UNITED STATES POSTAL SERVICE.

Supervisor Apprentice Program
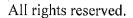
SCS Coaching Guide

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United States Postal Service
475 L'Enfant Plaza SW
Washington, DC 20260-4215

Use of Training Materials

These training course materials are intended to be used for training purposes only. They have been prepared in conformance with existing USPS policies and standards and do not represent the establishment of new regulations or policies.

A Commitment to Diversity

The Postal Service™ is committed to fostering and achieving a work and learning environment that respects and values a diverse workforce.

Valuing and managing diversity in the Postal Service means that we will build an inclusive environment that respects the uniqueness of every individual and encourages the contributions, experiences, and perspectives of all people.

It is essential that our work and learning environments be free from discrimination and harassment.

In our classrooms, on the workroom floor, in casual conversation and in formal meetings, employees and faculty are asked to encourage an open learning environment that is supportive of everyone.

Course materials and lectures, classroom debates, and casual conversation should always reflect the commitment to safety and freedom from discrimination, sexual harassment, and harassment on any prohibited basis. Instructors and class participants are expected to support this commitment.

If you find course material that is presented in the classroom or in self-instructional format that does not follow these guidelines, please let an instructor know immediately.

If classroom discussions do not support these principles, please point that out to the instructor as well.

Diversity is a source of strength for our organization. Diversity promotes innovation, creativity, productivity, and growth and enables a broadening of existing concepts.

The Postal Service's policy is to value the diversity of our employees, customers, and suppliers and to do what is right for our employees and the communities we serve, thereby ensuring a competitive advantage in the global marketplace.

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Preface

The Supervisor Apprentice Program is the result of collaboration between many stakeholders including, Delivery Operations Support, Safety, Labor Relations, and Training Development.

The program provides six-months of blended learning consisting of 80 hours of virtual classroom instruction, cross-training, and self-paced online training in supervisor responsibilities and functional training for Supervisor, Customer Service (SCS) and Supervisor, Distribution Operations (SDO).

On-the-job instruction and coaching include orientation to policies and procedures, demonstration, directed practice, and coaching. The purpose of this course is to provide supervisor apprentices with the skills and knowledge necessary to prepare them for their role as an EAS-17 frontline supervisor.

Module 1: Overview of the Supervisor Apprentice Program

Overview

The Supervisor Apprentice Program is a six-month program designed specifically to support and train supervisor apprentices to become EAS-17 supervisors. This program supports the USPS® Supervisor Program (USP).

The program incorporates several elements to support supervisor apprentices throughout the six months as they learn their responsibilities and prepare for a supervisor position. Program components include training, webinars, coaching, self-study courses, assignments that build foundational skills and opportunities to learn and practice in a real environment with knowledgeable guidance.

This program includes those elements common to all supervisors, such as safety; attendance control; communication; conflict resolution; Labor Relations; managing performance; prioritizing tasks; developing and leading your team; planning and analysis; ethics; reasonable accommodations; Equal Employment Opportunity (EEO); and operational excellence. These topics are presented in a virtual classroom environment using various instructional methodologies, such as discussions, demonstrations, and role-play. In addition, the course provides path-specific functional training.

Other training elements are presented in an on-the-job environment and hands-on practice. The primary goal of this training program is to provide supervisor apprentices with the basic skills and knowledge to successfully perform their duties.

Program Objectives

Upon completion of the program, supervisor apprentices should be able to:

Manage a delivery or processing unit and ensure all duties are performed within required performance standards.

- Gather, analyze, and take appropriate action based on data from multiple sources to accomplish operational goals.

- Analyze day-to-day operations to adjust or mitigate unforeseen changes in priorities or workforce availability.

Build business knowledge.

- Apply knowledge of national and local labor agreements, postal policies, and applicable regulations to ensure adherence.

- Maintain their work unit by ensuring employees are completing daily operational tasks in compliance with organizational safety standards.

- Create and utilize a network of resources and people.

Manage employee performance.

- Supervise an operational unit to achieve daily service and productivity goals.

- Manage employee performance using two-way communication, constructive feedback, and by developing a growth mindset within the business unit.

- Engage and motivate employees by utilizing training, mentoring, and one-on-one guidance to enhance their knowledge, skills, and abilities in a diverse work environment.

The Supervisor Apprentice Program includes:

- Prerequisite and pre-program registration.

- Assignment of a coach and mentor.

- Two weeks of job shadowing. (Weeks 1 and 2).

- Two weeks of intensive virtual classroom training. (Weeks 3 and 4).

- Mid-program knowledge check and feedback survey.

- Seven weeks paired with a coach in the participant's unit to complete on-the-job checklists over the next seven weeks. (Weeks 5 through 11).

- Two weeks of cross-training. (Weeks 12 and 13).

- Seven weeks of running a unit independently with support and feedback from the coach. (Weeks 14 through 25).

The advantage of on-the-job training following the virtual classroom portion of training is to facilitate transference of learning from classroom to the work unit. As a coach, you play an important role in this training. Your willingness to share information, demonstrate how to perform skills, and answer questions is essential to the success of the training process.

Supervisor Apprentice Program Curriculum

1. After the initial program kickoff, the apprentice will complete all required prerequisites.

   - Supervisor apprentice accesses a pre-program registration through the learning portal.

2. Supervisor apprentices are assigned their first coach and mentor.

3. Job shadowing is conducted over the next two weeks. This means the supervisor apprentice follows a coach as they perform their duties and observe.

   - Training focuses on basic skills (i.e., timekeeping, attendance, daily conversations with employees, etc.).

   - Completion of Observational Checklists. (See Module 3).

4. Next, participants attend two weeks of intensive virtual classroom training that:

   - Is conducted virtually, from the National Center for Employee Development (NCED).

   - Familiarizes the supervisor apprentice with important concepts and principles.

   - Provides tools to foster success as a supervisor apprentice.

   - Consists of eighteen modules. Module 16 is a functional path module for:

     - Supervisor, Customer Service (SCS).

     - Supervisor, Distribution Operations (SDO).

5. Upon completion of the virtual classroom event, the supervisor apprentice completes a mid-program knowledge check and feedback survey on the training. (Access through the Learning Portal).

6. After completing classroom training, participants are paired with a coach in their unit to complete on-the-job checklists over the next seven weeks.

   - Access on USPS Supervisor Program website for checklists:

     - Go to **Blue**.

     - Choose **Human Resources** on the right.

     - Select **Employee and Leadership Development** from the list.

     - Select **National Training Programs**.

- Choose **USPS Supervisor Program**.

- Or you may go directly to the website at //blue.usps.gov/hr/training-development/national-training-development/USPS.htm.

- Coaches ensure skills are completed, provide context on the skill's importance and where the skills fit within the process of their unit. Ensure accurate information is provided to build a solid foundation. They also provide feedback on the supervisor apprentice's progress.

