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(54) **Title:** QUICK TO COACH: A PERFORMANCE MANAGEMENT TOOL

(57) **Abstract:** The current invention is a human capital performance management tool which creates measurable performance expectations for correcting ineffective behavior. The tool provides managers a "what to say and how to say it" coaching conversation and documentation to address behaviors specific to individual employee performances.

QUICK TO COACH: A Performance Management Tool

CROSS-REFERENCES TO RELATED APPLICATIONS

Not Applicable

STATEMENT REGARDING FEDERALLY SPONSORED RESEARCH OR

DEVELOPMENT

Not Applicable

INCORPORATION-BY-REFERENCE OF MATERIAL SUBMITTED ON A

COMPACT DISC

Not Applicable

BACKGROUND OF THE INVENTION

[010]   Prior art in this area is limited to the quantification of worker output.

However, prior art does not address the more difficult problem of human capital

behavior. An object of the present invention is to provide a method and

apparatus to help human resource managers and other individuals who manage

employees, volunteers, contractors or other human capital, discuss and move

towards correcting problem behaviors exhibited by said human capital.

[020]   Most managers have little to no formal human resources performance

management training and consequently, do not have the observational skills or

appropriate language to articulate and move towards changing or correcting

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problem behaviors exhibited by human capital. The current invention provides

managers, at any level, with a method to identify and articulate problem

behaviors so that there is movement towards resolving root cause issues.

Additionally, the current invention provides managers a script and the appropriate

documentation to describe ineffective behaviors.

[030] Another object of the current invention is to provide managers with

quantifiable performance expectations. Human capital may receive input such as

"listen actively" or "be a team player". However, these terms do not outline

measurable, objective expectations. The quantifiable performance expectation

outlined in the current invention can give guidance to the manager and the

human capital to determine whether, once put on notice, said human capital are

responding to input from the manager.

BRIEF DESCRIPTION OF THE SEVERAL VIEWS OF THE DRAWINGS

[040] Other features and advantages of the present invention will become

apparent in the following detailed descriptions of the preferred embodiment with

reference to the accompanying drawings, of which:

Fig. 1 is an example screen shot of the menu of operation available at the

computer interface;

Fig. 2 is a flow chart of the selectable option "Create Coaching" in the menu of

Fig. 1;

Fig. 3 is an example screen shot of the step one shown in Fig. 2 (Select Human

Capital);

Fig. 4 is an example screen shot of sub-part A of Step 2 shown in Figure 2

(Competency Category);

Fig. 5 is an example screen shot of competencies that may be listed when the

user browses problem behaviors;

Fig. 6 is an example screen shot of sub-part B of Step 2 shown in Fig. 2

(Performance Issues);

Fig. 7 is an example screen shot of sub-part C of Step 2 shown is Fig. 2

(Problem Behaviors);

Fig. 8 is an example screen shot of sub-part A of Step 3 shown in Fig. 2 (State

the Issue);

Fig. 9 is an example screen shot of sub-part B of Step 3 shown in Fig. 2 (State

Why Problem);

Fig. 10 is an example screen shot of sub-part A of Step 3 shown in Fig. 2 (State

Expectations);

Fig. 11 is an example screen shot of sub-part B of Step 4 shown in Fig. 2 (State

Expectation Examples);

Fig. 12 is an example screen shot of sub-part C of Step 4 shown in Fig. 2

(Human Capital Accountability);

Fig. 13 is an example screen shot of feedback that is generated by the current

invention.

DETAILED DESCRIPTION OF THE INVENTION

[050] The purpose of the current invention is to provide managers of human

capital a method and apparatus to identify and describe problem behavior

exhibited by said human capital. The current invention also provides managers

with a script to communicate problem behaviors that are, for example, observed,

observed and experienced, or experienced, among others, so that managers can

effectively communicate with human capital. The current invention also helps

managers quantify performance expectations.

