

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 five-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

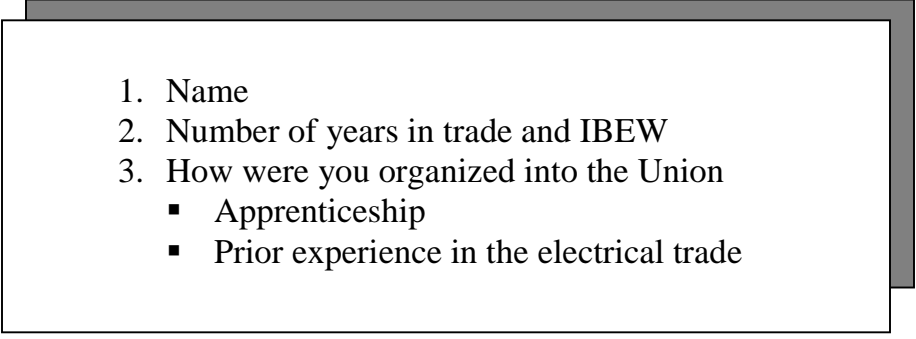
1. Describe your experience in the IBEW, noting if you ever worked without Union representation and focusing on how you became a member of the Brotherhood (apprenticeship, organizing, etc.).
2. Explain your role and your responsibilities as a trainer.

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 five (5) 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: 30 minutes)
 - 1. Include market share information for each 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)

B. Productivity in the Electrical Construction Industry

1. Distribute and discuss **Union vs. Non-union Construction, by Dr. Perry Daneshgari – Handout 3.**
2. Distribute and discuss **Customer Service – What’s Important? – Handout 4.**
3. Distribute and discuss **The Ten Commandments of Customer Relations – Handout 5.**

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.

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

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

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?

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?

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.*

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. Discuss Customer Service – What's Important? **Handout 4.***

Here is how clients ranked the following six items in importance to them:

- | | |
|---|----------------------|
| 5 | On Schedule |
| 4 | Good Communication |
| 1 | Personal Attention |
| 6 | No Surprises |
| 2 | Dependability |
| 3 | Returned Phone Calls |

SELL AND SERVICE YOUR CLIENTS. When was the last time that we saw an IBEW Journeyman Inside Wireman sell work to a client? When did we ever go to the client and suggest that 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.*

SECTION FOUR

IV. Dealing with Different Personalities – (Teaching time: 30 minutes)

A. 7th District Code of Excellence Personality Styles

1. Distribute **Personality Style Preferences – Handout 6**
2. Have class complete worksheet
3. Discuss results

B. Dealing with Different Personalities

1. Present PowerPoint slides

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: 1 hour)

A. Distribute the following handouts (as directed):

1. **2000 Manhour Project – Handout 7**
2. **Hourly Labor Cost – Journeymen Wireman – Handout 8**
3. **Hourly Labor Cost – Foreman – Handout 9**
4. **Hourly Labor Cost – Apprentice – Handout 10**
5. **Hourly Labor Cost – CW/CE – Handout 11**

B. Complete exercise.

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 understanding 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. Utilizing a five (5) person crew from the start of the project to the finish, have the class use the current collective bargaining agreement and determine the classification for each worker on this project.

STEP #2. Once the crew has been determined for the union project, have the class determine the total hourly labor cost for each classification used. If two Apprentices are used I typically asked the class to agree to average them out, i.e.; one first year and one fifth year would average out to 3rd year cost. **Utilize Handouts #8-11.** They should be used to calculate the total hourly labor cost for each classification. Trainers may want to research the appropriate unemployment and workers compensation costs for their areas. The union costs can be calculated prior to class in order to save a little time. It is important to make the class at least guess what is happening in the non-union sector as far as wages and benefits go.

STEP #3. Using **Handout #7**, determine the total cost for a 2000-hour project by multiplying the hourly cost of each classification by the number of hours worked. Total hours utilized will equal 2,000 hours. A typical union job will look something like the following example:

Foreman rate x hours =
Journeyman rate x hours =
Apprentice rate x hours =
Construction Wireman x hours =
Construction Electrician x hours =
Total labor cost = ?

