Abridged Preview

Supervising Basics

Getting Started

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Facilitator Guide with Participant Guide and PowerPoint Thumbnails

Contents

Faciliator Kit
Overview

This facilitator kit includes the following items:
* Facilitator guide, including copy for flip charts and end of seminar quiz and answers
* Facilitator copy of the participant guide
* CD with PowerPoint file of slides

How to Use the Facilitator Guide
The facilitator copy is on the left-hand pages and participant copy with answers as appropriate is on the right-hand pages. The facilitator guide is formatted in two columns: The right column contains teaching notes, including such information as content points, possible examples, how to set up and process exercises, and suggested answers to exercises. The left column includes media notes, such as the related overhead slides.

PowerPoint Slides
The slides for this course are on the enclosed CD and included a color file as well as a black-and- white PowerPoint file.

Design of the Facilitator Guide
The facilitator guide is designed to give facilitators both directions and content. Sidebars provide a visuals to help you know at a glance what media you will be using to convey specific content. The **references to slide numbers, titles of flip charts, and names of activities** are set in a different type from the content. Content is written from a conversational, first-person perspective. [Directions are in brackets.] Page numbers for the participant guide are give in a box above the page numbers for each participant page in the facilitator guide.

Quiz with Answers

1. As you make the transition into supervision, list one thing you will be giving up and one thing you will be gaining.

    Possible responses: Giving up: doing it all yourself; direct control over your work; taking responsibility for someone else's work. Gaining: new challenges; new opportunities to succeed; salary increase, promotion

2. Fill in the blanks: It's important to delegate the *right work* to the *right person*.

3. Delegation plays a strong role in *professional development*.

4. List two tips for better listening:

    Possible responses: Use appropriate body language. Restate what the person says. Engage in a dialogue for understanding. Ask for clarification.

5. What skill are you using when you make a statement like the following to someone who reports to you:
    "I need your help to complete this order on time."

    Coaching

6. Complete this sentence: Motivation is critical because it *Possible responses: supports and encourages or other relevant ideas from participants' experiences.*

7. Define *collaboration* as it relates to managing conflict. *Being as concerned about meeting the needs of the other person as you are about meeting your own needs.*

8. List two things you can do to be a good role model for those who report to you. *Possible responses: Practice time management. Recognize your own signs of stress. Get your own coach. Recognize what's important from what's urgent—fix the system, not the problem. Recognize accomplishments. Build trust. Use your supervisory skills - the ones you've learned in this workshop!*

Full-DayTraining Schedule

Course Introduction
Participant Introductions   10 minutes
Personal Learning Objectives   10 minutes
It's All About Balance   5 minutes

Module 1: Making the Transition
Adapting to a New Role   5 minutes
Old vs. New Then and Now   10 minutes
Challenges   35 minutes

Module 2: Delegating
It's Tough to Let Go   10 minutes
Can Delegate and Can't Delegate   5 minutes
Steps in Delegating and Practice   15 minutes
Successful Delegation   20 minutes

Module 3: Communicating Effectively
Forms of Communication   5 minutes
Reasons for Communication   5 minutes
Body Language   10 minutes
Listening for Better Communication   10 minutes
Sharing Information   10 minutes
Effective Questions   15 minutes

Module 4: Coaching
Developing Others   15 minutes
Developing Coaching Skills   30 minutes
Coaching Plan   15 minutes

Module 5: Motivating
Types of Motivation   10 minutes
Ways to Say, "Good Job!"   10 minutes
Motivational/Demotivational   30 minutes
Motivation and You   10 minutes

Module 6: Managing Conflict
Win-Win   20 minutes
Three Steps for Managing Conflict   30 minutes

Module 7: Role Modeling
Setting the Bar   10 minutes

TOTAL 6 hours without breaks

Introduction

Supervising Basics

Getting Started

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Slide 1: Supervising Basics
Flip Chart: Introductions
Welcome to Supervising Basics, Getting Started. Today we are going to look at several key skills good supervisors need to function well in today's work place. You will see how these skills sometimes overlap and work synergistically. This workshop is for you if you have recently become a supervisor or you are about to take on a supervisory role.

[Introduce self and share the importance of supervisory skills and the purpose of the training.]

[Cover housekeeping:
Breaks
Restrooms and phone locations
Any ground rules about electronic devices, interruptions, etc.]

