

THE NEW SUPERVISOR

(REVISED)

LEADER'S GUIDE

BY

MARY KAY BEEBY

A CRISP APPROACH VIDEO/BOOK PROGRAM

CRISP PUBLICATIONS, INC.
Menlo Park, California

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THE NEW SUPERVISOR

(Revised)

Mary Kay Beeby

Based on the book
by Elwood N. Chapman

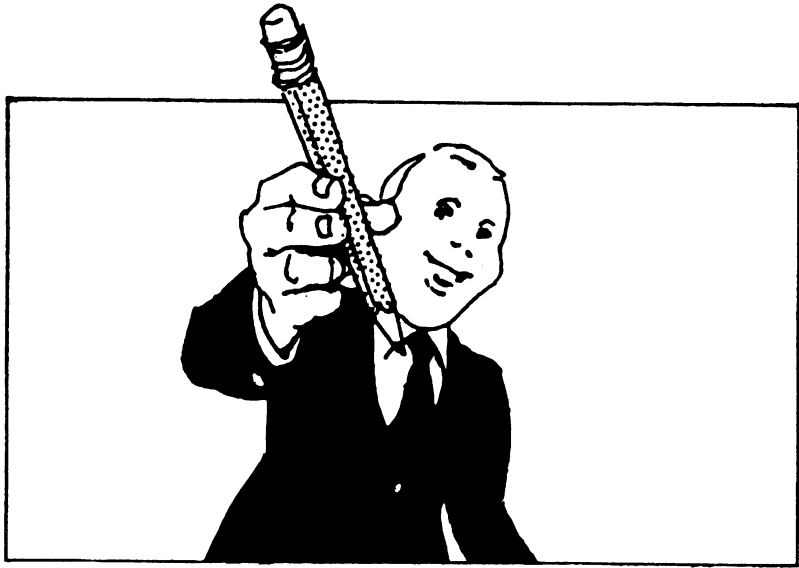
A CRISP APPROACH VIDEO/BOOK PROGRAM

The video tape, participant's workbook, and this Leader's Guide comprise the complete VIDEO/BOOK Program. For best results, each participant should have a book. We urge you to keep a supply of books on hand for each program you conduct. The video tape and Leader's Guide, however, are not sold separately.

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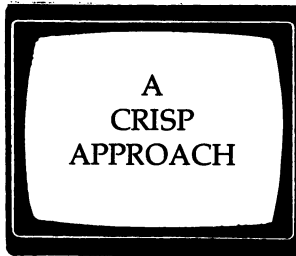
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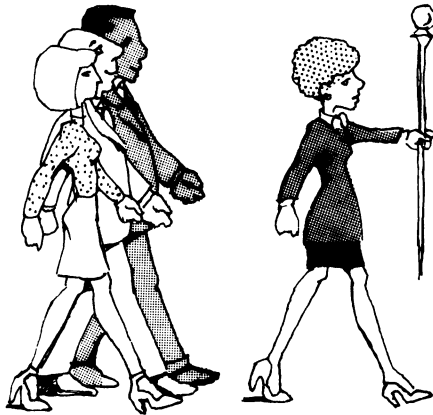


A CRISP APPROACH...

Lets Video Be Video...

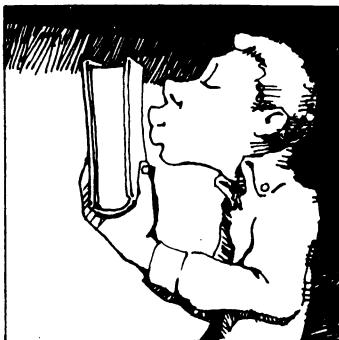


Crisp videos dramatize the real-world applications of the books on which they are based. Videos are agenda-setters and ice-breakers, not hour-long sermons on stage sets. And, because all their content is backed up in the accompanying book, participants can relax and let video do what it does best . . . introduce, inspire, and motivate discussion.



Lets Leaders Be Leaders...

The Crisp Leader's Guide encourages flexibility. It helps facilitators develop programs to meet their specific needs. The key is allowing leaders to lead. Spend one hour or two days. Assign books for pre-program reading, pass them out the day of the session, or present them at the conclusion of the discussion. *A Crisp Approach* gives you the power to design a program based on your needs, budget and/or schedule.



Lets Participants Participate...

Thanks to the individualized, self-study format of program workbooks, participants are encouraged to interact and apply concepts that have been viewed and discussed. A Crisp book becomes a personal reference that can be used again and again on the job. Because the books parallel the video, it is easier to recall key points presented during the program.

... TO QUALITY TRAINING



THE CRISP VIDEO/BOOK PROGRAM APPROACH TO TRAINING IS FAST PACED, FLEXIBLE, AND FRIENDLY

A Crisp Approach takes advantage of what videos and books do best by integrating them in a carefully designed program.

