

7th DISTRICT CODE OF EXCELLENCE Trainer's Manual

The IBEW 7th District Code of Excellence Trainer's Manual is designed to educate our members in areas of customer awareness and satisfaction. This manual attempts to help members understand how their everyday actions, attitudes and work ethic affect their standard of living.

Prior to beginning class, the trainer should set the tables up in a 'U' shape. This allows the trainer to be closer to all participants and not have to raise his/her voice. It should also help to bring all participants into group discussions.

Part of this presentation is a PowerPoint presentation. You will need a computer with a projector and a projection screen or a clean wall. You will also need a flip chart, markers, tape and calculator.

We recommend that each four-hour class be kept to 24 people. Larger class sizes tend to allow some participants to hold back and not express their true feelings. This class will work best when everyone takes an active part.

This is not a lecture. Members are encouraged to participate in the discussions and help foster ideas that impact our industry. This program is designed to educate members how to handle the various negative situations that develop too frequently on today's construction sites. This program offers members real solutions that can be used to elevate our professionalism and provide future job opportunities for our members.

The following material is enclosed in this manual:

- One trainer's manual.
- One set of camera-ready handouts for participants.
- One CD, which contains the 7th District Code of Excellence PowerPoint Presentation.

You should ask the local union to provide name tents for each participant.

Good Luck!

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SECTION ONE

I. Introductions – (Teaching time: 15 minutes)

A. Objective

1. To set a friendly atmosphere for the class session by introducing yourself and all the participants.

B. Introduce yourself

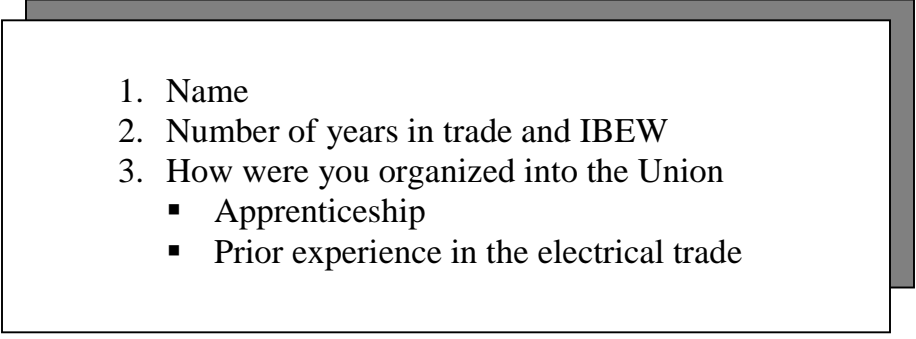
1. Describe your experience in the IBEW, noting if you ever worked without Union representation and focusing on how you became a member of the Brotherhood (apprenticeship, organizing, etc.).
2. Explain your role and your responsibilities as a trainer.

C. Introduce representatives and officers of Local Union

1. If the business manager or other representatives of the Local Union are attending the COE Training, briefly introduce them and congratulate them for their leadership in offering the COE.
2. Allow the business manager a brief opportunity to make a few remarks.

D. Briefly introduce all participants

1. Refer to slide and have each participant very briefly introduce him/herself answering only the following:

- 
1. Name
 2. Number of years in trade and IBEW
 3. How were you organized into the Union
 - Apprenticeship
 - Prior experience in the electrical trade

2. Program Description:

- Briefly describe the program. Inform the class that as per the invitation they received this class will take about four (4) hours depending on discussion.

Unlike other classes this program is designed for the participants to come up with the solutions to the problems they face every day on the jobsite.

- Be sure to tell everyone where the restrooms are located. Tell them that you will take a break. If the building is non-smoking, be sure to tell them that.
- Distribute **Agenda – Handout 1**.

Ask everyone to turn off their cell phones or turn them to silent.

E. Objectives

1. To improve our members' attitudes and productivity on the jobsite, thereby making us more productive and creating more work opportunities for our members.
2. To help our members cope with the everyday problems that develop on our jobs in a manner that is acceptable to our customers and employers.
3. To remind ourselves that we work for customers and our future work is dependent upon their satisfaction.
4. To address issues that reduces competitiveness and affect market share without reducing wages and benefits.

