

STRATEGIES FOR SUPERVISORY SUCCESS

PARTICIPANT'S MANUAL

Comprehensive Public Training Program (CPTP)

State of Louisiana

STRATEGIES FOR SUPERVISORY SUCCESS

Comprehensive Public Training Program (CPTP)

Sponsored by the Louisiana State Civil Service

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STRATEGIES FOR SUPERVISORY SUCCESS

COURSE DESCRIPTION

Supervision is defined in this book as first level management of the organization and is concerned with encouraging members of the work group to contribute positively toward accomplishing the organization's goals and objectives. Although the definition is simple, the job of supervision is quite complex. The varied work of the supervisor can be difficult to master. Yet mastery of supervision is vital to organizational success because supervisors are the management persons that most employees see and deal with on a daily basis. This one-day course will help participants develop strategies to effectively master supervisory roles.

JOB OUTCOMES

- Models and encourages high standards of integrity and honesty.
- Demonstrates consistency between words and actions.
- Seeks consensus among diverse viewpoints to build commitment.
- Builds productive working relationships with key individuals and groups.
- Creates a direction for the work group that fits with the department's vision.

LEARNING OBJECTIVES

- Outlines actions required to build credibility.
- Identifies strategies to tap into the commitment of others.
- Creates a clear connection between departmental and organizational goals to increase work group commitment.
- Plans for conversations to build constructive relationships with their own managers and gain managerial support.

STRATEGIES FOR SUPERVISORY SUCCESS

Supervision can be challenging. Challenges can include transitioning from an employee in the work group to the supervisor of that work group (or another work group), or from a supervisor of one work group to a supervisor of a different work group, or from supervision in private business to state government. Other challenges include learning how to plan and delegate work, interacting with different levels of the agency, and handling employee issues.

To become successful, one must first recognize what characteristics and skills make a supervisor effective. Next, he or she must analyze his/her characteristics and skills to identify strengths and weaknesses. And lastly, he/she should design a transition plan to address the following: personal development; employee management, development and interaction; and management interaction.

Small Group Activity/Group Discussion

What: Common Supervisory Skills and Actions

- How:*
1. List the skills necessary to be a successful supervisor. For example (work planning, delegation, ...)
 2. List the actions of a successful supervisor. For example (respectful, leads by example, ...)

Be prepared to share and discuss each list with the class.

Notes:

SUPERVISORY COMPETENCIES

Supervisors must bring to their work a broad range of technical, human relations, administrative, and decision making/problem solving skills. Most organizations establish a set of these skills or competencies that supervisors must possess. This is true for state agencies as well. With the help of more than 5,000 managers and supervisors, a competency model specifically for Louisiana state managers and supervisors was developed. The competencies identified are necessary for successful supervision in a state agency.

Louisiana Managerial/Supervisory Competencies

For decades, Louisiana used an educational model to design its management training and development curriculum. By 1997, Louisiana realized that its programs were becoming disconnected from the needs of supervisors/managers and a partnership was created with Louisiana State University to change this. The outcome was the creation of the Louisiana Managerial/Supervisory Survey (LMSS) and the LMSS Competency Model. Using this model, an application-based training program was designed to provide more effective training for supervisors and managers.

The term *competency* has many definitions. It sometimes refers to outputs of competent performers and sometimes refers to characteristics that enable an individual to achieve outstanding performance. Once an individual develops a competency, he or she can transfer that competency from position to position. Another term, “core competency,” is tied to strategic, future-oriented, collective functions in organizations.

The LMSS Self-Rating Supervisor Survey and an Individual Development Plan (IDP) document are provided for your use. Your self-rating will help you identify areas for future development. It is important for you to take an honest and critical look at your own performance. Include in your self-assessment what you know about yourself, and also anything you hear or have heard regularly from others, even if it is unflattering or it is something you don't believe about yourself. Your completed rating and IDP will not be shared with other participants in the class or your agency unless you choose to do so. It is included here for your own use and benefit. The LMSS will allow you to review competencies associated with your position, and it will also allow you to reflect on the competencies associated with other supervisory positions within state agencies.

Individual Activity

What: Taking the LMSS Self-Rating Supervisor Survey

How: Complete the LMSS in the back of the manual. Your instructor will provide you with guidelines for completing the instrument. This will help you better determine your areas of improvement while highlighting all of your strengths.

Notes:

Individual Activity

What: LMSS Follow-up

How: Once you have completed the LMSS, go to the Appendix Section and review course offerings and developmental ideas for your weaknesses. Ask your instructor for other ideas to assist you in determining the best methods to develop your weaknesses into strengths.

As you review these ideas, begin completing your Supervisor Action Plan (SAP). We will work on the SAP throughout class.

Notes:

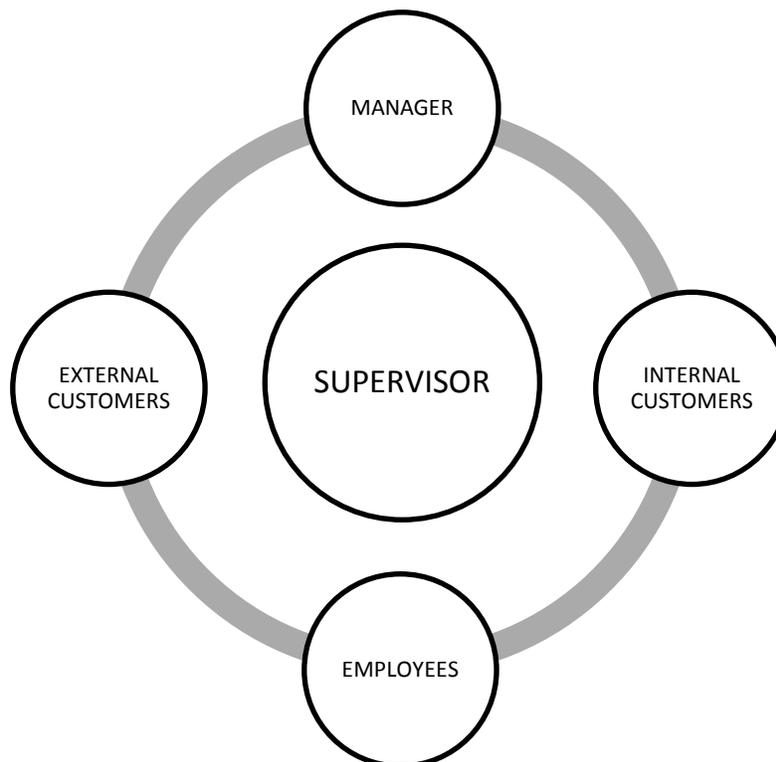
STRATEGIES FOR SUPERVISORY SUCCESS

Now that you have identified a list of characteristics and skills of a successful supervisor, and identified your supervisory strengths and weaknesses by completing the LMSS, we will discuss three strategies of supervisory success you may want to include in your Supervisor Action Plan. These strategies will further enhance your effectiveness and help gain support from others.

1. Building personal credibility
2. Activating work group commitment
3. Engaging management support

Building Personal Credibility

As a supervisor, you have a unique role in the agency because you have to communicate to several diverse groups. As an employee, you may have only communicated with your supervisor and co-workers; sometimes communicating with external customers depending on your position. But as a supervisor, you must communicate with your manager, possibly the section head, agency director, your employees, your peers, supervisors and managers of other work groups, and perhaps external customers (citizens, students, patients, engineers, project managers, etc.).



Group Discussion

What: Supervisor's Communication

How: How does a supervisor's ability to communicate impact his/her success as a supervisor?

Notes:

Research demonstrates that leaders who have **personal credibility** are more successful. Your ability to communicate directly impacts your personal credibility. Possessing strong written and oral communication skills and interpersonal skills will have a positive influence on how others view your ability, how receptive they are to your communication, and how effective you are at influencing others to accomplish your work group's objectives.

Remember, **successful** supervisors develop and consistently demonstrate personal credibility. Their words, actions, and overall leadership style earn the respect of employees, peers, and management. In addition to communication and interpersonal skills, a supervisor's personal credibility may be influenced by:

- **Personal Job Expertise and Continual Learning.** Nothing earns respect more than demonstrated professional knowledge. Employees want to know that you know what you are doing. Supervisors must possess job expertise, but also must lead by example. Just knowing what to do and say is not enough. Employees are always watching to see if supervisors take shortcuts. If so, they will do the same. Experience, knowledge, and setting a good example help increase supervisory effectiveness. Experience is earned by doing the job consistently and learning from what you do right and what you do wrong.
- **Resource Management.** It is the supervisor's job to make sure his/her employees have the equipment, tools, and supplies they need to complete their jobs. A supervisor should not wait for his/her employees to come to them. By then, it may be too late.
- **Accountability and Integrity/Honesty.** Supervisors are always reinforcing something, whether it is positive or negative. As a supervisor you should set a positive example for those who work for you, and hold them accountable to fair and consistent expectations.

