportunity to shadow you on important tasks or in meetings.
- Shadow a manager whose skills you admire and wish to emulate.
- Construct opportunities for team leaders to mentor new employees. Teach mentoring skills.
- Create a library or reading list that include leadership books, articles, other resources, or Web sites to visit. Share with peers 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.
- Do not condone discrimination in the workplace. Take immediate steps to address allegations of workplace discrimination brought to your attention and take corrective action if appropriate.
- 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.

## **Leadership (Guide for Experienced Supervisors and Managers)**

- 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.
- Encourage first-level supervisors to determine awards for their employees, and then support their decisions.
- Communicate your expectations for subordinates' decision making, giving them pertinent information and guidance where appropriate.
- Establish and communicate what authority individuals have for making decisions and what decisions are yours.
- Reward initiative and decisiveness even when the outcome is not optimal. Encourage people to learn from their mistakes.
- Reward initiative and decisiveness when the outcome is good.
- When subordinates are awaiting your decision, communicate frequently where you are in the process.
- Determine and communicate decisions you will delegate down. Support subordinates' decisions.

### **Leadership: Self-directed Activities**

- Assess yourself. "Practice" what you "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.
- Do not 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."

## **Leadership (Guide for Experienced Supervisors and Managers)**

- Practice being positive in your actions instead of acting half-heartedly or changing your mind on an issue.
- Be decisive. Top leaders usually must make prudent decisions when they only have about 60 percent of the information they need. Leaders who demand nearly all the information are usually months or years late making decisions.
- Be magnanimous. Leaders who share their power and their time can accomplish extraordinary things. The best leaders understand that leadership is the liberation of talent; hence they gain power not only by constantly giving it away, but also by not grabbing it back.
- Select a personal challenge (e.g., speaking before a group) and work on it with a non-work related group.
- Implement more team approaches to solving problems in your work life and at home.
- Take time to get to know your employees. Do they enjoy the limelight or do they prefer working behind the scenes? Do they prefer a lot of direction or operating more independently? Are they given opportunities for growth?
- Subscribe to other professional work-related publications and/or organizations.

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

- Career and Strategy Advising
- Coaching and Mentoring
- Communication Skills
- Conflict Resolution
- Cultural Awareness
- Determining the Needs and Motivations of Others
- Diversity Training (consistent with DLA diversity principles)
- [DLA's Mentoring Matters Handbook](#)
- Emotional Intelligence
- Information Sharing
- Multicultural Workforce Management
- Selections from [Jim Clemmer's Articles](#)

# **Leadership (Guide for Experienced Supervisors and Managers)**

- Team Building

## **Leadership: Professional Organizations**

- American Management Association (AMA)
- 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

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

## **Leadership: Classroom Training**

### Office of Personnel Management (OPM)

- Coaching and Mentoring for Excellence
- Conflict Resolution Skills
- Crisis Leadership Workshop

## **Leadership (Guide for Experienced Supervisors and Managers)**

- Developing High Performing Teams
- Facilitative Leadership
- Leadership Potential Seminar
- Supervisory Leadership Seminar
- Team Building and Team Leadership

### United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Constructive Conflict Resolution
- Facilitator Workshop
- Leadership Essentials

### 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
- Leaders Growing Leaders
- Leadership for a Democratic Society
- Leading Across Generations
- Leading Through Constructive Conflict

### Other

- Leadership seminars at colleges/universities with executive development programs

## **Leadership (Guide for Experienced Supervisors and Managers)**

- DLA Executive Development Program
- Harvard and Stanford Universities: Leading Change and Organizational Renewal, when appropriate
- Senior Service College

### **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 Experienced Supervisors and Managers)

## Teamwork/Involvement-Builds Team Orientation

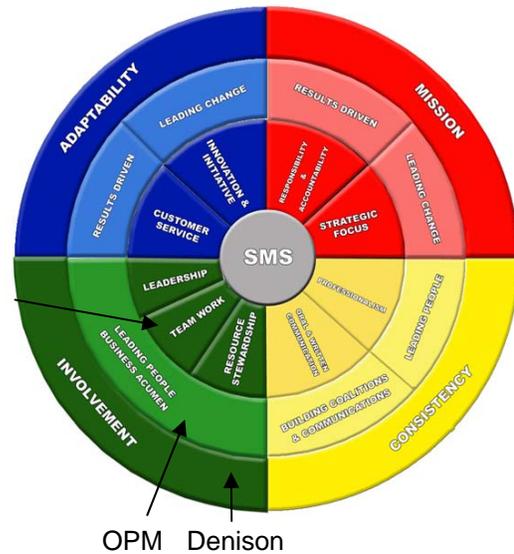
Encourages a participative approach to work, fostering cooperation, pride, dialogue, and trust.

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. DLA

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.
- Recognize accomplishments in a meeting environment.
- Shift the reward system to collaboration and teamwork rather than individual achievement.
- Provide team recognition awards.
- When goals are met, schedule a lunch time celebration.

## Teamwork (Guide for Experienced Supervisors and Managers)

- Identify goals with and for the team—What does success look like? How long will the team be together? How will success be acknowledged and rewarded?
- Discuss strengths as a team and assign roles and responsibilities based on these strengths. Let the team members define how they accomplish tasks.
- Rotate project and team leads to develop experience, pride, and confidence. Provide guidance as needed. Sit down at the end of the “term” and discuss lessons learned.
- As a supervisor who has teams reporting to you, go to some of their team meetings. Keep informed about progress from team members.
- After a team project, discuss lessons learned in a football format. “Replay the game.” What went right, what could be improved? Serve popcorn and pizza.
- Conduct discussion groups with subordinates on improving organizational teamwork.
- Have your team read *Fish! A Remarkable Way to Boost Morale and Improve Results* by Stephen C. Lundin, Harry Paul, John Christensen. Lead a discussion with the team about the book.
- Hold a Brown Bag Session. Discuss a movie with your team about teamwork, e.g., *Remember the Titans*, *Bad News Bear*, and *Miracle*.
- Discuss current issues in a meeting environment.
- Organize team building activities.
- 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.”
- Coach a cross-functional team.
- Encourage your employee’s participation in the next Agency-sponsored activity.
- Seek rotational assignments that foster team building skills.
- Join a DLA-wide team outside of your cost center/Activity.
- Join a Government team in which you can represent DLA.
- 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.

