



# Group 1 Capstone

Course Manual



**STATE CIVIL SERVICE**  
COMPREHENSIVE PUBLIC TRAINING PROGRAM

Revised 06.13.2018

# GROUP 1 CAPSTONE

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## COURSE DESCRIPTION

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This course helps supervisors practice a sampling of the leadership skills that build the foundation for a strong team and effective processes. It begins with the foundation that cannot be ignored in any team: Trust.

Other activities build upon this foundation by looking at ways to improve work processes, communicate changes in a positive way, and use the principles of situational leadership so management is tailored to the individuals on the team. It also introduces methods to build on a leader's emotional intelligence so relationships with employees continue to develop and the foundation of trust becomes even stronger.

## OBJECTIVES

- Analyze and evaluate information learned from the web-based courses
- Demonstrate the ability to apply this information in supervisory situations

## COURSE OVERVIEW

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This course is a culmination of the Supervisory Group 1 2015 Program. It is required to complete the 2015 Supervisory Group 1 Program.

Sections of this course include:

- Building Team Trust
- Managing and Improving Work Processes
- Communicating Change
- Applying Situational Leadership Principles
- Using EQ (emotional intelligence) in Difficult Situations
- Putting It All Together

The Capstone Workshop requires participants to actively engage with each other in cooperative learning experiences. The course content includes discussions, simulations, and group activities. The Capstone Workshop assumes participants have not only taken course prerequisites but are familiar with the material.

TRAINING HOURS: 6

# BUILDING TEAM TRUST

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## ≡ BUILDING ≡ TEAM TRUST

We recognize that trust is the foundation of our teams. With a strong sense of trust, team members are not afraid to try new things, admit mistakes, ask for help, or create connections with fellow employees.

In the web-based training, you studied four considerations of trust for supervisors. These were gaining trust, maintaining trust, demonstrating trust in your employees, and rebuilding trust after negative experiences. And while these are already part of your everyday practices, giving additional attention to these areas will further strengthen that foundation of trust for team members.

This trust starts with the supervisor. And there are actions that a supervisor can take from the very first day in the position to help make this team trust a reality.

Your group's task is to come up with at least seven recommendations you would make to a supervisor to start building trust with a new team.

### Recommendations

# GROUP 1 CAPSTONE

## MANAGING & IMPROVING WORK PROCESSES

While a number of different tools and methods to manage and improve work processes were discussed in the online class, we'll focus on three of the most popular ones that can help illustrate a process, analyze the effectiveness of work processes, and identify problem areas that need to be addressed.

TOOLS	DESCRIPTION
<p><b>Process Mapping: FLOWCHART</b></p>	<p>A flowchart uses specific symbols to represent the process one step at a time.</p> <p>A process map is a diagram that shows the sequence of steps in a process. This is a good tool to help you see the flow of inputs and outputs within a process as well as the sequence of actions that are required.</p> <p>When should you use a process map?</p> <ul style="list-style-type: none"> <li>• A process map is often the first step in an improvement plan because it helps target areas for improvement.</li> <li>• Use a process map to help document a process.</li> <li>• You can also use it to help understand a process and as a resource to train employees about a process.</li> <li>• Process maps will help you analyze a process and identify problem areas, waste, and “bottlenecks” in a process.</li> </ul>
<p><b>Analysis Tool: 5 WHYS</b></p>	<p>“5 Whys” is a simple problem solving tool to help determine countermeasures to quickly resolve an issue. It can be used alone or as part of a larger process improvement plan.</p> <p>When do you use 5 Whys?</p> <ul style="list-style-type: none"> <li>• For quick fixes to immediate problems</li> <li>• To identify the root cause</li> <li>• In day-to-day work</li> <li>• When you have limited data</li> <li>• When you have an experienced staff</li> </ul> <p>How do you use “5 Whys”?</p> <ol style="list-style-type: none"> <li>1. Form your team.</li> <li>2. Develop a problem statement</li> <li>3. Keep asking “Why?” until you get to the root of the problem.</li> <li>4. Develop and implement a countermeasure.</li> </ol>
<p><b>Process Improvement Tool: CERCS</b></p>	<p>CERCS (Combine, Eliminate, Rearrange, Change, Simplify) is a series of focused questions designed to help you identify solutions and process improvements.</p> <p>When do you use CERCS?</p> <ul style="list-style-type: none"> <li>• After process analysis</li> <li>• To streamline a process</li> <li>• When solutions or process improvement are not obvious</li> <li>• To see possible solutions from multiple perspectives</li> <li>• As a starting point for team discussions about process improvement</li> </ul>

