

PREVIEW GUIDE



**After All, You're the
Supervisor**

Materials Included With *After All, You're the Supervisor*

The workshop designed to accompany the video-based program is a very flexible, comprehensive day-long training design, which can be shortened, based upon each organization's needs (see Pre-Course Assessment, below). The workshop kit includes all the materials you'll need to customize and run the program:

- ◆ The **DVD** of *After All, You're the Supervisor* provides the theory and examples to illustrate the workshop topics. The DVD is closed-captioned. Also, we've included the vignettes in the main program narration-free on your as Discussion Segments, for added flexibility when training.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. It includes an Instructor's Script, along with suggestions for preparation, timing, and follow-up activities.
- ◆ The **Pre-Course Assessment** is a 2-page questionnaire for you to send out to class participants as they register for the training session. It includes a series of questions that will help you determine which supervisory skills to focus on as you prepare to teach the class.
- ◆ A **CD-ROM with PowerPoint® slides**. The PowerPoint® presentation can be used to highlight key discussion points and activity instructions during the training session.
- ◆ The **Participant Workbook** contains the worksheets for the suggested exercises in the Leader's Guide. 10 Workbooks are included with each kit.
- ◆ The **Participant Follow-Up CD-ROM** contains narration-free vignettes from the main program, along with thought-provoking questions about each scene to help participants analyze each supervision skill. One is included in the back of each Participant Workbook (10 total are included with each kit).
- ◆ **Reminder Cards** are distributed to participants at the workshop's conclusion for their use following the session. 10 Reminder Cards are included with each kit.

After All, You're the Supervisor

SAMPLE PAGES FROM LEADER'S GUIDE

HOW TO USE THESE MATERIALS

This training package has four components, each designed to help you teach this class: the Leader's Guide, *After All, You're the Supervisor* video, a PowerPoint presentation, and Discussion Segments either on a VHS tape or on DVD.

LEADER'S GUIDE

The Leader's Guide is your teaching guide. It includes most of what you need to teach the class such as your teaching script, important background information, and masters of materials you use in the class. Each section of the Leader's Guide is described briefly below:

Pre-Course Assessment

The pre-course assessment is a two page questionnaire for you to send out to class participants as they register. The assessment includes a series of questions that will help you determine which supervisor skills to focus on as you prepare to teach the class.

Video Synopsis

The synopsis includes a short description of the content displayed in the video. The synopsis is for your benefit but if you find a way to use it in your class, feel free to do so. It might well be used as a summary or review of the course.

Learning Objectives

Learning objectives are analogous to a learning blueprint in that they describe what we want the class participants to learn. Nearly all of learning is mental, it happens in your head. But in a training setting, it is impossible to verify learning unless the learning can be observed. This is what instructional objectives are all about — describing ways that the learner can demonstrate, either physically or verbally, what he or she has learned.

Learning objectives can also help you understand the content the course covers and the way it is structured.

Instructor Script

The script is for you to use in delivering the course. It guides you through the course, from learning point to learning point. It includes suggested wording, tells you what activities to have the class do and how to do them. The script tells you when to show the video, which

POWERPOINT SLIDES

Your package has a CD-ROM with PowerPoint slides. You may also use these slides as overhead masters should you need to make overhead transparencies.

VIDEO

After All, You're the Supervisor

DISCUSSION SEGMENTS

This package includes a set of discussion segments — vignettes excerpted from the video. The discussion segments can be used in a variety of ways. There are a few places in the course where you can use them if you choose. After the course, you might use them in a follow-up or refresher for the participants. Alternatively, or in addition, the participants can use them for independent review, as they are also provided on the Participant CD-Rom, with review questions.

REMINDER CARDS

Twenty-five Reminder Cards are included in the package to distribute to participants at the end of class.

