



# **Three Key Issues of the EOS Survey**

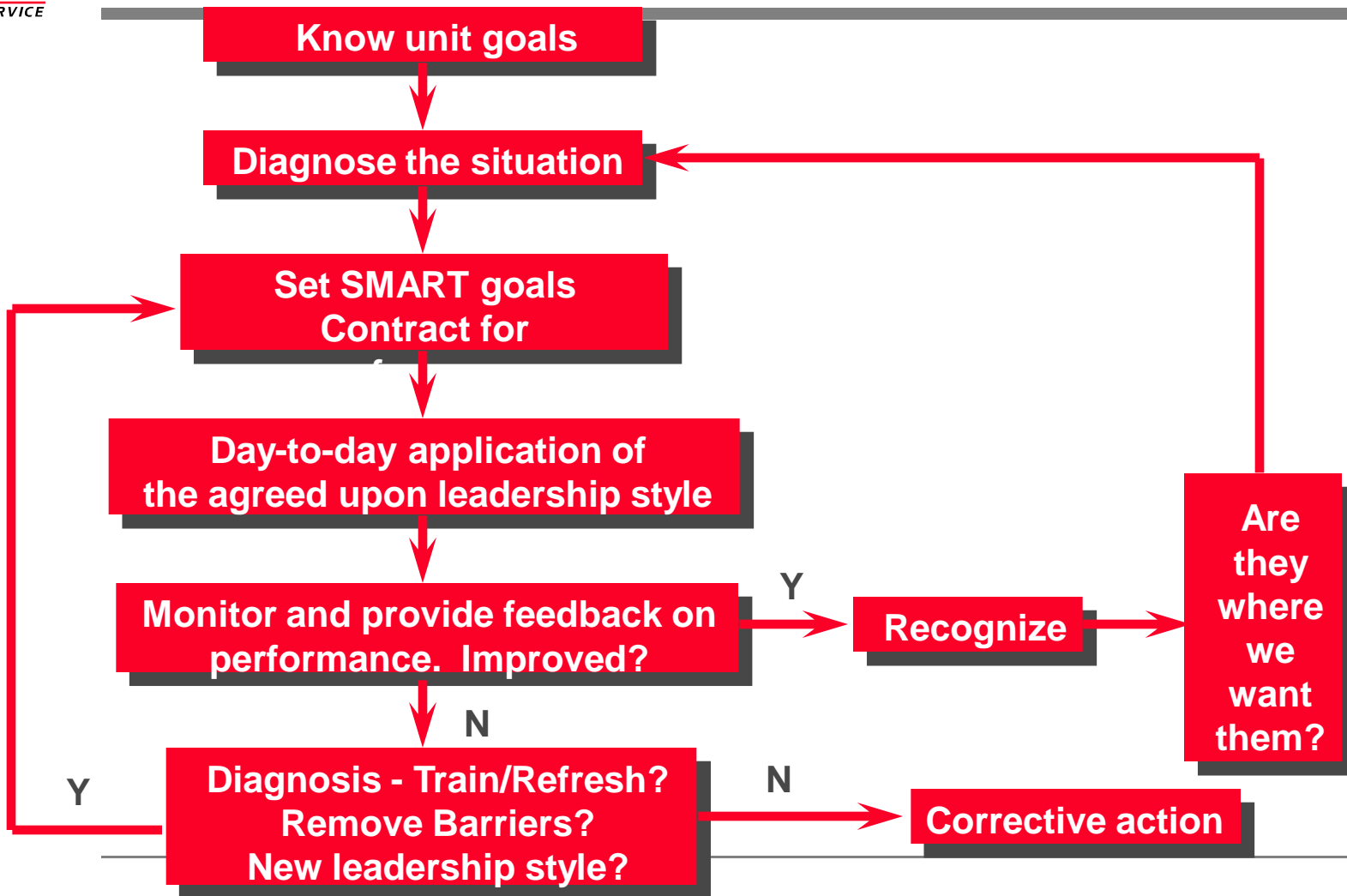
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**As supervisors, we don't do a good job of:**

- 1. Recognizing good performance.**
- 2. Correcting poor performance.**
- 3. Communicating both unit goals and expectations of individual performance.**



# Performance Management Model





# **Evaluating Unit Performance**

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- **Know and understand the goals.**
- **Measure the degree of goal attainment.**
- **Analyze the data using sound judgment**