- **Work Group Team Building and Innovation.** Keep an open-door policy. Let employees know that you welcome their suggestions and even their complaints. Be available. Listen to what they say. More often than not, the best ideas come from the people doing the job.

A supervisor must not only possess the skills listed above, but must demonstrate these skills on a daily basis. His/her actions and words must be aligned to build personal credibility. It is important, therefore, to understand how to use these skills on a daily basis when supervising.

Small Group Activity/Group Discussion

What: Personal Credibility – Actions

How: In your groups, make a list of the actions that supervisors who have a high degree of personal credibility do and refrain from doing to build and maintain their credibility?

Be prepared to share your list with the class.

Notes:

Personal Credibility Building Actions

1. Redefine Your Relationships with Employees

- a. Initiate conversations with employees to clarify your roles, the expectations for the work group, and how you will all work together.
- b. Make an effort to learn each employee's unique strengths and talents. Acknowledge that you want to learn from him or her.
- c. Be clear that you are all in transition, and that you want and value open communication and feedback.

2. Remove Irritants and Barriers

- a. Ask employees to identify barriers to getting their work done.
- b. Listen to what employees say.
- c. Ask for ideas on what to do to remove or minimize barriers.
- d. Set priorities and go after one barrier at a time.
- e. Go slow at first in order to go quickly later on.
- f. Don't try to change big things too quickly; it takes time to establish boundaries and to prove yourself to others.

3. Follow Through

- a. Keep promises.
- b. Develop a tracking and follow-up system, and use it diligently.
- c. Under-promise and over-deliver when making commitments.
- d. Inform employees of actions you take on their behalf—even if the results aren't as expected. You'll gain credibility for trying and for being honest.

Assessing Your Credibility

For each of the statements below, circle the number that best describes how **others** might rate you. After responding, add all of the column totals and interpret your “credibility quotient” on the following page.

		Never	Seldom	Sometimes	Almost Always	Always
1.	I consistently treat others with honesty and respect.	1	2	3	4	5
2.	I value and make the most of diversity.	1	2	3	4	5
3.	I admit when I've made a mistake.	1	2	3	4	5
4.	I confront issues with others directly rather than avoiding problems or going around them.	1	2	3	4	5
5.	I actively seek feedback regarding my strengths and weaknesses.	1	2	3	4	5
6.	I model the behaviors that I expect others to practice.	1	2	3	4	5
7.	I seize opportunities for personal growth and learning.	1	2	3	4	5
8.	I am clear and consistent with others about what I expect from them.	1	2	3	4	5
9.	I acknowledge when I don't know something and am willing to learn from others.	1	2	3	4	5
10.	I give others credit for their input and support.	1	2	3	4	5
11.	I am willing to advocate for what people need to be successful in their jobs.	1	2	3	4	5
12.	I deliver on my promises.	1	2	3	4	5

Your Total:

Credibility Quotient

60-56	You do an excellent job of building credibility. Continue to lead others by your example, and consider revisiting this assessment periodically to ensure that you maintain your edge.
55-48	You are making many efforts to develop credibility. Build on your strengths and focus on those actions with lower scores by setting one or two stretch goals for yourself.
47-36	Look for daily opportunities to build your credibility. A good first step is to identify one key behavior, observe others who demonstrate that behavior, and commit to doing it yourself once each day.
35 and below	Explore what may be keeping you from demonstrating personal credibility. Ask for help in developing an action plan to address these barriers.

Individual Activity

<i>What:</i>	Credibility Quotient
<i>How:</i>	Think about what your “Credibility Quotient” tells you about yourself. Use your “Credibility Quotient Activity” to help you identify actions you would like to include in your Supervisor Action Plan to build your personal credibility. Go to your SAP to enter your items.

Notes:

Activating Work Group Commitment

The second strategy for supervisory success that we'll discuss is "Activating Work group Commitment." This is one of the most critical areas of supervision – encouraging others to complete the work of the unit to accomplish the goals of the agency.

To be successful at this task, a supervisor must understand and communicate his/her work group's role in the agency; who their customers are and their needs; and the impact of meeting (and not meeting) the goals of the agency. Several skills are key to success in activating work group commitment.

- **Human Resource Management and Diversity Awareness.** Successful supervisors inspire their work groups to achieve results by ensuring employees are properly trained and developed, giving timely feedback, and showing appreciation to those who do their jobs, as well as taking action on those who do not. They recognize employees' values, and make all employees feel respected and recognized.
- **Customer Service and Daily Planning.** Successful supervisors know how their work groups support the agency, plan and delegate critical work, and provide the support required for success. They know the customers of their work groups, and use feedback to understand expectations and improve the quality of services on an ongoing basis.
- **Partnering and Conflict Management.** Supervisors with a positive attitude and approach will get more satisfaction from their work, as will those around them. Successful supervisors use their positive attitude and approach to build positive working relationships, and downplay the difficulties in reaching goals. They also appropriately manage or resolve conflicts/disagreements in a timely manner.

Small Group Activity/Group Discussion

What: Activating Work group Commitment - Actions

How: Describe a supervisor you are aware of who activated work group commitment. In your groups, make a list strategies he or she applied.

Notes:

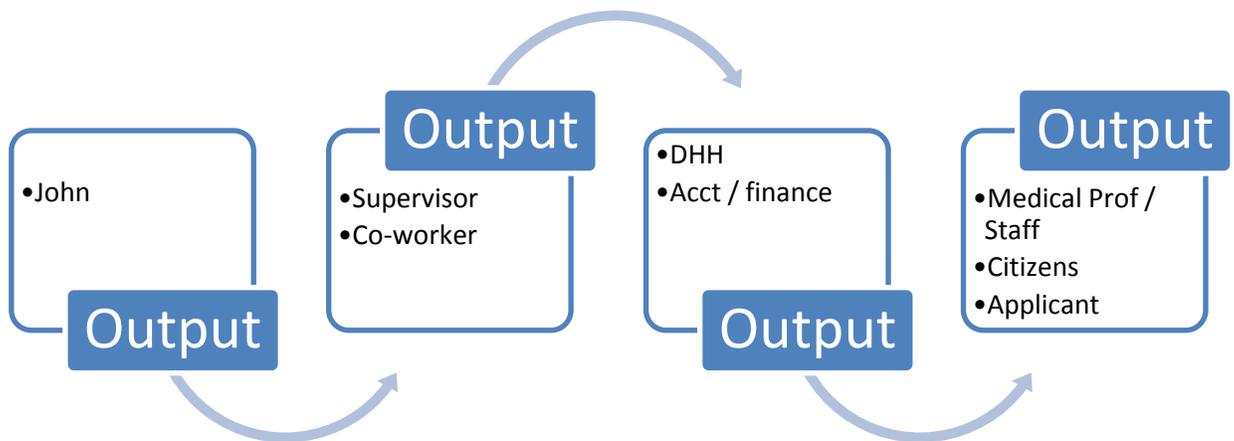
Activating Work Group Commitment Actions

1. **Understand what employees believe will help.** Central to the role of supervision is building commitment and getting work done through others. **Successful** supervisors know how to tap into the energy and dedication that most employees bring to their jobs. Below are some general items which employees believe help in the creation of commitment and dedication:

- Purpose
- Direction
- Involvement
- Communication
- Opportunity
- Connection
- Feedback
- Teamwork
- Recognition

2. **Connect the dots.** Connecting the dots helps people see how their daily activities link to agency goals and internal/external customer needs.

Example: John is a case worker who recently transferred to a role accepting and processing applications to decide if a person is eligible for a state-funded medical program. John told his supervisor he does not know why he should have a specific number of applications to process weekly because he works alone and only impacts the people who apply. His supervisor decides to help him understand ALL of the customers of the work group (connect the dots), so he makes a diagram to share with John.



Questions to help you connect the dots are:

1. What is my agency's primary purpose?
2. What important role does my work group play in supporting this purpose?
3. Who are the agency's external customers? How do they benefit from the services offered by the agency?
4. Who within the agency (internal customers) depends upon the work done by my work group? What does my work group provide them?
5. What is the impact on others (internal and external) when my work group is either successful or unsuccessful?
6. How can I use the state's Performance Planning and Review process to enhance my employees' understanding of the agency, of their work group's roles, and how their work fits into the work group's goals?