CLASS SEQUENCE AND TIMING

<i>Segment</i>	<i>Duration (min)</i>
Welcome and session overview	5
Personal Introductions and Icebreaker	25
Course Introduction	15
Video	23
The Role of Supervisor	40
Break	10
Delegating Team Tasks	45
Developing Your Team	35
Communicating Upward and Downward	40
Break	30-60 min.
Encouraging Teamwork and Directing Problem Solving	15
Being Accessible to Your Team	30
Modeling Desired Behavior	20
Break (optional)	10
Disciplining Effectively	50
Giving Praise and Recognition	20
Wrap up and Q/A	15
Total time	7.1 - 7.6 hours

PRE-COURSE ASSESSMENT

Date: _____

Name: _____

Company: _____

Phone: _____

Email: _____

How many people do you supervise? _____

How long have you been a supervisor? _____

How long have you been in your current position? _____

How would your employees see your overall effectiveness as a supervisor? _____

What is your reason for attending this class? _____

Please rate yourself below using the following scale (circle one):

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

1. Understanding my role as a supervisor

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

2. Planning and prioritizing team tasks

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

3. Delegating tasks to team members

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

PRE-COURSE ASSESSMENT

4. Developing team members' skills to benefit the team members and the team

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

5. Facilitating team problem solving

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

6. Making myself accessible to the team

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

7. Communicating important information to the team that comes from my manager or above

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

8. Communicating important information from my team to my manager

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

9. Encouraging teamwork within my team

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

10. Disciplining team members effectively

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

11. Recognizing and rewarding team members' accomplishments

Poor	Need Work	Acceptable	Very Good	Excellent
1	2	3	4	5

Please describe what you hope to learn from this class

Is there anything else that you want your instructor to know?

INSTRUCTOR SCRIPT

WELCOME AND SESSION OVERVIEW (5 MINUTES)



Slide #1 (workshop title)

Welcome

Say:

After All, You're the Supervisor is a course that covers some of the most critical skills that new supervisors need to be successful. These same skills are also useful for experienced supervisors who are looking to expand their skills or those who would like to brush up on existing skills.

During this class, we will watch a video that follows Alec, a new supervisor, through his first few weeks on the job. Until this week, Alec was a customer service rep, working alongside the people he is now charged with supervising. Since Alec has no formal training in supervision skills, this is truly on-the-job learning. Alec is fortunate, however, having tremendous support and mentoring from Theresa, his manager.

Starting out, Alec has some of the same questions asked by most beginning managers — what is my new role? How can I manage people who yesterday were my colleagues? How do I deal with difficult employees or difficult situations? What can I expect of my people? And perhaps most importantly, how will we get the work done?

We will watch as Alec struggles up the learning curve, listening in on his decision making processes, seeing some of his failures and watching as he turns failures into successes.

By the time we are done today, you will have generated your own philosophy of supervision along with some ideas to take back to work with you. All of these ideas are geared towards improving your effectiveness as a supervisor.

Session overview

Describe the session:

Start with introductions and an icebreaker

Review the basic skills and techniques critical to successful supervisors

Watch the video

Follow the video with discussion and activities that relate to what you saw

See a video wrap up followed by discussion (optional)

Supervisor Task		Discussion Segment
Plan and prioritize team tasks	Alec and Neal	DS 1A
Delegate	Alec and Neal	DS 1B
Directing team members	Alec and Libby Alec and Diana Alec and Neal	DS 7A, 7B DS 2 DS 1A, 1B
Directing problem solving	Alec in the team meeting Alec, Bridget and Nathan	DS 6 DS 4
Make him or herself accessible to the team	Alec and Diana	DS 2
Communicate downward	Team previews new software	DS 3A
Communicate upward	Alec and Theresa	DS 3B
Encourage teamwork	Alec, Bridget and Nathan Alec in the team meeting	DS 4 DS6
Model desired behavior	Alec and Greg	DS 5
Discipline effectively	Alec and Libby	DS 7A, 7B
Give praise and recognition	Alec and Neal Alec and everyone	DS 8 DS 8

Ask:

Look again at our list of supervisor tasks. How is what a supervisor does different from what a team member or workgroup member does?

Take several responses , then have the class turn to Worksheet B in their Participant Workbook.



Worksheet B: To Be or Not To Be (20 minutes)

Say:

Here is a list of ways people interact both socially and professionally. Your task is to identify which behaviors are appropriate — or not appropriate in which situations. What is or is not appropriate for interactions between team members? What about between supervisors and team members?