# **Standards**

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- **An employee's performance is evaluated on the basis of the following:**
    - **a) amount of work**
    - **b) accuracy**
    - **c) reliability**
    - **d) neatness**
    - **e) thoroughness**
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## **Standards (cont.)**

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- f) application to duty**
  - g) promptness**
  - h) conduct**
  - i) ability to get along with others**
  - j) cooperativeness**
  - k) other factors, where appropriate**
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# **Evaluating Unit Performance**

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- **Know and understand the goals.**
- **Measure the degree of goal attainment.**
- **Analyze the data using sound judgment.**



# Evaluating Individual Performance

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- **Observe work performance**
- **Review relevant data**
- **Exercise judgment**
- **Appraise performance**



# **Observe Work Performance**

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## **Requirement:**

- **Functional knowledge of the employee's job.**
  - **Know what to observe and how often.**
  - **Notate observations without bias.**



# **Review Relevant Data**

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## **Requirement:**

- **Working knowledge of information systems.**
  - **Know what is available and accessible.**
  - **Determine relevance of information.**
  - **Generate and access reports.**



# **Exercise Judgment**

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## **Requirement:**

- **Examining demonstrated performance based on established goals and expectations.**
  - **Use sound judgment.**
  - **Make judgment without bias and without fear of conflict.**



# **Appraise Performance**

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## **Requirement:**

- **Discussing results of the performance evaluation with employees.**
    - **Provide feedback.**
    - **Identify work habits and behaviors.**
    - **Encourage response and input.**
    - **Identify barriers and solutions.**
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# **Communicating About Performance**

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- **Why it's important to communicate about performance.**
- **What needs to be communicated.**
- **How to communicate about performance.**



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# Causes of Poor Performance

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- **Subordinates incapable of learning, or physically incapable of achieving. Frequency - 0.5%**
- **Subordinates had inadequate knowledge or skill. Frequency - 9.5%**
- **Subordinates not committed to accomplishing the expectations. Frequency - 1.0%**
- **Subordinates unclear about supervisor's expectations. Frequency - 89%**



# **Benefits of Communication**

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- **Sets expectations for behavior.**
  - **Shares responsibility and ownership for performance and outcomes.**
  - **Supports positive work environment.**
  - **Increases motivation.**
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## **Benefits of Communication (cont.)**

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- **Builds trust.**
- **Helps solve operational problems.**
- **Eases implementing operating or policy changes.**



# **Information Sharing**

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## **Share:**

- **Unit/Department goals and objectives.**
  - **Historical performance data.**
  - **Current performance data.**
  - **New policies and procedures.**
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# Breaking the “Feedback as Punishment” Syndrome

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- **Frequency**
  - **Use multiple methods.**
  - **Communicate unit performance.**
  - **Take the emotionality/blame out of feedback.**
  - **Give positive information.**
  - **Give performance feedback as part of an overall communication process.**
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# **Guidelines for Performance Feedback**

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- **Use indicators that are under the unit's control.**
  - **Keep data current.**
  - **Communicate on a frequent/regular basis.**
  - **Keep feedback at the group level.**
  - **Don't assume that saying it once is enough.**
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# The Three Main Ingredients for Effective Recognition

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- **Match the recognition to the person.**
- **Match the recognition to the achievement.**
- **Be timely and specific.**



# **Power Bases**

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- **Position Power**
- **Expert Power**
- **Personal Power**
- **Reward Power**
- **Punishment Power**



# Performance Dialogue

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# Three Steps of Performance Consultation

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- **Performance analysis**
- **Performance dialogue**
- **Follow-up**



# **Performance Dialogue Guidelines**

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- **Do it in private.**
- **To the extent possible, it should be one-on-one.**
- **Find a neutral site.**
- **There should be no interruptions.**
- **Allow plenty of time, don't rush the process.**
- **Be calm.**