Individual Activity/Group Discussion

What: Connecting your dots

How: Answer the next six questions to connect your dots and share with your group.

Be prepared to discuss your results with the class.

3. **Ability and Willingness to Delegate.** Many supervisors are promoted from front-line jobs and have been accustomed to doing the work themselves. Your role as a supervisor has now expanded and is not to perform all of the operational tasks that you once did. An often difficult yet essential skill that supervisors must develop is the ability or willingness to delegate work to others. Successful supervisors know how to make the best use of their time and know which tasks should be delegated to subordinates.

Your employees may see delegation as something characteristic of lazy supervisors who cannot be bothered to do the tasks themselves. Delegation should be viewed more positively as stress-reducing and as a productivity enhancing tool.

When delegating tasks, consider the following:

- Vary the work that is delegated
- Trust people and encourage them to think of solutions themselves
- Be prepared to take risks – we learn more from mistakes than successes

In summary, delegation frees up your time to concentrate on the primary issues on which you should be focused. It also gives your staff the opportunity to stretch their skills and experience management tasks.

Individual Activity

What: Activating Work Group Commitment

How: Identify actions you would like to include in your Supervisor Action Plan to activate work group commitment. Go to your SAP to enter your items.

Notes:

Engaging Management Support

Successful supervisors become partners and allies of their managers. To build the support they need to deliver results, they are clear with their managers on priorities, expectations, and preferred methods of communication. Supervisors must possess a variety of skills to ensure their success in building a positive and supportive relationship with their manager.

- **Negotiating.** At times, a supervisor and his/her manager (or employees) may have a different opinion or need. As the supervisor, you must work towards understanding the needs and opinions of your manager and employees. The supervisor may need to bargain to find acceptable solutions in this type of situation. Additionally, supervisors will need to demonstrate to their manager that they have the capability to gain cooperation from others to acquire information and to accomplish their work group goals.
- **Problem Solving.** Managers expect supervisors to recognize and define problems and issues. Managers do not want supervisors to come to them with only the “problem.” Some problems require notifying a manager after action has been taken, and others require gaining alignment from a manager before taking action (for example, suspending an employee). In either situation, a manager expects a supervisor to have gathered enough information to understand the problem or issue, communicate the valid information, and to have identified one or more solutions for the problem.
- **Decisiveness.** Managers depend on supervisors to handle the day-to-day operations of the work group. This sometimes requires making difficult or unpopular decisions. Managers expect supervisors to consider all factors when making decisions, and use the information collected to make sound and well-informed decisions even when it may be an unpopular decision. Managers also expect supervisors to act decisively when quick action is required.
- **Adaptability.** Managers expect supervisors to be able to handle stressful or difficult situations without overacting. They also expect supervisors to remain open to new work ideas and methods, to identify new work ideas and methods, and to adjust quickly to new (changing) work situations. Managers expect supervisors to juggle multiple job duties effectively (multi-task), and accept change and setbacks as part of the job.
- **Motivation to Serve.** Managers expect supervisors to not only demonstrate their personal commitment to provide quality service to the public, but also to create a supporting and encouraging environment for employees to do so.
- **Partnering.** Supervisors should always work towards creating a successful working relationship with their manager and co-workers, as well as with people inside and outside the work group. Seeing your manager as a “partner” or “ally” will increase your ability to build a successful relationship with him/her, and will serve as a model of

behavior for your employees to follow. There will always be stumbling blocks to working with others, but a successful supervisor finds ways to overcome.

Engaging Management Support Actions

New supervisors who focus only on the needs of their team can overlook a key ingredient for early success: meeting the needs of **their** managers. Aligning your priorities with those of your manager helps build a partnership that can help you obtain needed resources and support for your team. Below is a list of 10 ways to build a solid partnership with your manager.

1. Work at viewing your manager as an ally, not simply a person to please.
2. Ensure that your goals and priorities support what he or she is accountable for.
3. Clarify what you expect from each other.
4. Don't allow surprises.
5. Without being asked, keep your manager informed of any issues that he or she is expected to report on.
6. Bring solutions, not just problems, to your conversations.
7. Be a team player and support other departments.
8. Take the lead to follow through on commitments and timelines.
9. Take responsibility – don't place blame.
10. Don't expect mind reading; ask for specific help when you need it.

Individual Activity

What: Engaging Management Support

How: Identify actions you would like to include in your Supervisor Action Plan to engage management support. Go to your SAP to enter your items.

Notes:

**Creating and Implementing a Plan for
Your Growth and Development as a Supervisor**

You are largely in control of your continued success as a supervisor. Your professional growth and development should not stop simply because you have now reached the supervisory level. As you completed the LMSS and activities throughout the day, you undoubtedly discovered opportunities for future growth and development, sometimes referred to as skill gaps. You have also noted these items in your Supervisor Action Plan. Everyone should actively use this plan to address their skill gaps and put themselves on the path to further professional development.

Individual Activity

What: Refine Your Supervisor Action Plan

How: Go to your plan and make any additions or changes at this time. Ask your instructor for additional developmental ideas if needed.

Notes:

REFERENCES

- AchieveGlobal (2004). *Hallmarks of Supervisory Success*. Tampa, FL: AchieveGlobal Headquarters, Inc.
- Lowell, Author R., & Burke, J. (2004). Ash grove cement invests in leadership enhancement. *Rock Products*. 107, 12-3.
- Naquin, Sharon S., & Holton, E.F. (1999). *Louisiana Managerial/Supervisory Survey*. Louisiana State University, School of Human Resource Education and Workforce Development.

LMSS SELF-RATING SUPERVISOR SURVEY

Step 1: Rate your current level of skill using the scale provided based on your current job. Once you have entered all skill level ratings, total the values and divide by the number of items for that competency. Then, write your competency score in the space provided.

Step 2: Once all of your competencies scores have been calculated review your results. Those items with lower competency scores will likely be items you should develop first.

For example: Oral communication is a critical part of a supervisor’s job; therefore, with a “Moderate” score, this person should work on developing their oral communication immediately.

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT				
<u>SKILL LEVEL</u>				
1 None	2 Low	3 Moderate	4 Considerable	5 Very High
<u>NOT APPLICABLE</u> – Mark if skill is not applicable <u>at all</u> to the job				
			SKILL LEVEL	COMPETENCY SCORE
<u>ORAL COMMUNICATION</u>				
1.	Communicates ideas and facts verbally in a clear and organized way.	5		3
2.	Adjusts style, tone, and level of verbal communication to fit the audience and situation.	3		
3.	Listens to others and shows understanding of what they are saying.	2		
4.	Anticipates the implications of words and actions inside and outside of the work group.	2		
Add skill levels (Total)		12		
Divide sum of skill levels by		4		

- **ADD 5 + 3 + 2 + 2 = 12**
- **ENTER 12 IN THE TOTAL BOX**
- **THEN DIVIDE BY THE NUMBER GIVEN. HERE IT IS 4, SO (12/4) = 3**
- **WRITE YOUR SCALE SCORE (3) IN THE BOX THAT SAYS “COMPETENCY SCORE”**

LMSS SELF-RATING SUPERVISOR SURVEY

Directions: As you read each managerial/leadership competency, think about your current job. Rate your current level of skill. Use the scale provided below to make your best estimates.