WHAT MAKES A *CRISP APPROACH* UNIQUE?

- 1. FIRST YOU WATCH AND LISTEN** to an upbeat, 20-minute video featuring real people at work. The video sets the agenda and the mood.
- 2. NEXT YOU DISCUSS KEY CONCEPTS** using a comprehensive, yet friendly *Leader's Guide* that allows a facilitator to conduct positive, energetic group discussions.
- 3. FINALLY, YOU READ AND APPLY CONCEPTS THAT HAVE BEEN VIEWED AND DISCUSSED** in your individual self-study workbook. The book covers the program material in a positive, organized, and readable way.

For more ideas and specific programming suggestions, see pages 10-11.

SUGGESTIONS FOR USE

The Crisp Approach VIDEO/BOOK Program has been designed to be used in several ways:

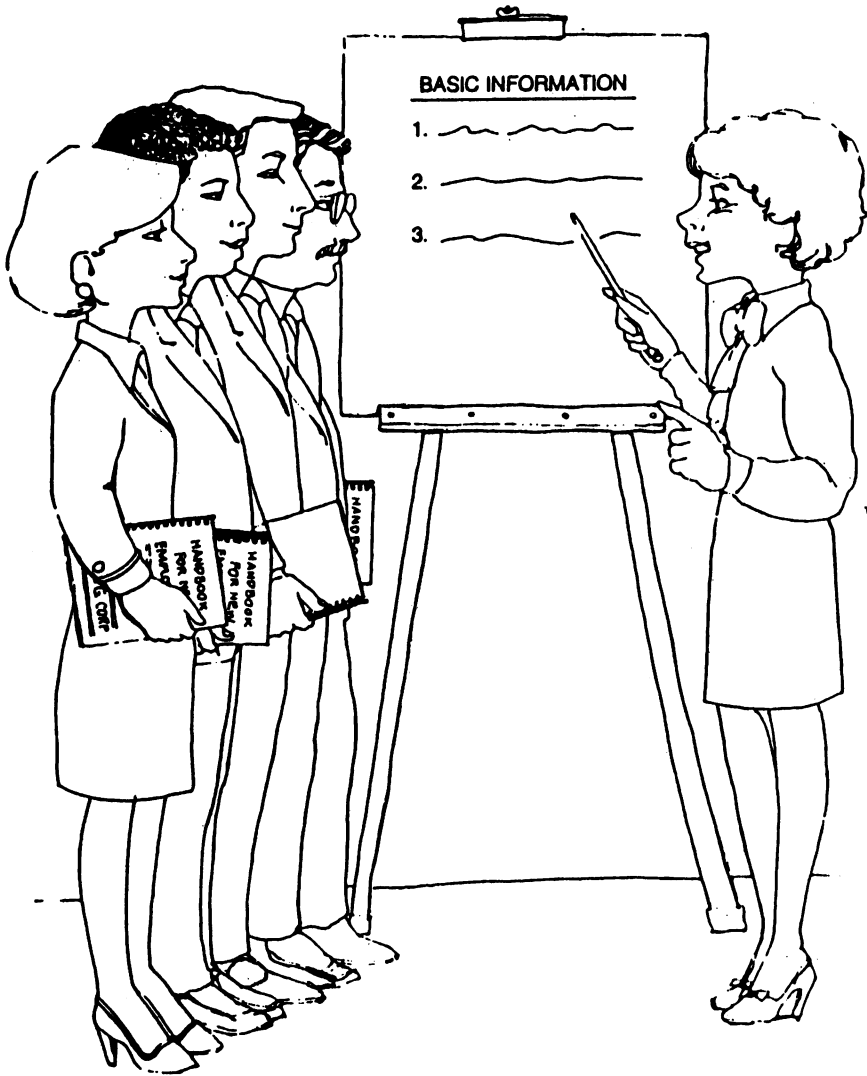
- 1. Formal Workshops and Seminars.** The FIFTY-MINUTE SERIES book is ideal assigned reading before a formal training session. With the basics in hand, more time can be spent on concept extensions and specific applications. The book is also effective when used as part of a workshop or seminar. Training gets off to a crisp start as the video grabs the audience's attention and stimulates interest. Discussion of cases and exercises from the book is more lively and informed following a viewing of the video.
- 2. Remote Location Training.** Because the Crisp Approach VIDEO/BOOK Program is self-contained (with video, Leader's Guide, and self-study books), training can be regulated, regardless of the number of remote locations (i.e., branch offices). Those responsible for training can regulate the quality of a program in a cost-effective way and still provide a standardized program throughout an organization. The program can be sent to those not able to attend "home office" training sessions.
- 3. Individual Study.** Because all materials in the Crisp Approach VIDEO/BOOK Program are self-instructional, all that is needed is a quiet place, a VCR and monitor, some time, and a pencil. The 20-minute videotape, activities, and exercises in the book provide a step-by-step program for effective self-improvement.
- 4. Other Possibilities.** There are other possibilities that depend on the needs or objectives of the user. You are invited to find new uses that will provide benefits for your specific program and to share them with us.