F. Play International President Stephenson's Code of Excellence presentation.

SECTION TWO

II. 7th District Code of Excellence Program

- A.** Discuss the History of IBEW – (Teaching time: 15 minutes)
 - 1. Identify market share trends for your local union.
- B.** Present 7th District Code of Excellence Program – (Teaching time: 30 minutes)
- C.** 7th District IBEW – NECA Code of Excellence Standards of Conduct
 - 1. Distribute **7th District IBEW – NECA Code of Excellence Standard of Conduct - Handout 2.**

SECTION THREE

III. 7th District Code of Excellence Action Plan

A. Present 7th District Code of Excellence Action Plan - (Teaching time: 45 minutes)

1. Know your Product
2. Create a Positive Image

B. Productivity in the Electrical Construction Industry

1. Distribute and discuss **The Ten Commandments of Customer Relations – Handout 3.**

7th DISTRICT CODE OF EXCELLENCE ACTION PLAN

Each instructor should utilize Flip charts and markers and solicit answers from the participants. Post the answers on the wall for them to look at throughout the day.

In order to move our Code of Excellence plan into concrete action, we need to understand what it is that we are trying to accomplish. First, we need to understand who and what we are, in order to promote ourselves. Second, we need to know who we are competing against and how our change in attitude and productivity will allow us to compete for jobs without sacrificing wages and benefits. Third, we will focus on methods to improve productivity. Fourth, we will talk about communications and how it impacts our productivity. Last, we will review our responsibilities towards improving our industry.

Step #1 KNOW YOUR PRODUCT. Who are we? What are we? What is our product? What are we selling? *Let's take a few minutes and list all of the reasons we can think of for a client to utilize our services.* By understanding where we are, we can develop programs such as this one to create more work for our members.

Check to make sure the following items are on the list. If not, ask if they should be included. Participants should agree that the following descriptions are attractive reasons to utilize signatory contractors and Union employees.

- Highly Skilled
- Productive
- Professional
- On Time / On Budget
- Flexible and Mobile
- Available Pool of Skilled Workers
- Quality Supervision
- Access to State of the Art Training
- Higher Profits
- Marketers
- Motivated Workforce
- Can Do Attitude
- Teamwork
- Access to Qualified Manpower Pool to Meet Peaks and Valleys of Customers' Needs
- Problem Solvers
- Drug Free
- Safe
- Provide a Higher Quality Product
- Cost Conscious
- Lower Workers Comp Rate
- Flexibility to Reward Top Employees
- Uniform Employee Benefits
- Value / Service
- Satisfied Worker
- Reliable
- Pride in Our Ability
- Confidence
- Turnkey Project

Now let's take a few minutes and list all of the reasons why potential customers do not utilize, or want to utilize our services. The class should agree that the following list contains reasons that customers are reluctant to utilize our services.

- Too Expensive
- Jurisdictional Disputes
- Strikes
- Disruptive
- Restrictive Work Rules
- Inflexible
- Arrogant

Step #2. CREATE A POSITIVE IMAGE. How do we create a positive image? What is a positive image? What does the customer see when they meet us for the first time? *Direct the class to list all of the ideas that make a positive image. Ask the following questions and discuss whether or not they have an impact on our image*

- Are we neat and clean?
- Do we speak like a professional? What impact does profanity have?
- Do we look like a professional? What kind of message is on our shirt?
- Do we portray a can-do, positive attitude?
- Do we act like the customer is important? Who is the customer?
- Do we act like our highest priority is to take care of the customer's needs?
- With emerging technologies in today's world be careful what you post, tweet, etc. You don't want something you say to come back and haunt you later.

What can each one of us do tomorrow when we go to work? Do we have a responsibility to each other to offer advice on how to improve ourselves? Has the attitude that it's not my responsibility, served us very well?