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT					
<u>SKILL LEVEL</u>					
1 None	2 Low	3 Moderate	4 Considerable	5 Very High	
<u>NOT APPLICABLE</u> – Mark if skill is not applicable <u>at all</u> to the job					
				SKILL LEVEL	COMPETENCY SCORE
ORAL COMMUNICATION					
1. Communicates ideas and facts verbally in a clear and organized way.					
2. Adjusts style, tone, and level of verbal communication to fit the audience and situation.					
3. Listens to others and shows understanding of what they are saying.					
4. Anticipates the implications of words and actions inside and outside of the work group.					
Add skill levels (Total)					
Divide sum of skill levels by				4	
WRITTEN COMMUNICATION					
5. Communicates ideas and facts in writing in a clear and organized manner.					
6. Adjusts style, length, and level of written communication to fit the audience and situation.					
7. Reviews and critiques others' writing in a constructive way.					
Add skill levels (Total)					
Divide sum of skill levels by				3	
NEGOTIATING					
8. Identifies and understands interests and positions of others (e.g., co-workers, citizens, customers).					
9. Applies appropriate negotiation skills to find mutually acceptable solutions to problems or conflicts.					
10. Persuades others to commit to action when appropriate.					
11. Gains cooperation from others to get information and to accomplish department/office objectives.					
Add skill levels (Total)					
Divide sum of skill levels by				4	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
PARTNERING		
12. Builds productive working relationships with key individuals and groups.		
13. Collaborates with a variety of individuals and groups from both within and outside the department/office.		
14. Identifies concerns of other interested parties (e.g., program users, community, etc.) to find common ground.		
15. Works to overcome barriers to partnering.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

INTERPERSONAL SKILLS		
16. Provides positive feedback in a way that reinforces or encourages desirable employee behavior.		
17. Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.		
18. Provides negative feedback constructively.		
19. Treats all individuals with sensitivity and respect.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

ACCOUNTABILITY		
20. Takes personal responsibility for work products and services of his/her group.		
21. Assures that his/her group's results are measured.		
22. Tracks results of programs or activities and takes corrective action when necessary.		
23. Encourages subordinates to take responsibility for work products and services.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
PROBLEM SOLVING		
24. Recognizes and defines problems and issues.		
25. Gathers enough relevant data about problems and issues to conduct a complete analysis.		
26. Uses a variety of methods to analyze and interpret data.		
27. Generates multiple solutions based on data analysis.		
28. Recommends appropriate solutions to problems.		
Add skill levels (Total)		
Divide sum of skill levels by	5	

DECISIVENESS		
29. Acts decisively when quick action is required, even in uncertain situations.		
30. Makes difficult or unpopular decisions when necessary.		
31. Exercises good judgment by making sound and well-informed decisions.		
32. Considers all factors when making decisions (e.g., legal aspects, political and organizational reality, media, special interests).		
Add skill levels (Total)		
Divide sum of skill levels by	4	

CUSTOMER SERVICE		
33. Identifies customers/clients and other interested parties (e.g., program users, community, stakeholders, etc.).		
34. Establishes and uses feedback systems to understand customer/client expectations.		
35. Integrates customer/client needs and expectations into development and delivery of services.		
36. Improves the quality of services, products, and processes on an ongoing basis.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
PERSONAL JOB EXPERTISE		
37. Demonstrates appropriate levels of personal job expertise in daily work responsibilities.		
38. Applies procedures, regulations, and policies related to personal job expertise appropriately.		
39. Understands job expertise needed by subordinates to do their work.		
Add skill levels (Total)		
Divide sum of skill levels by	3	

FINANCIAL MANAGEMENT		
40. Prepares budget or provides budget input for own area of responsibility.		
41. Demonstrates an understanding of the roles of the department/office and other state agencies in the budget process.		
42. Explains or justifies budget requests.		
43. Monitors budgets to ensure cost-effective resource use.		
44. Makes sound decisions on procurement of equipment, supplies, or services.		
45. Demonstrates an understanding of state and department/office procurement regulations.		
46. Monitors performance of contractors.		
Add skill levels (Total)		
Divide sum of skill levels by	7	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
HUMAN RESOURCE MANAGEMENT		
47. Anticipates impact of possible changes in staff (e.g., retirement, expertise, T.O.).		
48. Takes an active role in recruiting and retaining staff.		
49. Provides opportunities for employee orientation, training, and development.		
50. Sets performance expectations for subordinates and gives timely feedback about progress.		
51. Assesses employee performance and conducts constructive performance reviews.		
52. Develops others through coaching and mentoring.		
53. Recognizes achievement of performance expectations.		
54. Takes appropriate corrective actions with employees.		
55. Uses human resources practices that promote good employee relations in the workplace.		
Add skill levels (Total)		
Divide sum of skill levels by	9	

TECHNOLOGY MANAGEMENT		
56. Makes maximum use of available information technology to improve the work group's effectiveness.		
57. Ensures subordinates are trained and capable in computer applications useful in their job.		
58. Anticipates changes in technology that will improve work group performance.		
Add skill levels (Total)		
Divide sum of skill levels by	3	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
ADAPTABILITY		
59. Responds constructively to change and setbacks.		
60. Maintains a professional demeanor in stressful or difficult situations.		
61. Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.		
62. Remains open to new ideas and approaches.		
63. Works on a number of different projects without losing focus.		
64. Adjusts as quickly as possible to new situations that need attention.		
Add skill levels (Total)		
Divide sum of skill levels by	6	

MOTIVATION TO SERVE		
65. Encourages employees to behave in the spirit of public service.		
66. Creates and supports a climate that encourages employees to provide quality public service.		
67. Demonstrates a personal commitment to quality public service.		
Add skill levels (Total)		
Divide sum of skill levels by	3	

CONFLICT MANAGEMENT		
68. Manages or resolves conflicts, confrontations, and disagreements in an appropriate manner.		
69. Takes steps to prevent destructive conflict situations.		
70. Seeks to resolve formal and informal complaints related to the work group's responsibilities.		
71. Positively manages conflict resulting from organizational change.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
DIVERSITY AWARENESS		
72. Recognizes the value of individual differences at all levels of the organization.		
73. Creates a climate in which everyone is respected and recognized for their contributions.		
74. Provides employment and development opportunities to support a diverse workforce.		
Add skill levels (Total)		
Divide sum of skill levels by	3	

WORK GROUP TEAM BUILDING		
75. Delegate authority with responsibility.		
76. Coaches, motivates, and guides others toward objectives and accomplishments.		
77. Encourage cooperation and teamwork within the department, office, and work group.		
78. Supports group problem-solving and participative decision-making.		
79. Builds trust and open communication among team members.		
80. Seeks consensus among diverse viewpoints to build commitment (buy-in).		
Add skill levels (Total)		
Divide sum of skill levels by	6	

INTEGRITY/HONESTY		
81. Models and encourages high standards of honesty and integrity.		
82. Promotes ethical practices in all organizational activities.		
83. Applies department/office policies in a consistent manner.		
84. Demonstrates consistency between words and actions.		
85. Exercises power, authority, and influence appropriately to achieve department/office objectives.		
Add skill levels (Total)		
Divide sum of skill levels by	5	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
PLANNING/OBJECTIVE SETTING		
86. Creates a direction for the work group that fits with the department's vision.		
87. Motivates employees at all levels to work toward the department's objectives, values, and strategies.		
88. Recommends changes based upon a strategic plan for the work group.		
89. Initiates changes within the scope of the job that are based upon a strategic plan for the work group.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

EXTERNAL AWARENESS		
90. Keeps current with laws, regulations, policies, trends, and other developments that impact the work group.		
91. Keeps current with general trends and developments that impact the department/office.		
92. Analyzes and applies "lessons learned" from other organizations to improve work group results.		
Add skill levels (Total)		
Divide sum of skill levels by	3	

INNOVATION		
93. Creates a work environment that encourages and recognizes creativity and innovation.		
94. Recommends innovative or cutting edge programs and processes.		
95. Identifies need for new approaches, services, and capabilities.		
96. Designs new approaches, services, and capabilities to meet identified needs.		
97. Takes necessary action to implement new approaches, services, and capabilities.		
Add skill levels (Total)		
Divide sum of skill levels by	5	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

1
None

2
Low

3
Moderate

4
Considerable

5
Very High

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
LONG-RANGE THINKING		
98. Recommends effective strategies that fit the external environment which the department office faces.		
99. Applies a long-term perspective when developing strategic plans.		
100. Develops objectives and strategies that fit with the department/office's long-term vision.		
101. Adjusts strategic plans in response to changes inside and outside the department.		
Add skill levels (Total)		
Divide sum of skill levels by	4	

CONTINUAL LEARNING		
102. Evaluate personal strengths and weaknesses, and assesses their impact on others.		
103. Seeks feedback from others and uses it for self-improvement.		
104. Invests time and energy in self-development and professional growth.		
105. Creates an environment where learning and developing new skills in part of day-to-day work.		
106. Develops and implements methods to share knowledge with others who need it.		
Add skill levels (Total)		
Divide sum of skill levels by	5	

WORK PROCESS MANAGEMENT		
107. Manages and plans work as a process rather than focusing only on individual jobs.		
108. Defines objectives for each work process that they control.		
109. Measures and monitors outputs of work processes.		
110. Manages work that flows between people and other work groups.		
111. Designs work processes to meet the needs of "customers" of the work group.		
Add skill levels (Total)		
Divide sum of skill levels by	5	

MARK YOUR ANSWERS IN THE COLUMNS NEXT TO EACH STATEMENT

SKILL LEVEL

**1
None**

**2
Low**

**3
Moderate**

**4
Considerable**

**5
Very High**

NOT APPLICABLE – Mark if skill is not applicable at all to the job

	SKILL LEVEL	COMPETENCY SCORE
WORK PROCESS IMPROVEMENT		
112. Uses work process performance measures to identify problems.		
113. Eliminates work steps that do not add value to the desired outcomes.		
114. Changes work processes when a new approach appears to be better.		
115. Works to insure that work processes are as simple as possible.		
116. Evaluates process performance regularly to determine if changes are needed.		
117. Uses process analysis tools (e.g., flowcharts, etc.) to identify and correct problems.		
Add skill levels (Total)		
Divide sum of skill levels by	6	

WORK PROCESS REDESIGN		
118. Redesigns work processes and procedures when a total change is necessary.		
119. Discards old methods of doing things when they no longer work.		
120. Evaluates new approaches to work processes continuously.		
121. Makes sound decisions about which processes to redesign instead of just improve.		
122. Creates a sound rationale for process redesign projects.		
Add skill levels (Total)		
Divide sum of skill levels by	5	

Supervisor Action Plan (SAP)

This plan will help you transition into your role as a supervisor, and help you to define areas where you would like to develop and need to develop. Please use the LMSS results and the results of other activities / discussions from your Strategies for Supervisory Success class to assist in preparing this plan. When using the LMSS, think about those competencies that are most important to your current position.