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SECTION I

BASIC INFORMATION FOR LEADERS



PROGRAM LOGISTICS

Who Should Conduct the Program?

This VIDEO/BOOK Program is designed so anyone can deliver a quality program effectively.

Responsibility for training generally rests with one of the following:

Within an Organization:

Training and Development
Human Resources/Personnel
Employee Relations

or

An Outside Consultant

working with an organization's personnel

or

A Manager or Teacher

who finds the material of value and interest

or

An Individual

desiring self-improvement

Qualifications of the Program Leader

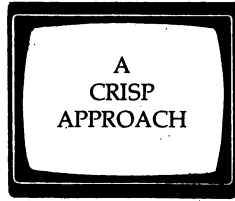
Anyone with an interest in presenting material in an organized and effective way can be successful.

Certain general requirements are desirable, however. It is helpful if the leader is knowledgeable about the concerns of participants, understands how adults learn best, and is comfortable working with groups of various sizes. Good presentation skills* and a positive attitude help.

*The Crisp Publications books, *Delivering Effective Training Sessions*, *Training Managers to Train* and the Crisp VIDEO/BOOK Program, *Effective Presentation Skills* are excellent works that support program leaders.

MATERIALS AND SUPPLIES

For the Leader

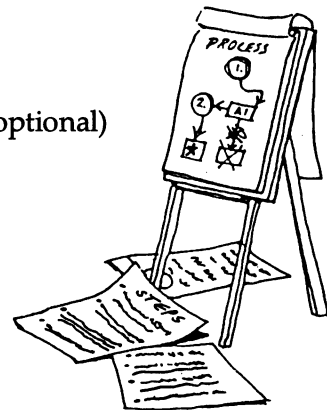


- VCR (½" VHS format) and monitor
- Remote control switch (optional but useful)
- Blackboard or whiteboard (optional) with chalk (or markers) and eraser
- Flip chart
- Microphone (optional)
- List of participants

For Each Participant



- Name tent card (in lieu of name tag) for each participant. Cards should be made of heavy paper stock with names printed in large letters (omit titles). Department affiliation is sometimes helpful.
- One copy of the FIFTY-MINUTE SERIES book for each participant
- Pen or pencil
- Note pad
- Ice water/refreshments (optional)



FACILITIES

- ROOM REQUIREMENTS** A room large enough to accommodate the maximum number of participants expected, at tables with comfortable, movable chairs. Having lights that dim—dark enough for a good picture, light enough for you to watch audience reaction and for people to jot down notes if they want to—is also desirable. Make sure the monitor screen is free of glare from sunny windows.
- LOCATION** On-site or off-site? This depends on the policy and budget of your organization. Off-site sessions are often received with more excitement and enthusiasm and participants are better able to stay focused on the topic. Off-site facilities might be a hotel, conference center, or community hall.
- SEATING ARRANGEMENT** Tables in a U-shape (horseshoe) provide the best training results because they enable all participants to have eye contact with one another during the session and an unobstructed view of the television monitor.
- If this is not possible, then a round, square, or oblong table is suggested as an alternative.
- Other possibilities include a T or herringbone arrangement.
- Theater-style seating and traditional classroom set-ups are less desirable arrangements since they discourage interaction and involvement.
- SPECIAL NOTE** If the only room available is too large, arrange your grouping in one section. Arrange the furniture so that exits are located in the back of the room to minimize disruption by latecomers.
- REFRESHMENTS** Participants appreciate refreshments appropriate to the time of day, such as coffee, tea, juice, or soft drinks.
- MONITOR** With the standard-size monitor (19"-25"), no one should be more than 15 feet away, hence group size of 10-20 is desirable. With large groups, a big screen, projection system, or multiple monitors may be necessary.

SETTING UP

ARRIVE EARLY Arrive at least 30 minutes before the scheduled starting time.

CHECK ROOM AND EQUIPMENT Room temperature—comfortable? 68°–72°? (Temperature will increase with bodies in the room.)
 VCR, monitor, and remote control—working properly?
 Flip chart—enough paper? Markers?
 Seating arrangement—appropriate?
 Monitor and board or flip chart—visible from all seats?
 Lighting—dimmer switch?
 Microphone—working? (for large groups)
 Loud enough but not too loud?
 Refreshments

ARRANGE NAME TAGS If preprinted, arrange name tent cards alphabetically so participants can pick them up on their way into the room. If blank, put one at each place along with a marker.

DISTRIBUTE SUPPLIES Set each participant's place with the following supplies or have them easily accessible so they can be handed out with minimum disruption. Have you arranged in advance for assistance if needed?