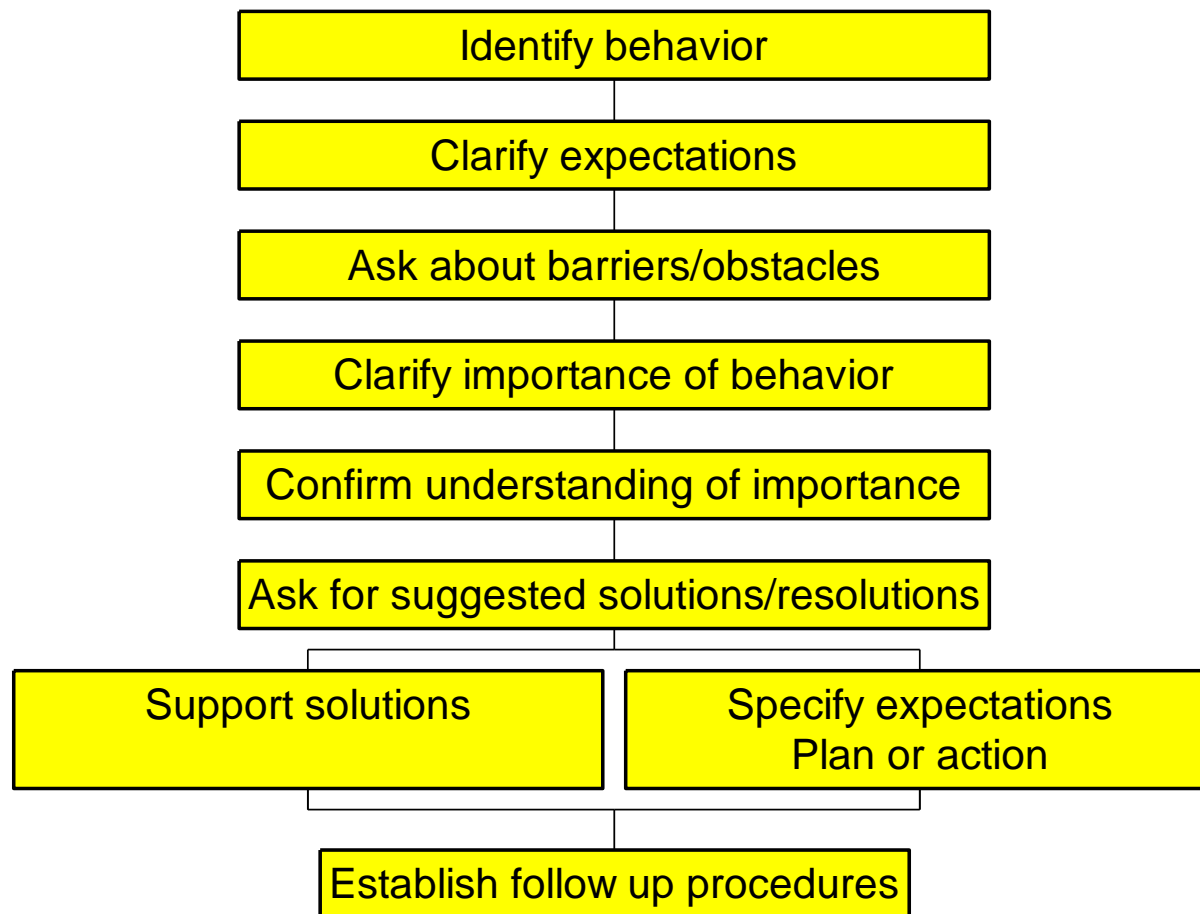
# **Performance Dialogue Guidelines (cont.)**

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- **Be prepared.**
- **Have any relevant data available.**
- **Decide ahead of time what minimum action you will accept as a result of this meeting.**



# Steps of a Performance Dialogue





# **Giving Effective Feedback**

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- **Describe, specifically the behavior you want to reinforce/correct.**
  - **Relate how the behavior makes you feel (emotion).**
  - **Explain the impact/effect the behavior has on you and/or others.**
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# What Does This Boss Want?

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- **What is the highest priority for this boss?**
  - **What has low or “no” priority?**
  - **What does he or she want to avoid?**
  - **What criteria influences his/her decision making?**
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# **Influence The Boss**

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- **Upward influence - don't boss the boss.**
  - **Bring solutions, not just problems.**
  - **Provide positive reinforcement.**
  - **Zigging and zagging - fill in the gaps.**
  - **Your boss needs your influence.**
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# **What Is Culture?**

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- **It represents the values, beliefs and expectations shared by its members.**
- **It exerts pressure on its members to conform.**
- **It shapes people's behavior.**



# Supporting Change

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- **EMPATHY** - Listening and allowing expression of thoughts and feelings.
- **INFORMATION** - Providing knowledge and understanding of what's being retained as well as lost.
- **IDEAS** - Offering suggestions for action, exploring options, developing implementation plans.
- **OPPORTUNITIES FOR INVOLVEMENT** - Participative management, fostering acceptance and commitment.