Name:

Date:

Please read each section below and complete as you proceed through the Strategies for Supervisory Success Course.

- I. Goals - list 1 to 3 goals for you personally within the next one to five years in part "a," and 1 to 3 goals to achieve in relation to your employees over the next one to five years in part "b".
 - a. What do you personally want to achieve as a supervisor? (Ex. My goal is to gain experience as a supervisor to become manager in five years. Or, my goal is to apply innovative methods to decrease customer complaints by 30% in the next year.)

 - b. What do you want to achieve in relation to your employees? (Ex. My goal is to learn and apply the best methods to develop the skills of my employees. Or, my goal is to supervise in a fair and consistent manner at all times.)

Skills and actions – for each activity completed today, identify areas you feel you need to develop, and your plan to develop. Include a time frame and resources.

Personal Credibility	Skills With Low LMSS Scores (And Important To Your Position)	Plan To Develop	Time Frame	Resources
Personal				
Employee Relations				

Activating Work Group Commitment	Skills With Low LMSS Scores (And Important To Your Position)	Plan To Develop	Time Frame	Resources
Personal				
Employee Relations				

Engaging Management Support	Skills With Low LMSS Scores (And Important To Your Position)	Plan To Develop	Time Frame	Resources
Personal				
Employee Relations				

III. OTHER COMMENTS

JOB AIDS

Personal Credibility Building Actions

1. Redefine Your Relationships with Employees

- a. Initiate conversations with employees to clarify your roles, the expectations for the work group, and how you will all work together.
- b. Make an effort to learn each employee's unique strengths and talents. Acknowledge that you want to learn from him or her.
- c. Be clear that you are all in transition and that you want and value open communication and feedback.

2. Remove Irritants and Barriers

- a. Ask employees to identify barriers to getting their work done.
- b. Listen to what employees say.
- c. Ask for ideas on what to do to remove or minimize barriers.
- d. Set priorities and go after one barrier at a time.
- e. Go slow at first in order to go quickly later on.
- f. Don't try to change big things too quickly; it takes time to establish boundaries and to prove yourself to others.

3. Follow Through

- a. Keep promises.
- b. Develop a tracking and follow-up system, and use it diligently.
- c. Under-promise and over-deliver when making commitments.
- d. Inform employees of actions you take on their behalf – even if the results aren't as expected. You'll gain credibility for trying and for being honest.

Activating Work Group Commitment Actions

1. Understand what employees believe will help.

- | | |
|-----------------|---------------|
| • Purpose | • Connection |
| • Direction | • Feedback |
| • Involvement | • Teamwork |
| • Communication | • Recognition |
| • Opportunity | |

2. Connect the dots.

Questions to help you connect the dots are:

1. What is my agency's primary purpose?
2. What important role does my work group play in supporting this purpose?
3. Who are the agency's external customers? How do they benefit from the services offered by the agency?
4. Who within the agency (internal customers) depends upon the work done by my work group? What does my work group provide them?

5. What is the impact on others (internal and external) when my work group is either successful or unsuccessful?
6. How can I use the state's Performance Planning and Review process to enhance my employees' understanding of the agency; of their work group's roles, and how their work fits into the work group's goals?

3. **Ability and Willingness to Delegate.**

When delegating tasks, consider the following:

- Vary the work that is delegated
- Trust people and encourage them to think of solutions themselves
- Be prepared to take risks – we learn more from mistakes than successes

Engaging Management Support Actions

1. Work at viewing your manager as an ally, not simply a person to please.
2. Ensure that your goals and priorities support what he or she is accountable for.
3. Clarify what you expect from each other.
4. Don't allow surprises.
5. Without being asked, keep your manager informed of any issues that he or she is expected to report on.
6. Bring solutions, not just problems, to your conversations.
7. Be a team player and support other departments.
8. Take the lead to follow through on commitments and timelines.
9. Take responsibility – don't place blame.
10. Don't expect mind reading; ask for specific help when you need it.

APPENDIX

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
ORAL COMMUNICATION		
1. Communicates ideas and facts verbally in a clear and organized way.	<ul style="list-style-type: none"> • Delegating Effectively: ½ Day • Developing Effective Teams Pt 1, Communication: 1 Day • Elements of Supervisory Practices, Parts 1 and 2: 4 Days • Managing Across Generations: 1 Day • Effective Conflict Resolution Strategies: 1 Day • Providing Quality Service: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Write an agenda before meeting with employees or customers that highlights ideas and facts
2. Adjusts style, tone, and level of verbal communication to fit the audience and situation.	<ul style="list-style-type: none"> • Correcting Performance Problems: ½ Day • Developing Effective Teams Pt 1, Communication: 1 Day • Managing Across Generations: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Pay attention to your verbal and non-verbal cues when communicating • Be aware of your mood and approach when entering your workplace
3. Listens to others and shows understanding of what they are saying.	<ul style="list-style-type: none"> • Elements of Supervisory Practices, Part 1: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Spend time with your employees on a regular basis • Ask your employees to provide input to work problems or to propose new ideas • Give feedback to employees when they speak to you • Communicate in an area with few or no distractions • Focus on the message, not the sender or his/her style
4. Anticipates the implications of words and actions inside and outside of the work group.	<ul style="list-style-type: none"> • Developing Effective Teams Pt 1, Communication: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Spend time with your employees on a regular basis

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
WRITTEN COMMUNICATION		
5. Communicates ideas and facts in writing in a clear and organized manner.	<ul style="list-style-type: none"> • Elements of Supervisory Practices, Part 1: 2 Days • Writing for Managers: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Have someone review your work before sending out
6. Adjusts style, length, and level of written communication to fit the audience and situation.	<ul style="list-style-type: none"> • Elements of Supervisory Practices, Part 1: 2 Days • Writing for Managers: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Know your audience and what they are expecting • Know your audience's reading level • Know what your audience will do with your written communication
7. Reviews and critiques others' writing in a constructive way.	<ul style="list-style-type: none"> • Writing for Managers: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Pay attention to content and grammar usage • Provide constructive feedback by giving specific examples
NEGOTIATING		
8. Identifies and understands interests and positions of others (e.g., co-workers, citizens, customers).	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Take the Providing Quality Service class also • Spend time with your employees • Ask for direct feedback
9. Applies appropriate negotiation approaches to find mutually acceptable solutions to problems or conflicts.	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day • Correcting Performance Problems: ½ Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Remain open-minded during discussions • Know the strong and weak points of your position • Know your boundaries for decision making
10. Persuades others to commit to action when appropriate.	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Take the Developing a Motivated Work Group class • Have a positive attitude and approach toward the action and your employees' ability to commit

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
11. Gains cooperation from others to get information and to accomplish department/office objectives.	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Communicate the reasoning behind the need for information, and for objectives • Communicate the impact of accomplishing the objectives and of not accomplishing them
PARTNERING		
12. Builds productive working relationships with key individuals and groups.	<ul style="list-style-type: none"> • Managing Across Generations: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Find common values among individuals and groups to seed relationships • Know your strengths and weaknesses, and be tolerant of others' weaknesses • Use good oral communication skills • Make time for others
13. Collaborates with a variety of individuals and groups from both within and outside the department/ office.	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day 	<ul style="list-style-type: none"> • Request input from others to solve problems and make decisions • Communicate goals and objectives of your work unit • Offer assistance to others when feasible
14. Identifies concerns of other interested parties (e.g., program users, community, etc.) to find common ground.	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day 	<ul style="list-style-type: none"> • Spend time with others • Practice good listening skills • Understand the big picture and how each piece influences the other
15. Works to overcome barriers to partnering.	<ul style="list-style-type: none"> • Workplace Negotiation Skills: 1 Day 	<ul style="list-style-type: none"> • Identify barriers • Include all parties in proposing solutions to barriers • Implement small steps to create successes • Build personal credibility
INTERPERSONAL SKILLS		