## **Teamwork (Guide for Experienced Supervisors and Managers)**

- 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?
- 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.
- Participate in a community volunteer experience in which you do not choose your working partner(s). 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.
- 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.
- 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.
- 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.

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

- Behavior Modeling
- Brainstorming
- Communication Skills
- Conflict Resolution

## **Teamwork (Guide for Experienced Supervisors and Managers)**

- Diversity (consistent with DLA diversity principles)
- *Fish! A Remarkable Way to Boost Morale and Improve Results* by Stephen C. Lundin
- Group Development
- *High Five! The Magic of Working Together* by Ken Blanchard (Author), Sheldon Bowles
- Leadership Skills
- Motivation
- Selections from [Jim Clemmer's Articles](#)
- Team Building

### **Teamwork: Professional Organizations**

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

### **Teamwork: Computer-based Training**

#### Ninth House Network

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

## **Teamwork (Guide for Experienced Supervisors and Managers)**

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
- Communicating Face-to-Face
- Conflict Resolution Skills
- Developing and Communicating Your Leadership Competencies
- Federal Budgetary Policies and Processes
- Leading in a Virtual Workplace
- Project Management Principles
- Seminar for New Managers
- Supervisory Leadership Seminar
- Team Building and Team Leadership
- Women's Leadership Seminar

## **Teamwork (Guide for Experienced Supervisors and Managers)**

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Constructive Conflict Resolution
- Facilitator Workshop
- Jump Starting High Performance Teams
- 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
- Leaders Growing Leaders
- FEI: Leadership for a Democratic Society
- Leading Across Generations
- The Aspen Institute Executive Seminar

Other

- Air, Army, and Navy War Colleges, when appropriate
- Harvard and Stanford Universities—Leading Change and Organizational Renewal, when appropriate
- Industrial College of Armed Forces
- Leadership seminars at colleges or universities with executive development programs
- National War College, when appropriate

## **Teamwork (Guide for Experienced Supervisors and Managers)**

### **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 Experienced Supervisors and Managers)

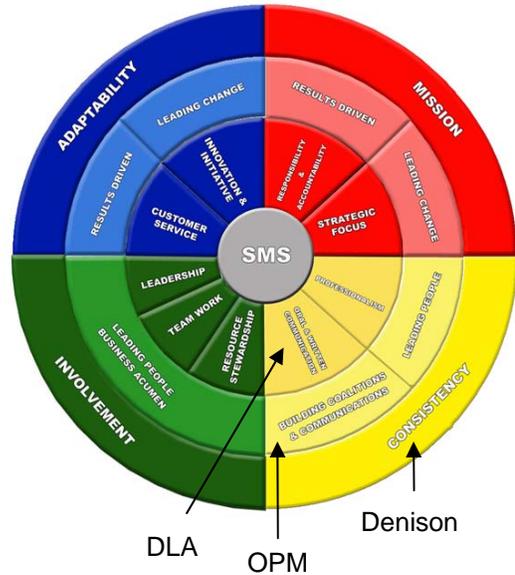
## Oral/Written Communication/Consistency-Works to Reach Agreement & Manages Coordination and Integration

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

- Make yourself visible and interested in what is going on. Make routine (once a week) casual “walk-about” in your work area. Use the opportunity to gather information, not give it.

## **Oral/Written Communication (Guide for Experienced Supervisors and Managers)**

- Ask open-ended questions and focus your questions as much as possible on the needs of individual team members, e.g. how things are going, what difficulties are being encountered and what, if anything, you can do to help.
- Try to ensure that no more than 30 percent of the conversation is conducted by you.
- Restate and/or summarize what you hear, where appropriate, to show that you are listening.
- Ask others if they have noticed that you are trying to listen more.
- Later, make a brief written summary of each team member's expressed concerns.
- In your next walk-about, revisit these concerns with each team member.
- Recognize and solve communication problems involving hearing or sight impaired employees or employees more fluent in a language other than English.
- Consistently provide information to your group from meetings you attend. Be careful not to limit information.
- Hold weekly team meetings to share mission related information. This can also be an opportunity to share personal information (bonding).
- Hold special meetings just for the purpose of having employees present and share their ideas concerning an organizational topic.
- Listen and watch for signs of the rumor mill. Keep employees informed to lessen the effect of rumors.
- Facilitate brainstorming sessions to resolve a specific work problem.
- Learn to communicate displeasure or verbal/written warnings to employees. Communicate the problem clearly, the resolution, and the alternative of not resolving the issue.
- Make it clear to your team that jokes which disparage EEO groups or the disabled community will not be tolerated. Take swift action if you learn that inappropriate language is used in your workplace.
- 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.

## **Oral/Written Communication (Guide for Experienced Supervisors and Managers)**

- Serve as master/mistress of ceremonies, panel member, and/or speaker for EEO sponsored events.
- 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 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.
- 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 organizations and the greater public good. If you have difficulty doing this, you may need to reconsider the ideas you are promoting.
- 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.
- Practice effective listening skills by volunteering for a local hotline or shelter.
- Practice active listening techniques with friends and family. Demonstrate that you understand by reflecting the other individual’s message and/or feelings.
- When someone wants to talk to you, take the appropriate time. If you are in a hurry, state upfront how much time you have available.
- Improve listening techniques. For 1 week, try asking a lot of questions to get a good understanding of any issue. Use probing questions or 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.

## Oral/Written Communication (Guide for Experienced Supervisors and Managers)

- 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.
- 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. 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.
- 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.)
- Set up a program to provide feedback on your writing and speaking, e.g., video tape a presentation, then have Public Affairs review your presentation and content and offer suggestions for improvement.
- Participate in the [DLA Leadership Essay Program](#).

## **Oral/Written Communication (Guide for Experienced Supervisors and Managers)**

- Monitor your body language, posture, and eye contact for unintended nonverbal communication. Get feedback from a mentor.
- Look for feedback from friends and family with whom you communicate. Did they understand your needs? Do you understand theirs? Can you remember key parts of conversations?
- Learn questioning techniques that do not put others on the defensive.
- Improve closure and outcomes: check for clarity; agree on who will do what and when; leave the person feeling valued.
- Improve written communication: Be careful when using CAPITAL letters and exclamation points! They can send the wrong message.
- Brief a VIP visitor.