## FLOWCHART SYMBOLS



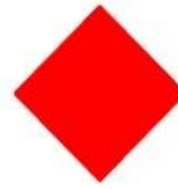
Start and stop  
of the process



Connects the  
parts of the  
process and  
shows the  
direction of the  
work flow



Represents a task,  
action, or  
operation



Designates a  
decision point  
or question  
that affects  
the flow



Indicates a  
physical  
document that  
is produced at  
that point in the  
flow

## FLOWCHART

## HOW TO USE THE 5 WHYS:

1. Form your team.
2. Develop a problem statement.
3. Ask "Why?" the problem occurs.
4. Keep asking "Why?" until you get to the root of the problem.
5. Develop and implement a countermeasure.

WHY	QUESTIONS	ANSWERS
<b>Develop a Problem Statement</b>		
<b>Why?</b>		
<b>Why?</b>		
<b>Why?</b>		
<b>Why?</b>		
<b>Root Cause</b>		
<b>Solution</b>		

**CERCS** (Combine-Eliminate-Rearrange-Change-Simplify) is a series of focused questions designed to help you identify solutions and process improvements. To improve or streamline a process, use the questions below to help navigate each step of the process.

CERCS	QUESTIONS	NOTES
<b>Combine</b>	<ul style="list-style-type: none"> <li>• Can any steps in the process be combined?</li> </ul>	
<b>Eliminate</b>	<ul style="list-style-type: none"> <li>• What steps in the process can be eliminated?</li> <li>• Is work being duplicated?</li> <li>• How can delays be eliminated or reduced?</li> </ul>	
<b>Rearrange</b>	<ul style="list-style-type: none"> <li>• Does the sequence of steps make sense?</li> <li>• Does the current sequence create unnecessary delays?</li> <li>• Can the steps or sequence be rearranged to increase efficiency?</li> </ul>	
<b>Change</b>	<ul style="list-style-type: none"> <li>• How can this process be changed to increase efficiency?</li> <li>• Can a change in resources reduce cost and/or save time?</li> <li>• Can a change in technology improve our process?</li> </ul>	
<b>Simplify</b>	<ul style="list-style-type: none"> <li>• What is the simplest way to accomplish the desired outcomes?</li> <li>• How can the process be simplified?</li> <li>• Are the written procedures / instructions easy to understand?</li> </ul>	

## YOUR GROUP'S ASSIGNMENT:

1. Review your assigned process – 1, 2 or 3.
2. Determine your goal.
  - Are you working to improve the process?
  - Are you trying to solve a problem?
3. Decide which tool to use.
4. Using the tools on page 5-7, walk through the steps to achieve your goal.
5. Be prepared to share your experience with us.

### 1. CHOOSE A TOOL TO IDENTIFY ISSUES AND CREATE A MORE EFFICIENT PROCESS

- Requests for work come into your office in various ways.
- Some people fill out the online work order form.
- Some call in and tell the receptionist what needs to be done.
- Some people talk to team members to ask for the work to be done.
- Some jobs are on your program manager's list and are scheduled to be done.
- Once jobs are received, they are assigned to a team member to complete.
- Occasionally team members get duplicate projects because they have come from different people.
- The work is completed and reviewed by the program manager, who approves or rejects.
- Approved work is delivered to the customer.
- Rejected work is sent back to the team member, who corrects any problems.
- Corrected work is submitted to the program manager, who approves or rejects the work.
- Corrected work is delivered to the customer.

### 2. CHOOSE A TOOL TO IDENTIFY ISSUES AND CREATE A MORE EFFICIENT PROCESS

- You are in charge of ordering supplies for your team.
- Requests for supplies come in from team members, supervisors, and an online form.
- You must review requests over \$50 with your appointing authority.
- Problems occur because some team members request items from their supervisors and then come to you directly, resulting in duplicate orders.
- Some important requests that are ordered through the online order form and are pushed back because urgent verbal requests get addressed more quickly.
- Some supervisors go directly to supply to get the items without checking with you.
- Some employees say the online process takes too long for simple urgent supplies like pens.