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
16. Provides positive feedback in a way that reinforces or encourages desirable employee behavior.	<ul style="list-style-type: none"> • Improving Employee Performance through Coaching: 1 Day • Developing Effective Teams Pt 2, Individual Differences: 1 ½ Days • Conducting Productive Employee Performance Reviews: 1 Day • Clarifying Performance Expectations: ½ Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Be timely in providing feedback • Provide specific examples when giving feedback
17. Considers and responds appropriately to the needs, feelings, and capabilities of all individuals.	<ul style="list-style-type: none"> • Elements of Supervisory Practices: Pt 1: 2 Days • Managing Across Generations: 1 Day • Addressing Emotions at Work: ½ Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Understand what employees value • Learn the strengths and weaknesses of each employee • Spend time with employees
18. Provides negative feedback constructively.	<ul style="list-style-type: none"> • Clarifying Performance Expectations: ½ Day • Conducting Productive Employee Performance Reviews: 1 Day • Elements of Supervisory Practices, Parts 1 and 2: 4 Days 	<ul style="list-style-type: none"> • Participate in classes listed • Be timely in providing feedback • Provide specific examples when giving feedback
19. Treats all individuals with sensitivity and respect.	<ul style="list-style-type: none"> • Managing Across Generations: 1 Day • Developing Effective Teams Pt 2, Individual Preferences : 1 ½ Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Understand employees' personal preferences • Understand what employees value
ACCOUNTABILITY		

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
20. Takes personal responsibility for work products and services of his/her group.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Don't play the "blame" game • Understand current workloads and skill levels of employees before committing to additional responsibilities • Take a stand for your employees
21. Assures that his/her work group's results are measured.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Complete the PPR process • Maintain productivity records
22. Tracks results of programs or activities and takes corrective action when necessary.	<ul style="list-style-type: none"> • Correcting Performance Problems: ½ Day • Improving Employee Performance through Coaching: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Complete PPR process • Analyze productivity records on a regular basis
23. Encourages subordinates to take responsibility for work products and services.	<ul style="list-style-type: none"> • Conducting Productive Employee Performance Reviews: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Complete PPR process • Include employees in decision making and problem solving • Delegate both responsibility and authority for tasks, and follow-up
PROBLEM SOLVING		
24. Recognizes and defines problems and issues.	<ul style="list-style-type: none"> • Elements of Supervisory Practices: Part 1: 2 Days • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Spend time with employees • Analyze performance reports • Review policies and procedures on a regular basis
25. Gathers enough relevant data about problems and issues to conduct a complete analysis.	<ul style="list-style-type: none"> • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Observe work processes • Consider all symptoms of problems • Request information (ask "what, when, where, who, and why" from employees or others close to the problem or issue)
26. Uses a variety of methods to analyze and interpret data.	<ul style="list-style-type: none"> • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Use SWOT technique (strengths, weaknesses, opportunities, and threats)

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
27. Generates multiple solutions based on data analysis.	<ul style="list-style-type: none"> • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Brainstorm • Benchmark
28. Recommends appropriate solutions to problems.	<ul style="list-style-type: none"> • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Set criteria and ensure solution matches criteria • Include others in identifying appropriate solution if feasible • Communicate solution and impact
DECISIVENESS		
29. Acts decisively when quick action is required, even in uncertain situations.	<ul style="list-style-type: none"> • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Know what you want to achieve • Review the facts and impact of potential decisions • Evaluate the results of the decision (use evaluation to learn from experience)
30. Makes difficult or unpopular decisions when necessary.		<ul style="list-style-type: none"> • Make the decision based on facts • Communicate why the decision was made, impact of implementing the decision and of not implementing the decision
31. Exercises good judgment by making sound and well-informed decisions.	<ul style="list-style-type: none"> • Elements of Supervisory Practices, Parts 1 and 2: 4 Days • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Make decisions fairly and consistently • Collect all facts and evaluate possible solutions
32. Considers all factors when making decisions (e.g., legal aspects, political and organizational reality, media, special interests).	<ul style="list-style-type: none"> • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Understand what data is relevant for different types of decisions (ask for help if you don't know) • Include others in the decision making process when feasible

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
CUSTOMER SERVICE		
33. Identifies customers/ clients and other interested parties (e.g., program users, community, etc.).	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day 	<ul style="list-style-type: none"> • Know who your customers (internal and external) are
34. Establishes and uses feedback systems to understand customer/client expectations.	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day 	<ul style="list-style-type: none"> • Use a brief survey, suggestion/comment drop box, or in-person questioning • Share feedback with employees
35. Integrates customer/client needs and expectations into development and delivery of services.	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day 	<ul style="list-style-type: none"> • Regularly review and update policies and procedures, and include feedback from customers / clients • Review feedback with employees
36. Improves the quality of services, products, and processes on an ongoing basis.	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Regularly review and update policies and procedures, and include feedback from customers / clients • Review feedback with employees
PERSONAL JOB EXPERTISE		
37. Demonstrates appropriate levels of personal job expertise in daily work responsibilities.	<ul style="list-style-type: none"> • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Lead by example • Coach employees • Delegate and give timely feedback
38. Applies procedures, regulations, and policies related to personal job expertise appropriately.	<ul style="list-style-type: none"> • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Lead by example • Don't take short cuts
39. Understands job expertise needed by subordinates to do their work.	<ul style="list-style-type: none"> • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Coach employees • Complete PPR process • Spend time with employees • Recommend training and development opportunities to employees
FINANCIAL MANAGEMENT		

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
40. Prepares budget or provides budget input for own area of responsibility.		<ul style="list-style-type: none"> • Review previous budget with manager • Review work group needs • Communicate needs to manager if not preparing budget
41. Demonstrates an understanding of the roles of the department/office and other state agencies in the budget process.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Review roles with manager
42. Explains or justifies budget requests.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Develop criteria to justify budget requests (ex., new procedures require different equipment) • Search for lower cost alternatives to expenses and state findings
43. Monitors budgets to ensure cost-effective resource use.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Regularly review budget expenses
44. Makes sound decisions on procurement of equipment, supplies, or services.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Recommend only what is needed for completion of tasks
45. Demonstrates an understanding of state and department/office procurement regulations.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Review with manager
46. Monitors performance of contractors.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Review cost estimates against actual cost on a routine basis • Meet with contractors to review costs on a routine basis • Observe contractor activities to verify charges
HUMAN RESOURCE MANAGEMENT		

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
47. Anticipates impact of possible changes in staff (e.g., retirement, expertise, T.O.).	<ul style="list-style-type: none"> Managers' Role in Workforce & Succession Planning: 1 Day 	<ul style="list-style-type: none"> Analyze changes in policy and procedure (and/or technology) that impact your work group Spend time with your employees Coach employees on a regular basis Complete PPR process
48. Takes an active role in recruiting and retaining staff.	<ul style="list-style-type: none"> Conducting an Effective Job Interview: 1 ½ Days 	<ul style="list-style-type: none"> Participate actively in class listed Also take Building Better Performance through Employee Skill Development Review job descriptions on a routine basis, and update when necessary Use coaching and mentoring techniques with employees Recommend staffing needs / changes to manager
49. Provides opportunities for employee orientation, training, and development.	<ul style="list-style-type: none"> Building Better Performance through Employee Skill Development: 1 Day 	<ul style="list-style-type: none"> Participate actively in class listed Create a program to socialize new employees Spend time with employees to learn strengths and weaknesses Recommend training programs to develop employee skills Delegate authority and responsibility of tasks to employees
50. Sets performance expectations for subordinates and gives timely feedback about progress.	<ul style="list-style-type: none"> Conducting Productive Employee Performance Reviews: 1 Day 	<ul style="list-style-type: none"> Participate actively in class listed Complete PPR Give timely feedback for good and poor work performance Communicate expectations (allow employees to participate in setting expectations when feasible)