- Coaches report completion to Employee Development, so that credit can be recorded in the learning portal for that component.

7. During the weeks 12-13 participants begin cross-training in various functions.

- Processing Operations.

- Delivery, Retail, and Customer Service.

- Logistics.

- Maintenance.

- Vehicle Maintenance.

- Labor Relations.

- Workforce Planning.

- Safety and Occupational Health.

8. Once the supervisor apprentice completes cross-training, they are assigned to a larger facility (must be a different facility) and begin an additional four weeks of On-the-Job Training (OJT).

- Supervisor apprentices are assigned a second coach.

- Supervisor apprentices complete Skillsoft course requirements based on the Supervisor Competency Model. (Access through the Learning Portal).

- Supervisor apprentices complete a series of job-specific checklists. Refer to Step 6 above for steps to retrieve these checklists.

9. During the last seven weeks of training, the supervisor apprentice is responsible for running a unit independently with support and feedback from the coach.

- Supervisor apprentices continue to complete their self-study Skillsoft training.

- Supervisor apprentices complete post-program assessments. (Access through the Learning Portal).

- Coach provides feedback to the mentor in preparation for the final performance evaluation.

10. The supervisor apprentice participates in a graduation ceremony and is outplaced into an EAS-17 supervisor position.

Throughout the program, there are several assessments to ensure understanding and mastery of program concepts. Assessments are accessed in the learning portal.

Assessments include:

1. Post Classroom Knowledge Test (Weeks 3-4).

2. Performance Assessment (Weeks 5-11).

3. Performance Assessment (Weeks 12-17).

4. Final Evaluation (Weeks 3-25).

5. Knowledge Test/Performance Assessment (3 months post-program).

Supervisor Competency Model

Coaches must support and focus on the USPS Supervisor Competency Model. Competencies describe knowledge, skills and abilities needed for successful job performance. Competency models have been developed for Functional/Technical capabilities needed by field employees and include Supervisory, Managerial, Executive, and Officer levels.

Each model describes the attributes and behaviors associated with increasing levels of proficiency in key focus areas, creating useful tools for creating Development Plans. Access the Supervisor Competency Model in Module 5.

Module 2: Coach Responsibilities

Coach Responsibilities

A coach is an important and integral part of the Supervisor Apprentice Program. Supervisors in the organization consistently ask for coaching support as they learn their position responsibilities. We need to provide this support to our apprentices. By agreeing to be a coach, you support the organization by ensuring supervisor apprentices have a solid foundation of knowledge and experience to prepare them for the rigors of an operational environment and pace.

As a coach, it is essential that you build trust. Trust ensures the apprentice will be open to the lessons you provide through coaching. Trust means that the apprentice believes that you are providing them support and accurate information necessary for their development and success as a supervisor. Without trust, honest feedback about their strengths and opportunities, may not be heard by the apprentice. This could impact your operation and the organization.

You have the opportunity to shape the next generation of supervisors and help them to become successful, knowledgeable, and build the foundation they need to succeed in their careers. This one-on-one interaction provides added support for supervisor apprentices as well as just-in-time learning. You can build strong relationships leading to ongoing benefits for both you and the supervisor apprentice throughout each person's career.

The course includes On-the-Job Training (OJT) Skill Checklists that you will use to provide the supervisor apprentice with an appropriate learning experience. Reproduce OJT Skill Checklists and certify participants locally. Rate the supervisor apprentice as either expectations not met, expectations met, or exceeds expectations for each item as it is completed. If a requirement is not observed, mark not applicable (n/a) for that requirement. Follow instructions for completion of OJI certification listed on page 3-1.

The coach is chosen by the reporting manager and selected from high-performing supervisors in the unit. Coaches engage daily with the supervisor apprentice to complete skills checklists, provide guidance and information to complete the next set of skills, provide performance feedback, and report coaching status to the Postmaster/MCSO and the Manager, Employee Development to record the supervisor apprentice's progress toward program completion in the learning portal.

Use this On-the-Job Coaching Guide to provide the supervisor apprentice with the appropriate on-the-job training, and to closely monitor the completion of the on-the-job coaching process. Adapt your training techniques to meet the needs of the learners. For instance, some supervisor apprentices will be able to perform the skills with very little assistance and others may need much more practice and guidance.

For the skills in which the apprentice indicates proficiency, ask them to demonstrate the skill. Provide guidance and information as needed. For skills that the apprentice is not proficient in, demonstrate or explain the skill, ask the apprentice to demonstrate proficiency, and record skill completion on the checklist.

OJT is critical to the success of this training program. Employees who are responsible for on-the-job coaching of supervisor apprentices are provided a copy of the OJT guide, as well as time to review the material. This ensures reinforcement of the same general messages as the virtual classroom training.

You will:

- Demonstrate how to perform a skill for the participant.

- Observe and coach supervisor apprentices as they practice the skill.

- Observe and rate the supervisor apprentice as they perform the skill.

- Use this process for each job skill and repeat as needed.

Show a caring attitude and encourage the supervisor apprentice to ask questions. Share your experiences and information. This creates an environment of trust in which supervisor apprentices are more likely to learn and apply the information. Your goal is to help the supervisor apprentice to understand each skill and apply them to the position. Allow the supervisor apprentice to provide feedback and share what they see as obstacles in completing a skill. Use this feedback to determine if further instruction is needed.

Sample Coaching Questions

As a coach, you will be demonstrating and performing various skills that the supervisor apprentice will observe. The supervisor apprentice will then practice the skill and/or complete the skill. During your observations, instead of providing the supervisor apprentice with the solution to a problem, use a coaching approach. Ask instead of providing advice as much as possible. Often, when you provide an answer, you limit possible outcomes and bypass growth opportunities. By asking the apprentice open-ended and thoughtful questions, you help them think through the skills they perform, increasing their ability to apply what they learn.

Start each coaching session with a conversation with the apprentice. Continue asking questions as they complete skills. Below are some sample questions to use as a resource to help you with asking and not advising:

- Tell me more about why you feel this way. (You can reflect on "you said you don't think you are as challenged as you would like to be. Tell me more about why you feel this way.")
- What is happening right now around (this issue)?
- How would achieving this goal matter to the organization?
- What do you propose?
- What are some different ways that you might approach this situation?
- What are some ways that you could make (state desired result) happen?
- What options do you have?
- Is there another way that you could look at that?
- How will you measure success?
- How will you know if you have succeeded on (identify project)?
- What actions do you need to take to reach your goal?
- What can you learn from this situation? Or how can you view this as a learning experience?
- When should I follow up with you on this?
- What do you need from me right now?
- What areas do you want to strengthen, improve, or develop?
- How can you take responsibility for your role in this situation? (Useful when employee pointing blame at others and not owning their role.)

Coaching Goals

Coaches:

- Monitor supervisor apprentice checklist completion.

- Provide necessary learning experiences that actively engage the supervisor apprentice in all checklist activities.