Step #3. COMMUNICATE YOUR MARKETING MESSAGE. What is Marketing? Why should we, as a union market ourselves? What is our message? How do we communicate our marketing message to the right people? *Direct the class to define marketing. List all of the things that they can do to market the union and themselves.*

Step #4. UNDERSTAND YOUR CLIENTS NEEDS. When we walk on a job, do we understand our client's needs? Are we prepared to adapt to a changing situation in order to satisfy the customer? What can be done on your jobsite to improve our understanding of what our clients need? *Direct the class to define the customer's needs and then identify what they can do to satisfying those needs.*

Step #5. SELL AND SERVICE YOUR CLIENTS. When was the last time that we saw an IBEW Journeyman Lineman sell work to a client? When did we ever go to the client and suggest there are additional services we can provide that can help improve their company? Whose job is it to sell more work to the customer? *Direct the class to list every action they can take to sell more work to the customer. Don't forget to talk about communicating with management and company protocol.*

Step #6. DISTRIBUTE THE TEN COMMANDMENTS OF CUSTOMER RELATIONS. Discuss whether or not we need to adhere to them. Talk about why we don't post them on our jobsites or whether or not our members believe those rules apply to our industry.

SECTION FOUR

IV. Dealing with Different Personalities – (Teaching time: 20 minutes)

A. Dealing with Different Personalities

1. Distribute handout and read instructions to class. Allow 10 minutes for participants to complete their personality preference. **Personality Style Preference – Handout 4.**
2. Review the four basic personality profiles with the class. Remind them that these are a general description and can vary with each person.
3. Distribute and discuss **Dealing With Different Personalities – Handout 5.**

Code of Excellence Personality Styles

As many of you have noticed, we are not all the same. We do not act, feel or think the same. We have different personalities. The object of this exercise is to help the participants get a better understanding of the different styles of personalities they are likely to encounter on the job site.

STEP #1. *Distribute the Personality Style Preference worksheet. Instruct the participants to fill it out according to their preference. Tell them that there is no right or wrong answer.*

STEP #2. *After everyone has finished instruct them to total up the number of responses for each letter. For example they answered 4 A's, 3 B's, 1 C and 1 D.*

STEP #3. *Have the class identify themselves by each letter. This should illustrate that not all people see things the same way. Now describe the character trait of each letter.*

People that have Type A personalities tend to be dominating. They are drivers. They work to control the environment that they are in. They tend to view the world through the 'Big Picture'. They do not like to get bogged down by details. This group tends to become leaders. They are highly organized. They can be blunt and insensitive to others. They do not like standing around. They are strong willed and egotistical.

People that have type B personalities are generally the influential type. They are empathetic towards other peoples' feelings. They are very expressive. They tend to get their feelings hurt easily. They are risk takers. They strive to get along with others and avoid confrontations. They are very open and like to be in the center of activity. They are good motivators. They always have something to say. They tend to make their decisions based on their emotions and dislike details.

People that have type C personalities are very steady and dependable. They are consistent. They do not like change. They like order and structure. They are very analytical. They ask a lot of questions and are logical in their approach. They can be laid back but they are perfectionists and very conscientious. They can be slow to make decisions and may seem indifferent or critical to others. Many technicians fall into this category.

People that have type D personalities are compliant. They get along with everyone and will go along with the group. They make their decisions based on their own feelings. They are patient. They are good listeners and are quite loyal. They can be slow to make decisions and do not like being pressured. They tend to be overly sensitive. They are possessive.

Ask the class if they would want to have everyone on their job to have the same personality as they do. Point out that by having every type of personality in a team, that team could be very effective. A team with all Type A employees might have a problem with mistakes due to the lack of detail, etc. Our lack of understanding each other can seriously impact our productivity. Learning to effectively communicate with each other and respect each other's capability can make each worker feel better about being part of the team. This is one of the keys of the Code of Excellence program.

By accomplishing this task absenteeism and tardiness will decrease because the workers will want to be on the job.

Ask the class to provide some suggestions of how to work with each type of personality. Ask the class if respect for each other has an impact on production and why.