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
		<ul style="list-style-type: none"> • Understand employees' skill level and work load
51. Assesses employee performance and conducts constructive performance reviews.	<ul style="list-style-type: none"> • Conducting Productive Employee Performance Reviews: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Complete PPR • Provide timely and appropriate feedback on a regular basis
52. Develops others through coaching and mentoring.	<ul style="list-style-type: none"> • Improving Employee Performance through Coaching: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Identify opportunities to develop employees • Provide timely and appropriate feedback
53. Recognizes achievement of performance expectations.	<ul style="list-style-type: none"> • Conducting Productive Employee Performance Reviews: 1 Day • Improving Employee Performance through Coaching: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Provide positive feedback when appropriate • Establish a reward and recognition program
54. Takes appropriate corrective actions with employees.	<ul style="list-style-type: none"> • Improving Employee Performance through Coaching: 1 Day • Correcting Performance Problems: ½ Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Provide constructive feedback or redirect work efforts when appropriate • Set and communicate clear expectations • Follow-up with employees
55. Uses human resources practices that promote good employee relations in the workplace.	<ul style="list-style-type: none"> • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Treat all employees fairly and consistently • Recognize and respect what employees value • Visit with your HR person to gain an understanding of the human resource practices of your agency

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
56. Supports activities that address employee well-being (e.g., safety, health).	<ul style="list-style-type: none"> Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> Hold weekly staff meetings, and when appropriate, safety meetings Build awareness of health programs such as Louisiana Two-Step Promote employee emotional well-being by being fair and consistent, and listening to employees
TECHNOLOGY MANAGEMENT		
57. Makes maximum use of available information technology to improve the work group's effectiveness.		<ul style="list-style-type: none"> Review work processes to identify technology needs/opportunities Work with your IT group to identify software options that can assist your work group
58. Ensures subordinates are trained and capable in computer applications useful in their job.		<ul style="list-style-type: none"> Identify technology skills of employees Provide training and development opportunities for employees Create a training plan to address future needs as well as current needs
59. Anticipates changes in technology that will improve work group performance.		<ul style="list-style-type: none"> Maintain awareness of technology changes in your field Evaluate productivity reports to identify areas for potential improvement
ADAPTABILITY		
60. Responds constructively to change and setbacks.	<ul style="list-style-type: none"> Dealing with Change: 1 Day Facilitating Change: 1 Day 	<ul style="list-style-type: none"> Participate actively in classes listed Accept change with a positive attitude and approach Explain change and reason for change to employees, as well as consequences of implementing or not implementing change

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
61. Maintains a professional demeanor in stressful or difficult situations.	<ul style="list-style-type: none"> • Addressing Emotions at Work: ½ Day 	<ul style="list-style-type: none"> • Be aware of your reactions to changes in the workplace
62. Modifies behavior and work methods in response to new information, changing conditions, or unexpected obstacles.	<ul style="list-style-type: none"> • Dealing with Change: 1 Day • Facilitating Change: 1 Day • Managing Work Time Effectively: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Anticipate changes • Be open to changes
63. Remains open to new ideas and approaches.	<ul style="list-style-type: none"> • Developing Effective Teams Pt 3, Group Dynamics: 1½ Days 	<ul style="list-style-type: none"> • Understand that changes will occur in the workplace • Work to identify opportunities to incorporate new ideas
64. Works on a number of different projects without losing focus.	<ul style="list-style-type: none"> • Managing Work Time Effectively: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Prioritize work • Delegate authority and responsibility to others to complete tasks
65. Adjusts as quickly as possible to new situations that need attention.	<ul style="list-style-type: none"> • Dealing with Change: 1 Day • Facilitating Change: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Remain open to new situations and changes
MOTIVATION TO SERVE		
66. Encourages employees to believe in the spirit of public service.	<ul style="list-style-type: none"> • Elements of Supervisory Practices: Part 1: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Lead by example • Work to create a motivating climate
67. Creates and supports a climate that encourages employees to provide quality public service.	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day 	<ul style="list-style-type: none"> • Also take Developing a Motivated Work Group class • Lead by example • Align work group goals with agency goals and communicate to employees • Include employees in decision making and problem solving

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
68. Demonstrates a personal commitment to quality public service.	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day 	<ul style="list-style-type: none"> • Maintain a positive attitude and approach • Maintain a public service attitude and approach to customer service
CONFLICT MANAGEMENT		
69. Manages or resolves conflicts, confrontations, and disagreements in an appropriate manner.	<ul style="list-style-type: none"> • Effective Conflict Resolution Strategies: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Address conflicts in a timely manner • Maintain a fair and consistent manner in addressing conflicts
70. Takes steps to prevent destructive conflict situations.	<ul style="list-style-type: none"> • Effective Conflict Resolution Strategies: 1 Day 	<ul style="list-style-type: none"> • Address conflicts immediately • Created policies and procedures to address workplace conflict
71. Seeks to resolve formal and informal complaints related to the work group's responsibilities.	<ul style="list-style-type: none"> • Effective Conflict Resolution Strategies: 1 Day 	<ul style="list-style-type: none"> • Create a policy and/or procedure to accept and address complaints related to work group responsibly • Properly delegate work
72. Proactively manages conflict resulting from organizational change.	<ul style="list-style-type: none"> • Facilitating Change: 1 Day • Dealing with Change: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Anticipate changes that may occur • Work to align agency, work group and employee values • Include employees in decision making and problem solving resulting from organizational change
DIVERSITY AWARENESS		
73. Recognizes the value of individual differences at all levels of the organization.	<ul style="list-style-type: none"> • Individual Differences and Diversity in the Workplace: 1 Day • Managing Across Generations: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Spend time with employees to learn their values • Identify and remove your biases • Understand job-relevant and job-irrelevant characteristics

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
74. Creates a climate in which everyone is respected and recognized for their contributions.	<ul style="list-style-type: none"> • Individual Differences and Diversity in the Workplace: 1 Day • Developing Effective Teams Pt 2: Individual Differences: 1 ½ Days • Elements of Supervisory Practices: Part 2: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Encourage others to identify and remove their biases • Encourage others to recognize differences as assets • Lead by example
75. Provides employment and development opportunities to support a diverse workforce.	<ul style="list-style-type: none"> • Individual Differences and Diversity in the Workplace: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Offer class participation to all employees • Offer round-table discussions to allow employees to explore how their differences can be used as assets
WORK GROUP TEAM BUILDING		
76. Delegates authority with responsibility.	<ul style="list-style-type: none"> • Delegating Effectively: ½ Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Determine what work tasks can be delegated • Delegate the ability to do the job as employee thinks is best • Delegate the responsibility for completing a task
77. Coaches, motivates, and guides others toward objectives and accomplishments.	<ul style="list-style-type: none"> • Clarifying Performance Expectations: ½ Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Also take Developing a Motivated Work Group, and Improving Employee Performance through Coaching • Observe opportunities to coach and motivate employees • Communicate work group goals and describe how the work group fits into the agency

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
78. Encourages cooperation and teamwork within the department, office, and work group.	<ul style="list-style-type: none"> • Developing Effective Teams Pt 3: Group Dynamics: 1 ½ Days • Effective Supervisory Practices, Part 2: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Identify personal preferences of employees • Develop opportunities to learn the strengths of each • Create opportunities for employees to work together on teams
79. Supports group problem solving and participative decision making.	<ul style="list-style-type: none"> • Developing Effective Teams Pt 3, Group Dynamics: 1 ½ Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Create opportunities for employees to work together in teams • Delegate tasks to teams
80. Builds trust and open communication among team members.	<ul style="list-style-type: none"> • Developing Effective Teams Pt 3, Group Dynamics: 1 ½ Day • Elements of Supervisory Practices, Parts 1 and 2: 4 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Evaluate your perceptions and encourage your employees to do the same • Lead by example
81. Seeks consensus among diverse viewpoints to build commitment (buy-in).	<ul style="list-style-type: none"> • Individual Difference and Diversity in the Workplace: 1 day 	<ul style="list-style-type: none"> • Include employees in decision making and problem solving when feasible
INTEGRITY/HONESTY		
82. Models and encourages high standards of honesty and integrity.	<ul style="list-style-type: none"> • Ethical Behavior in the Workplace: 1 Day • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Lead by example • Understand and embody the Code of Ethics and Civil Service Rules • Act in an ethical manner at all times
83. Promotes ethical practices in all organizational activities.	<ul style="list-style-type: none"> • Ethical Behavior in the Workplace: 1 Day • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Communicate the Code of Ethics and Civil Service Rules to employees • Act in an ethical manner at all times