- Provide information the Manager, Employee Development so that they can document all necessary training records as training evolutions are completed.

- Maintain daily communication with assigned supervisor apprentice.

- Ask thought-provoking questions of the supervisor apprentice.

- Ensure the supervisor apprentice is making progress and has correct understanding of checklist items.

- Maintain an upbeat and positive attitude while working with the supervisor apprentice.

- Exhibit exemplary behavior and presentation skills, as well as a professional appearance.

- Provide problem solving ideas in response to outreach from assigned supervisor apprentice.

- Prompt discussions and feedback.

- Share practical experience gained on the job.

- Assist supervisor apprentice in locating and completing OJI checklists for each week.

Training Requirements

All coaches must complete 2.5 hours of required training in the Coaching Training Curriculum for Supervisor Apprentice Program. The training is self-paced and consists of the following courses which are accessed through the learning portal.

- Coaching Techniques That Inspire Coaches to Action (23min).

- Expert Insights on Coaching (1hr 18min).

- Developing Successful Coaching Relationships (50min).

Module 3: Checklists

The Supervisor Apprentice program coaching methodology relies on demonstrated performance to gauge an employee's knowledge. An observe, practice, demonstrate approach is used. The skills are scaffolded in accordance with this model. Behaviors progress, allowing the apprentice to learn in a small unit then progress to a larger unit.

As a coach, you provide context on each skill's importance and where the skill fits within the process of the unit. Ensure accurate information is provided to build a solid foundation. To learn a targeted behavior, the supervisor apprentice first observes. As the coach, you perform the targeted behavior for the supervisor apprentice while explaining the importance and the role that knowledge plays in the operation.

Once the supervisor apprentice is familiar with the behavior, they have multiple opportunities to practice, while receiving feedback from the coach. Once the supervisor apprentice is comfortable with their level of competency, they demonstrate the behavior for the coach. The coach evaluates their performance and provides additional feedback until the supervisor apprentice is able to meet expectations. Later weeks of the program provide the opportunity for the supervisor apprentice to demonstrate the skill in a larger context.

The apprentice should be prepared with their copy of the checklist at the start of the week. As the coach, you will review each skill the supervisor apprentice must master. When the supervisor apprentice is ready to perform the skill on their own, rate them using the checklist. This process is vital to the success of the program. You are the conduit for the apprentice to master each skill and successfully perform in the position.

Report completion to the Manager, Employee Development so that credit can be recorded in the Learning Portal for that component.

Accessing Checklists

Access checklists on the USPS Supervisor Program website under On-The-Job Checklists.

From the Blue webpage:

1. Choose **Human Resources** on the right.

2. Select **Employee and Leadership Development** from the list.

3. Select **National Training Programs**.

4. Choose **Supervisor Apprentice Program**.

5. Or you may go directly to the website at //blue.usps.gov/hr/training-development/national-training-development/USPS.htm.

Ensure that the supervisor apprentice has the opportunity to learn F4 and F2 functions in the unit:

F4:

- Successful execution of the Back-office Play.

- Successful conversations on SSRD performance.

- Successful Completion of PS Forms 4000-A and 4000-B reviews.

- Successful completion of mail volume recording in F4.

F2:

- Successful completion of 8 PS Forms 1838-C.

- Successful completion of 8 PS Forms 3999 (carrier back in base or under).

- Successful completion of 8 conversations about loading resulting in reduced load time.

- Successful completion of 8 conversations about stationary time resulting in reduction.

- Successful review of entire unit CRDO Attendance Play.

Instructions: Review and complete each skill on the checklist over the course of the week. Document the supervisor apprentice's development on each item on the checklist.

For each skill:

- Record the date the skill is completed. If the skill is listed as observe or practice, do not rate the apprentice's performance.

- If the skill is not observed or applicable to the coaches' operational unit, mark as not applicable in the date field of the checklist.

- If, after practice with the coach's support and guidance, the supervisor apprentice is able to successfully complete the skill on their own, rate the skill as meets expectations or exceeds expectations.

- If, after practice with the coach's support and guidance, the supervisor apprentice is unable to successfully complete the skill on their own, rate the skill as expectations were not met. Provide additional assistance for the skill and document the specifics of the additional training provided in the comment section.

- If, the coach believes the supervisor apprentice has met expectations after receiving additional assistance for that skill, rate the skill as meets expectations.

- Note any additional information in the comments section.

SCS Skills

<u>Week 1 SCS Skills include:</u>

During weeks 1 and 2 the supervisor apprentice observes the coach perform each skill.

- Meet with the supervisor apprentice and talk with direct reports, conduct daily huddles and Safety/Stand Up talks while they observe.

- Identify office expectations, areas of focus, and role expectations; determine appropriate communication and interaction while the supervisor apprentice observes.

- Familiarize the supervisor apprentice with the unit, including loading dock, casing stations, package sortation, break rooms, fire exits, etc.

- Perform a GEMBA walk on the floor and observation of operations while the supervisor apprentice observes. Explain the importance, frequency, and goal of performing a GEMBA walk.

- Obtain critical timeframe for carrier departure from the unit (tag completion) while the supervisor apprentice observes.

- Access various applications i.e., OT Admin, WebEES, Informed Visibility Employee Scheduler, Volume Arrival Profile (VAP), MyPO, Customer 360, Regional Intelligent Mail Servers (RIMS), and Passport Retail Customer Appointment Scheduler (RCAS) while the supervisor apprentice observes.

Week 2 SCS Skills include:

- Monitor dispatch of collection mail, incoming DPS, late arriving trucks, mailflow, carrier separations, mail preparation, and sufficient supply of MTE while the supervisor apprentice observes.

- Make entries into Mail Arrival Quality/Plant Arrival Quality (MAQPAQ), review POS survey scores and comments in Customer Insights 2.0, analyze the Retail Customer Experience (RCE), and review passport applications while the supervisor apprentice observes.

- Properly complete PS Forms 4000A, 4000B, and Performance Tools F4SSRD. Review uniform requirements, mPOS, SSK, lobby assistance, and retail products and services while the supervisor apprentice observes.

- Properly complete timekeeping responsibilities such as daily clock rings, overtime authorization, scheduled and unscheduled leave, quarterly attendance reviews, and proper completion of PS Forms 1017A, 1017B, 1260, 1261, 3971, and 3972 while the supervisor apprentice observes.

Weeks 3 and 4 SCS Skills include:

- During these weeks, the supervisor apprentice will be attending two-weeks of virtual instructional training.

Week 5 SCS Skills include:

During weeks five through eleven the supervisor apprentice practices each skill in order to acquire the specific skillset.

- Pull and analyze reports including Workhour/Workload, Route/Carrier Daily Performance, Volume, Unit Feedback, Unit Clock Ring Discrepancy, Steward-Standby and Meeting Time, PS Form 1813 Late Leaving/Late Returning, Unit Daily Performance, MSP Overview, MSP Route/Carrier, MSP Missed Scan, and Workload Status while the supervisor apprentice observes and/or practices.