- Adequate number of copies of the **FIFTY-MINUTE SERIES** book. (You may prefer to distribute books prior to the session.)
- Pencils or pens
- Note pad



CONDUCTING SUCCESSFUL DISCUSSION SESSIONS

The success of any discussion depends upon participation. An atmosphere of free exchange can be created only when group members see that a mutual sharing of opinions and ideas is welcome without criticism or judgment by the instructor or participants. The skillful use of questions will encourage discussion.

Group participation may be a new experience for some. Never put anyone on the spot. Interaction should be voluntary and supported by positive reinforcement. If the right atmosphere is created, the members will feel comfortable and naturally take part.

Establish a nonthreatening environment. Encourage open and relaxed communication. Keep discussions on a positive, constructive note. Keep in mind that there are no wrong responses. If the response you get is not the one you are seeking, ask the group for additional answers.

Ask for volunteers to respond. Do not demand participation by calling on a person by name unless it is to answer a question that has an obvious answer or you know the person can handle it. Use the person's name before asking the question so he or she will focus on the question.

You should be constantly on the alert for cues from the group that suggest problems. If participants begin to fidget, look bored, or show by their expressions that they disagree or do not understand, you should ask questions to find out what is going on.

Questions are of four basic types:

1. *General*, which elicit a broad range of potential responses.
2. *Specific*, which permit a limited range of responses.
3. *Overhead*, which are asked of the group, allowing volunteers to respond.
4. *Direct*, which are asked of a selected individual.

General and overhead questions are less threatening and therefore are better to start a discussion. Direct and specific questions are best used after participants become comfortable with group discussion.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS

The following examples provide some useful guidelines for generating discussion.

1. *Ask for Feelings and Opinions*

Use a method of asking questions that will help people express their ideas, draw people out, and encourage discussion. For example:

- What is your reaction to . . . ?
- How do you feel about . . . ?
- What is your thinking on . . . ?
- Would you say that . . . ?

2. *Paraphrase*

One way to help people reach mutual understanding is to paraphrase, that is, to ask one person to repeat what they understood someone else said. Then, to verify with the originator that they understood correctly.

- Let me see if I understand your position. Are you saying that . . . ?
- What I am hearing is . . . Is that right?
- Do you mean that . . . ?

3. *Encourage Participation*

Sometimes people hold back. They can be encouraged to participate by such questions as:

- Carla, how do you feel about this?
- Matt, how would you answer Brent's questions?
- Before we go on, I'd like to hear from Kathy on this.

4. *Ask for a Summary*

- A lot of good ideas have been presented in the last few minutes. What is one thing you have learned or discovered during the last fifteen minutes?
- It is clear that Phil does not agree. Phil, will you summarize your major objections?

5. *Ask for Clarification*

- I didn't understand that last comment. What would you do if . . . ?
- I saw Maria shaking her head. Maria, what is your point of view on this subject?

6. *Ask for Examples*

- Diana, will you give some examples of what you mean?
- Juan, can you expand on that? I'm not sure I understand.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS (continued)

7. *Test for Consensus*

- It seems that we agree on this issue. Let me ask for a show of hands on this. Does everyone accept the idea that . . . ?
- Bill, is that your feeling too . . . ?
- Before we go on, let me check to make sure that we all agree that . . .

8. *Initiate Action*

- How do you think we should . . . ?
- Kevin, how would you suggest that we proceed on this?

9. *Explore an Idea in More Detail*

- What are some other ways to approach this problem?
- Are there other things we might consider?
- Who has something to add?

10. *Do a Quick Survey*

- Let's see a show of hands. How many agree with this approach?
- How do you feel about this?

11. *Suggest a Break*

- We have been discussing the program for a while now. I propose we take a 10-minute break.

12. *Suggest a Procedure*

- I noticed that Brian has contributed the most. I suggest that we go around the table to see how others feel.
- Would it help if we put the items in order of importance?

13. *Suggest They Try Something*

- Let's go around the table so that everyone gets a chance to comment on this.

14. *Stop the Action and Ask the Group to Talk about Something*

- Let's stop the discussion for a moment. I think it might help if each of us told the group what he or she thinks about this point right now.

15. *Share Your Feelings*

- I feel this way . . .
- I'm frustrated. How do the rest of you feel?
- This point doesn't apply to me. How do you feel?

NOTES

SECTION II

COURSE OUTLINES



PLAN A: ONE-DAY PROGRAM OUTLINE*

(Add breaks where appropriate.)