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
84. Applies department/office policies in a consistent manner.	<ul style="list-style-type: none"> • Ethical Behavior in the Workplace: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Learn all department policies • Apply policies consistently
85. Demonstrates consistency between words and actions.	<ul style="list-style-type: none"> • Providing Quality Service: 1 Day • Ethical Behavior in the Workplace: 1 Day • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Be aware of your actions and their impact on the work group • Act in a fair and consistent manner
86. Exercises power, authority, and influence appropriately to achieve department/office objectives.	<ul style="list-style-type: none"> • Ethical Behavior in the Workplace: 1 Day • Effective Problem Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Also take Elements of Supervisory Practices Parts 1 and 2 • Build personal credibility • Communicate expectations to employees • Provide feedback to employees on a regular basis • Align work group's goals and agency goals
PLANNING/OBJECTIVE SETTING		
87. Creates a direction for the work group that fits with the department's vision.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Align the work group's goals with the agency goals • Understand and communicate the work group's internal and external customers

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
88. Motivates employees at all levels to work toward the department's objectives, values, and strategies.	<ul style="list-style-type: none"> • Clarifying Performance Expectations: ½ Day • Developing a Motivated Work group: 1 Day 	<ul style="list-style-type: none"> • Participate actively in classes listed • Set expectations • Use positive and negative consequences • Establish a fair and consistent reward and recognition system that is valued by the employee
89. Recommends changes based upon a strategic plan for the work group.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Align the work group's goals with the agency's goals • Develop a plan to align daily activities with the goals of the work group and agency
90. Initiates changes within the scope of the job that are based upon a strategic plan for the work group.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Develop a plan to align daily activities with the goals of the work group and agency • Lead by example • Provide feedback in a timely manner as appropriate
EXTERNAL AWARENESS		
91. Keeps current with laws, regulations, policies, trends, and other developments that impact the work group.	<ul style="list-style-type: none"> • Ethical Behavior in the Workplace: 1 Day 	<ul style="list-style-type: none"> • Read, attend training, and visit with manager to learn new laws, regulations, policies, trends and other items that impact the work group
92. Keeps current with general trends and developments that impact the department/office.	<ul style="list-style-type: none"> • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Read, attend training, and visit with manager to learn general trends and developments that impact the work group
93. Analyzes and applies "lessons learned" from other organizations to improve work group results.	<ul style="list-style-type: none"> • Facilitating Change: 1 Day • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Read and visit with other groups to identify lessons learned that may improve the work group • Create a plan to apply lessons learned
INNOVATION		

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
94. Creates a work environment that encourages and recognizes creativity and innovation.	<ul style="list-style-type: none"> • Dealing with Change: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Encourage autonomy in the work group • Reward and recognize creativity • Set expectations to include creativity and innovation
95. Recommends innovative or cutting edge programs and processes.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days • Facilitating Change: 1 Day 	<ul style="list-style-type: none"> • Review performance data and research to identify cutting edge programs or processes • Read and talk to others to identify programs or processes
96. Identifies need for new approaches, services, and capabilities.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days • Facilitating Change: 1 Day 	<ul style="list-style-type: none"> • Review performance data and processes • Request feedback and suggestions from employees and manager • Request feedback and suggestions from customers
97. Designs new approaches, services, and capabilities to meet identified needs.	<ul style="list-style-type: none"> • Facilitating Change: 1 Day 	<ul style="list-style-type: none"> • Include feedback from employees, manager and customers • Create teams to design new approaches, services and capabilities • Request/attend and encourage employees to attend training and development
98. Takes necessary action to implement new approaches, services, and capabilities.	<ul style="list-style-type: none"> • Facilitating Change: 1 Day 	<ul style="list-style-type: none"> • Participate actively in class listed • Encourage and reward implementation of new approaches • Model desired behavior • Don't take short cuts
LONG-RANGE THINKING		
99. Recommends effective strategies that fit the external environment which the department/ office faces.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Understand and communicate external factors and customers • Make suggestions to improve interaction with the external environment
100. Applies a long-term perspective when developing strategic plans.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Identify potential/future external changes • Identify potential/future internal changes

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
101. Develops objectives and strategies that fit with the dept./office's long-term vision.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Meet with manager to learn the department's long-term vision • Work with manager and work group to develop objectives and strategies to align with the vision
102. Adjusts strategic plans in response to changes inside and outside the department.	<ul style="list-style-type: none"> • Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> • Receive feedback from employees, manager and customers • Adjust plan considering feedback
CONTINUAL LEARNING		
103. Evaluates personal strengths and weaknesses, and assesses their impact on others.	<ul style="list-style-type: none"> • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Complete a self-assessment (either LMSS in this course, or Personal Preferences in Effective Teams II course - do both if possible) • Complete and follow through with the Supervisor Action Plan
104. Seeks feedback from others and uses it for self-improvement.	<ul style="list-style-type: none"> • Elements of Supervisory Practices Part 1: 2 Days • Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> • Complete a 360 feedback session requesting feedback from employees and manager • Review Supervisor Action Plan based on feedback
105. Invests time and energy in self-development and professional growth.	<ul style="list-style-type: none"> • Elements of Supervisory Practices Part 1: 2 Days 	<ul style="list-style-type: none"> • Participate actively in classes listed • Attend training and development opportunities • Follow through with Supervisor Action Plan
106. Creates an environment where learning and developing new skills is part of day-to-day work.	<ul style="list-style-type: none"> • Elements of Supervisory Practices Part 1: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Encourage employees to complete training and development opportunities
107. Develops and implements methods to share knowledge with others who need it.	<ul style="list-style-type: none"> • Improving Employee Performance Through Coaching: 1 day 	<ul style="list-style-type: none"> • Reward and recognize knowledge development and sharing • Create a knowledge management program to ensure knowledge is developed and shared
WORK PROCESS MANAGEMENT		

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
108. Manages and plans work as a process rather than focusing only on individual jobs.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> Participate actively in class listed Creates a work plan Evaluates performance data to revise work plan
109. Defines objectives for each work process that they control.	<ul style="list-style-type: none"> Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> Define all work processes in the unit Create objectives for each work process
110. Measures and monitors outputs of work processes.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> Participate actively in class listed Collect and evaluate performance data
111. Manages work that flows between people and other work groups.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days Strategies for Supervisory Success: 1 Day 	<ul style="list-style-type: none"> Create work flow diagrams Evaluate diagrams and processes to create best practices
112. Designs work processes to meet the needs of “customers” of the work group.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> Participate actively in class listed Collect feedback, and evaluate performance data and work flow diagrams to improve processes
WORK PROCESS IMPROVEMENT		
113. Uses work process performance measures to identify problems.	<ul style="list-style-type: none"> Planning and Accountability: 2 Days 	<ul style="list-style-type: none"> Collect performance data on work processes Evaluate data
114. Eliminates work steps that do not add value to the desired outcomes.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> Regularly review work processes to determine most effective processes Revise processes regularly based on data Train staff on revised processes
115. Changes work processes when a new approach appears to be better.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> Participate actively in class listed Collect feedback from employees, manager and customers Review processes on a regular basis Revise processes on a regular basis
116. Works to insure that work processes are as simple as possible.	<ul style="list-style-type: none"> Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> Participate actively in class listed Evaluate work processes regularly Revise work processes as necessary

COMPETENCIES & SUBCOMPETENCIES	CLASS TITLE / LENGTH	STRATEGIES
117. Evaluates process performance regularly to determine if changes are needed.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Collect feedback from employees, manager and customers • Review processes on a regular basis • Revise processes on a regular basis
118. Uses process analysis tools (e.g., flowcharts, fishbone diagrams, etc.) to identify and correct problems.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days • Effective Problem-Solving and Decision Making: 2 Days 	<ul style="list-style-type: none"> • Collect feedback from employees, manager and customers • Review processes on a regular basis • Revise processes on a regular basis
WORK PROCESS REDESIGN		
119. Redesigns work processes and procedures when a total change is necessary.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Participate actively in class listed • Collect feedback from employees, manager and customers • Review processes on a regular basis • Revise processes on a regular basis
120. Discards old methods of doing things when they no longer work.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Facilitate discussion with employee/manager/customers • Revise processes and procedures when necessary
121. Evaluates new approaches to work processes continuously.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Collect feedback from employees, manager and customers ongoing • Review processes on a regular basis
122. Makes sound decisions about which processes to redesign instead of just improve.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Evaluate all relevant data • Create a list of possible alternatives and evaluate each
123. Creates a sound rationale for process redesign projects.	<ul style="list-style-type: none"> • Managing and Improving Work Processes: 2 Days 	<ul style="list-style-type: none"> • Evaluate all relevant data • Create a list of possible alternatives and evaluate each