- Enter mail volumes in DOIS, create route vacancies and enter daily assignments, schedule pivots in GEO Delivery, observe carrier work practices including driving performance, and view a current PS Form 3999 while the supervisor apprentice observes.

- Perform staffing and scheduling activities and list additional administrative duties performed by supervisors during street management. Properly complete PS Form 4584, complete and post an e1994 schedule, view a Retail Analysis Profile (RAP), Postal Store Retail Analysis Profile (PSRAP), and Window Operation Survey (WOS), if available while the supervisor apprentice observes and/or practices.

- Review manual distribution operation including Loop mail and completion of the F4 Preplanning Worksheet while the supervisor apprentice observes and/or practices.

Week 6 SCS Skills include:

- Complete volume reporting skills such as using End of Run (EOR) Reports to project the required casing time, use national conversion rate charts and practices, proper completion of PS Forms 3921 and 3930, proper measurement and recording of volume, using End of Run (EOR) Reports and verify accurate downloads into Delivery Operations Information System (DOIS) using the Critical Parts Center (CPC) website information while the supervisor apprentice observes and/or practices.

- Complete workload adjustments for overtime, curtailing mail, office and street auxiliary assistance, and pivoting, proper completion, and submission of Daily Condition Visualization (DCV) reports while the supervisor apprentice observes and/or practices.

Week 7 SCS Skills include:

- Perform lobby management using GIST+A and identify retail products and services for domestic and international mail, utilize unit performance indicators such as Customer Satisfaction Measurement (CSM) report, complete retail lobby and employee observation forms, access Collection Point Management System (CPMS) Reports, and SPMS Reports, review scanning performance scores, and calculate Office Efficiency Indicator (OEI) productivity and Street Efficiency Indicator (SEI) productivity while the supervisor apprentice observes and/or practices.

- Perform address management skills such as pulling and printing PS Form 3999X from AQRT, large mailer using the AMS database for mailings, review an Edit Book Route Listing Report, note the different record types of an AMS file, and verify and submit an Edit Book Route Listing Report for updating while the supervisor apprentice observes and/or practices.

Week 8 SCS Skills include:

- Properly completion of city delivery control forms such as PS Forms 1017A, 1017B, 1564 A and 1564B, 1571, 1813, 3996, and a Vehicle Repair form. Analyze 3Ms for the top three routes in the unit, the EOR for DPS mail daily by route, calculate the DPS percentage for 10 routes, and complete a DCV report while the supervisor apprentice observes and/or practices.

- Properly completion of PS Form 1412 and verification of inventory of floor stock in the office, complete PS Forms 4000A and 4000B, complete a weekly schedule in DOIS, complete an AM-SOP self-audit, complete five PS Forms 4584, conduct a count of stamp stock and a cash drawer, conduct a daily mail volume recording count while the supervisor apprentice observes and/or practices.

- Download and analyze the Window Operations Survey (WOS) Report and verify the staffing and scheduling for window operations, download the Financial Performance Report (FPR), ensure all Point of Purchase (POP) displays are current and in the correct location, observe a Sales and Service Associate (SSA) conduct a business transaction utilizing the steps of the Retail Sales Skills Process, print the six required AM/SOP reports each day and analyze the results, review at least ten pieces of No-Record mail, and use the RDM Retail Unit Flash Report to calculate Revenue per Workhour while the supervisor apprentice observes and/or practices.

- Access the CRDO Resource Library for training resources, SWIs, and national Learn and Grow webinar schedule. Oversee the apprentice pull and print PS Form 3999X while the supervisor apprentice observes and/or practices.

Week 9 SCS Skills include:

- Review the difference between rural and city carriers, access the Rural Management Support System (RMSS) for timekeeping and payroll, identify different rural route types, review the matrix, review and update PS Form 4240 daily, weekly, and for each pay period, and complete PS Form 4588, and PS Form 4584 while the supervisor apprentice observes and/or practices.

- Review the PET tool, access RIMS and identification of any potentially lost time, reading daily office and Street Planner, completion of PS Forms 1838, 1838-C, and 1840, and performance of Point-to-Point Worksheet while the supervisor apprentice observes and/or practices.

- Describe key control and accountability, maintenance reserve fleet, vehicle appearance, vehicle inspections, mileage reporting, vehicle maintenance schedules, AVUS/FAMS, receipt and payment process, and the process to secure approval for repairs and parts while the supervisor apprentice observes and/or practices.

Week 10 SCS Skills include:

- Practice reviewing rural carrier work practices, to include completing PS Forms 4588, and PS Form 4584 practice obtaining unit's current scanning performance scores while the supervisor apprentice observes and/or practices.

- Practice completing PS Form 1571and verify color codes are properly applied, practice reviewing and updating PS Form 4240 daily, weekly, and for each pay period, and practice reviewing the Matrix while the supervisor apprentice observes and/or practices.

- Practice using the Rural Management Support System (RMSS) for timekeeping and payroll, practice reviewing the use of the Performance Engagement Tool (PET) and cover issues a supervisor should address with a carrier while the supervisor apprentice observes and/or practices.

Week 11 SCS Skills include:

- Describe supervisory responsibilities for managing No-Record mail, identify Loop Mail in accordance with local procedures and guidelines, review the worksheet, review the daily Office and Street Planner, and review Delivery Performance Indicators while the supervisor apprentice observes and/or practices.

- Access RIMS program and identify potentially lost time, cover the issues a supervisor should address with a carrier, complete daily forms such as PS Forms 1838, 1838-C, and 1840, perform mail counts for routes identified for minor adjustments, if possible, and perform Point-to-Point Worksheet (site-specific) while the supervisor apprentice observes and/or practices.

- Complete a review of PS Form 1838C, review a current PS Form 1840, complete a current PS Form 3999X, and describe customers' perceptions and how they affect the U.S. Postal Service® while the supervisor apprentice observes and/or practices.

Weeks 12 and 13 SCS Cross-Functional Experience

During weeks 12 and 13 the supervisor apprentice attends a cross functional experience to network and learn how their operation intersects with other operations.

Week 14 SCS Skills include:

During weeks 14 through 17 the supervisor apprentice performs each skill in order to demonstrate the ability to perform in the position.

- Observe scheduling and setting expectations using the Informed Visibility Employee Scheduler, observe revision of the schedule, observe daily team huddle and Safety/Stand up talk, and observe the coach address individual performance while the supervisor apprentice observes and/or practices.

- Observe review of Volume Arrival Profile (VAP) information observe the coach check MyPO and respond to Customer 360 inquiries, observe random collection tests, if possible, and observe proper handling of Undeliverable as Addressed (UAA) mail, RFS/CFS processing while the supervisor apprentice observes and/or practices.