PART I. INTRODUCTION

Discussion: Welcome and Introductions	10 Minutes	Page 15
Discussion: Objectives and Agenda	15 Minutes	Page 15
Discussion & Exercise: Your Biggest Challenges	15 Minutes	Page 16
Discussion: Benefits of Being a Supervisor	15 Minutes	Page 16

PART II. GETTING STARTED

Video: Introduction and First Two Segments	10 Minutes	Page 17
Discussion & Exercise: Your Attitude	25 Minutes	Page 17
Exercise: Case Study #1: Who Will Survive?	15 Minutes	Page 19
Discussion & Exercise: Getting Organized	20 Minutes	Page 19

PART III. FOUR FUNDAMENTALS

Video: Section 2: <i>Four Fundamentals</i>	5 Minutes	Page 21
Discussion & Exercise: Setting Standards	40 Minutes	Page 22
Discussion & Exercise: Delegating	20 Minutes	Page 23
Discussion & Exercise: Coaching and Counseling	35 Minutes	Page 24
Discussion & Exercise: Become a Leader	10 Minutes	Page 26

PART IV. SPECIAL OPPORTUNITIES

Discussion & Exercise: Staying Positive	10 Minutes	Page 27
Video: Section 3: <i>Special Opportunities</i>	5 Minutes	Page 27
Discussion: Six Unforgivable Mistakes	45 Minutes	Page 27
Discussion: Keeping Your Superiors Happy	10 Minutes	Page 28

PART V. PLANNING TO MEET THE CHALLENGE

Exercise: Planning	45 Minutes	Page 29
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PART VI. SUMMING IT ALL UP

Look At Objectives, Evaluate Session	10 Minutes	Page 30
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*Times may vary depending on discussion.

PLAN B: HALF-DAY PROGRAM OUTLINE

(Add breaks where appropriate.)

PART I. INTRODUCTION

Discussion: Welcome and Introductions	10 Minutes	Page 15
Discussion: Objectives and Agenda	15 Minutes	Page 15
Discussion & Exercise: Your Biggest Challenges	15 Minutes	Page 16

PART II. GETTING STARTED

Video: Introduction and First Two Segments	10 Minutes	Page 17
Discussion & Exercise: Your Attitude	25 Minutes	Page 17
Discussion & Exercise: Getting Organized	20 Minutes	Page 19

PART III. FOUR FUNDAMENTALS

Video: Section 2: <i>Four Fundamentals</i>	5 Minutes	Page 21
Discussion only: Setting Standards	5 Minutes	Page 22
Discussion only: Delegating	5 Minutes	Page 23
Discussion & Exercise: Coaching and Counseling	35 Minutes	Page 24
Discussion & Exercise: Become a Leader	10 Minutes	Page 26

PART IV. SPECIAL OPPORTUNITIES

Discussion & Exercise: Staying Positive	10 Minutes	Page 27
Video: Section 3: <i>Special Opportunities</i>	5 Minutes	Page 27
Discussion: Keeping Your Superiors Happy	10 Minutes	Page 28

PART V. PLANNING TO MEET THE CHALLENGE

Exercise: Planning (Do Individual Planning Only)	10 Minutes	Page 29
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PART VI. SUMMING IT ALL UP

Look At Objectives, Evaluate Session	10 Minutes	Page 30
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PLAN C: SELF-PACED PROGRAM

Watch the entire video.

Read *The New Supervisor* and complete all exercises.

PLAN D: DESIGN YOUR OWN

2 Hours—2 Days

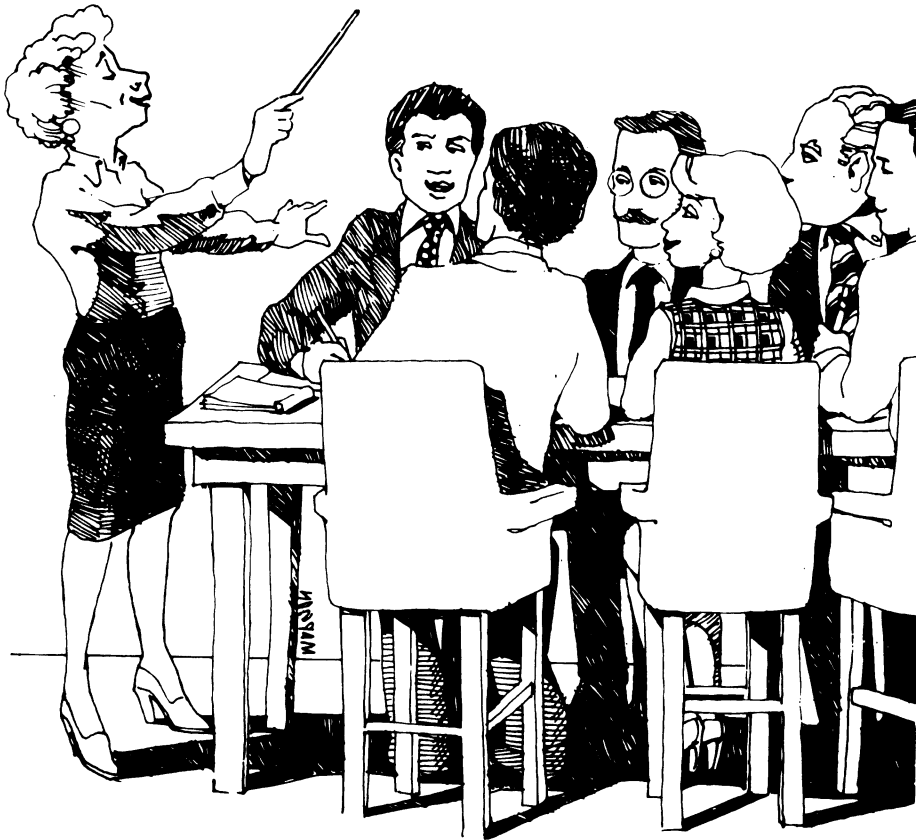
Use *The New Supervisor*, this Leader's Guide, the video, and your own experience to design a course that exactly meets the needs of your audience.