Introductions

Name

How long you've been a supervisor

What you find most difficult about being a supervisor

"The most difficult thing"

[Participants introductions]
Please give:
  Your name
  How long you have been a supervisor/or if you are preparing to become a supervisor,
  The one thing that is most difficult about being a supervisor.
For those who are not yet supervisors, tell us the one thing you anticipate being the most difficult or the one thing you are most concerned about.
<10 minutes>
[Post "The most difficult thing" flipchart on wall.]

Write at least one objective for the workshop on page 3 in your manual, based on the previous "the most difficult thing" about being a supervisor. We'll come back to these later in the workshop.
<8 minutes>

[Debrief and collect information on the flipchart: Expected responses include: developing, strategizing, influencing, facilitating, visioning, training, trust building, encouraging. Post flipchart.]
<5 minutes>

The experience of a first-time supervisor can be stressful. You suddenly have a wide range of policies and other regulations to apply to subordinates. Work is never "done." You must represent upper management to those who report to you, and those employees to upper management. You have many things to deal with at one time.

[Next: Balance flip chart activity.]

Agenda

Welcome and Introduction
Unit 1: Making the Transition: Doing to leading
Unit 2: Delegating: Doing more with others
Unit 3: Communicating Effectively: Spreading the word
Unit 4: Coaching: Developing others
Unit 5: Motivating: Making it meaningful
Unit 6: Managing Conflict: Win-Win with collaboration
Unit 7: Role Modeling: Setting the bar

Objectives

After completing this workshop, participants will be able to:

- Practice critical delegation skills for productivity
- Communicate successfully
- Use appropriate coaching skills to maximize perform-
ance
- Recognize what it takes to motivate today's workforce
- Deal with conflict situations collaboratively
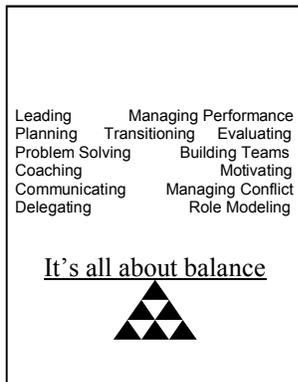- Be an effective role model

Personal Learning Objectives

What do you need from this workshop to say you spent your learning time well?

_____

_____

_____

_____

3

Look at page 4 in your participant's manual. Successful supervisors must have the ability to balance various tasks and priorities. The skills in larger type are the ones we will be focusing on today. These represent only a portion of what supervisors must handle.

Fill up the page with any other supervisory activities or skills you don't see, but you know you have to perform or use.
<3 minutes>

[Debrief: Expected responses include: *developing, strategizing, influencing, facilitating, visioning, training, trust building, encouraging.* Post flipchart]
<3 minutes>

In today's workshop, you'll be provided with an overview of tools to make your transition with confidence and make it easier to balance your various tasks and activities.

For us to meet the workshop objectives and your personal learning objectives, everyone will need to participate by staying engaged in the lesson, asking questions and giving input.

[Next: Module 1: Making the Transition, Slide 2: Adapting to a New Role.]

Leading   Managing Performance
Planning   Transitioning   Evaluating
Problem Solving   Building Teams
Coaching   Motivating
Communicating   Managing Conflict
Delegating   Role Modeling

It's all about balance

Facilitation Tip
Establish trust at the beginning of the session by letting participants know there are no right or wrong answers to a questions that ask for their opinion. If another participant starts to belittle someone else, immediately remind that person and the class that opinions are accepted.

Leading

Planning

Problem Solving

Coaching

Communicating

Delegating

Transitioning

Managing Performance

Evaluating
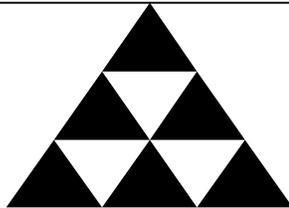
Building Teams

Motivating

Managing Conflict

Role Modeling

It's all about balance!

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Module 1: Making the Transition

[*Module Outcomes:*

Participants will examine what is involved in the transition to a supervisory position. At the conclusion of this module, participants will be able to:

- Appreciate the importance of the move
- Understand the difference between old and new styles of management
- Understand how other people might react and how to deal with those reactions
- Recognize the challenges of supervising people from different cultures and different generations.]

Slide 2: Adapting to a new role

On page 5 in your guide, read the statements and respond to the two questions: What are you giving up? What are you gaining in making the transition to your new role?