- Observe Parcel Return Service (PRS) mail and proper handling. Observe daily Business Reply Mail and postage due processing. Observe and identify time-wasting practices while the supervisor apprentice observes and/or practices.

- Observe the coach drill down and view Informed Visibility scores, observe all aspects of office and street management, and observe procedures for managing collections while the supervisor apprentice observes and/or practices.

<u>Week 15 SCS Skills include:</u>

- Become familiar with and update information in WebEES, become familiar with your unit, including loading dock, casing stations, package sortation, break rooms, and fire exits, observe a GEMBA on the workroom floor, and meet with your direct reports while the supervisor apprentice observes and/or practices.

- Observe the critical timeframe for carrier departure from the unit (tag completion), observe facility operating hours, observe review of current unit performance, observe updating information in WebEES, and observe the coach use the OT Admin application while the supervisor apprentice observes and/or practices.

- Observe the coach use the Delivery Management System (DMS) Dashboard and completion of requirements., observe scheduling and setting expectations using the Informed Visibility Employee Scheduler, and observe the coach revise the schedule while the supervisor apprentice observes and/or practices.

- Become familiar with and update information in WebEES, become familiar with your unit, including loading dock, casing stations, package sortation, break rooms, and fire exits while the supervisor apprentice observes and/or practices.

<u>Week 16 SCS Skills include:</u>

- Observe the coach verify in-office scans in Regional Intelligent Mail Servers (RIMS) (distribution up time, PO Box uptime, and observe use of the Passport Retail Customer Appointment Scheduler (RCAS) close-out while the supervisor apprentice observes and/or practices.

- Observe the coach perform Stand-Up talks, observe set up and pairing of phones and scanners, and observe the coach accurately enter all manual mail volumes into DOIS in pieces while the supervisor apprentice observes and/or practices.

- Observe the coach accurately measure and record mail volume, learn how the End of Run (EOR) Reports enable the supervisor to project the required casing time, learn the national mail foot conversions used in Customer Services, and observe the coach complete PS Forms 3921 and 3930 (or local applicable forms) by the supervisor apprentice and provide rating as applicable.

- Observe the coach pull and print End of Run (EOR) Reports and verify accurate downloads into Delivery Operations Information System (DOIS) using Critical Parts Center (CPC) website information while the supervisor apprentice observes and/or practices.

Week 17 SCS Skills include:

- Accurately measure and record mail volume, project the required casing time using the End of Run (EOR) Reports, utilize national mail foot conversions used in Customer Services, and complete PS Forms 3921 and 3930 (or local applicable forms) while the supervisor apprentice observes and/or practices.

- Pull and print End of Run (EOR) reports and verify accurate downloads into Delivery Operations Information System (DOIS) using Critical Parts Center (CPC) website information, manage adjustments made to workload for overtime, curtailing mail, office auxiliary assistance, street auxiliary assistance, and pivoting while the supervisor apprentice observes and/or practices.

- Identify required information for accurate reporting in Daily Condition Visualization (DCV), properly complete Daily Condition Visualization (DCV), complete PS Form 4000-A, and complete PS Form 4000-B while the supervisor apprentice observes and/or practices.

- Review Volume Arrival Profile (VAP) information, check MyPO and respond to Customer 360 inquiries, and observe random collection tests, if possible, while the supervisor apprentice observes and/or practices.

- Properly handle Undeliverable as Addressed (UAA) mail, RFS/CFS processing, properly handle Parcel Return Service (PRS) mail, review daily Business Reply Mail and postage due processing while the supervisor apprentice observes and/or practices.

Module 4: Cross-Functional Checklists

Supervisor apprentices will experience cross-functional opportunities with a variety of peers to enable them to recognize how each functional unit upstream and downstream affects other units. Experiences are planned outside of the supervisor apprentice's immediate unit, as well as with peers within their own facility.

Opportunities may include:

- Processing Plant.

- Maintenance.

- Logistics.

- Vehicle Maintenance.

- Workforce Planning.

- Safety & Occupational Health.

- Labor Relations.

Cross-functional experiences are not limited to this list and multiple experiences may be selected. The primary focus is to ensure that supervisor apprentices of one function appreciate the process and challenges their peers encounter and allow collaboration across functions to meet operational goals.

Cross-Functional Verification

Cross-functional experience is a minimum of two weeks at another facility or in another functional group. In order to receive credit for completing the cross-functional experience, you must ensure the person you are shadowing signs this form and provide the form to the Manager, Operations Integration for (District) or the Manager, Operations Support (Division) who records credit in the learning portal.

I _____ verify that _____
(Name)   (Participant's Name)

participated in a cross-functional experience with me from

_____ to _____. (Date)

Cross-Functional Checklists

Processing Operations Checklist

Supervisor Apprentice Program Cross-Functional Processing Plant Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the supervisor you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
Tour the facility. Become familiar with the unit, including loading dock, breakrooms, and fire exits.	
Observe each operation within the facility to see how they work.	
Understand the operating plan for letters, flats, and package, and obtain key operating information such as Clearance Time (CT), Critical Entry Time (CET), Dispatch of Value (DOV), and Planned Starting Time.	
Differentiate between incoming and outgoing operations.	
Observe reporting machines down for repair.	
Differentiate originating and destination operation of mail flows.	
Observe the dispatch process and late arriving mail.	
Mail arrival discrepancies.	
Observe the monitoring and sweeping of the output bins/containers.	
Practice using staffing planning tools.	
Observe proper mail preparation and MTE staging and setup/placarding.	
Observe each operation: breakdown, Flats Mechanization, Letter Automation, Manual Sortation, and Package Mechanization.	
Observe clerk and carrier separations and dispatch of collection mail in PM to P&DC.	
Observe Automation operations, including proper jogging and edging the mail.	

Observe 1st and 2nd Pass DPS runs.	
Observe the use of operation monitoring and planning tools and applications (MPEwatch, WebEOR, EI, RPG, etc.)	
Observe the proper scanning and nesting method at both machine and on the platform	
Observe the difference between air and surface dispatch process of letters, flats, and packages	

Maintenance Checklist

Supervisor Apprentice Program Cross-Functional Maintenance Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the supervisor you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
Tour the facility. Become familiar with the unit, including loading dock, breakrooms, and fire exits.	
Observe each group within the facility to see how they work.	
Identify utility connection/shut off locations (water main including fire supply standpipes, natural gas, electrical room).	
Observe process when a machine is down for repairs.	
Observe process flow communication between floor operations and maintenance.	
Observe the crew assignment of Preventative Maintenance (PM)s and Work Orders.	
View Employee Assignment Worksheets (EAWs) for completion at end of day.	
View close out of Work Order and Employee Worksheet entry by MOS.	
Identify causes of excessive jams and mechanical rejects.	
Observe real-time monitoring of MPEwatch to track machine problems while in operation.	
Identify how to determine causes of At-Risk mailpieces.	
Learn how to ensure that preventative maintenance is completed and properly documented in a timely manner.	
Review and analyze performance indicators on reports.	
Observe a repairable part reorder/return process using different return processes or policies.	
View employee generating eCBM checklist.	
Discuss how to conduct annual route evaluations.	