# Group Analysis

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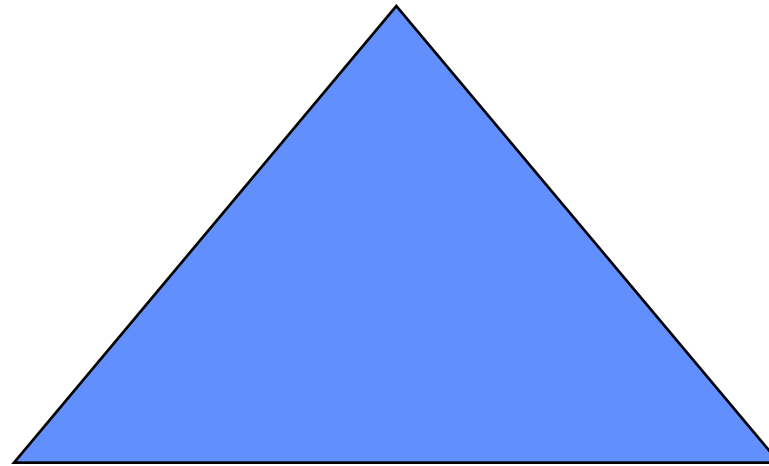
- **EFFICIENCY** - The process (how things get done).
- **EFFECTIVENESS** - The output (what gets done).
- **ENVIRONMENT** - The “mood” (how people feel).



# Group Balance

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**PROCESS ORIENTED  
(EFFICIENCY)**



**TASK ORIENTED  
(EFFECTIVENESS)**

**PEOPLE ORIENTED  
(ENVIRONMENT)**

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# PRIDE

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- **P Product or service**
  - **R Relationship**
  - **I Integrity**
  - **D Delivery**
  - **E Expense**
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# **Keys to Time Management**

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- **Know who controls your time.**
  - **Know where your time goes.**
  - **Don't delay.**
  - **Just say no.**
  - **Get organized.**
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# Time Imposition Log

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<b>Activity</b>	<b>Time Spent</b>	<b>Imposed By</b>
<b>Prepare 1769</b>	<b>1 hour</b>	<b>Safety Officer</b>
<b>Research throw back volumes</b>	<b>2 hours</b>	<b>Boss</b>
<b>Prepare response to congressional inquiry</b>	<b>45 minutes</b>	<b>Customer</b>
<b>Conduct performance review</b>	<b>30 minutes</b>	<b>Employee</b>

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# My Day

TIME	TASK	PRIOR	ACCOMPLISHMENTS
1430- 1505	Match work to employees.	A	Checked schedule and call-ins.
	Review unit condition.	A	Checked mail prep and equipment.
1447- 1503	Conversation with unhappy employee.	?	
1505- 1530	Make assignments.	A	Placed employees. Looking for help.



# **Establish Priorities**

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- **A -- What is essential?**
- **B -- What should be done?**
- **C -- What would be nice to do?**



# Action Planning Format

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- **Clarify objective:**
  - **Specific**
  - **Motivational**
  - **Attainable**
  - **Relevant**
  - **Trackable**