### **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
- Customer Service
- Decision Making
- Editing and Proofreading
- Effective Thinking

## **Oral/Written Communication (Guide for Experienced Supervisors and Managers)**

- 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: Professional Organizations**

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

# Oral/Written Communication (Guide for Experienced Supervisors and Managers)

## 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
- Decision Making and Problem Solving: Decision Making Fundamentals
- Effective Presentations: Planning a Presentation
- Emotional Intelligence at Work
- Excellence in Service
- 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 (Guide for Experienced Supervisors and Managers)

## Oral/Written Communication: Classroom Training

Office of Personnel Management (OPM)

- Alternative Dispute Resolution
- Bridging Organizational Cultures
- Coaching and Mentoring for Excellence
- Communicating Face-to-Face
- Conflict Resolution Skills
- Crisis Leadership Workshop
- Developing Customer-Focused Organizations
- Executive Development Seminar
- Leadership Potential Seminar
- Management Development Seminar
- Strategic Management of Human Capital
- Strategic Leadership
- Supervisor Leadership Seminar
- Women's Leadership Seminar

United States Department of Agriculture (USDA) Graduate School Courses:

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

## **Oral/Written Communication (Guide for Experienced Supervisors and Managers)**

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
- Leading Across Generations
- Leadership for a Democratic Society

Other

- Leadership seminars at colleges/universities with executive development programs

### **Oral/Written Communication: Community Involvement**

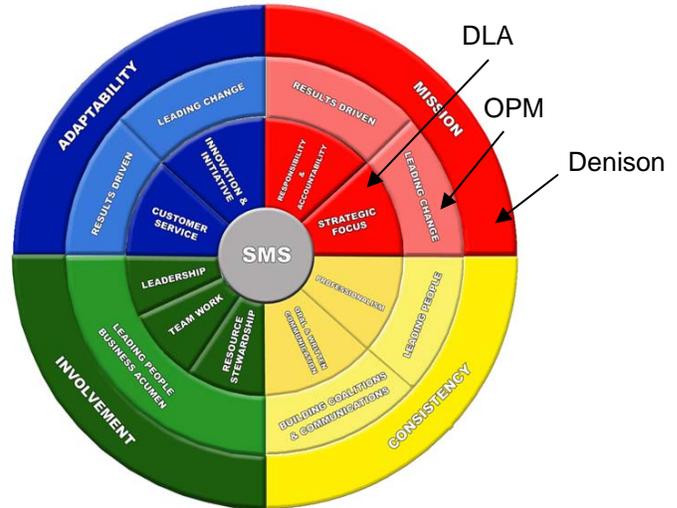
- Lead a committee in a charity organization.
- Organize a community event, or a high school or college reunion.
- Serve as a coach for a youth sports activity.
- Serve as a leader for a youth after-school activity (e.g., Girl or Boy Scouts, PTA).
- Serve on the board of your neighborhood homeowner's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

# Strategic Focus (Guide for Experienced Supervisors and Managers)

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

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 such processes as a means of promoting organization-wide focus on, commitment to, and

## **Strategic Focus (Guide for Experienced Supervisors and Managers)**

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.

- 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.
- 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.
- Conduct Agency mission briefings at various internal forums such as new employee orientation.
- Guide supervisors and employees towards understanding the importance of meeting goals set by you or by the agency.
- Involve your management team. Before developing action plans, a management team must have a good understanding of the organizational strategies outlined by senior executives. Take every opportunity to discuss the organization's strategies and immediate goals with your management team. Ask them to explicitly link the planned activities of their units to the larger strategy of your organization.
- 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.
- Explain how individuals contribute to team goals and how they contribute to the overall Corporate Strategy. This aids buy-in and confers ownership.
- Join a strategic planning team.
- Establish a strategic planning team including your customers. Meet regularly.
- Tie projects to the DLA Strategic Plan.

## **Strategic Focus (Guide for Experienced Supervisors and Managers)**

- Facilitate a discussion about the most recent Director's Review and Analysis with your project managers and team leads. Discuss any metrics that apply.
- Invite speakers from the organizations to speak to your team about strategy related topics.
- Suggest a link between the performance plan and rewards based on desired results and goals of the strategic plan.
- Visit the customer. Sit in and listen to your customers' views.
- Take your employees to the Director's Open Forum meetings to keep abreast of strategic initiatives.
- Match up performance standards for each employee with strategic goals. Have periodic meetings with employees to track how they are achieving success.
- Send employees or managers to high level meetings both within and outside the Agency so they can hear first-hand current issues at the senior management level.
- Take a group of employees out of the building to learn about other business strategies and how they link operations to strategic goals.
- 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.
- Seek a "fix it" assignment where the mandate and mission of the organization are under review and require redefinition or realignment with the larger DLA vision.
- Develop working groups to build on annual goals and objectives.
- 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.
- 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 Experienced Supervisors and Managers)

### 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, e.g., “Government Executive.”

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

- External Awareness
- Formulating Goals
- Planning Skills
- Selections from [Jim Clemmer’s Articles](#)
- Strategic Planning
- *Strategy Maps* by Kaplan and Norton
- *The Balanced Score Card* by Kaplan and Norton
- *The Strategy-Focused Organization* by Kaplan and Norton
- Visioning

# Strategic Focus (Guide for Experienced Supervisors and Managers)

## Strategic Focus: Professional Organizations

- American Management Association (AMA)
- Balanced Score Card Collaborative
- Combined Federal Campaign Chairperson, Representative, or loaned executive
- Federal Executive Association (FEA)
- Leadership Development Association
- Supervisory/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
- Communication Skills for Leadership
- Conquering Conflict through Communication
- Frontline Leadership: Preparing to Lead
- Leading through Change

# Strategic Focus (Guide for Experienced Supervisors and Managers)

## Strategic Focus: Classroom Training

Office of Personnel Management (OPM)

- Bridging Organizational Cultures
- Communicating Face-to-Face
- Crisis Leadership Workshop
- Developing Customer-Focused Organizations
- Executive Development Seminar
- Federal Budgetary Policies and Processes
- 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

## **Strategic Focus (Guide for Experienced Supervisors and Managers)**

### Other

- American Management Association: Moving from an Operational Manager to a Strategic Thinker
- Center for Creative Leadership: Developing the Strategic Leaders
- Leadership seminars at colleges/universities with executive development programs