 <5 minutes>

What are you giving up?
[Expected responses: See facing page.]

What are you gaining?
[Expected responses: See facing page.]

[Post flipchart.]

[Next: Slide 3: Old vs. New.]

Adapting to a New Role

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Making the Transition

What are you giving up?

What are you gaining?

Making the Transition
Doing to Leading ➡

- ♦ You manage others' time.

- ♦ Satisfaction becomes more abstract.

- ♦ Your problems are long term.

- ♦ Your key resources are people.

What are you giving up?

doing it all yourself

direct control over your work

taking responsibility for someone else's work

What are you gaining?

new challenges

new opportunities to succeed

new expertise in supervising skills

salary increase, promotion

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OLD vs. NEW

Some of you have experience in both the "old style" boss and the "new style" supervisor/coach. Some of you have never had an "old style" boss, but you can use your imagination to think through and respond to the questions on page 8.

Select one of the examples of the "old style" from our flipchart or from page 6 in your guide. If you've ever had a boss who exemplified this "old style," jot a short sentence or two about how you felt when you worked for this person. Those of you who never had such a boss, think how you would feel if your next manager followed the "old style," and respond to the question from that perspective.

After you've reflected on the "old style," think about the "new style." If you've had a manager who practices the "new style," explain how you felt. If you haven't had a manager who practices the "new style," imagine how you would feel if your next manager practices this style. <4 minutes>

[Debrief: Ask 1-2 volunteers to share their experiences with the different styles.]

Just as you had different responses to different styles, those you supervise will have different responses to you.

[Next: Slide 4: Challenges.]

How Did You Feel?

Select one "Old Style": Style_____

How did you feel?

Select one "New Style": Style_____

How did you feel?

8

CHALLENGES!

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Facilitation Tip
Model acceptance of different generations. Use up-to-date examples from newspapers, the Internet, and other news sources rather than just your own experiences. Avoid using phrases like, "some of you weren't even around then" or "some of you remember the 'old days.'" Remember that both the youngest and oldest participants bring experience to the session.

Slide 4: CHALLENGES!

We need to rethink our traditional methods of supervision as the workforce continues to become increasingly diverse—but not just in terms of cultural diversity but also in terms of generational diversity. And, let's not forget that you may be supervising old friends and acquaintances.

For the first time in American history, four generations are in the workplace, ranging from those who are old enough to have fought in World War II, to those who are young enough not to remember the Berlin Wall. In the 2000s, the youngest and oldest generations are burgeoning in the workplace. The Nexters, born since 1980, are beginning to launch careers. Generation Xers have moved into upper management and junior executive roles. Meanwhile, late Baby Boomers and members of the so-called Veterans generation are remaining in the workforce—by choice or economic necessity—in greater numbers.

Circle the group of employees on page 9 you have the most problems supervising, (or those you think you will have the hardest time supervising), then note down at the bottom of the page why. We'll come back to this in a moment.

[Debrief: Go around the room, asking how each person felt, if the class size is too large to do this, ask for volunteers who are willing to share]
<15 minutes>

[Next: Four Corners Exercise.]

Supervising Challenges

Supervising more experienced employees	Supervising employees from diverse cultures
Look at experience vs. education.	Show respect and sensitivity for individual and cultural differences.
Observe the length of service—commitment.	Demonstrate objectivity and openness to others' views.
Involve them in decision making.	Create a respectful workplace for co-workers, customers and yourselves.
Ask for their help with training.	
Expect them to continue to learn.	Learn about other cultures, customs, languages.
Supervising less experienced employees	**Supervising former peers/ friends**
Provide resources to enhance their skills sets.	Acknowledge possible discomfort and newness.
Be sure to expect enough.	Create new non-competitive relationships.
Insist on immediate job ownership.	Be alert for "boss' pet" syndrome.
Watch out for upward delegation.	Don't allow them to take it out on you.

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Module 2: Delegating

[*Module Outcomes*
In this module, participants will examine the importance of delegating to accomplish the work to be done. At the conclusion of this module, participants will be able to:
♦ Recognize the difference between what can and cannot be delegated
♦ Effectively assign a job/project
♦ Practice what's required for successful delegation
♦ Identify delegation process components]

It's tough to let go!