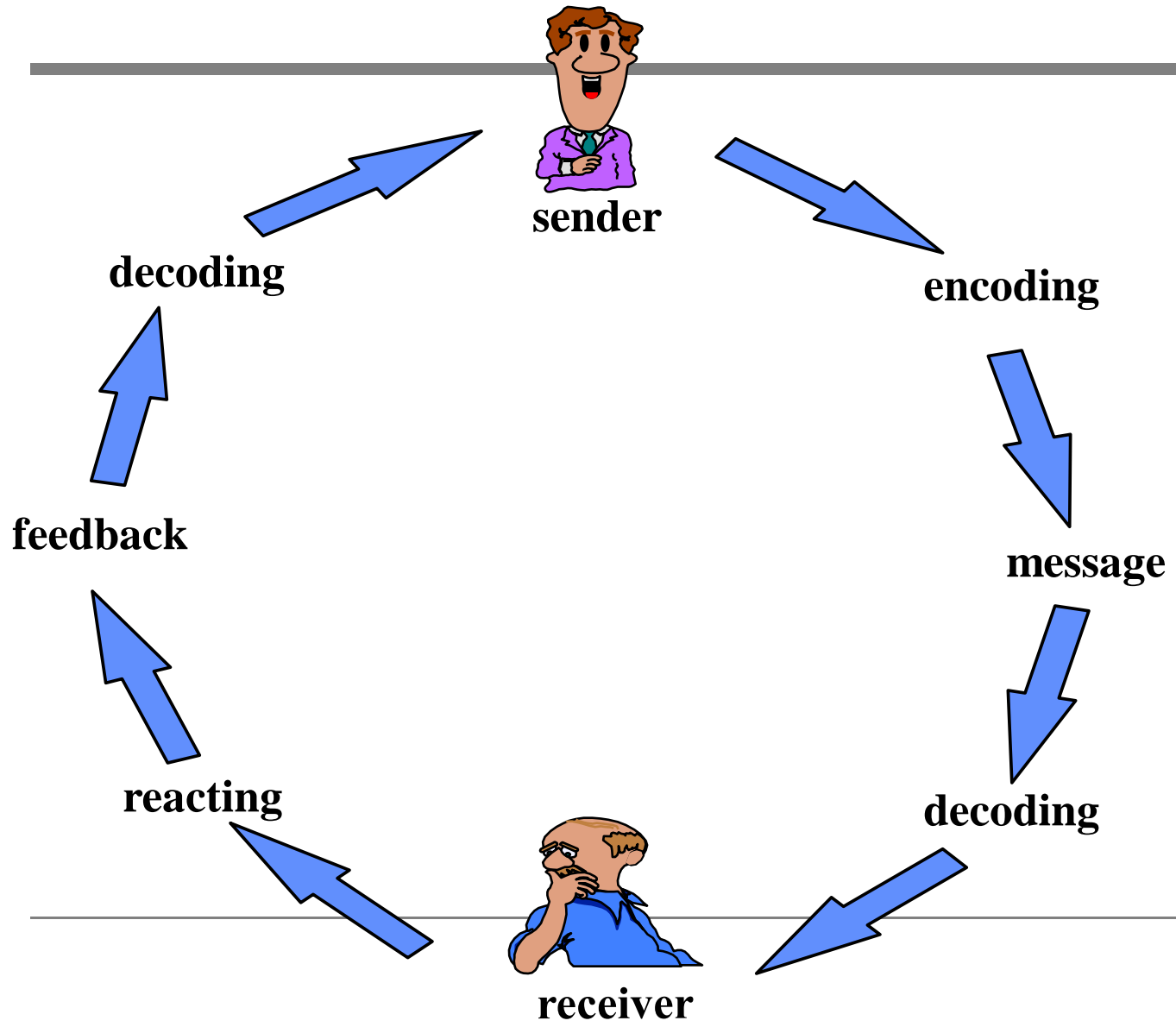
## **Action Planning Format (cont.)**

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- **Identify problems, barriers, obstacles.**
- **List steps of action.**
- **Identify necessary resources.**
- **Determine order of action.**
- **Establish time frames and assign responsibility for actions.**
- **Develop follow-up procedure.**



# Communication Model





# **Making the Distinction**

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## **■ EEO**

- Provided equal opportunity for hire promotion and all terms and conditions of employment.**
- Mandated by the government.**
- Opened the doors.**



## **Making the Distinction (cont.)**

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### **■ AA**

- Articulated an employer's “good faith efforts” to create parity between availability and the actual representation of protected classes.**
  - Mandated by the government for those businesses which have Federal contracts.**
  - Provided accountability for opening doors.**
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# **Making the Distinction (cont.)**

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## **■ Diversity**

- Creates a work environment which is healthy, positive, and productive for all employees.**
  - Provides for:**
    - employer choice**
    - excellence in the marketplace**
    - a leader and role model**
  - Voluntary**
  - Provides a competitive edge.**
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# Why Understand Diversity?