### **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 Experienced Supervisors and Managers)

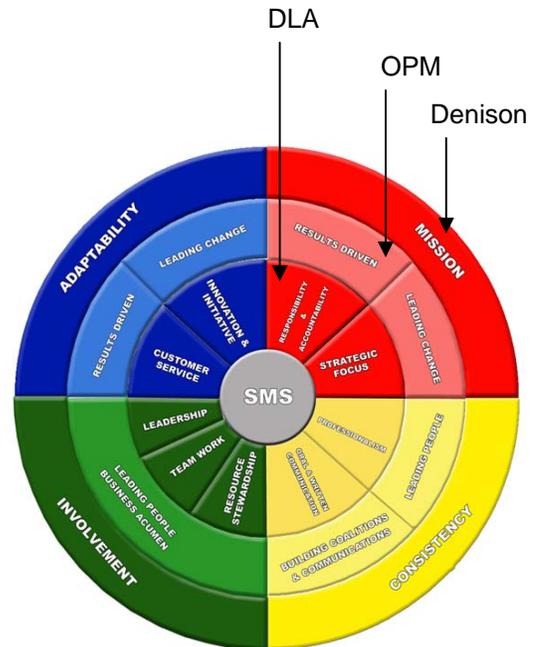
## Responsibility and Accountability/Mission-Defines Goals and Objectives

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 (Guide for Experienced Supervisors and Managers)**

### **Responsibility and Accountability: On-the-job Activities**

- Discuss with others how your team goals align with the overall business and organization goals. Discuss how they are supportive of each other.
- During mid-year review, meet with employees individually and discuss their performance goals, developmental goals, and Agency goals.
- Connect group or enterprise objectives to the performance objectives of individuals. Establish both teamwork and individual ownership of the success of the group or Enterprise.
- Have regular performance review and goal setting sessions with each of your employees at least every 3 months.
- Work with your team to identify the level of priority associated with each goal. This process identifies the sequence in which the goals must be accomplished and helps develop commitment and ownership of the goal.
- Develop a measurement system that monitors what is accomplished and the means by which it is achieved. Make this data readily available to all members of the group. Be sure that the information system keeps people up-to-date on what is happening so that if they need to adjust their plans, they will have the information with which to do so.
- 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.
- Print Agency goals and give a copy to each employee. Go over the goals in a group setting.
- Establish milestones and regularly monitor progress. Provide group and individual feedback on performance. Keep your focus on results constant and visible. Celebrate the wins, and give encouragement to projects that, when given an honest effort, still did not achieve success.
- Develop a measurement system that monitors what is accomplished and the means by which it is achieved. Make this data readily available to all members of the group. Be sure that the information system keeps people up to date on what is happening so that if they need to adjust their plans, they will have the information with which to do so.
- 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.

## Responsibility and Accountability (Guide for Experienced Supervisors and Managers)

- 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 coworkers/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.
- Develop a “Lessons Learned” document from previous challenging projects and share with your project managers, team leads, supervisors, and/or organization.
- 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.
- Schedule an all-hands meeting offsite to celebrate achievements and recognize individual and team efforts.
- 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.
- Speak about the organization’s vision every chance you get. Ask your team to put the vision in story form.
- Spend the first 5 minutes of every meeting going over the organization’s vision and mission and how the upcoming events correlate. Connect every event to the vision and mission.
- Quarterly or Bi-Annual Office Book Club: Hold a discussion group on a great business/leadership book, e.g., *Mining Group Gold*, *Organization Trust*, *Build to Last*. Provide lunch for subordinates and give them a chance to talk about the book’s overall impact, how it applies to the agency/organization, how it can be used to make the organization better, adopt one or two strategies to implement.
- 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.

## **Responsibility and Accountability (Guide for Experienced Supervisors and Managers)**

- 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**

- Set S.M.A.R.T. goals. Goals you set should be Specific, Measurable, Achievable, Realistic, and Time Based.
- Do a self-assessment of your personal responsibility with friends and family. Do you honor your commitments and obligations with them? Are you honest and respectful giving them feedback?
- 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.)
- Become familiar with the Office of Personnel Management (OPM) Web site, [“Resource Center for Addressing and Resolving Poor Performance”](#). Read the online booklet and make copies of job aids and sample documents that are useful to you.

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

- Clarity of Expression
- Creativity
- Decision Making

## **Responsibility and Accountability (Guide for Experienced Supervisors and Managers)**

- Formulating Goals
- Leadership book summaries on Summary.com: <http://corporate.summary.com>
- 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)
- 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

### **Responsibility and Accountability: Computer-based Training**

#### Ninth House Network

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

## **Responsibility and Accountability (Guide for Experienced Supervisors and Managers)**

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/Improved Financial Performance
- Coaching and Mentoring for Excellence
- Crisis Leadership Workshop
- Developing Customer-focused Organizations
- Environmental Policy Issues
- Executive Development Seminar
- Federal Budgetary Policies and Processes
- Leadership Potential Seminar
- Leading in a Virtual Workplace
- Management Development Seminar
- Strategic Leadership
- Supervisory Leadership Seminar

## **Responsibility and Accountability (Guide for Experienced Supervisors and Managers)**

United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Executive Potential Program
- 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
- Leadership for a Democratic Society
- Leading Across Generations
- Center for Creative Leadership—Developing the Strategic Leaders: Thinking, Acting, Influencing
- American Management Association: The Voice of Leadership—How Leaders, Inspire, Influence, and Achieve Results
- Leadership seminars at colleges with executive development programs

Other

- Center for Creative Leadership: Developing the Strategic Leaders
- American Management Association: The Voice of Leadership
- Leadership seminars at colleges with executive development programs

## **Responsibility and Accountability (Guide for Experienced Supervisors and Managers)**

### **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.
- 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 Experienced Supervisors and Managers)

## Customer Service/Adaptability-Emphasizes Customer Focus

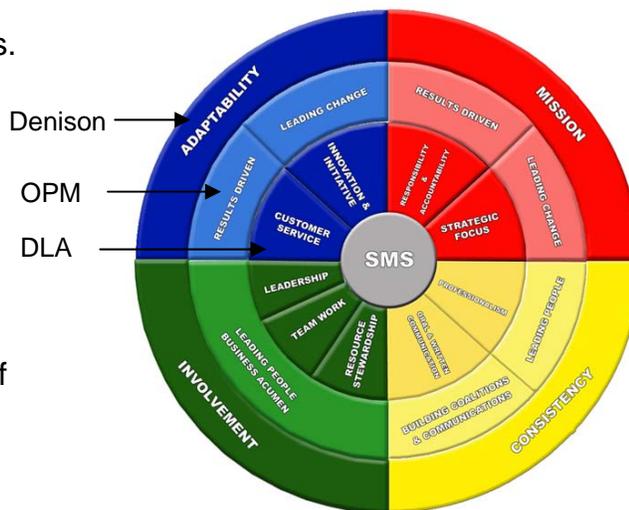
Demonstrates a commitment to working with both internal and external customers.