SECTION FIVE

V. Understanding Labor Costs - (Teaching time: 45 minutes)

A. Distribute the following handouts (as directed):

1. **Hourly Labor Cost – Journeymen Lineman – Handout 6**
2. **Hourly Labor Cost – Line Foreman – Handout 7**
3. **Hourly Labor Cost – Apprentice – Handout 8**
4. **Hourly Labor Cost – Groundman – Handout 9**
5. **Composite Crew Rate Comparison – Handout 10**

B. Complete exercise Understanding Labor Costs

C. Complete exercise Productivity Factor

Understanding Labor Costs

Many of us have our own ideas on why we do not work more than the non-union. Many of our members believe that we should always have jobs due to our superior training. Other members believe that the solution is simply for the employers to bid more jobs. The object of this exercise is to develop an awareness of the difference in wages and benefits between union and non-union craft workers and some of the underlying reasons contractors choose which jobs to bid.

STEP #1. Using **Handouts #6-9** provided, calculate the total hourly rate for a Journeyman Lineman, Foreman, Apprentice, and Groundman.

STEP #2. Enter totals for each classification on **Composite Crew Rate Comparison – Handout #10**. Calculate the total labor cost and then add OH & P to calculate the hourly cost.

STEP #3. Repeat the same steps for non-Union. Whenever possible let the class determine non-Union wages and benefits.

STEP #5. Calculate Productivity Factor and discuss.

SECTION SIX

VI. Worksite Scenarios – (Teaching time: 30 minutes)

A. Worksite Scenario Exercise

1. Prior to class, prepare Worksite Scenarios handout.

The trainer should select 4 or 5 scenarios to illustrate how the Code of Excellence can be applied to actual jobsite conditions. Cut and paste the selected scenarios to a separate document. Remember to cut and paste the suggested answers to another separate document.

2. **Distribute Worksite Scenarios – Handout 11.**
3. Break class into small groups. Assign each group to review one of the scenarios provided. Allow 5 minutes for group to come up with a suggested plan on how to deal with the scenario. Have each group present their solutions.
4. **Distribute Worksite Scenarios – Answers – Handout 12.**

SECTION SEVEN

VII.7th District Code of Excellence Responsibilities – (Teaching time: 30 minutes)

The presenter should ask participants to read these handouts. Ask each participant to read one bullet point.

A. Local Union Responsibilities – Handout 13.

1. Distribute handout.
2. Discuss.

B. Worker Responsibilities – Handout 14.

1. Distribute handout.
2. Discuss.

C. Employer Responsibilities – Handout 15.

1. Distribute handout.
2. Discuss.

SECTION EIGHT

VIII. Wrap Up and Evaluation – (Teaching time: 15 minutes)

A. Wrap up

1. **Distribute the Code of Excellence Commitment – Handout 16** and ask participants if they are willing to uphold their oath to the IBEW **AND** each other.

B. Evaluation

1. **Distribute Evaluation Form – Handout 17.**
2. Have members complete.

C. Membership Cards

1. Inform the participants that they will receive Code of Excellence membership cards based on their completion of this class. It takes 8 to 12 weeks for new membership cards to be created and distributed. Ask them to let their Business Manager know when they have received their card. Thank them once more for attending.

HANDOUTS

1. Agenda
2. 7th District IBEW – NECA Code of Excellence Standards of Conduct
3. Ten Commandments of Customer Relations
4. Personality Style Preference Quiz
5. Dealing with Different Personalities
6. Hourly Labor Cost – Journeymen Lineman
7. Hourly Labor Cost – Foreman
8. Hourly Labor Cost – Apprentice
9. Hourly Labor Cost – Groundman
10. Composite Crew Rate Comparison
11. Worksite Scenarios
12. Worksite Scenarios – Answers
13. 7th District Code of Excellence Local Union Responsibilities
14. 7th District Code of Excellence Worker Responsibilities
15. 7th District Code of Excellence Employer Responsibilities
16. Code of Excellence Commitment
17. Evaluation Form