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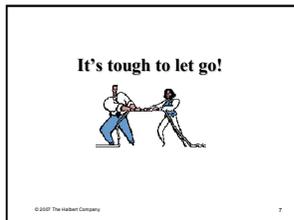
Slide 7: It's tough to let go!
We've all had trouble letting go of things. What are some things it's been tough to let go of in any area of your life, such as habits or a particular way of doing something? [Take 2-3 responses from participants.]

Delegating can be like that. It means letting go of something, perhaps something you have been used to doing yourself for a long time.

On page 12, you'll see reasons most people don't or won't delegate.

Learning to delegate can be a challenge. You may want to remain comfortable, making the same decisions you've always made, believing you can do a better job yourself, not wanting to risk losing any of your power and status. Ironically, you do lose these if you don't learn to delegate effectively. Often, supervisors don't want to risk giving authority to subordinates in case the employees fail and impair the organization.

Sometimes it does seem easier for you to do it yourself. Delegating responsibilities and projects can take time. Without clear communication, delegation can lead to misunderstandings and negative results.

However, delegating can promote a number of positive actions and behaviors.

[Next: Slide 8: Delegating does more than balance the workload.]

Delegating

Doing more through others ➡

- It's important to delegate the "right things" to the "right people."

- There are often barriers to effective delegation.

- There is a relationship between effective delegation factors such as empowerment, job satisfaction and motivation.

- Delegation plays a strong role in professional development.

Why We Don't Delegate

_____ I can do it better/quicker

_____ They might make a mistake

_____ I might lose control

_____ I feel guilty when I do

_____ _____

_____ _____

_____ _____

12

> **Facilitator Tip**
> Before the session, ask a few participants if they would be willing to help you with demonstrations. This allows participants to say no without looking uncooperative to their peers. Depending on the demonstration, you may want to practice ahead of time or only get persons' agreement to participate in the demonstration.

> **The biggest barrier to communication is the assumption that it has been done.**
>
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How many of you are aware of your body language or how you come across on a regular basis? [Ask for a show of hands.]

On page 21, match up body language in the first column with its appropriate meaning in the second column. [Answers are on facing page.]

We cannot underestimate the importance of body language in the communication process.

[Ask two people join you up front. Take person A aside and ask him/her to address person B, saying, "I really appreciate that" with one hand on his/her hip, looking at fingernails. Have person B say the same thing to person A, making eye contact with and giving full attention].

Who would you believe and why?

[Expected responses include: The person who looked at the other person when talking.]

Slide 16: The biggest barrier to communication is the assumption that is has been done.
What does this mean? [Expected responses include: *If we assume incorrectly, we respond to the wrong thing. We give less specific information.*]

This happens far more than we think it does. One of the reasons is that we fail to use our most important communication skill.

Who knows what the most important form of communication is? [Expected response is: *Listening.*]

[Next: Discussion of body language continues.]

Body Language

1. _g_ Rolling your eyes   a. I understand

2. _c_ Body turned away from speaker b. Intensity and interest

3. _b_ Leaning forward, facing   c. Pulling away from involvement
        speaker

4. _e_ Sighing deeply   d. You are wrong

5. _a_ Nodding your head   e. Boredom

6. _d_ Wagging finger back and forth f. Inattention to speaker

7. _h_ Pointing your finger   g. What a ridiculous remark

8. _f_ Rifling through your   h. Accusatory posture
papers

Module 3: Communicating Effectively

[*Module Outcomes*

In this module, participants will examine various ways to communicate effectively. At the conclusion of this module, participants will be able to:

- Monitor their own communication skills for improvement
- Understand the role of body language in communicating effectively
- Understand the importance of listening skills in communicating effectively
- Use questions more powerfully]

What's all the chatter about?

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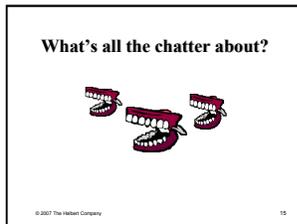
Slide 15: What's all the chatter about?

Ineffective communication simply becomes chatter, sometimes annoying chatter. It means nothing to anyone.

On page 18, let's look at some facts about communicating effectively.

[Next: Participant, page 18: How do people communicate?]

Communicating Effectively
Spreading the word ➧

- ♦ A balanced, positive approach is required.

- ♦ We communicate in many different ways and forms.

- ♦ There are techniques for becoming more confident in communicating.

- ♦ Good communication generally equals good feed-back.

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Here are some questions you can use. What other questions can you think of to add? [Ask for 1-2 volunteers to share additional questions.] How and why do good questions empower?