### 3. CHOOSE A TOOL TO IDENTIFY ISSUES AND CREATE A MORE EFFICIENT PROCESS

- A call comes with a request for services. The request is routed to the first available operator. The operator listens to the requests and sends it to the department.
- This department is not the correct one to handle this issue. The call is rerouted back to the operator. The operator sends the call to the correct department.
- There is no one available in this department to take the call. After six rings, the call comes back to the operator.
- The operator explains that no one is available to take this call.
- The person asks to speak to a supervisor. The operator forwards the call to a supervisor.
- The supervisor listens to the call and sends it to the correct department again. There is still no one available to take the call.
- The call comes back to the operator.
- The angry customer hangs up.



Create a message to communicate your assigned scenario to your department.

## COMMUNICATING CHANGE

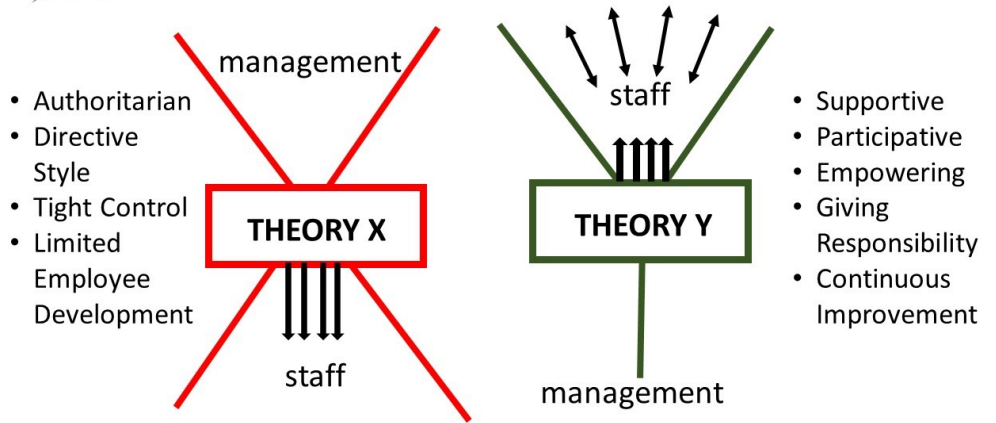
- A. Workday hours will change to 6 am—2:30 pm
- B. New department dress code
- C. Department name is changing
- D. Your department is being moved under another agency
- E. New computer system

QUESTIONS	NOTES
What is the change and why is it happening?	
How will it benefit the organization?	
How will it benefit employees?	
How will it be implemented?	
How can employees be a part of the change?	
How can employees offer feedback?	
How will the change be communicated to employees?	
What questions or concerns might employees have?  What are the answers to these?	
Other	

# APPLYING SITUATIONAL LEADERSHIP PRINCIPLES



## SITUATIONAL LEADERSHIP



STYLE	NOTES
THEORY X	
THEORY Y	
COMBINATION	

# GROUP 1 CAPSTONE

## USING EQ IN DIFFICULT SITUATIONS

PERSONAL  
COMPETENCE

Self-  
Awareness

Self-  
Management

SOCIAL  
COMPETENCE

Social  
Awareness

Relationship  
Management

### EMOTIONAL INTELLIGENCE (EI) or EMOTIONAL QUOTIENT (EQ)

No matter what you call it, Emotional Intelligence makes a big difference in communicating successfully with others.

- Emotional Intelligence is about managing emotions and acting appropriately to the situation.
- Emotional Intelligence can be broken down into two basic competencies: personal and social.
  - The personal competence addresses you and your own feelings. This means you are aware of and can regulate your feelings.
  - Social competence refers to your ability to gauge other's emotions and manage your relationships with others.

### WHAT WOULD YOU SAY?

Quick thinking is the rule for this game. Your group will look at five situations and come up with your best opening statements for the difficult conversation to follow.

- Decide who will be your note-taker for this activity.
- Study the situation on the slide.
- Think fast and share your ideas.
- Your group has two minutes to come up with your best opening statement for this conversation.
- Remember, you don't have to worry about writing the whole conversation; you'll just create a great first line you would use to open up the discussion on a positive note.
- Then we'll share and pick our favorite lines before moving on to the next one.

# QUICK EMOTIONAL INTELLIGENCE SELF-ASSESSMENT

Circle the number that most closely represents your agreement with the following statements.