PLAN E: CUSTOMIZED FOR YOU

Crisp will design this course and customize both the books and video for your audience. Interviews with your own people make the video more relevant, and case studies from your own culture maximize participants' identification with the concepts presented in the book. Contact Crisp for a free video explanation of the custom training process.

SECTION III

DISCUSSIONS



BEFORE THE SESSION

PREPARATION Read *The New Supervisor* by Elwood N. Chapman (Page numbers in this guide refer to that book.)

Order a book for each participant. (There are five complimentary copies packaged in the VIDEO/BOOK Program.)

Watch the video.

Prepare a flip chart or transparency with the following:

- Session Objectives—page 15 of this Leader's Guide
- Agenda—page 15 of this Leaders' Guide
- 10 Steps to Delegating—page 24 of this Leaders' Guide
- 6 Unforgivable Mistakes—page 28 of this Leader's Guide

MATERIALS *The New Supervisor* book for each participant

The New Supervisor video

Monitor and VCR player

Flip chart paper, easel and markers

Masking tape for posting a flip chart page on the wall

Blank paper and pencils for each participant

PART I: INTRODUCTION

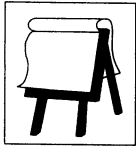
WELCOME AND INTRODUCTIONS

10 min.

EXPLAIN

Welcome participants to the class and introduce yourself. Tell them briefly about your background and interest in the subject.

FLIP CHART



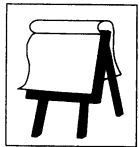
Ask them to introduce themselves: name, background and what they hope to accomplish during this session. Record their responses on a flip chart and post on the wall.

OBJECTIVES AND AGENDA

15 min.

EXPLAIN

During this session you will learn to



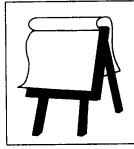
- Develop a managerial attitude
- Set standards
- Delegate
- Coach and counsel your employees
- Avoid the six unforgivable mistakes
- Keep your superiors happy
- Create a plan to put these skills into practice in your area

TRAINER NOTE

As you present this list, refer back to participants' expectations as often as possible.

EXPLAIN

Here is the agenda that we will follow today:
(This is the One-Day Agenda. Adjust for other sessions.)



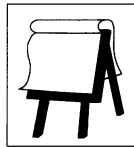
- Introduction
- Getting Started
- Four Fundamentals of Supervision
- Special Opportunities
- Planning to Meet the Challenges
- Summary

YOUR BIGGEST CHALLENGES**15 min.****ASK**

What are some of the biggest challenges you face as a new supervisor? Encourage participants to discuss each one.

FLIP CHART

Record their responses on a flip chart and post on the wall.

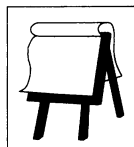
**BENEFITS OF BEING A SUPERVISOR****15 min.****ASK**

Why did you become a supervisor?

What are some of the benefits of being one?

FLIP CHART

Record benefits on a flip chart and post on the wall.



PART II: GETTING STARTED

VIDEO

10 min.

TRAINER NOTE **Video Summary**

In these first two segments, we meet Naomi, a newly promoted supervisor, and follow her as she adjusts to her new role. We also meet two public safety supervisors and a manufacturing plant supervisor who share their insights.

SHOW VIDEO

View the introduction and the first segment of the video.

Stop the video when you see *II. The Four Fundamentals*.

ASK

Can you identify with any of the things that Naomi is experiencing as she adjusts to her new role as supervisor?

YOUR ATTITUDE

25 min.

EXERCISE



Ask participants to take the test on page 3: *Your Attitude Toward Being a Supervisor*.

ASK

Is there room for improvement?

TRAINER NOTE

We can learn important lessons from our role model leaders. The following discussion focuses on how leaders project a stronger image, a *take charge* attitude. You may outline the key points below or try to draw on participants' experience of a stronger image.

FLIP CHART**ASK**

Ask participants to think of the best leader they have ever worked with. What did this person do that made you realize that he or she was a good leader? Record their responses on a flip chart and post on the wall.