[060] The present invention has been implemented as a software program

running on a general purpose computer.

[070] Fig. 1 an example screen shot of the main menu. The screen shot shows

a menu of operations available at a computer interface from which a user selects

a function to perform. The options minimally include, but are not limited to: (1)

create coaching; (2) review and access coaching previously created; (3) select

and manage a list of employees. Options to manage several accounts, buy

access to the current invention, among others are other operations that may be

available at this menu.

[080] For illustration, it will be assumed that the user is not using the system for

the first time. Accordingly, the database of employees has already been created.

Fig. 2 is a flow chart of a selectable option "create coaching in the menu of Fig. 1.

[090]   Fig. 3 is an example screen shot of Step 1, Select Human Capital, shown

in Fig. 2. The user must choose from either a set of one or from a plurality of

human capital listed. For exemplary purposes, the human capital chosen here is

"James S. Employee". The user can continue to the next screen or return to the

menu of operation available at a computer interface.

[110]   Fig. 4 is an example screen shot of Step 2, sub-part A, Competency,

shown in Fig. 2. Because the user is often not able to isolate a behavior

problem, the current invention allows the user to choose or describe a

competency that is affected by the problem behavior. Competency refers to an

individual's demonstrated knowledge, skills, or abilities ("KSAs") performed to a

specific standard. Competencies are observable, behavioral acts that require a

combination of KSAs to execute.

[120]   The user can either "browse" from a plurality of competencies or enter a

keyword. Fig. 5 is an example screen shot of competencies that may be shown

when the user browses problem behaviors. A similar list may appear when when

a key word is entered. This is not an exhaustive list of the competencies.

[130]   The user must choose one competency issue from either a set of one or

one from a plurality of issues listed. For exemplary purposes, the user here

chooses "Teamwork". If the user is not satisfied with his results, he can choose

to go back to the previous screen to enter or choose a different problem

behavior. If the user is satisfied with his selection, he can continue on to the next

phase of the evaluation.

[140]   Fig. 6 is an example screen shot of Step 2, sub-part B, Performance

Issues, shown in Fig. 2. The user is asked to further narrow the issue by

choosing, from a plurality of choices, a performance issue. For exemplary

purposes, the performance issue chosen is "respect others and their opinions". If

the user is not satisfied with his results, he can choose to go back to the previous

screen to choose a different competency. If the user is satisfied with his

selection, he can continue on to the next phase of the evaluation.

[150]   Fig. 7 is an example screen shot of Step 2, sub-part C, Problem

Behaviors, shown in Fig. 2. The current invention lists either a set of one or a

plurality of problem behaviors that is observable to the user. The user is required

to select either one or a plurality of observed problem behaviors. For exemplary

purposes "is self-centered and acts like a know it all" is chosen. If the user is not

satisfied with his results, he can choose to go back to the previous screen to

choose a different performance issue. If the user is satisfied with his selection,

he can continue on to the next phase of the evaluation. If the user does not

believe any of the choices available are relevant, he can also choose to start the

process over. If the user chooses to continue, a quality assurance screen

appears and the user is given the options to, minimally: (1) continue; (2) return to the previous screen; or (3) start the process again.

[160]   Fig. 8 is an example screen shot of Step 3, sub-part A, State the Issue, shown in Fig. 2. This function gives the user a script so that he can verbalize the issue. The user may choose from either a set of one or from a plurality of experience statements such as, but not limited to, "I observed..", "I experienced...", or "I observed and experienced...", among others. For exemplary purposes, the "I observed" statement is chosen. If the user is not satisfied with his results, he can choose to go back to the previous screen to choose a different problem behavior. If the user is satisfied with his selection, he can continue on to the next phase of the evaluation. If the user does not believe any of the choices available are relevant, he can also choose to start the process over.