On page 15, Delegating Pointers, we talked about empowerment.

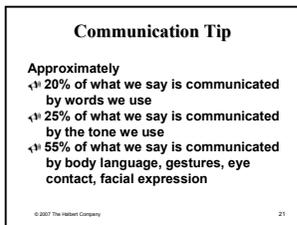When you communicate, something you never want to forget is WII-FM.
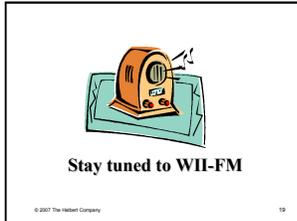
Stay tuned to WII-FM

Slide 19: Stay tuned to WII-FM…
Who knows what WII-FM is?

Slide 20: "What's in it for me?"
If you can show employees something is in it for them, whether it be a job well done, recognition, your appreciation, then that's half the battle in communicating well.

Communication Tip

Approximately
- 20% of what we say is communicated by words we use
- 25% of what we say is communicated by the tone we use
- 55% of what we say is communicated by body language, gestures, eye contact, facial expression

Slide 21: Communication Tip
[Click to bring in each percentage.]
Did you know that **Approximately**
20% of what we say is communicated by the words we use
25% of what we say is communicated by the tone we use
55% of what we say is communicated by body language: gestures, eye contact, facial expression
This reinforces what we said earlier about body language and of course it reminds us that it's not always what we say, but how we say it."

Using effective communication skills helps supervisors improve their performance and increase the productivity of the employees and the organization.

Slide 22: Using effective communication skills helps supervisors improve their performance and increase the productivity of the employees and the organization.

One very effective way we can communicate with employees is through coaching.

[Next: Module 4: Coaching and Slide 23: RAH!]

General Effective Questions

|	
What results do you want?	What was particularly effective about he way that worked?
What would be the advantages/benefits of that approach?	How would you do it differently another time?
What options do you have for getting past that obstacle?	What would be the benefit of doing it differently?
What will it ideally look like when it's complete?	If there were no obstacles or issues, what would we be doing right now?
What has worked most effectively in similar situations?	How can I be most helpful to you right now?

Questions that Empower

What concerns you about this?	How can you look at this problem differently to come up with an effective solution?
What are the customers needs?	What is your perspective?
What can we learn from this?	What were the problems you faced?
What kind of support do you need?	What are they key objectives?
What do you think about…?	How will we measure the results?
What is going well/not going well?	How can we make this situation a success for everyone?

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Module 4: Coaching

[*Module Outcomes*
In this module, participants will examine the components and benefits of good coaching. At the conclusion of this module, participants will be able to:

♦   Use their own well-developed coaching skills
♦   Use coaching to enhance performance
♦   Establish expectations
♦   The role of asking questions in the coaching process
♦   Understand the role of coaching in the career development process]
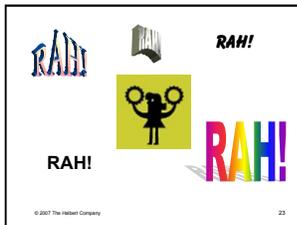
Slide 23:   Rah, Rah, Rah, etc.
Remember, at the beginning of the workshop when we talked about going from boss to cheerleader? What are cheerleaders supposed to do?
 [Expected responses: *Cheer on, get people revved up, get people going, get the blood flowing*].

Coaching gives us many positive ways and opportunities to relate to employees. [Paraphrase some of what is on the facing page.]

Slide 24: Coaching is a not a disciplinary measure; if anything, it is a form of training.
This is the message we want to get across. Never use coaching in a negative way. Use it as a training intervention. Look at page 27 for a way to do this.

[Next: Accentuate the Positive and Redirect the Negative.]

Coaching
Developing others ➡

- Coaching is a way of helping others achieve peak performance.

- Coaching is an ongoing process designed to help the employee gain greater competence and overcome barriers.

- The goal of coaching is to create a change in behavior, to move employees from where they are to where they need to be.

- Coaching encourages people to do more than they ever imagined they could.

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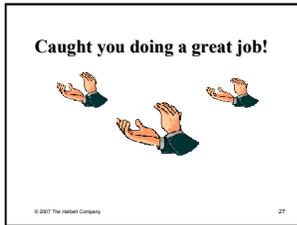
Slide 27: Caught you doing a great job!
This is exactly what we want to do.