Allow ten to fifteen minutes for participants to complete the worksheet and then lead a discussion about it.

Be sure participants end up with their worksheets filled in correctly. There will probably be quite a bit of discussion and differences of opinion but that is fine. You might get some resistance and that is okay; allow the participants to express their opinions. Be firm in which answers are correct while at the same time acknowledging that sometimes, there are some gray areas.

Answer key	Appropriate supervisor behavior (Y/N)	Why or why not?
Going out with the team for a beer after work	Yes No	If you are celebrating a job well done with the team If the trip to the bar is unrelated to work
Assigning tasks to team members	Yes	Major task for a supervisor
Recreational travel with team members	No	Personal, not professional
Heart to heart talks with team members about personal relationships	No	Personal, not professional
Heart to heart talks with a team member about his or her performance	Yes	Major task for a supervisor
Discipline discussions with team member	Yes	Major task for a supervisor
Discussing one team member's performance with another team member	No	Not appropriate to discuss confidential information
Dating team members	No	Personal relationships with team members are not professional
Rewarding team members for excellent performance	Yes	Major task for a supervisor

- Walk around the work area
- Have regular contact meetings with team members

Ask:

Let's focus specifically on those coachable moments. Do you recall when Alec recognized an opportunity to coach one of his team members? What did he do?

Alec coached Diana when she was having trouble making a difficult phone call.

(Optional: Show Discussion Segment 2, Alec and Diana.)



Roleplay: Coachable Moments (20 minutes)

Divide the class into their small groups.

Direct the group to decide who will be the supervisor, who will be the team member, and who will be observers (there can be multiple observers in a group)



Hand out photocopied roles to appropriate individuals (see Roleplay Masters for Coachable Moments in Instructor Materials).

Ask participants to read over their roles and prepare for their role-plays.

Remind the observers that they can use the blank space on their directions to take notes on what they see and what they think as they watch each roleplay.

Direct the class to do three-minute role-plays, followed by debriefs in their small groups.

Debrief the whole class with the following questions. Ask the employee:

- *How did the supervisor handle the situation — what was done well?*
- *What could have been done better?*
- *How did you feel about your reaction?*

Ask observers:

- *How did the supervisor handle the situation — what was done well?*
- *What could have been done better?*
- *How would you have handled the situation?*

Ask the supervisor:

- *How did you feel about the way you handled the situation — what was done well?*
- *What could have been done better?*
- *How did you feel about the employee's reaction?*
- *What would you do differently in a real situation?*

MODELING DESIRED BEHAVIOR (20 MINUTES)



Slide #17: with tracking graphic

Say:

In the end, perhaps the most effective way to modify team culture is by modeling the behaviors and attitudes you want to see in them.

No matter how much you tell your people how you want them to behave, unless you show it yourself, it won't have much effect.

Do you remember how Alec modeled the behavior he wanted to see Greg emulate?

Discuss what happened in that vignette.

Alec:

- Modeled for Greg by taking the call from accounting
- Explained to Greg the behavior he wanted to see

Ask:

What are some of the attitudes and behaviors you would like to resolve in your own team?

Take four or five responses and list them on a flipchart or overhead. Be sure to point out which are attitude and behavior issues that can be addressed by modeling and which are problems that are addressed in ways other than modeling.

**Slide #18: Modeling Attitudes and Behavior**

Here are some examples of situations that can be addressed by modeling:

- Team rivalries within a company
- Teams that focus on themselves rather than on working for the company as a whole
- Conflict between individual employees
- Customer service issues
- Communications skills
- Be punctual
- Model a respectful attitude towards others
- Deliver on your promises
- Be accountable for your own actions
- Model a positive overall attitude

**Worksheet D: Walk Like This (10 minutes plus two minutes per group)**

Have participants break down into their small groups and turn to Worksheet D in their workbooks, Walk Like This. Direct groups to work through the sheet and prepare to share one or two of the examples they develop with the class.

Allow groups 10 minutes to prepare and allow 2 minutes per group for presentation and discussion.

Debrief with a large group discussion if needed.

Transition by saying:

Let's move on to talk about discipline.

WORKSHEET D: WALK LIKE THIS

One of the most effective ways to inspire positive changes in your team members and your team’s culture is by modeling the behaviors and attitudes you want to see.