[170]   Fig. 9 is an example of a screen shot of Step 3, sub-part B, State Why it is a Problem, shown in Fig. 2. This step provides the user with a script so that he can verbalize the reason that the behavior is a problem. The user can choose from a set of one reason or from a plurality of reasons as to why a particular behavior is a problem. For exemplary purposes, the script chosen is: "This is a problem because it has a negative impact on team spirit." If the user is not satisfied with his results, he can choose to go back to the previous screen to enter or choose a different problem behavior. If the user is satisfied with his

selection, he can continue on to the next phase of the evaluation. If the user does

not believe any of the choices available are relevant, he can also choose to start

the process over.

[180] Fig. 10 is an example screen shot of Step 4, sub-part A, State

Expectations, shown in Fig. 2. This step provides the user with a script to

verbalize expectations. The current invention lists either a set of one or a

plurality of expectations. The user is required to select either one expectation or

a plurality of expectations. For exemplary purposes the performance expectation

chosen is: "With each conversation, honor the group by making the decision to

be respectful to others." If the user is not satisfied with his results, he can

choose to go back to the previous screen to choose a different problem

statement. If the user is satisfied with his selection, he can continue on to the

next phase of the evaluation.

[190] Fig. 11 is an example screen shot of Step 4, sub-part B, State Expectation

Examples, shown Fig. 2. This step provides the user with, minimally: (1) a

measurable performance expectation; and (2) either one or a plurality of

situations where performance expectations can be measured.   For exemplary

purposes the following example is chosen: "With each task show support by

being open to new and different ideas".   If a plurality of performance

expectations were chosen in this step, then the user would step through a series

of: (1) measurable performance expectations; and (2) either of one or a plurality

of situations where performance expectations can me measured. If the user is

not satisfied with his results, he can choose to go back to the previous screen to

enter or choose different expectations. If the user is satisfied with his selection,

he can continue on to the next phase of the evaluation.

[200] Fig. 12 is an example a screen shot of Step 4, sub-part C, Human Capital

Accountability, shown in Fig. 2. This step allows the user to generate "feedback"

for the human capital by means of a "Personal Accountability" statement. The

user can choose either a personal accountability statement or a general

accountability statement which provides documentation for the human capital. If

the user is not satisfied with his results, he can choose to go back to the previous

screen to choose a different expectation. If the user is satisfied with his

selection, he can continue on to the next phase.

[210] Fig. 13 is an example screen shot of Step 5 shown in Fig. 2, Feedback.

The user can save the process and exit the invention and/or print the feedback.

[220] In view of the above it will be seen that various aspects and features of the

invention are achieved and other results and advantages attained. While

preferred embodiments of the invention have been shown and described, it will

be obvious to those skilled in the art that changes and modification may be made

therein without departing from the invention in its broader aspects.

What is claimed is:

1.   A method for utilizing a computer system to instruct a user on how to articulate and move towards correcting problem behaviors exhibited by human capital and set quantifiable expectations towards resolving said problem behaviors, said method comprising the steps of:

        a.   identifying problem behaviors

        b.   creating a dialogue for the manager

        c.   creating a quantifiable expectation;

2.   The method of claim 1 wherein the step of identifying problem behaviors further comprises of the steps of:

        a.   determining competency that is affected by problem behavior;

        b.   determining the performance issues that result from problem behavior;

        c.   determining the problem behavior.

3.   The method of claim 1 wherein the step of creating a dialogue for the user further comprises of the steps of:

        a.   creating a script giving user the ability to verbalize at least, but not limited to, observed, experienced, or observed and experienced behavior issue, among others;

        b.   creating a script giving the user the ability to verbalize why the problem behavior is detrimental to other human capital, the business, the project, morale, among others.

4.   The method of claim 1 wherein the step of identifying management

expectations further comprises the steps of:

        a.   choosing at least one expectation from a set of either one

expectation or from a plurality of expectations;

        b.   quantifying performance expectation;

        c.   choosing at least one example from a set of either one example or

a plurality of examples as circumstances in which quantified performance

expectations can be measured.