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

- Ensure employees know who their internal and external customers are.
- Be visible, accessible, and stay in contact with your stakeholders. Find ways to keep in regular contact with your stakeholders or their contacts, even when you are not directly servicing them on a current mandate, i.e., your deliverable may have been met but you have come across some information that would be useful for them, share it.
- Use following up on information as an excuse to chat with your stakeholders and get information about what is going on with them. Know your stakeholder's broader issues, and talk to them about their business, not just the services or projects you currently have mandate to deliver against. Keep up-to-date with what is happening

## **Customer Service (Guide for Experienced Supervisors and Managers)**

in the broader DoD or Federal Government by talking to your stakeholders regularly, reading business magazines and publications, and other colleagues, and talking to your stakeholders about the critical short and long-term issues facing them.

- Have a day that will give customers an opportunity to interact with the workforce and solidify working relationships.
- 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.
- 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.
- Invite customers to various training events and meetings. This helps us to get a better feel for customers' view and demonstrates that customers' input and 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.
- Participate in customer focus groups.
- Team with other components of the Agency to build partnerships and generate "corporate wins."
- Have easy, user-friendly, electronic means for customers to provide regular feedback as to satisfaction.
- Conduct random surveys with customers to see how we can improve our service.
- Utilize climate/culture surveys to gauge the mindset of internal and external customers—what is important to them. When customers are less than satisfied, make it right.
- 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.

## **Customer Service (Guide for Experienced Supervisors and Managers)**

- 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.
- Ensure customers know where to go to report both good and bad service. Deal swiftly with the bad and reward the good.
- Integrate the customer into the team. Have them as part of the process improvement process and not as a bystander.
- Support trade shows and conferences designed to collect comments from industry and the public sector.
- Review processes to ensure the customer’s needs are being met. Look at it from the customer’s standpoint. Reengineer the processes so customer needs are even better met than before.
- Establish a response rule. You have to reply to the customer within a given number of hours, even if only with an interim response.
- Establish descriptions of professional customer service behavior and communication. Ask everyone to comply.
- Have all team members attend quality process classes that show the importance of doing things right the first time, the costs of rework, and lost customers.
- Foster a team approach. Everyone helps each other and does whatever it takes to meet the customer’s needs.
- 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.
- Incorporate excellent customer service in employees’ performance standards. Ensure employees know they will be held accountable for poor customer service.
- Encourage and support formal training in customer service for every employee. Include telephone and e-mail etiquette.
- Set goals and measurements using customer satisfaction surveys for possible gaps.
- Interact with other Field Activities in DLA to discuss and learn more about best practices in customer support.

## **Customer Service (Guide for Experienced Supervisors and Managers)**

- Benchmark industry best practices in customer support.
- 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 active listening for all of your interactions: your customers, co-workers, team members, staff, friends, and family.

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

- Active Listening Skills
- Assessing the Business Environment
- Behavior Modeling
- [CRMCommunity.com](http://CRMCommunity.com) (online articles on customer service)
- Customer Service
- Influencing Others
- Integrity
- Managing a Dissatisfied Customer
- Measuring Customer Satisfaction
- 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 (Guide for Experienced Supervisors and Managers)**

## **Customer Service: Professional Organizations**

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

## **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 (Guide for Experienced Supervisors and Managers)

## Customer Service: Classroom Training

Office of Personnel Management (OPM)

- Bridging Organizational Cultures
- Developing Customer-Focused Organizations
- Environmental Policy Issues
- Management Development Seminar
- Strategic Leadership

United States Department of Agriculture (USDA) Graduate School Courses

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

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
- Creating Breakthroughs
- Executive Communication Skills
- Leadership for a Democratic Society

## **Customer Service (Guide for Experienced Supervisors and Managers)**

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 Experienced Supervisors and Managers)

## Professionalism/Consistency-Defines Core Values

Acts with integrity. Is trusted by others.

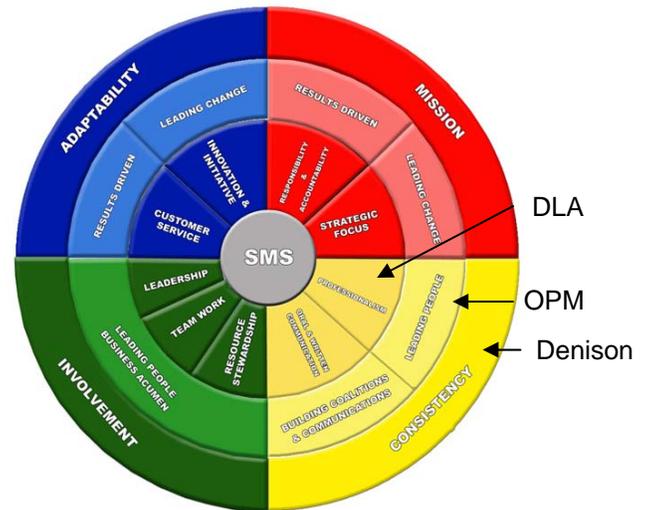
Treats people fairly. Is seen as a direct and truthful individual and keeps confidences of others.

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

- Discuss ethical problems with your work team. Pick a current event and look for ethical missteps. How could managers have avoided these? Can an organization create a culture of unethical behavior? What are the implications? (Enron and others)
- Conduct brown bags with your staff. Ask them to help “solve” an ethical dilemma.
- Speak at a brown bag lunch about examples of professionalism in action.
- Conduct briefings/lectures/discussions with staff members on ethics in the workplace.
- Invite someone from the Office of Counsel to speak on ethics.

## **Professionalism (Guide for Experienced Supervisors and Managers)**

- 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.

### **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?
- 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? Explore ways you could have handled the situation.
- 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
- Follow through on commitments. Recognize the value and importance of following through on your commitments to others. Negotiate realistic deadlines so that your changes 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 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 by alleviating your own stress. Recognize that disregarding your own stress is neither effective as a long-term strategy nor an appropriate example for your employees. If you do not demonstrate self-preservation, your employees may feel obliged to emulate that behavior.
- 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.