Logistics Checklist

Supervisor Apprentice Program Cross-Functional Logistics Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the supervisor you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
Tour the facility. Become familiar with the unit, including loading dock, breakrooms, and fire exits.	
Observe each group within the facility.	
Review Distribution Table Maintenance System (DTMS) (Inquiry Only).	
Review Mail Transport Equipment Labeler (MTEL) (Plant Specialist).	
Review Service Change Request (SCR).	
Observe Surface Visibility (SV) procedures.	
Observe the dock or yard and report any irregularities.	
Observe use of the Transportation Optimization Planning/Scheduling (TOPS).	
Observe the dock and document late trips and actions and provide to supervisor.	
Observe use of the Mail Transport Equipment Ordering System (MTEOR).	
Observe use of VITAL Web.	
Observe use of ServiceNow.	
Observe use of SOX Remediation Tool-SORT.	
Observe the communication of any extra trips with dock expeditors.	
Observe how coach ensures mail meets dispatch times: Issue 15-minute warnings for operations to push processed mail to dock for dispatch.	
Observe employees performing container detail scans while on the dock.	
View daily activities in the drop shipment logbook.	
Observe Expeditor Scanning (Arrive/Depart/Load/Unload) daily by tour.	

Vehicle Maintenance Checklist

Supervisor Apprentice Program Cross-Functional Vehicle Maintenance Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the supervisor you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
Tour the facility. Become familiar with the unit, including loading dock, breakrooms, and fire exits.	
Observe each group within the facility.	
Observe how they handle hazardous material (storage/disposal).	
Observe how vehicle parts are managed/stored.	
Discover how parts are ordered.	
Determine the maintenance schedule for delivery vehicles.	
Determine how VMF supports your operation.	
Locate processes in your unit that are affected by vehicle maintenance.	
View programs used in the VMF function.	
Determine how your operation affects Vehicle Maintenance.	
Observe VMF workload/assign work using SEAM generated PS Form 4513.	
Observe assignment of PMIs and unscheduled repairs to the VMF crew. VMF crew. This should include inspecting vehicles brought in for preventative maintenance with an emphasis on identifying accident damage (unreported/reported), cost, and repair timeframe.	
Review vehicle work orders for completion of work (check for completeness, accuracy, parts issued, and ERT vs. ART).	
View an open work order report and observe action taken.	
Verify accuracy of PS Form 4513 by completing a physical inventory of all vehicles on VMF property.	

Review applicable regulations/policies for the Emergency Action Plan, Environmental Programs, and OSHA compliance.	
Observe that a Safety Data Sheet (SDS) is maintained for each product included in the hazardous chemical inventory.	

Workforce Planning Checklist

Supervisor Apprentice Program Cross-Functional Workforce Planning Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the supervisor you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
Visit the Workforce Planning website and view	
Explain the rationale for:	
• Operational Staffing models.	
• On-Rolls and Earned.	
• Positions and UARs.	
• Full-time and Part-time career employees.	
• Pre-Career Staffing and CAPS.	
Job Bidding Process	
Timeframes for Posting and Reverting jobs.	
Job Bid Management application and results reports.	
Employee Retention	
New employee onboarding	
Current employee dropout rate	
Reasons for leaving - surveys	

Safety & Occupational Health Checklist

Supervisor Apprentice Program Cross-Functional Safety & Occupational Health Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the supervisor you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
View the Workforce Safety dashboard and review statistics for your unit.	
Review a submitted PS Form 1767 and responses.	
Review active shooter procedures.	
Review buildings and parking lot safety procedures.	
Review fire prevention and evacuation procedures.	
Review several relevant Job Safety Analysis (JSAs).	
Review safe lifting procedures.	
Access the Mailpiece Incident Reporting Tool (MIRT).	
Review applicable Personal Protective Equipment (PPE) procedures.	
Review suspicious and hazardous mail identification and handling.	
Review spill and leak response procedures.	
Review Bloodborne Pathogens safety training.	
Review Heat Illness prevention procedures and ensure employees in your unit have the information card.	
Review applicable OSHA written programs for your unit.	
Review OSHA record keeping procedures.	
Review dog bite safety.	
Review Distracted Driver safety video.	

Review your unit's accident history in the (Safety and Health Management Tool) SHMT.	
Review Delivery Management System (DMS) information on carrier safety exceptions.	
Review OSHA contact procedures.	
View Accident Investigation videos on BlueTube.	
Review observation forms – 4584, 4588, 4589 and Informed Mobility Safety Observation Tool (IMSOT).	
Review PS Form 4707 (Red Tag)	
Review all equipment and machinery at your facility for safety and operating procedures.	
Review DOL ECOMP (Electronic Compensation and Management Portal) supervisory role for employees who file injury/illness claims.	
Review ELM 544 Injury Compensation Program supervisor reporting procedures.	

Labor Relations Checklist

Supervisor Apprentice Program Cross-Functional Labor Relations Checklist	
Instructions: Initial each item complete as you perform them.	
Skills	Completed
Introduction	
Meet the Labor Relations Specialist you will shadow and employees on the team.	
Obtain contact information as you network in cross-functional operations.	
Operation Familiarization	
Review contact information for local Labor Relations.	
Review process to respond to union requests for information.	
Review each step in the grievance process.	
Review Article 15 procedures for the grievance process.	
Access the National Agreement for each group of employees you supervise.	
Review the JCAM and/or JCIM.	
Review policy for posting schedules. Including Holiday Scheduling (Article 11)	
Review policy for assigning overtime. (Article 8)	
Review the Letter Carrier Paragraph and Rule of Reason for city carriers.	
Observe how Labor Relations and management work together.	
Observe an Informal Step A or Formal A grievance meeting.	
Observe proper completion of PS Form 8190.	
Review the types of supporting documents needed for various grievances.	
Review procedures to address employee misconduct warranting discipline.	
Review procedures to deal with sexual harassment/improper conduct/threats.	
Review process to assess the need to provide accommodation for employees with disabilities.	
Review procedures for performance management of bargaining-unit employees	

Module 5: Supervisor Competency Model

At the Postal Service, all Employee and Leadership Development programs are based upon validated competency models. Competencies describe knowledge, skills, and abilities needed for successful job performance.

Competency models have been developed for Functional/Technical capabilities needed by field employees and also include Supervisory, Managerial, Executive and Officer level. Each model describes the attributes and behaviors associated with increasing levels of proficiency, creating useful tools for creating your Development Plan (DP).

Communication

Conveys information clearly and accurately in oral and written formats for the intended audience. Is an active listener. Clarifies information as needed. Summarizes in writing and/or orally in a clear, concise, and organized manner.