5.   The method of claim 1 wherein the method further comprises the step of

allowing the user to choose a personal accountability statement.

6.   The method of claim 1 wherein the method further comprises the step of

allowing the user to choose a general accountability statement for the human

capital.

7.   The method of claim 1 wherein the method further comprises the step of

providing feedback for the human capital.

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Quick To Coach

SignOut

Main Menu

What would you like to do:

Create Coaching	Create Coaching for an Employee
Review Coaching	Access Coaching that you have already created to review or reprint the information. Also, you can resume work on the Coaching that you started, but did not complete.
Manage Employees	Setup and manage a list of employees for use with Quick To Coach.
Manage Logins	Setup additional account logins for your subscription.
Buy Additional Sessions	Buy more Feedback Sessions for use with membership.
Renew Membership	Renew your subscription to Quick to Coach.

FIGURE 1

FIG. 2

```
┌─────────────────────────────┐
│  ┌───────────────────────┐  │
│  │   CREATE COACHING     │  │
│  └───────────────────────┘  │
└─────────────────────────────┘
            STEP 1
              ↓
┌─────────────────────────────┐
│  ┌───────────────────────┐  │
│  │  SELECT HUMAN CAPITAL │  │
│  └───────────────────────┘  │
└─────────────────────────────┘
            STEP 2
              ↓
┌─────────────────────────────┐
│  ┌───────────────────────┐  │
│  │   IDENTIFY PROBLEM    │  │
│  │     BEHAVIORS         │  │
│  └───────────────────────┘  │
└─────────────────────────────┘
```

(A) COMPETENCY
(B) PERFORMANCE ISSUES
(C) PROBLEM BEHAVIORS

STEP 3
↓

```
┌─────────────────────────────┐
│  ┌───────────────────────┐  │
│  │     WHAT TO SAY       │  │
│  └───────────────────────┘  │
└─────────────────────────────┘
```

(A) STATE THE ISSUE
(B) STATE WHY PROBLEM

STEP 4
↓

```
┌─────────────────────────────┐
│  ┌───────────────────────┐  │
│  │    MANAGEMENT         │  │
│  │    EXPECTATIONS       │  │
│  └───────────────────────┘  │
└─────────────────────────────┘
```

(A) STATE EXPECTATIONS
(B) STATE EXPECTATION EXAMPLES
(C) HUMAN CAPITAL ACCOUNTABILITY

STEP 5
↓

```
┌─────────────────────────────┐
│  ┌───────────────────────┐  │
│  │      DELIVER          │  │
│  │     FEEDBACK          │  │
│  └───────────────────────┘  │
└─────────────────────────────┘
```