## Professionalism (Guide for Experienced Supervisors and Managers)

- Interview someone you trust. Ask them about their own ethical/moral “guide.”
- Write some examples of ethical and unethical behaviors that you have experienced. Talk to your legal department for interpretations.
- Discuss ethical dilemmas openly. Seek help with making ethical decisions and openly discuss ethical dilemmas with stakeholders.
- Follow up with contacts. Once you have made an initial acquaintance with someone who may be a useful contact, make a point of following up with him or her to strengthen and maintain the contact. This could involve offering your assistance, seeking input, or inviting the contact to a function. When appropriate, make a point of publicly supporting the initiatives of your contacts.
- 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.
- Do not let your personal biases impact or influence the decisions you make regarding the employees you supervise.
- Be absolutely honest and truthful at all times. Stand up for what you believe to be right.
- The best managers show humility. Are you a command and control manager? Do you have trouble admitting when you’re 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 they’re right when they’ve made a valuable point.
  - “I’ve made a mistake.” That phrase lets you get off your high horse gracefully. Being a leader does not make you infallible.
  - “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 don’t show weakness by admitting there are gaps in your knowledge. In fact, the opposite is true. Only the strongest people are comfortable admitting they don’t know everything. (Adapted from the September 2004 issue of Communication Briefings.)
- 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,

## **Professionalism (Guide for Experienced Supervisors and Managers)**

someone is walking out the back door with something. Expense accounts, personnel records, training reports, and contracts need regular scrutiny.

- Maintain an awareness of the EEO implications of organizational decisions and actions within your sphere of influence and responsibility. Recognize that every workplace action has a potential EEO implication.

### **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
- Psychology Related to Ethics
- Selections from [Jim Clemmer's Articles](#)
- Sociology Related to Ethics
- Strategic Analysis
- Stress Management
- Writing

# Professionalism (Guide for Experienced Supervisors and Managers)

## Professionalism: Professional Organizations

- American Management Association (AMA)
- Federal Executive Association (FEA)
- Leadership Development Association
- Toastmasters International

## Professionalism: Computer-based Training

### Ninth House Network

- Building Community
- Situational Leadership II
- Resolving Interpersonal Issues

### Office of Personnel Management (OPM) online courses

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

## Professionalism Classroom Training

### Office of Personnel Management (OPM)

- Coaching and Mentoring for Excellence
- Communicating Face-to-Face
- Developing and Communicating Your Leadership Competencies

## **Professionalism (Guide for Experienced Supervisors and Managers)**

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.
- 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 Experienced Supervisors and Managers)

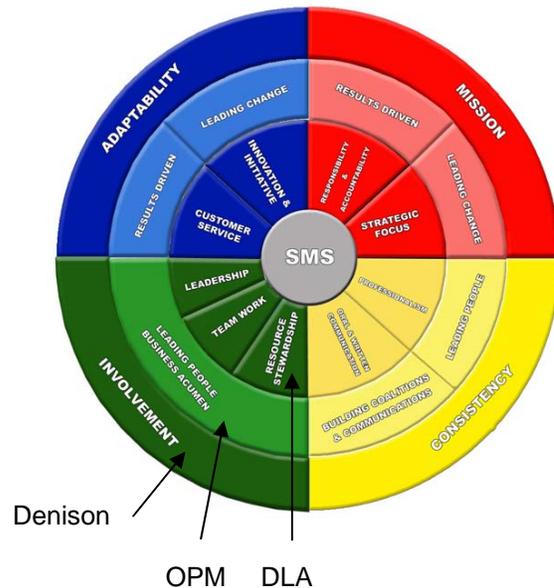
## Resource Stewardship/Involvement-Develops Organizational Capability

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 non-discrimination 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

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 (Guide for Experienced Supervisors and Managers)**

### **Resource Stewardship: On-the-job Activities**

- Set goals and measures for the whole project and the sub tasks. This is the most effective way to keep projects on time and on budget. 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 the 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 never done so.
- If you have a dispersed workforce/team, talk with every team member and co-worker to close the gap during 1 (or more) week a month.
- Seek opportunities for developing diverse technical skills to develop in your organization.
- Manage a project's time, funding, and human resources. Be accountable for outputs.
- Celebrate significant events in your organization, i.e., meeting major milestones, coming in at or under budget, improving attendance, etc.
- Develop your teams with diverse skills to implement and advocate diversity efforts.
- Rotate employees through offices that are related for 6 months so they can get the big picture.
- Offer non-monetary awards: public acknowledgement, increased responsibility, status, titles, work space, special parking place close to the door, etc.
- Have each employee shadow a supervisor for a month.
- Rotate the role of acting supervisor through all your people.
- Solicit input from your employees regarding approaches to assigning work.

## Resource Stewardship (Guide for Experienced Supervisors and Managers)

- 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.
- Take the IDP process seriously. Work with your staff on developing a realistic, competency-based IDP. Plan for time and money to ensure completion.
- Involve your employees in the budget planning process.
- Participate in special emphasis programs such as Black History month, Asian-Pacific, Hispanic, etc.
- Develop a reputation as a proactive proponent of EEO in your organization. Identify and eliminate barriers to the employment, advancement, recognition, and retention of minorities, women, and the disabled in your organization.
- Monitor the EEO profile of your own organization. Provide and ensure minority, women, and disabled employees in your organization have an equal opportunity to be successful and contribute to mission accomplishment.
- When filling positions that are identified as underrepresented in your organization, request targeted recruitment and expanded area of consideration to reach qualified minority, women, and disabled candidates to ensure that these groups are amongst candidates referred for your consideration on selection certificates.
- Maintain your personal awareness of issues impacting employment of minorities, women, and the disabled in the Federal workforce by attending annual national training symposiums sponsored by minority, women, and disabled organizations, i.e., Blacks in Government (BIG), Federally Employed Women (FEW), National Image, Federal Asian Pacific American Council (FAPAC), etc.
- Attend EEO program sponsored events. Encourage your employees to attend.
- Develop an understanding of the alternative dispute process, especially mediation. Participate in mediations of workplace disputes. Serve as a champion/advocate for Alternative Dispute Resolution (ADR).
- Engage in interactive discussions with employees who ask for reasonable accommodations.

## **Resource Stewardship (Guide for Experienced Supervisors and Managers)**

- Take immediate corrective action when you become aware of brewing EEO issues in the organization.
- Sponsor minority and disabled students for summer intern positions.
- Serve as a mentor to a minority or disabled student.
- 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.

