

STATEMENT OF WORK

Activity: Puget Sound Naval Shipyard and Intermediate Maintenance Facility

Title: First Level Supervisor Leadership Training

Place of Performance: Puget Sound Naval Shipyard & IMF, Command University, Building 466, Bremerton, WA

Period of Performance:

Base Year: 3 January 2017 through 2 January 2018

Option Year 1: 3 January 2018 through 2 January 2019

Option Year 2: 3 January 2019 through 2 January 2020

Option Year 3: 3 January 2020 through 2 January 2021

Option Year 4: 3 January 2021 through 2 January 2022

10-15 scheduled classes

Approximately 20-30 students

1. BACKGROUND:

The mission and vision of PSNS & IMF are: *we exist to maintain and modernize our Navy's fleet, and we are a command that streamlines and aligns all efforts and actions to support the mechanic's non-stop execution of work, increasing our productive capacity.*

In support of PSNS & IMF Command University Leadership Development Program, training is required for the 1st Level Supervisory (1LS) training program. This training shall reflect PSNS & IMF mission, vision, and the learning objectives for strong leadership skills and communication for our first level managers (navy and civilian).

2. SCOPE:

Present training for the 1st Level Supervisory (1LS) Program based on the following program objectives:

Communication:

Learning Objectives

- o Hold effective conversations
- o Match the method of communication to the message

Description

- o Understand communication basics: active listening, verbal and non-verbal, body language, using concrete vice abstract words, tone/modulation, examples of poor and good communication, causes of communication problems
- o Identify communication goals: what is your bottom line, what is the desired need or end result
- o Adjust your communication style to the audience and situation
- o Difficult Conversations: recognize road blocks to effective conversations, mitigate the roadblocks, develop adaptive strategies to better influence difficult situations
- o Communication methods: use of email, voice mail, texting, meetings, phone, etc.

- o Conduct Briefs & Meetings (purpose, how to conduct them, accountability, end results)

□ Diversity & Generational Differences:

Learning Objectives

- o Define Diversity
- o Explain the value of a diverse workforce
- o Explain the key characteristics of each generation
- o Use understanding of diversity and generational differences to improve interactions and effectiveness

Description

- o Diversity of: thought, culture, religion, gender, age, geographic region, race, physical ability, learning styles, shop/code, etc.
- o How supervisors can improve interactions, motivate, engage, and empower each generation of worker

□ Setting Goals:

Learning Objectives

- o Establish/prioritize goals using the SMART goal process
- o Remove barriers/obstacles to established goals
- o Track goal accomplishment

Description

- o SMART: specific, measurable, achievable, realistic/relevant, time-bound
- o Parts of an effective goal: who, what, when
- o Accomplishing goals: prioritize, remove barriers/obstacles, track accomplishment, alignment of personal, shop/code, department, Command goals
- o Understand circle of influence/concern and their relationship to goals

□ Time Management:

Learning Objectives

- o Free up time to effectively plan and create work/ life balance.
- o Use time management tools to put work in the zone of effectiveness.
- o Use a planning system to manage and track your important tasks.

Description

- o Eliminate time wasting activities

□ Leading People:

Learning Objectives

- o Diagnose employees' development levels and choose the appropriate leadership style
- o Apply the best leadership or coaching style required for the developmental level
- o Use a common language for coaching and developing others
- o Understand the negative impact of over-supervision and under-supervision on others' performance and morale

Description

- o Understand the importance of using Situational Leadership concepts
- o What makes a good boss/bad boss
- o Three Skills of a situational leader (diagnosis, flexibility, partnering for performance)
- o Leadership behaviors (e.g. directive leadership, supportive leadership, etc.)
- o Know your employees' development levels and how to appropriately delegate work.
- o Four levels of development (enthusiastic beginner, disillusioned learner, capable but cautious performer, self-reliant achiever)

- o Four leadership styles (directing, supporting, coaching, delegating)
- o Definitions of commitment, motivation, confidence
- o Discuss how diversity in building teams is beneficial.
- o Involve employees in team situations and motivate each employee per their individual needs.

Leading a Team:

Learning Objectives

- o Discuss the four stages of developing a team
- o Adapt to various developmental levels on the team
- o Use diversity to improve the effectiveness of a team

Description

- o Four stages: forming, storming, norming and performing
- o Establish a productive team
- o Mitigate problems within the team
- o Evaluate the team's productivity

Critical Thinking Skills:

Learning Objectives

- o Use a decision making model and guiding principles of problem solving to develop critical thinking skills

Description

- o Evaluate comprehensive leadership case studies
- o Collect facts- set of questions to help discussions move along
- o Generate a variety of solutions
- o Select the most effective solution
- o Use the Ladder of Inference as an effective decision making model

Managing Stress:

Learning Objectives

- o Identify stress indicators in yourself and others
- o Identify ways to manage your own stress
- o Help others deal with excess stress
- o Develop strategies for turning stress into action

3. SPECIAL REQUIREMENTS OF INSTRUCTOR (s):

- Post graduate work or five years' experience in the following areas:
 - o Teaching courses such as: leadership, communication, conflict management, mediation and negotiation.
 - o Industrial and organizational psychology.
 - o Be familiar with current leadership concepts in order to facilitate group discussions of the advancements in leadership studies.
 - o Actual classroom experience delivering course material.
- Delivery
 - o Flexible in his/her training approach, and have a strong grasp of organizational change. Ability to accommodate different learning styles of students.
 - o Flexible to work with changes in course schedule (times/dates).

- o Willing to randomly be observed and evaluated by program manager during teaching sessions.
- o Experience working with the public and private sectors, with the focus being on government agencies and in an industrial environment.
- o Delivery shall incorporate adult learning styles and blended learning tools such as small group discussion, case studies, brainstorming, and other exercises. Lecture shall not be the predominant instructional delivery.
- Submission of plan to describe how the class will be presented based on the following criteria:
 - o Course objectives and expected results.
 - o Course outlines identifying the key teaching points and time frames.
 - o Description of course delivery methods and blended learning techniques.
 - o Sample teaching aids and handouts.

4. DELIVERABLE ITEMS:

- Prepare and deliver 10-15 training sessions of 32-40 hours duration for approximately 30 students each. Sessions shall include a variety of blended training methods (e.g. video, lecture, small group activities, case studies, and interactive student material). Normal working hours are 0720 to 1600.
- Provide students with workbooks, job-aids and handouts as appropriate to support the learning objectives.
- Status Reports/Communications related to progress, status and completion over the course of the work will be provided to program manager.
- Completed student evaluations for each class taught will be provided to program manager.

5. CONTRACTOR FURNISHED MATERIAL:

- Contractor will provide student workbooks and computer if necessary for delivery of content.

6. GOVERNMENT FURNISHED PROPERTY:

- Command University will provide classroom and overhead projector.

7. QUALITY ASSURANCE REQUIREMENTS:

- Instructor must maintain favorable student and staff evaluations.

8. SECURITY:

- All references and deliverable items associated with this task are unclassified. Contractor must be U.S. citizen and must be able to obtain a RapidGate pass for base access. See solicitation for details.

9. DELIVERY REQUIREMENTS:

- None

10. GOVERNMENT SURVEILLANCE OFFICER:

- TBD