Performance eSource
Coaching at the speed of business
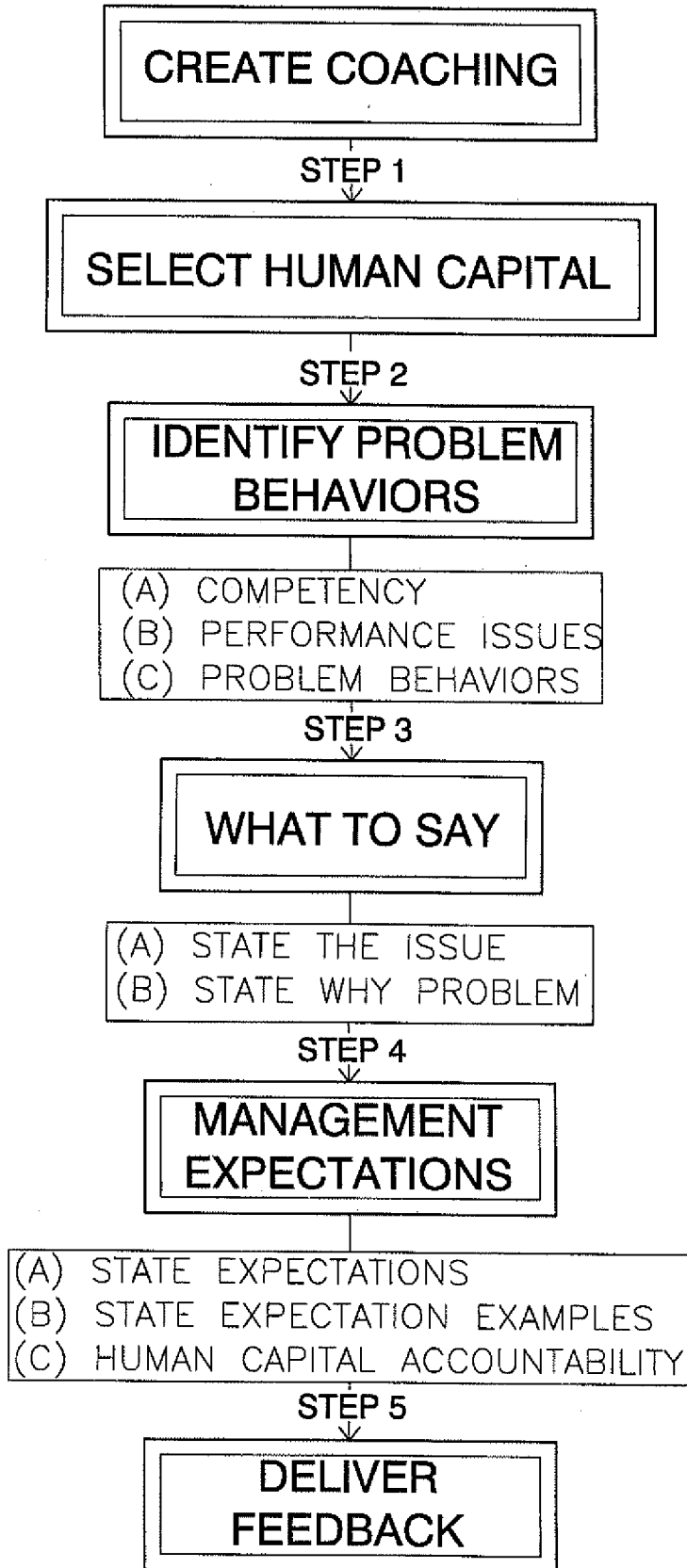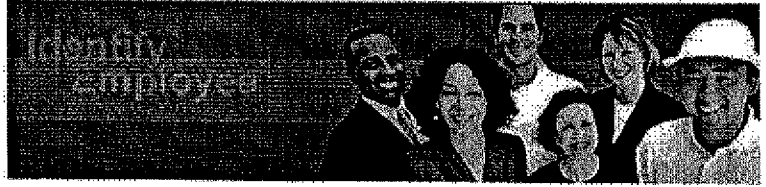
Quick To Coach
Home ____SignOut

Steps

→ **Identify Employee**
(Select Employee)

② **Identify Problem Behaviours**
Competency Category
Performance Issue
Problem Behaviours

③ **What To Say**
State the Issue
State why It Is a problem

④ **Management Expectations**
State The Expectations
State Expectation Examples
Employee Accountability

⑤ **Deliver Feedback**

Search Employee
Select the employee for which you would like to create Feedback:

◉   James S Employee

[Previous]   [Continue]

FIGURE 3

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Quick To Coach

Home ——SignOut

Steps

① **Identify Employee**
(Select Employee)

→ **Identify Problem Behaviours**
Competency Category
Performance Issue
Problem Behaviours

③ **What To Say**
State the Issue
State why it is a problem

④ **Management Expectations**
State The Expectations
State Expectation Examples
Employee Accountability

⑤ **Deliver Feedback**

Identify Problem Behaviors

Browse all Problem Behaviors... [Browse]