STEP #4. Repeat the same three steps to determine the non-union cost. Ask the class to determine what ratios, wages and benefits are being paid in their area in order to calculate the cost. Remember that material cost should equal the union estimate. Use **Handout #7** to calculate the total job cost.

Productivity Factor

Based on various studies, Union workers are more productive than non-Union workers due to superior training. There are some old studies from the early 1980's that claimed union workers had a 29% productivity advantage but there is not any recent data to substantiate that claim.

STEP #5. We can determine how much more productive union workers must be in order to be awarded the project. First, determine the average hourly labor cost for union workers. Total labor hours divided by 2000 hours = average hourly labor cost. Second, divide the total non-union labor cost by the average union hourly cost = number of hours union workers must finish the project by, in order to compete with non-union workers. Ask the class if we are that much more productive than the non-union. Some projects are awarded based on the lowest bid estimate while others may be based on other factors that place more emphasis on value. This is a good time to discuss why contractors choose which projects they bid and which ones they typically pass on.

STEP #6. There is another factor that we need to consider. How about absenteeism? What happens if someone misses a day of work? Calculate the increased cost if the deadline stays the same but there is 8 hours of absenteeism per week. According to our collective bargaining agreement the foreman or journeyman will have to stay on the job and work the first overtime. 8 hours absenteeism per week x 10 week project = 80 hours absenteeism. Assume that he keeps one Apprentice with him.

Foreman rate (calculate at 1.5 times the hourly rate) x 40 hours =
Apprentice rate (calculate 1.5 times the hourly rate) x 40 hours =
Total overtime cost =
Subtract 40 straight time hours of Journeyman and 40 hours of Apprentice time
Total increased time due to absenteeism

Non-union cost increase due to absenteeism. Discuss whether or not the non-union in the area will work on Saturday for straight time wages to make up the time lost. If so, then the non-union will not experience any increased labor cost.

STEP #7. According to national surveys the average union electrician is productive for 5 out of the 8 hours in each day. International President Emeritus Hill has challenged workers to bring the national average up to 6 hours per day. We can look at our project and see that there were 50 work days with 5 workers on the project. If these workers can be more productive one hour per day they can reduce the bid by 250 hours (50 days times 5 workers equal 250 hours. Multiply the average hourly labor cost times 250 and subtract from the union bid estimate. Note how much closer the bid is.

STEP #8. Using the class size for an example, calculate how much the employers are paying for nothing. Multiply the number of students by 3 hours per day by 240 days by the Journeyman hourly rate. For example: 20 students x \$33.00 per hour x 3 hours x 240 = \$475,200. Ask how many employers would stay in business if they had to pay that kind of money to their employees without getting anything in return.

SECTION SIX

VI. Worksite Scenarios – (Teaching time: 1 hour)

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 12.**
3. Break class into small groups. Assign each group to review one of the scenarios provided. Allow 5 minutes for the 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 – Suggested Scenarios – Handout 13.**

SECTION SEVEN

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

A. Local Union Responsibilities – Handout 14

1. Distribute handout.
2. Discuss.

B. Worker Responsibilities – Handout 15

1. Distribute handout.
2. Discuss.

C. Employer Responsibilities – Handout 16

1. Distribute handout.
2. Discuss.

SECTION EIGHT

VIII. Wrap Up and Evaluation – (Teaching time: 30 minutes)

A. Wrap up

1. **Distribute the Code of Excellence Commitment – Handout 17** and ask participants if they are willing to uphold their oath to the IBEW **AND** each other.

B. Evaluation

1. **Distribute Evaluation Form – Handout 18.**
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. Dr. Daneshgari Study
4. Customer Service – What’s Important?
5. Ten Commandments of Customer Relations
6. Personality Style Preference
7. 2000 Manhour Project
8. Hourly Labor Cost – Journeymen Wireman
9. Hourly Labor Cost – Foreman
10. Hourly Labor Cost – Apprentice
11. Hourly Labor Cost – Construction Wireman/Construction Electrician
12. Worksite Scenarios
13. Worksite Scenarios – Suggested Responses
14. 7th District Code of Excellence Local Union Responsibilities
15. 7th District Code of Excellence Worker Responsibilities
16. 7th District Code of Excellence Employer Responsibilities
17. Code of Excellence Commitment
18. Evaluation Form