[Go right to the next slide.]

Slide 28: We want to catch people doing something well, not set them up for failure.
There's nothing wrong with making mistakes—it's one of the best ways to learn; however, if we can help people avoid making too many mistakes, we are truly coaching them.

Slide 29: Effective Coaches . . .
What else do effective coaches do?

[Expected responses: *build teams, can help with self-esteem, can build relationships.*]

[Add to flip chart already on the wall.]

[See facing page: Facilitator starts out by saying these three things on page 29 to one participant with meaning. Have that person turn and say the three things to his or her neighbor and so on until everyone has said these things to another participant.]

[Go back other way: Ask the following question of the person you ended with above.]
How did that make you feel?
[Expected responses include: *Being specific does make a difference. Making a statement about a characteristic was something new to me.*]

[Next: Sentence completion activity, Participant, page 30.]

Coaching and Performance Enhancement

♦ **Take praise beyond generic recognition with these three steps:**

Make a **general remark,** such as *"That was a great presentation, (person's name)."*

Then, tell him/her **specifically** what you liked: *"I liked how you used humor to talk about the changes we face."*

Generalize from this specific instance to a **character strength**: *"Your sense of humor always gets us through rough times. I admire that."*

♦ **Using this method tells a person this specific event is indicative of something you admire about him/her.**

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Module 5: Motivating

[*Module Outcomes*

In this module, participants will examine what motivation is. At the conclusion of this module, participants will be able to:

♦ Understand the difference between extrinsic and intrinsic motivation

♦ Understand what makes someone motivational

♦ Understand why effective motivation is critical

♦ Use motivation for performance improvement

♦ Satisfying employee needs]

Slide 31: Encouraging and Appreciating

You know you cannot actually motivate a person. Like empowering, you can only provide the environment, climate, or atmosphere for motivation.

Slide 32: "If I do my job right, nobody cares."

How many of you have ever felt this way. You can be sure the people who report to you feel this way at times, some more than others.

[ASK rhetorically]
How can we deal with this?
[Answer]
We make it meaningful by using motivation.

Slide 33: Maslow's Hierarchy

One of the key principles of motivating is understanding human behavior. There are various motivational theories. One of the most well-known was developed by psychologist Abraham Maslow, who felt that human needs arrange themselves into a hierarchy of needs as we see on the slide. The five bullet points on page 33, summarize Maslow's findings.

[Next: Maslow's needs defined and Slide 34: Human Needs.]

Motivating
Making it meaningful ➡

- ♦ Every person has needs.

- ♦ A person's external behavior is a mirror of internal needs.

- ♦ A person's more basic needs have precedence over his/her higher needs.

- ♦ A person can be motivated at the lowest level of unmet need.

- ♦ A satisfied need will no longer motivate.

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Human Needs

⊡ Physiological: Food, water,
   clothing, shelter
⊡ Safety: Stability, structure
⊡ Social: Friendship, community
⊡ Esteem: Respect, recognition
⊡ Self-Actualization: Fulfilling
   potential

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Slide 34: Human Needs
Here, Maslow's needs are briefly defined.
[Click to bring in 5 categories of need.]

How many of you are familiar with intrinsic and extrinsic motivation and where they come from?

Look at page 34. Extrinsic motivation comes from things outside of us such as money and awards.

What else?
[Expected responses include: *Recognition, Praise, Promotion*]

Intrinsic motivation comes from things within us such as: Pride in doing good work, Accomplishments.

What other kinds of things?
[Expected responses include: *contributions we make, even possibly a difference we can make in the world*]

[Next: Slide 35: Ways to Say, "Good Job!"]

Types of Motivation - Inside and Out

Extrinsic Motivation
- Money

- Awards

- _____

- _____

- _____

Intrinsic Motivation
- Pride in job well done

- Accomplishment

- _____

- _____

- _____

Module 6: Managing Conflict

[*Module Outcomes*

In this module, participants will examine an approach to conflict management. At the conclusion of this module, participants will be able to:

♦   Use questions
♦   Use collaboration to manage conflicts
♦   Have win-win outcomes]

Slide 37: Conflict Management is a Life Management Skill

Conflict management *is* a life management skill. You can use this at home and in a variety of situations, as well as at work. You might use it with a little league coach, a mechanic who was working on your car, your kids, or practically anyone when there is a conflict.

Has anyone had to deal with a conflict in the past two weeks—one you can talk about briefly?