Or Enter keywords to search for Problem Behaviors:
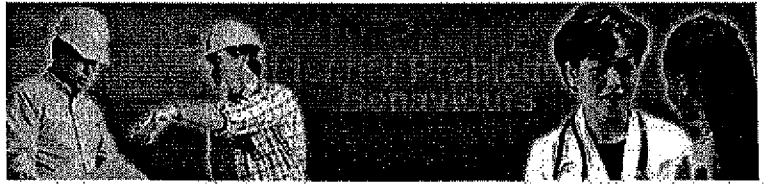
[   ] [Search]

[Back]

FIGURE 4

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Quick To Coach

Home ____SignOut

Steps

① **Identify Employee**
   James S employee

→② **Identify Problem Behaviours**
   › Competency Category
     Performance Issue
     Problem Behaviours

③ **What To Say**
   State the Issue
   State why it is a problem

④ **Management Expectations**
   State The Expectations
   State Expectation Examples
   Employee Accountability

⑤ **Deliver Feedback**

Select a Competency Category

From the list of Competency Categories, select one under which you think the employee's Performance Issue best fits:

O Conflict Management
O Critical Thinking
O Customer Service
O Decision Making
O Listening Skills
O Oral Communication
◉ Teamwork

[Previous]   [Continue]

FIGURE 5

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Home ___SignOut

Steps

① **Identify Employee**
   James S employee

→ **Identify Problem Behaviours**
   Competency Category
   › Performance Issue
   Problem Behaviours

③ **What To Say**
   State the Issue
   State why it is a problem

④ **Management Expectations**
   State The Expectations
   State Expectation Examples
   Employee Accountability

⑤ **Deliver Feedback**

Select a Performance Issue

Please select one of the following Performance Issue relating to **Teamwork**

The employee is unable to...

- ○ effectively motivate others toward a common goal
- ◉ respect others and their opinions
- ○ contribute to the team through positive words and actions
- ○ effectively assign the right task to the right person based on an individual's abilities
- ○ understand team strengths and weaknesses
- ○ build positive, cooperative relationships with other team members

[Previous]   [Continue]

FIGURE 6

Performance eSource
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Home ____SignOut

Steps

① **Identify Employee**
   James S employee

→ ② **Identify Problem Behaviours**
   Competency Category
   Performance Issue
   > Problem Behaviours

③ **What To Say**
   State the Issue
   State why it is a problem

④ **Management Expectations**
   State The Expectations
   State Expectation Examples
   Employee Accountability

⑤ **Deliver Feedback**

Select Problem Behaviours

Teamwork
   The employee is unable to respect others and their opinions

Based on your previous selections(shown above), a series of statements are provided below to describe the Problem Behaviors.

Specifically, the employee: (select all that apply)

☐ does not give appropriate credit to others testing

☐ stereo-types or pre-judges the group

☐ is unable to reach or motivate others testing

☐ lacks passion and may be burned out

☑ is self-centered and acts like a know-it-all

[Start Again]   [Previous]   [Continue]

FIGURE 7

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What to say

Quick To Coach

Home ——SignOut

Steps:

① **Identify Employee**
James S employee

② **Identify Problem Behaviours**
Competency Category
Performance Issue
Problem Behaviours

What To Say
› State the Issue
State why it is a problem

④ **Management Expectations**
State The Expectations
State Expectation Examples
Employee Accountability

⑤ **Deliver Feedback**

State The Issue

For the Performance Issue that you idenitifed, you need a way to state the issue in a discussion with the employee.