What kind of attitude did this leader have?

What was it about their appearance that identified this person as a leader?

How did this person make decisions?

What was their energy level like?

How did they handle mistakes—their own and others?

KEY POINTS

It is important that a new supervisor learns to communicate a *take charge* image. Some tips on how to do this are on page 15 of the participants' guide.

- Improve your appearance.
- Make decisive decisions.
- Set a faster tempo.
- Handle mistakes calmly.
- Share humorous incidents.
- Demonstrate your ability to communicate with superiors.
- Be a positive person.

CASE STUDY #1: WHO WILL SURVIVE?**15 min.****EXERCISE**

Ask participants to read Case Study #1: *Who Will Survive?* on page 13.

ASK

What are the advantages of Joe's approach?

What are the advantages of Mary's approach?

TRAINER NOTE

The authors comments on this case study are on page 68.

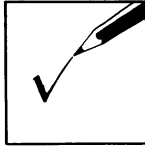
GETTING ORGANIZED**20 min.****EXERCISE**

Ask participants to read page 17. Have them check off the planning activities they practice.

ASK

What method do you use to plan?

Ask participants to share with the class what works for them.

EXERCISE

1. Ask participants to brainstorm all the activities for their next work day.
2. Next have them prioritize by marking the highest priority items with an "A" and the lowest one with a "C". All the rest are "B's".
3. Now have them estimate how long each task will take and write the time beside each task.
4. Finally, have them plan their day by numbering the tasks in the order they will be accomplished. Remind them to leave time for routine tasks and interruptions.

When this exercise is complete, note how much time it took to plan the day.

KEY POINT

A few minutes of planning before each day starts to help you focus on your most important tasks. Planning can also help you know how to schedule your resources.

PART III: FOUR FUNDAMENTALS

VIDEO

5 min.

TRAINER NOTE **Video Summary**

We now watch Naomi learn the four fundamentals of supervision:

1. Establish and maintain a reasonable, but firm, discipline line.
2. Learn to delegate for results.
3. Try to become skillful at coaching and counseling.
4. Become a confident and respected leader.

SHOW VIDEO

View the next segment of the video: *II. The Four Fundamentals*.

Stop the video when you see *III. Special Opportunities*.

SETTING STANDARDS

40 min.

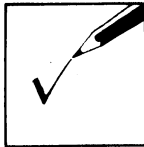
EXPLAIN

When you become a supervisor, you need to demonstrate you are in charge and know what you are doing. You need to establish a style of your own. As you do this, give your team time to adjust. You are more interested in long-term, sustainable productivity than immediate results that may not last.

In making your transition, consider these tips:

1. Set high (but attainable) standards at the outset.
2. Make an effort to establish a good relationship with each employee on an individual basis as soon as practicable.
3. Quickly coach those who are not meeting your standards so they have no doubts about what is expected.
4. Set basic terms that all understand and can attain. Keep in mind that a few important standards are better than a list of complicated directions.

EXERCISE



Divide the class into small groups. Ask them to discuss the three questions below and be prepared to report key ideas to the rest of the class in 20 minutes.

Discussion Questions:

1. What are some of the challenges facing your group that require higher levels of productivity from your people?
2. What is your strategy to set higher standards for your group?
3. How will you get your employees to accept these standards?

Allow 15 minutes for reports from the small groups.

TRAINER NOTE

Some suggestions for setting higher standards are on page 27 of the participants' guide.

DELEGATING**20 min.****ASK**

How many of you are still doing many of the tasks you did before you became a supervisor?

EXPLAIN

Most new supervisors find it difficult to give up the tasks that they were doing before they were promoted. Why do you think that is?

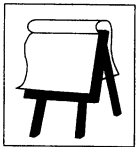
Many times the reason they were promoted was that they performed these tasks quite well. So it is only natural that they feel more comfortable doing the old tasks than the new ones associated with being a supervisor.

Why do you think it is important to learn how to delegate?

KEY POINTS

When you delegate effectively, you have more time to plan, organize and maintain relationships with other employees and co-workers.

a second benefit is that employees become more versatile and valuable as they learn new tasks.

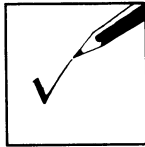
FLIP CHART

Review these ten steps to effective delegation on page 31 of the participants' guide.

TEN STEPS TO DELEGATING

1. Analyze your tasks and identify those that you can delegate.
2. Select the most logical individual for the task and delegate.
3. Instruct the individual how to perform the task.
4. Solicit feedback to insure the employee is prepared.
5. Allow the employee freedom to practice the new assignment.
6. Follow up with encouragement and coaching.
7. Consider the rotation of tasks.

8. Delegate those assignments that prepare employees to take over in the absence of others—including yourself.
9. Give everyone an opportunity to contribute.
10. Discuss new assignments and rotation plans with the entire group.