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- **Gain new insights and outlooks.**
  - **Enjoy new relationships.**
  - **Tap the varied talents of the organization.**
  - **Meet common goals.**
  - **Improve morale and productivity.**
  - **Increase business performance.**
  - **Enhances our ability to serve a diverse customer base.**
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# **Diversity Is Transforming Our Nation**

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**As we move into the 21st century,  
our workforce will become more  
*racially, ethnically* and *sexually*  
diverse.**



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# What Makes Each Person Unique?

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- **Biology**
  - **Ethnicity and Culture**
  - **Family life**
  - **Beliefs**
  - **Geography**
  - **Experiences**
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# **Taking a Look at Ourselves**

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**What is your favorite type of music?**

**What is your favorite movie?**

**What languages do you speak in addition to English?**

**How long have you worked for the Postal Service?**



# **Prejudice and Stereotyping**

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**Prejudice and Stereotyping are harmful because they:**

- **Keep us from knowing the individual**
- **Cut us off from fresh ideas**
- **Limit the person's opportunities**
- **Can make the person feel rejected and resentful**



# You Can Get More Out of Relationships

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- **Be open about differences.**
- **Don't assume anything.**
- **Encourage questions.**
- **Make it a point to share concerns.**
- **Don't make someone a spokesperson.**



# **You Can Get More Out of Relationships** **(cont.)**

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- **Don't tell ethnic or sexual jokes.**
- **Make your feelings known.**
- **Remember that mistakes happen.**



# **What is the EAP?**

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- **Confidential**
- **For Employees and Immediate Family**
- **Professionally Staffed**
- **Assessment**
- **Short-Term Counseling**
- **Referral**
- **Free of Charge**
- **Hours Available**
- **Easy & Multiple Ways to Access the EAP**



# Areas of EAP Focus

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- **Family**
- **Emotional**
- **Alcohol and Drug**
- **Job Stress**
- **Financial**



# **EAP Access and Actions**

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- **Consultation**
- **Supervisory Referral**
- **Self Referral**
- **Crisis Intervention**
- **Community Referral**
- **Follow-up**
- **Return to Work**



# As a Supervisor, How Can EAP Help Me?

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- **Dealing with conflicting demands.**
- **Demonstrating more empathy with employees.**
- **Improving work production and quality.**
- **Decreasing absenteeism and undesirable behavior.**
- **Having a more positive impact on co-workers.**
- **Being more effective with troubled employees.**



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# How Problems are Frequently Expressed at the Workplace

EMPLOYEE PROBLEMS	IMPACT
Family	Poor performance
Marital/Relationship Problems	Absenteeism, Tardiness
Emotional Problems	Poor Judgement
Financial Problems	Irritability, Negativism, Hostility
Legal Problems	Unkempt Appearance
Stress	Missed Appointments
Untreated Physical Illness	Complaints from Co-workers, Family, Friends
Alcoholism	Accidents
Drug Abuse	Incidents



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# **Conditions of Confidentiality**

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- **Without Confidentiality -  
Employees May Not Seek Help**
- **Controlled by Federal and State  
Laws and Regulations**
- **Limited Information Available  
To Management**
- **No Information Provided to Anyone  
Without Written Consent**



# **7 Key Principles of Ethical Conduct**

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- **Public service is a public trust.**
  - **No financial conflicts of interest.**
  - **No private gain.**
  - **No preferential treatment.**
  - **Protect postal property.**
  - **No activities that conflict with job responsibilities.**
  - **Avoid the appearance of conflict of interest.**
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# EEO

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**EEO is not only Postal Policy -  
It is the LAW!**



# **Purviews 7 + 1**

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- **Race**
- **Color**
- **Religion**
- **Gender**
- **National Origin**
- **Age**
- **Mental or physical disability**
- **Reprisal**



# Why You Must Know About Sexual Harassment

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- Supervisors must avoid actions that may constitute sexual harassment.
- Supervisors must be able to identify and stop sexual harassment.
- Supervisors must respond promptly and properly to complaints of sexual harassment.



# **Is Your Behavior Unwanted?**

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- **Would I want to see this behavior in a news article?**
  - **Is my power equal to that of the person with whom I am dealing?**
  - **Would I behave the same way if my significant other was standing next to me?**
  - **Would I want a family member treated this way?**
  - **Is there equal participation?**
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# Five Forms of Sexual Harassment

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- **Nonverbal**
- **Verbal**
- **Physical**
- **Graphic**
- **Third Party**