Why is modeling so effective? The reason is simple. No matter how much you tell your people how you want them to behave, unless you practice those behaviors (or attitudes), your words won’t have much effect. In essence, you want your team members to “do” as you do.

What are some of the attitudes and behaviors you would like to change in your own team?

Take two or three minutes to make a list of those attitudes and behaviors below. Then, brainstorm a list of ideas for modeling alternative behaviors and attitudes, to achieve these changes.

Attitudes and behaviors I’d like to change in my own team:

Ideas for modeling new behaviors and attitudes:

Once you are done, share your ideas with your team. Select one situation for the group to focus on and spend the next three or four minutes working together to expand that list of ideas. Be prepared to present your list to the class.

Note: As with all the other exercises in today’s class, please do not use the true names of any team members. Do all you can to maintain people’s privacy.

WORKSHEET F: PLEASE, PLEASE PRAISE ME

Accomplishment	Worthy of praise (Y/N)	Describe how to recognize and/or praise this accomplishment (if appropriate)
A customer service rep who successfully handles a difficult customer		
An accounting team who meets their monthly goals		
A sales clerk who remembers to say "thank you" to customers		
A teacher who sends out student progress reports on-time		
A magazine sales person who meets quarterly advertising quotas		
An administrative assistant who earns a one-year employee pin		
An assembly team who meets monthly production quotas		
A shipping assistant who passes the probationary period for new employees		
A medical technician who follows laboratory protocol		
A program planner who meets monthly budget requirements		

COACHABLE MOMENTS ROLEPLAY

SUPERVISOR

You are a new floor supervisor in a large retail store that sells housewares. You have never been a supervisor before but you were promoted to supervisor in part because of your excellent customer service skills and in part because of how quickly you picked up on the day to day operations of the facility.

Employee turnover is quite high in this store so your team changes almost weekly. New hires seldom have much retail experience and the company training philosophy is pretty much “on-the-job.”

One of the new hires seems to be struggling with the demands of retail sales, i.e. the constant stream of customers with questions, needs, and demands to attend to. One of your regular customers and a couple of other sales people have mentioned seeing this person snap inappropriately at customers but you have yet to witness it yourself. Until just now.

Today is the store's semi-annual clearance and there are three times as many customers in the store as usual. Things are pretty harried and you just overheard the employee in question raise his/her voice at customers who were clamoring for his/her help. “I’m only one person and I can only handle one person at a time! You all are just going to have to wait your turn!” s/he yelled. You could see that the employee simply did not have the skills s/he needed to juggle so many people wanting his/her attention.

You immediately stepped in and helped the customer who was yelled at, first apologizing to them and then answering their questions.

When things calmed down a bit later in the day, you asked the employee to meet you in the break room.

While this could be an opportunity to discipline the employee, you prefer to approach it as an opportunity to coach him/her in customer service skills.

What will you say? What will you do? How will you approach the situation?

COACHABLE MOMENTS ROLEPLAY

TEAM MEMBER

You are a new employee in a large retail store that sells housewares. While you have worked in other situations, you've never done retail sales before and the need to be constantly "on" to respond to customers is a bit draining. You are doing your best, but sometimes you feel so stressed by the constant demands that you snap inappropriately at customers. Sometimes you catch yourself and sometimes you don't even realize what you are doing.

Today has been a particularly trying day as the store's semi-annual clearance has attracted three times as many customers as in a typical day. And it feels as if every single customer has some need or some question for you. One interaction in particular has been nagging at you. You snapped at some customers without meaning to and have been feeling uneasy about it all day.

Your supervisor has just asked you to meet him/her in the break room for a moment. See what s/he has to say....

For more information...

...about Performance Resources' award-winning videos and other training products, or for pricing information on this product, please call **1-800-263-3399** or visit us at **www.owenstewart.com**.



OWEN-STEWART PERFORMANCE RESOURCES INC.

163 North Port Road, Port Perry, ON L9L 1B2

Toll Free: 1-800-263-3399 • Fax: (905) 985-6100

E-mail: sales@owenstewart.com • Website: www.owenstewart.com