EXERCISE

Now ask participants to identify the tasks that they can delegate in their own organization. Give them 15 minutes to create a plan for delegating some of those tasks to their employees. If there is time, allow them to discuss their plans in small groups or with the class.

COACHING AND COUNSELING**35 min.****EXPLAIN**

Your book defines counseling as sitting down in a private setting for an open discussion with an employee. This is sometimes also called “coaching.” You will discover that this is a key skill to develop as a supervisor.

ASK

When should a supervisor coach or counsel an employee?

KEY POINTS

Coaching/counseling should occur

1. When an employee violates standards.
2. When an employee is consistently late or absent.
3. When an employee’s productivity is down.
4. When one employee behaves in such a way that the productivity of others is negatively affected.
5. When two employees have a conflict that is becoming public.
6. When you want to compliment an individual.
7. When you want to delegate a new task.

ASK

What are some examples of when coaching and counseling are not appropriate?

KEY POINTS

1. When you disagree with an employee's lifestyle.
2. When you are upset.
3. When you dislike the personality of an employee.

TRAINER NOTE

These points are included in a self-test on page 33 of the participants' guide. You may ask them to take that test before this discussion.

EXERCISE

Ask participants to read page 35, *Case #3: Will MRT Counseling Work?*

Discuss what they think are the advantages of MRT counseling.

Ask them to work as individuals on this next exercise: Have them identify an employee who needs counseling and develop three rewards they would like to receive from that employee. Now have them imagine what that employee would want in return. Finally, have them create a plan to lead a counseling discussion with that employee.

Divide the class into small discussion groups. Ask them to share their plan with their small group.

TRAINER NOTE

If time allows, you may do this last exercise as a role play. Divide the class into groups of three. While one participant practices the counseling session on the second participant, the third one observes. After 10 minutes, all three share feedback on the experience. Rotate roles until each person has had a chance to practice.

BECOME A LEADER**10 min.****EXERCISE**

Ask participants to read pages 39-40 in their books. Have them underline the suggestions that they feel are most important.

ASK

Do you have additional suggestions?

PART IV: SPECIAL OPPORTUNITIES

STAYING POSITIVE

10 min.

EXPLAIN

You are going to face many challenges as a supervisor. Even if you are a positive person, there will be times when the responsibilities of supervision can turn you negative.

EXERCISE



Ask participants to read the list of ideas on page 49 and select three that will do the most for them.

ASK

What other ideas have worked for you?

VIDEO

5 min.

TRAINER NOTE

Video Summary

In this segment, we learn about the six unforgivable mistakes and how to avoid them. We also see Naomi working through a problem with an upset employee.

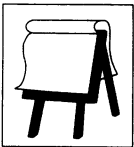
SHOW VIDEO

View the final segment of the video: *III. Special Opportunities.*

SIX UNFORGIVABLE MISTAKES

45 min.

FLIP CHART



Review the six unforgivable mistakes written on a flip chart or overhead transparency:

1. Treating individuals unequally
2. Breaking trust
3. Being inconsistent
4. Not following policy and procedures
5. Losing your cool
6. Personal relationships

ASK

For each of the six mistakes:

What happens when a supervisor does this?

How can you avoid this mistake?

KEY POINTS

Participants draw on their own experiences to learn the consequences of these mistakes. They also learn from each other how to avoid these common mistakes.

KEEPING YOUR SUPERIORS HAPPY**10 min.****ASK**

How do you develop and maintain a healthy, open relationship with your boss?

KEY POINTS

1. Tie your departmental goals to those of the company or organization as a whole.
2. Keep your superior informed.
3. Be a good team member with other supervisors and managers.

PART V: PLANNING TO MEET THE CHALLENGE

PLANNING

45 min.

EXERCISE



Ask the class to prioritize the top four challenges of being a supervisor from the list they created at the beginning of the session.

Divide them into four small groups. Ask each to take one challenge and apply what they have learned during this class. Allow 25 minutes for discussion.

Have the small groups discuss these questions:

1. What causes this challenge?
2. What are some strategies to overcome this challenge in your own working environment?

Ask each small group to report its ideas to the whole class.

Now have each individual create a plan to use these strategies back in his or her own environment.

PART VI: SUMMING IT ALL UP**LOOK AT OBJECTIVES, EVALUATE SESSION** **10 min.**

ASK Look back at your expectations of this session. Which have been met? Which will need further exploration?

EXPLAIN Look back at the objectives of this session.

- Develop a managerial attitude.
- Set standards.
- Delegate.
- Coach and counsel your employees.
- Avoid the six unforgivable mistakes.
- Keep your superiors happy.
- Create a plan to put these skills into practice in your area.

ASK Have these objectives been accomplished?

EVALUATE Use either a written form or allow participants to discuss:

1. What did you gain from this session?
2. What are your recommendations for improvement?

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