1	2	3	4

Needs Development

- Monopolizes conversations so that others cannot participate; interrupts the person speaking; finishes the thought of the speaker.
- Nonverbal communication negatively impacts or contradicts verbal messages.
- Writes using language appropriate to social media (e.g., Twitter, Facebook, e.g., LOL, #usps).
- Messages lack sufficient details relevant to the intended audience's needs; does not adequately address questions from audience.
- Delivers messages without considering the relative value of different modes of communication (e.g., email vs. face-to-face) given the specific situation.
- Uses improper language, grammar, or acronyms when speaking or writing a message to employees and/or customers.
- References tools and resources in messages and fails to provide information regarding accessibility.

Meets Expectations

- Includes relevant and current information without going off topic; stays within necessary time limits.
- Nonverbal communication reinforces verbal messages.
- Writes correspondence that is clear and concise.
- Delivers messages to appropriate audiences; asks questions and restates points made by others to ensure own understanding.
- Tailors message and mode of communication (e.g., email vs. face-to- face) to be aligned with the employees' level and situation.
- Conveys messages using correct grammar, syntax, and sentence structure.
- Maintains open lines of communication with employees.

Exceeds Expectations

- Develops two-way, not one-sided, communications with employees and management; listens to understand, not only respond.
- Engages the audience through the use of words, tones, and gestures.
- Writes correspondence that is highly effective and easy to understand, progressing logically through the information
- Expresses ideas effectively regardless of group size or organizational level of the audience.
- Reads cues from diverse listeners to assess when and how to change planned communication approach to effectively deliver message.
- Presents information and facts in a logical manner, using appropriate phrasing and vocabulary.
- Communicates all necessary information to employees in order to perform job efficiently; uses new technologies to enhance communication with employees.

Leadership and Integrity

Treats individuals with dignity and respect. Leads by example and acts in the best interest of the Postal Service. Demonstrates trustworthiness and integrity.

| 1 | 2 | 3 | 4 | 5 |

Needs Development

- Demonstrates little tolerance or respect for people who have different values or beliefs.

- Avoids accountability for own actions; blames mistakes or problems on others.

- Fails to offer assistance of self or team to other work units or teams when it is needed.

- Impacts the Postal Service image and brand negatively by lacking professionalism (e.g., inappropriate dress, language).

- Demonstrates disinterest or lack of concern for the success of the Postal Service.

- Displays a consistent lack of follow through on stated actions.

Meets Expectations

- Respects and honors different perspectives, values, and beliefs.

- Takes responsibility for own actions; admits when decisions did not work.

- Focuses on organizational success rather than personal gain.

- Impacts the Postal Service image and brand positively by maintaining professionalism (e.g., positive attitude, appropriate language, and dress).

- Maintains unit performance (e.g., limits personal business during work hours, holds employees accountable for behavior).

- Demonstrates buy-in and commitment to the success of the Postal Service.

- Follows through on stated actions, honors commitments.

- Explains the reasons for policies and procedures.

Exceeds Expectations

- Creates an atmosphere of mutual trust and respect; empowers others to reinforce a positive environment.

- Stands behind own initiatives and takes responsibility if the initiative fails.

- Contributes postal resources (e.g., staff, time) within control to complete projects for which others are responsible as appropriate.

- Exemplifies the best of the Postal Service image and brand; maintains professional demeanor (e.g., positive attitude, appropriate language) during high-stress situations.

- Acts in the best interest of the Postal Service (e.g., examines and addresses issues that may impact operational performance).

- Honors commitments even when it is difficult to do so.

- Bridges the gap between management and employees to ensure the success of the Postal Service.

Coaching and Developing Employees

Trains employees and coaches performance. Motivates employees to increase confidence in their knowledge and skills. Provides training, guidance, and development of employees. Provides resources and tools to support employee growth. Leads by example. Interacts with a diverse group of employees. Fosters teamwork. Values diversity and promotes a high-performing work environment.

1	2	3	4	5

Needs Development

- Does not provide enough time for employees to learn new job/function or skills.
- Denies individuals the opportunity to improve poor performance.
- Uses discipline/corrective action in lieu of developmental feedback.
- Does not recognize or reward good performance.
- Shows lack of commitment to developing employees.
- Provides insufficient or ineffective guidance to employees about how they can improve performance.
- Does not provide employees opportunities to use new learning on the job.
- Makes decisions for employees without giving them the opportunity to try the job themselves.
- Responds poorly to constructive criticism; does not adjust behavior when warranted.

Meets Expectations

- Provides training for professional development.
- Aids in the development (e.g., coaching and mentoring) of employees who seek upward mobility.
- Provides clear feedback on employee strengths and developmental areas.
- Recognizes and rewards good performance consistently.
- Supports employees during their development opportunities.
- Initiates the training of employees for development in all areas of their duties.
- Observes employees to ensure what was learned in training is being implemented on the job.
- Supports decisions that employees make; provides guidance and coaching for performance improvement.
- Accepts constructive criticism and takes action to correct behavior.

Exceeds Expectations

- Provides opportunities for employees to perform higher-level tasks that showcase individual strengths; shares ownership of work-unit performance with employees.
- Encourages interested employees to seek upward mobility and detail opportunities.
- Provides feedback on potential career paths in the organization.
- Adjusts rewards and managerial style to match the characteristics of individual employees.
- Ensures that all employees are aware of opportunities for developmental experiences regardless of differences in employee capabilities.
- Provides opportunities for employees to apply training on the job and reinforces concepts and procedures.
- Encourages opportunities for improvement by engaging employees in decisions.
- Seeks and utilizes feedback proactively to improve performance.

Planning and Analysis

Gathers, evaluates, and analyzes data from multiple sources to accomplish operational goals. Identifies and prioritizes resources for operational success. Utilizes tools and technology to identify trends, plan for staffing, and make business decisions.

| 1 | 2 | 3 | 4 | |

Needs Development

- Makes decisions that affect the work unit without requesting or considering input from employees.

- Fails to utilize data to inform decisions or plans and/or check the accuracy of reports before using the data to make decisions.

- Fails to use data to improve operational efficiency.

- Allocates human resources inefficiently, resulting in low productivity, excess staff, or excessive overtime.

- Does not have the ability to identify operational performance deficiencies through data and/or observation.

- Fails to utilize available resources to accomplish objectives.

Meets Expectations

- Considers the input of employees and the use of various resources and their availability when developing plans.

- Documents and evaluates data from multiple sources to ensure accuracy and achieve desired results.

- Analyzes operational reports and ensures that daily objectives are accomplished, and operational goals are met.

- Makes needed adjustments to timelines, steps, and resource allocation.

- Demonstrates an understanding of the important trends related to operational performance

- Uses the resources at one's immediate disposal responsibly and efficiently.

Exceeds Expectations

- Proactively seeks out the input of employees when appropriate to analyze available operations data.