0—Never      2—Sometimes      4— Almost always

<b>Self-Awareness</b>	
I am able to stand apart from my thoughts and feelings and examine them.	0 1 2 3 4
My feelings are clear to me at any given moment.	0 1 2 3 4
Emotions play an important part in my life.	0 1 2 3 4
My moods impact the people around me.	0 1 2 3 4
I find it easy to put words to my feelings.	0 1 2 3 4
My moods are easily affected by external events.	0 1 2 3 4
I can easily sense when I'm going to be angry.	0 1 2 3 4
I readily tell others my true feelings.	0 1 2 3 4
I find it easy to describe my feelings.	0 1 2 3 4
Even when I'm upset, I'm aware of what's happening to me.	0 1 2 3 4
	Total
<b>Self-Management</b>	
I accept responsibility for my reactions.	0 1 2 3 4
I find it easy to make goals and stick with them.	0 1 2 3 4
I am an emotionally balanced person.	0 1 2 3 4
I am a very patient person.	0 1 2 3 4
I can accept critical comments from others without becoming angry.	0 1 2 3 4
I maintain my composure, even during stressful times.	0 1 2 3 4
If an issue does not affect me directly, I don't let it bother me.	0 1 2 3 4
I can restrain myself when I feel anger towards someone.	0 1 2 3 4
I control urges to overindulge in things that could damage my well-being.	0 1 2 3 4
I direct my energy into creative work or hobbies.	0 1 2 3 4
	Total
<b>Social Awareness</b>	
I consider the impact of my decisions on other people.	0 1 2 3 4
I can tell easily if the people around me are becoming annoyed.	0 1 2 3 4
When people's moods change, I sense it.	0 1 2 3 4
I am able to be supportive when giving bad news to others.	0 1 2 3 4
I am generally able to understand the way other people feel.	0 1 2 3 4
My friends can tell me intimate things about themselves.	0 1 2 3 4
It is hard for me to see other people suffer.	0 1 2 3 4
I usually know when to speak and when to be silent.	0 1 2 3 4
I care what happens to other people.	0 1 2 3 4
When people's plans change, I understand.	0 1 2 3 4
	Total
<i>Continued on next page</i>	

# QUICK EMOTIONAL INTELLIGENCE SELF-ASSESSMENT

<b>Relationship Management</b>	
I am able to show affection.	0 1 2 3 4
My relationships are safe places for me.	0 1 2 3 4
I find it easy to share my deep feelings with others.	0 1 2 3 4
I am good at motivating others.	0 1 2 3 4
I am a fairly cheerful person.	0 1 2 3 4
It is easy for me to make friends.	0 1 2 3 4
People tell me I am sociable and fun.	0 1 2 3 4
I like helping people.	0 1 2 3 4
Others can depend on me.	0 1 2 3 4
I am able to talk someone down if he/she is very upset.	0 1 2 3 4
	<b>Total</b>

Scoring: Add up the scores for each domain to get a sense of one's emotional effectiveness.

Measure the effectiveness of each competency by the following key:

**0 – 24** Area for Enrichment: requires attention and development

**25 – 34** Effective functioning: consider strengthening

**35 – 40** Enhanced Skills: use as a leverage to develop weaker areas

NOTES FROM DISCUSSION:

*Courtesy of Paul Mohapel (paul.mohapel@shaw.ca)*

## PUTTING IT ALL TOGETHER

- Review your assigned situation.
- Determine the steps you would take to address this situation. Consider the topics, tools, and ideas discussed today.
- Be prepared to share your plan with the rest of the class. All group members are required to be part of the presentation.

#	SITUATION	TOOLS	NOTES
1	<p>You are introducing a new system where team members will have to keep a daily work log.</p> <p>What steps would you take in rolling this out to the team? How would you present this in a positive manner?</p> <p>What ideas and practices would you use to help them work through this change?</p>		
2	<p>You have new members joining your work team, so job responsibilities will be revised for all team members.</p> <p>Which of today's tools would you use to help explain the processes of your department to the new employees?</p> <p>What communications could help avoid any possible friction with work reallocation?</p>		
3	<p>You are a new supervisor who has been promoted over long-time employees. One long-time employee was up for the same promotion.</p> <p>What steps would you take to get started on the right foot in your new position?</p> <p>What communications could help ease any awkwardness?</p>		

# REFERENCES

## RESOURCES

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	<i>Other materials in this course were excerpted from the CPTP web-based prerequisite courses.</i>

NOTES \* REMINDERS \* RESOURCES \* EMAIL \* WEBSITES



THANK YOU FOR JOINING US TODAY! WE HOPE TO SEE YOU AGAIN SOON.