### **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 think you have a tendency to clone yourself too much? 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 or on 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.
- Join a team outside of the Agency thus representing DLA.
- 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/Videotapes, Articles, and Books**

- Accountability
- Active Listening Skills

## Resource Stewardship (Guide for Experienced Supervisors and Managers)

- Behavior Modeling
- Behavioral-based Interviewing
- Brainstorming
- Budget
- Building Trust
- Communication Challenges
- 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
- [Mentoring Matters Handbook](#)
- Project Management
- Selections from [Jim Clemmer's Articles](#)
- Situational Leadership

# Resource Stewardship (Guide for Experienced Supervisors and Managers)

## Resource Stewardship: Professional Organizations

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

## Resource Stewardship: Computer-based Training

### DLA

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

### Supervisor/Manager Online Handbooks

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

## **Resource Stewardship (Guide for Experienced Supervisors and Managers)**

### 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

### 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)

- Bridging Organizational Cultures
- Budget and Performance Integration

## **Resource Stewardship (Guide for Experienced Supervisors and Managers)**

- Coaching and Mentoring for Excellence
- Communications Face-to-Face
- Conflict Resolution Skills
- Federal Budgetary Policies and Processes
- Management Development Seminar
- Strategic Management of Human Capital
- Strategic Leadership
- Supervisory Leadership Seminar
- Women's Leadership Seminar

United States Department of Agriculture (USDA) Graduate School courses

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

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
- Creating Breakthroughs
- Emotional Competence
- Executive Communication Skills: Leading the Process of Change
- Leaders Growing Leaders
- Leadership for a Democratic Society
- Leading Across Generations

## **Resource Stewardship (Guide for Experienced Supervisors and Managers)**

United States Department of Agriculture (USDA) Graduate School courses

- Leadership seminars at colleges or universities with executive development programs

### **Resource Stewardship: Community Involvement**

- Chair a committee in a charity organization.
- Chair the Combined Federal Campaign (CFC) campaign for your Federal/DoD geographic community.
- Organize or serve on a committee to organize a community event.
- Serve as a tutor for a local school.
- Serve as treasurer for a private organization.
- Serve on the board of your neighborhood homeowner's association.

# Innovation and Initiative (Guide for Experienced Supervisors and Managers)

## Innovation and Initiative/Adaptability-Creates Change & Promotes Organizational Learning

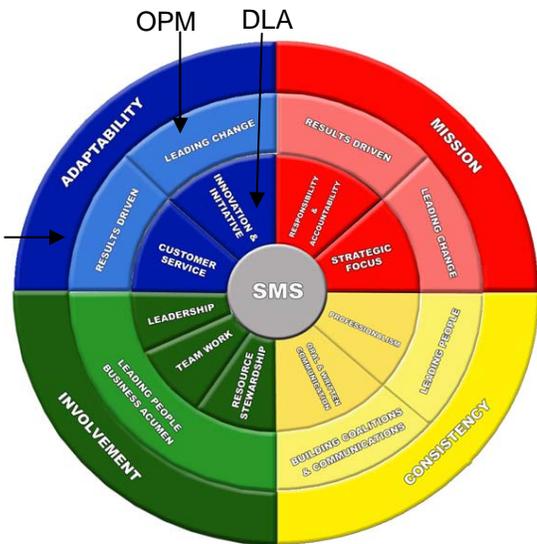
Displays a high level of initiative, effort, and commitment to sound business practices.

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 (Guide for Experienced Supervisors and Managers)

## Innovation and Initiative: On-the-job Activities

- Make your work environment conducive to new ideas. Put up pictures that remind people about attitude, team work, perseverance, and discipline. Encourage new ideas even if they are not successful.
- Have brainstorming sessions with employees to foster ideas on how they can better do their job. Make it fun.
- During your periodic meetings with your staff, encourage new ideas, and establish an open door policy for employees who wish to speak with you about their ideas.
- 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 coworkers/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.
- 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, word-of-mouth.
- Rotate team members regularly to introduce fresh ideas and energy.
- Establish job rotation and cross training to help foster new ideas or a better way to perform current duties and processes.
- Form reengineering groups for each process or function and work to reengineer the process to be more efficient.
- Create an area for employees to post what they have experienced as a good business practice.
- Reward employees and teams when they are innovative or after successfully streamlining a process. Publicize/advertise their efforts.

## **Innovation and Initiative (Guide for Experienced Supervisors and Managers)**

- Regularly benchmark other agencies and outside companies for possible improvements to the process. Allow team members to do the same and reward and recognize the ideal each quarter, using on-the-spot rewards.
- Deploy team members out to other functional teams to learn new techniques and thought patterns and bring ideas back.
- Emphasize the importance of quality in work and performance. Assist in development of Quality Assurance Plan on business processes.
- Develop process improvement teams that will look for opportunities to innovate or improve projects or processes. Meet once per month to discuss findings.
- Practice delegation by allowing employees to volunteer for assignments and expand their positions.
- Conduct monthly reviews and analyses of your organization referencing innovation and initiative.
- Have units report on significant activities within their particular area. Establish a cycle to report, one unit per month or all per quarter. Determine the most innovative approaches and reward them.
- Participate in the local supervisory council involving other “communities of practice” different than your own to help stay current on emerging concepts and issues.
- 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.
- Develop an extensive reading list for the team and allow time during the week for members to read articles, magazines, and books. Have team members present one article or finding that they may find important to their tasks.
- Inform employees of current and future Agency initiatives including how employees' work will be affected.
- When a change is forthcoming, ensure that employees have a clear understanding of the nature, scope, and intent of the change, and how it will affect them.
- When communicating bad news, communicate early, clearly, and truthfully.
- Establish on-going trust within your organization by ensuring two-way communication between you and your employees. Establish a rumor control program to collect and officially respond to circulating rumors.

## **Innovation and Initiative (Guide for Experienced Supervisors and Managers)**

- When communicating change in your organization, create messages that are consistent, ongoing, and multidirectional (using a variety of communication methods). Encourage the same message to be disseminated throughout your organization.
- Seek feedback to all one-way communications such as posters, banners, and signs by using staff meetings or open forums.
- Encourage employees to seek information on initiatives in the Agency by reading DLA Today and Tomorrow, Dimensions, etc.
- Include and encourage employee participation and feedback in change efforts; demonstrate that you value their ideas.
- Tie in relevant changes in the organization with the big picture: DLAs Mission, Vision, Values, and Goals.
- Establish "time to learn" or "study periods" so individuals have time to read about upcoming changes in the organization. Ensure that people are not "punished" for using that time rather than accomplishing their day-to-day tasks.
- 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.