Performance Issue

Teamwork

The employee is unable to respect others and their opinions

- is self-centered and acts like a know-it-all

Choose how you want to state the issue.

| I observed | that you are unable to respect others and their opinions

[Start Again] [Previous] [Continue]

FIGURE 8

Performance eSource
Coaching at the speed of business

Quick To Coach

Home ___ SignOut

Steps

① **Identify Employee**

James S employee

② **Identify Problem Behaviours**

Competency Category
Performance Issue
Problem Behaviours

? **What To Say**

State the Issue
? State why it is a problem

④ **Management Expectations**

State The Expectations
State Expectation Examples
Employee Accountability

⑤ **Deliver Feedback**

State Why it is a Problem

Teamwork

The employee is unable to respect others and their opinions
- is self-centered and acts like a know-it-all

For the Performance Issue that you identified, you need to tell the employee why the issue is problem

This is a problem because:

◉ it has a negative impact on team spirit

○ it shows a lack of interest in the value of teamwork

○ issues are not resolved within the team

○ it builds resentment among team members

○ it pulls the team apart making task completion difficult

Start Again   Previous   Continue

FIGURE 9

Performance eSource
Coaching at the speed of business

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Home ___SignOut

Steps

① **Identify Employee**

James S employee

② **Identify Problem Behaviours**

Competency Category
Performance Issue
Problem Behaviours

③ **What To Say**

State the Issue

State why it is a problem

④ **Management Expectations**

⋗ State The Expectations
State Expectation Examples
Employee Accountability

⑤ **Deliver Feedback**

State The Expectations

For the identified Performance Issue,select corresponding performance expectations.

Performance Issue

- I observed that you are unable to respect others and their opinions
- This is a problem because it has a negative impact on team spirit

Select your performance expectation(s):

☐ At the moment it occurs, demonstrate cooperation by not prejudging co-workers.

☑ With each conversation, honor the group by making the decision to be respectful to others. testing

☐ With every opportunity, make a conscience effort to not be critical of the opinions and ideas of others. testing1

[Previous]   [Continue]

FIGURE 10

Performance eSource
Coaching at the speed of business

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Steps

① **Identify Employee**
James S employee

② **Identify Problem Behaviours**
Competency Category
Performance Issue
Problem Behaviours

③ **What To Say**
State the Issue
State why it is a problem

Management Expectations
State The Expectations
> State Expectation Examples
Employee Accountability

⑤ **Deliver Feedback**

State Expectation Examples

- I observed that you are unable to respect others and their opinions
- This is a problem because it has a negative impact on team spirit

For each identified Performance Expectation, select specific examples that depicts what your expectation "Looks Like"

Performance Expectation: (1 /1)

- With each conversation, honor the group by making the decision to be respectful to others. testing

Select all that apply:

☑ With each task show support by being open to new and different ideas. --change testing

[Previous]   [Continue]

FIGURE 11
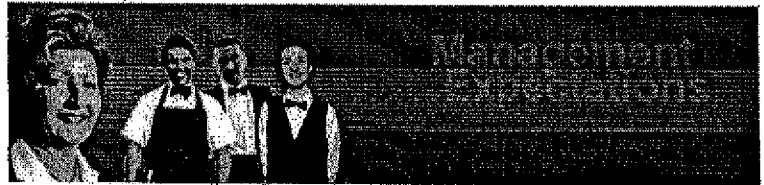
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Home ___SignOut

Steps

① **Identify Employee**
   James S employee

② **Identify Problem Behaviours**
   Competency Category
   Performance Issue
   Problem Behaviours

③ **What To Say**
   State the Issue
   State why it Is a problem

④ **Management Expectations**
   State The Expectations
   State Expectation Examples
   > Employee Accountability

⑤ **Deliver Feedback**

State Employee Accountability

The Feedback generated In this session can Include a "Personal Accountability" statement.Use the options below to Include this statement and determine it's content.

☑ Include Personal Accountability Statement

"I understand these performance expectations have been crafted for my success. On this day I have read them and had each expectation clearly explained."

☐ I fully understand that If my behavior, as observed or experienced by my supervisor/manager does not meet these expectations...

● it will result in disciplinary action.

● the result will be disciplinary action up to and Including termination.

[Previous]   [Continue]

FIGURE 12

Performance eSource
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Home ___SignOut

Feedback

To : James S employee

Department: legal

Date: September 12 ,2007

Success at Priya Test consists of doing two things. One is performing the essential functions of the job effectively and efficiently. The second is to display positive attitudes and behaviors while you do your job.