- Implements changes to improve data accuracy.

- Creates effective long-term work- unit plans using historical data and mail-volume projections.

- Develops scheduling contingency plans when there is unexpected (increased or decreased) mail volume or unexpected absences.

- Monitors trends to enhance processes that support organizational goals.

- Uses forward-thinking and forecasting skills to ensure appropriate resources are available; determines in advance the protocol or procedures needed to be undertaken to meet objectives.

Change Management and Flexibility

Maintains continuous and timely dialogue during the change process. Adapts to changes in the business environment. Utilizes a change management process to ensure operational success. Prepares employees to understand the purpose of change.

1	2	3	4

Needs Development	Meets Expectations	Exceeds Expectations
• Fails to inform employees about changes in a timely manner; provides no or insufficient information about the change. • Perpetuates concerns about the effects of change; resists change. • Does not plan or provide necessary tools to assist in implementing change. • Focuses on negative or incorrect information about upcoming changes; enables and/or increases fear of change (e.g., by telling employees that machines will take their jobs). • Limits own involvement and that of others in change; does not seek buy-in, input, or ownership. • Demonstrates unwillingness to change and learn about the benefits to the Postal Service. • Is unwilling to utilize new technology. • Communicates change once and then continues business as usual; does not repeat message to reinforce change.	• Promotes organizational changes within the function. • Provides appropriate tools and training to employees to prepare for anticipated organizational changes. • Meets timelines for change implementation in area of control. • Adapts to the changing organizational environment. • Explains changes within the unit and/or operation in a timely way. • Takes ownership of the change process and provides available resources to support successful change. • Learns about impending change and openly and honestly shares relevant information with others. • Is willing to utilize new technology. • Explains the reason for changes; recommunicates information to reinforce change.	• Takes action to identify new methods for assessing success of change (e.g., speaks with peers and customers). • Develops a plan for implementing change in the unit. • Gains employees buy-in by explaining the benefits of change to reduce fear and increase acceptance. • Identifies creative ways to adapt to upcoming changes; adjusts to immediate demands for change (e.g., shifting employees to different tasks). • Advocates change in the unit; minimizes employees' anxiety by showing how to integrate new processes into existing work routines. • Recognizes when employees are struggling with change and provides information on available resources to minimize job-related stress. • Provides feedback on new technologies to help enhance implementation and use. • Explains change from the perspective of employees, such as what's in it for them (WIFM); follows up to gauge change adoption.

Operational Management

Achieves operational results. Recognizes the impact of the work unit on internal customers. Makes effective business decisions for success. Determines priorities in the work unit. Adjusts according to unforeseen situations. Maintains appropriate staffing. Performs daily tasks to ensure efficiency.

1	2	3	4

Needs Development	Meets Expectations	Exceeds Expectations
• Does not achieve expected results; does not achieve productivity goals	• Achieves expected results; achieves productivity goals.	• Exceeds expected results/ productivity goals with minimal resources.
• Fails to staff properly in advance; uses overtime unnecessarily, due to poor planning or poor management of attendance.	• Uses resources effectively to minimize overtime and eliminate penalty overtime; determines resources required to meet operational goals based on daily workload.	• Anticipates resources required for future operational goals based on weekly workload. • Involves employees using operational excellence methods.
• Fails to set expectations and follow up.	• Uses operational excellence methods to set expectations and follow up.	• Enables a culture of operational excellence; employees empowered to take ownership of the work and the success of operations.
• Does not respond to timekeeping alerts/ notifications in a timely manner.	• Keeps up with daily timekeeping requirements using appropriate timekeeping systems.	• Strives to achieve objectives ahead of deadlines and remains actively involved in the day-to-day operations; ensures objectives are accomplished.
• Fails to adjust resources in a timely manner to overcome obstacles and meet deadlines.	• Meets deadlines and/or clearance times; adapts continuously to meet goals and follows up on work assignments to completion.	• Identifies performance issues proactively and takes necessary steps to remedy.
• Achieves goals at the expense of other units or functions; ignores impacts on other teams or units.	• Coordinates operations with other work units and functional areas to ensure employees complete the work.	• Collaborates proactively with others, recognizing and acknowledging the interdependence of all functions to achieve operational goals.
• Performs craft work to achieve goals.		

Policy Management

Adheres to national and local labor policies and agreements. Abides by Postal Service rules and regulations. Applies and upholds federal regulations and laws.

| 1 | 2 | 3 | 4 |

Needs Development

- Keeps incomplete records, leaving the organization vulnerable to grievances and other issues.
- Shares confidential employee information with others; compromises the integrity of sensitive information.
- Prohibits union representation when conducting disciplinary meetings with employees.
- Fails to keep union representatives informed of issues.
- Fails to settle grievances as appropriate, allowing issues to go to the next step unnecessarily.
- Allows unions to dictate operations to the detriment of the organization.
- Does not adhere to the local MOUs or national contracts.
- Disregards rules, regulations, and policies; fails to uphold the code of conduct.
- Violates safe work practices or safety procedures.
- Performs personal business on Postal Service time (e.g., personal phone calls) to an extent that diminishes performance.

Meets Expectations

- Maintains complete records and applies national and local agreements to daily operations when scheduling craft employees (e.g., ODL, holiday schedules).
- Maintains confidentiality of sensitive information.
- Includes union representatives and management in the early stages so that grievances are settled as appropriate at the lowest level and at minimal cost.
- Uses SOPs, publications, Postal Service handbooks, manuals, directives, bulletins, and management instructions to drive work-unit performance.
- Responds to EEO complaints, grievances, and investigations in a timely and accurate manner.
- Stays up to date on national and local contracts; ensures timely compliance in accordance with union agreements.
- Emphasizes the importance of adhering to policies, standards, and codes of conduct.
- Identifies and addresses safety concerns.
- Makes assignments and scheduling decisions that align with policies and union agreements.

Exceeds Expectations

- Anticipates potential issues and ensures documentation and follow-up to reduce risk of grievances.
- Demonstrates to others the importance of maintaining the confidentiality of sensitive information.
- Collaborates with union officials to anticipate potential problems and negotiate grievances to the benefit of the Postal Service.
- Thoughtfully evaluates policies and procedures that do not make sense and makes recommendations for improvement.
- Leverages strong knowledge of contracts to negotiate, problem solve, and resolve employee issues to the mutual benefit of the Postal Service and employees.
- Builds and maintains professional, mutually beneficial relationships with union representatives.
- Models excellence in conduct; provides coaching in upholding Postal codes of conduct and policies.
- Monitors employee actions and habits for potential safety concerns; ensures safety of employees is always at the forefront.

Frequently Asked Questions

How long is the Supervisor Apprentice Program?

- The Supervisor Apprentice Program requires a six-month commitment.

Will my coach be at a certain EAS level? For example, EAS-20 and above?

- Criteria for coaches are based on specific qualities, experience, and performance, not EAS levels.