What words come to mind when you hear the word *conflict* or see a conflict developing?
[Expected response: *fear, anxiety, unpleasantness, argument, disagreement, fight*]

What one word most often defines conflict?
[Expected response: *negative* because generally none of us has a positive attitude about dealing with conflict].

On page 39, take a few minutes to write the words that come to mind when you think of dealing with conflict.

Categorize these words and why they come to mind.
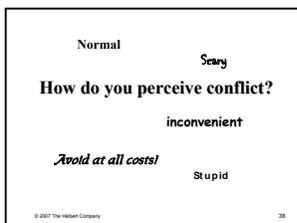
Slide 38: How do you perceive conflict?

[Click to bring in 5 words. Comment as appropriate if any words mentioned by someone in the group is the same as one of these words.]

Let's look at why we might have that kind of attitude.

[Next:

Managing Conflict
Win-Win ➡

What words come to mind when you think of conflict?

_____

_____

_____

_____

_____

_____

_____

Under what "umbrella" word(s) would you categorize the words above and why?

_____

_____

_____

The best way to deal with conflict is to make it a win-win situation.

Two people are sitting in a library reading room. One says, "Someone open a window, it's warm in here." The other person says. "No, keep the window closed; otherwise, it will get cold in here." The librarian goes into a connecting room and opens a window in there.

Resolving Conflict

What are the wants and needs of each person?
[Collect responses on prepared flipchart]
[Wants: *window closed, window open*. Needs*: keeping cool, staying warm*.]

How does the librarian resolve the conflict?
[Expected responses include: *By opening window in adjoining room, it allows some air in the next room, enough to keep it cool, but not enough to cause a cool draft on the other person*]

You must get everything that is bothering you out on the table and **focus only on the situation or behavior**, not on the person. Above all, you want to preserve the relationship. Focus on what you can do about it.

[Read the questions page 44.] They provide ways to determine each others needs, and, as it says, this is the start of collaboration. This is the only way to effectively resolve a conflict. If you keep anything hidden, it will simply fester like a small cut that gets no attention and eventually becomes infected.

Conflict is not necessarily good or bad; it just is.

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Slide 39: Conflict is not necessarily good or bad, it just is.
When we look at the pace at which we work, the quantity of work we are asked to do, and the diversity of people we work with, it is no wonder we have the occasional conflict situation.

It is important that we accept conflict as an inevitable part of all work situations and deal with it to maintain individual and team focus and productivity.

[Next: Discussion of Benefits of Managing Conflict and Participant, page 45.]

Questions to Use in Dealing with Conflict

What common goals do we have?
What has worked?
What hasn't worked?
What are your needs?
Anything else on your mind?
What needs to happen right now?

This is called collaboration!
I'm as concerned about your needs as I am about my own.

This way, it's win-win!
Everyone's needs get met.

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Module 7: Role Modeling

[*Module Outcomes*

In this module, participants will examine what it means to be a role model for other employees. At the conclusion of this module, participants will be able to:

- Monitor their own levels of stress
- Set the standard for excellence
- Use the supervisory skills learned in this module]

As I stated at the beginning of this course, the experience of a first-time supervisor can be stressful. Everyone in a supervisory position has gone through the transition from individual contributor to supervisor. Each person finds his/her own way to "survive." The guidelines on this page will help you keep your perspective and your health.

Circle those bullet points you know you need to work on most.

Then, look at the last bullet – **use the skills you have learned in this class –** and then look all around the room at the numerous skills and tips we've talked about today. Based on what you have learned, write down three things you will use right away, 3 takeaways from this class, and be as specific as possible. Make a commitment to use these things to be the best supervisor you can be for yourself, for your employees and for the organization.

To help you gauge your understanding of the basics of supervision, the last part of the session will involve a quiz.

[Handout 1]
<10 minutes>
[Debrief quiz by sharing correct answers and providing clarification or letting participants help each other by providing clarification for those who missed questions.]

Slide 41:   Use the skills you have learned
I hope this class has given you a good start, a good base, from which to move forward in your position as a supervisor.

Thank you
Evaluations

Role Modeling
Setting the Bar ➡

- Practice time management.

- Recognize your own signs of stress.

- Get your own coach.

- Recognize what's important from what's urgent—fix the system, not the problem.

- Recognize accomplishments.

- Build trust.

- Use your supervisory skills - the ones you've learned in this workshop!

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