The intent of this conversation is to clearly identify **WHAT** you must do and **HOW** you must behave in order to be perceived and experienced as successful in our department.

Problem Behavior(s):

■ Is self-centered and acts like a know-it-all

Performance Expectations(s):

■ With each conversation, honor the group by making the decision to be respectful to others. testing

Personal Accountability:

I understand these performance expectations have been crafted for my success. On this day I have read them and had each expectation clearly explained.

Your signature does not necessarily mean that you agree, but affirms that this Success Plan has been reviewed and thoroughly explained.

Employee Signature   Date

Management Signature   Date

. FIGURE 13
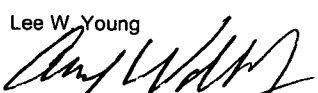
Save & Exit   Print Report

INTERNATIONAL SEARCH REPORT

A. CLASSIFICATION OF SUBJECT MATTER

IPC(8) - G06F 17/50 (2008.04)
USPC - 705/7

According to International Patent Classification (IPC) or to both national classification and IPC

B. FIELDS SEARCHED

Minimum documentation searched (classification system followed by classification symbols)
IPC(8): G06F 17/50 (2008.04)
USPC: 705/7

Documentation searched other than minimum documentation to the extent that such documents are included in the fields searched
USPC: 705/1, 7, 8, 9, 500; 700/1, 90, 91, 108

Electronic data base consulted during the international search (name of data base and, where practicable, search terms used)
Electronic databases: USPTO WEST (PGPB, USPT, EPAB, JPAB); Google Scholar
Search Terms Used: managing or monitoring or tracking performance, employee or user performance, correcting ineffective or problem behavior, resolving ineffective or problem behavior, manager or lead person, dialogue or feedback etc.

C. DOCUMENTS CONSIDERED TO BE RELEVANT

Category*	Citation of document, with indication, where appropriate, of the relevant passages	Relevant to claim No.
X	US 2004/0088177 A1 (Travis et al.) 06 May 2004 (06.05.2004) (abstract, and para [0007]-[0018], [0048]-[0062], [0088]-[0105], [0129]-[0148])	1-7
A	US 2006/0229890 A1 (Sattler et al.) 12 October 2006 (12.10.2006)	1-7
A	US 2005/0131732 A1 (Potenza) 16 June 2005 (16.06.2005)	1-7
A	US 2003/0195786 A1 (Dewar) 16 October 2003 (16.10.2003)	1-7

☐ Further documents are listed in the continuation of Box C.   ☐

* Special categories of cited documents: "A" document defining the general state of the art which is not considered to be of particular relevance "E" earlier application or patent but published on or after the international filing date "L" document which may throw doubts on priority claim(s) or which is cited to establish the publication date of another citation or other special reason (as specified) "O" document referring to an oral disclosure, use, exhibition or other means "P" document published prior to the international filing date but later than the priority date claimed	"T" later document published after the international filing date or priority date and not in conflict with the application but cited to understand the principle or theory underlying the invention "X" document of particular relevance; the claimed invention cannot be considered novel or cannot be considered to involve an inventive step when the document is taken alone "Y" document of particular relevance; the claimed invention cannot be considered to involve an inventive step when the document is combined with one or more other such documents, such combination being obvious to a person skilled in the art "&" document member of the same patent family

Date of the actual completion of the international search	Date of mailing of the international search report
24 November 2008 (24.11.2008)	0 2 DEC 2008

Name and mailing address of the ISA/US	Authorized officer:
Mail Stop PCT, Attn: ISA/US, Commissioner for Patents P.O. Box 1450, Alexandria, Virginia 22313-1450 Facsimile No. 571-273-3201	Lee W. Young PCT Helpdesk: 571-272-4300 PCT OSP: 571-272-7774

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