### **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 initiative." 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.

## **Innovation and Initiative (Guide for Experienced Supervisors and Managers)**

- 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 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.
- Attempt to solve multiple problems with a single solution. One way of dealing with an overload of multiple problems is to look for one solution that can address more than one problem. Another possibility is to use a specific problem as a vehicle for raising the basic issue that the problem represents. It is important to constantly look for linkages amongst problems instead of treating them individually. When you are faced with multiple problems, look for commonalities that will let you come up with a single generic solution.
- 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.
- Attend an inspirational seminar taught by someone like Tom Peters, etc. Perhaps set-up an on-site seminar.
- Learn to do something new, e.g., hobby, software, or a sport.

## **Innovation and Initiative (Guide for Experienced Supervisors and Managers)**

- Use the Employee Assistance Program (EAP). 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 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. 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).
  - 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.

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

- Accountability
- Being Proactive
- Benchmarking for Success

## Innovation and Initiative (Guide for Experienced Supervisors and Managers)

- Brainstorming
- Communication Skills
- Conflict Resolution
- Creative Thinking
- Innovative Management
- Leadership Skills
- Listening
- 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 association
- Toastmasters International

# Innovation and Initiative (Guide for Experienced Supervisors and Managers)

## 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

### 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 (Guide for Experienced Supervisors and Managers)

## Innovation and Initiative: Classroom Training

### Office of Personnel Management (OPM)

- Alternate Dispute Resolution
- Bridging Organizational Cultures
- Coaching and Mentoring for Excellence
- Communicating Face-to-Face
- Conflict Resolution Skills
- Crisis Leadership Workshop
- Environmental Policy Issues
- Executive Development Seminar
- Federal Budgetary Policies and Processes
- Leadership Potential Seminar
- Leading in a Virtual Workplace
- Strategic Management of Human Capital
- Strategic Leadership
- Supervisory Leadership Seminar
- Women's Leadership Seminar

### United States Department of Agriculture (USDA) Graduate School Courses

- Coaching Skills for Today's Leaders
- Constructive Conflict Resolution
- Leadership Essentials

## **Innovation and Initiative (Guide for Experienced Supervisors and Managers)**

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
- Executive Communication Skills: Leading the Process of Change
- Leaders Growing Leaders
- Leadership for a Democratic Society
- Leading Across Generations
- The Aspen Institute Executive Seminar
- Aspen Institute Leading Change in Government 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).
- Serve on the board of your neighborhood homeowner's association.
- Take a leadership position in a community (e.g., school board, commissioner).

## Matrix for Experienced Supervisors and Managers

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

<u>Denison Index</u>	<u>DLA Competency (MSF Action Plan)</u>	<u>Page</u>
<b><u>Involvement</u></b>		
Empowers People	Leadership	3
Builds Team Orientation	Teamwork	11
Develops Organizational Capabilities	Resource Stewardship	55
<b><u>Consistency</u></b>		
Defines Core Values	Professionalism	49
Works to Reach Agreement	Oral/Written Comm.	18
Manages Coordination & Integration	Oral/Written Comm.	18
<b><u>Adaptability</u></b>		
Creates Change	Innovation & Initiative	64
Emphasizes Customer Focus	Customer Service	42
Promotes Organizational Learning	Innovation & Initiative	64
<b><u>Mission</u></b>		
Defines Strategic Direction & Intent	Strategic Focus	27
Defines Goals and Objectives	Responsibility & Acct.	34
Creates Shared Vision	Strategic Focus	27

# Matrix for Experienced Supervisors and Managers

## 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
<a href="#">DLA's Strategic Planning Guide</a>		X		
Editing and Proofreading				
Effective Listening				
Effective Presentation Skills				
Effective Questioning				

## Matrix for Experienced Supervisors and Managers

Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Effective Thinking				
Effective Writing				
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				
<a href="#">Jim Clemmer's Articles</a>	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

## Matrix for Experienced Supervisors and Managers

Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Psychology Related to Ethics				
Quality Control			X	
<i>Raving Fans: A Revolutionary Approach to Customer Service</i> by Ken Blanchard and Sheldon Bowles			X	
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 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
<b>Computer-Based Training</b> <i>DLA Training Center</i>				
<a href="#">Supervisory/HRM Training Module</a>				X
<a href="#">DLA Equal Employment Opportunity Training</a>				X

## Matrix for Experienced Supervisors and Managers

Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
<a href="#">Module</a>				
<a href="#">DLA Alternative Dispute Resolution Training Module</a>				X
<b>Computer-Based Training</b> <i>Supervisor/Manager Online Handbooks</i>				
<a href="#">Labor and Employee Relations Guides</a>				X
<a href="#">Injury Compensation Tutorial</a>				X
<a href="#">Resource Center for Addressing and Resolving Poor Performance</a>				X
<a href="#">Unemployment Compensation Tutorial</a>				X
<b>Computer-Based Training</b> <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				

## Matrix for Experienced Supervisors and Managers

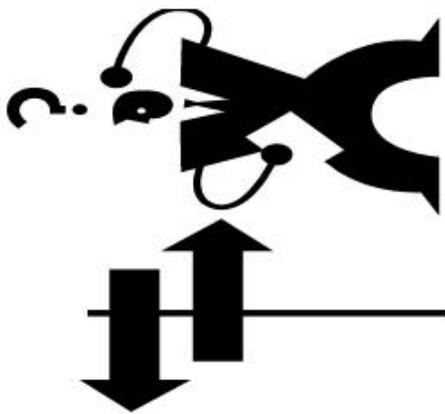
Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
Alternative Dispute Resolution	X			
Bridging Organizational Cultures	X			
Budget and Performance Integration				
Building High-Performance Organizations				
Coaching and Mentoring for Excellence				X
Communications 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			

## Matrix for Experienced Supervisors and Managers

Competencies/ Sources of Development	Teamwork	Strategic Focus	Customer Service	Resource Stewardship
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
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		
<b>Classroom Federal Executive Institute (FEI)</b>				
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

## Matrix for Experienced Supervisors and Managers

<b>Competencies/ Sources of Development</b>		Teamwork		Strategic Focus		Customer Service		Resource Stewardship	
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.

1.

2.

3.

4.

5.

## ***Action Steps***