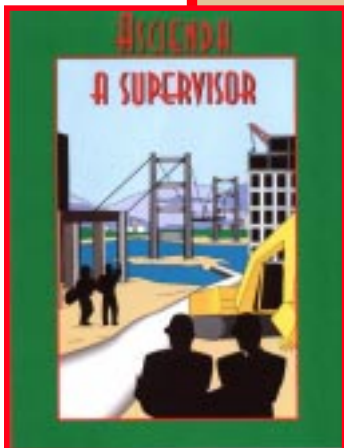


# STEPPING UP

# TO SUPERVISOR



**WORKSHOP LEADER'S GUIDE**

This Leader's Guide can also be used with *Ascienda a supervisor*, the Spanish edition of *Stepping Up To Supervisor*.

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# Introduction

## How to Use *Stepping Up To Supervisor*

This *Leader's Guide* for *Stepping Up To Supervisor* presents outlines for three possible workshops:

- 1 session @ 120 minutes = 2 hours total;
- 2 sessions @ 120 minutes each = 4 hours total;
- 3 sessions @ 120 minutes each = 6 hours total.

This Leader's Guide can also be used with *Ascienda a supervisor*, the Spanish edition of *Stepping Up To Supervisor*.

However, *Stepping Up To Supervisor* can be used in three ways.

- ① **Use *Stepping Up* as part of a workshop.** You can build a workshop around *Stepping Up To Supervisor* — using 1, 2, or 3 workshop sessions to supplement the results people get from working through the book on their own between the sessions:
  - » introduce or emphasize key topics covered in the book;
  - » prompt discussions on *how* the ideas, techniques, and skills can be applied to the daily work and current projects that people in the class are involved with; and
  - » provide a forum where new foremen and potential foremen can learn from each other by sharing their problems, solutions, opportunities, and experiences.

This *Leader's Guide* is modular, so each workshop session can run from 60 to 120 minutes. It's possible to select a series of activities that creates a customized workshop as short as 1 hour or as long as 10 hours — whatever fits the training situation and the needs of the people in the group.

- ② **Use *Stepping Up* as a self-study book, but also organize or encourage discussions among the people who are working through the book.** Use *Stepping Up To Supervisor* as a self-study book, but also organize or encourage people to get together for informal discussions on the topics they're learning about. This approach, which falls somewhere between self-study and a workshop, has two important benefits: people can learn by helping each other anticipate and solve problems and by passing on ideas that work; people who get together for discussions will likely spend more time studying, thinking about, and applying the topics covered in the book.

This *Leader's Guide* is purposely designed with wide margins and some blank pages for notes.

③ **Use *Stepping Up* as a self-study book** without classes, organized discussions, or other additional arrangements. ***Stepping Up To Supervisor*** is designed as a self-study book. It can be used successfully by one person and without any interaction with others. Just buy the books, distribute them to new and potential foremen, and follow up from time to time by encouraging them to work through the book and complete an Action Plan.

This approach works best for situations where it's not possible to get people together for classes or informal discussions — either because of logistics or because there's *some* interest in supervisory training but not enough to support the time and expense commitments required for classes or organized discussions.

Some companies and organizations use all three approaches to reach supervisors and potential supervisors in various specific situations.

### Hardware You'll Need

**The basics:** a flipchart and a set of markers; masking tape so you can remove flipchart pages and tape them to the wall for reference.

**Highly recommended:** an overhead projector for showing the three transparencies that are provided on pages 45/47/49 of this ***Leader's Guide***. Be sure to check out the projector before class.

### How to Set Up the Room

A successful workshop is driven by spirited discussion that involves every participant. People often learn more from each other and by expressing themselves than they learn from an instructor or a book. So, the room set-up must promote lively discussion, and you'll accomplish this if you *make people feel comfortable*.

- Everyone must have direct eye contact with everyone else. Seating should be U-shaped or at round tables — and if you use round tables, don't fill the perimeter of the table; seat people in semi-circles that face the middle of the room.
- Everyone must have a good writing surface — a table or a school-arm chair. If you use school-arm chairs, try to get a couple of lefties.
- Everyone must have elbow room — at least 4 lineal feet if you're seating people at tables. **Remember:** these are construction supervisors who are used to working outdoors; don't cramp them.
- Orient chairs so they face away from the door to minimize distractions from people who come and go or pass by the door.

## Your Pre-Flight Checklist

- One copy of *Stepping Up To Supervisor* is on hand for each participant
- The room is set up and checked out to ensure the set-up is OK; temperature, lighting, table for your materials, name card tents
- Arrangements are confirmed as necessary for parking, building access, room key, break supplies, etc.
- Flipchart, flipchart markers, and masking tape are on hand
- Overhead projector and screen are set up; projector works OK and has a spare bulb
- Copies are ready: workshop agenda, housekeeping rules, class registration sheet; also name card tents and markers, a few extra pens/pencils

## Overhead Transparencies

Overhead transparency masters, suitable for making TRs on a copier, are provided on pages 45/47/49 of this *Leader's Guide*.

- **TR #1: Six Day Look Ahead Schedule (filled out)**, Activity 1.6  
Use this TR of the filled-out form on page 25 to walk participants step-by-step through the development of a Six Day Look Ahead Schedule.
- **TR #2: Six Day Look Ahead Schedule (blank)**, Activity 1.7  
You may want to use this TR of the blank form on page 27 to create an example that specifically fits the group or to enable one of the participants to show his Six Day Look Ahead Schedule to everyone else.
- **TR #3: The Four Fundamentals**, Activity 2.2  
A new supervisor has hundreds of thoughts swirling through his head; use TR #3 to *focus* participants on the four fundamentals. Use it again when you discuss each fundamental:
  - » Activity 2.3 (Fundamental #1, page 32 in *Stepping Up*);
  - » Activity 2.5 (Fundamental #2, pages 38/39 in *Stepping Up*);
  - » Activity 2.6 (Fundamental #3, page 44 in *Stepping Up*);
  - » Activity 2.9 (Fundamental #4, pages 52 - 57 in *Stepping Up*).
 If you do two or three sessions, have TR #3 on the screen as participants arrive for Session 2 and Session 3.
- Make transparencies of other pages from *Stepping Up To Supervisor* — especially if you feel you can use a TR to encourage participation.

# Leading a Workshop: The Basics

## Adult Learners

Be aware that some people in the class may not have good reading skills. Do your best to find out who these people are without calling attention to them or embarrassing them. Try to match up poor readers with good readers who can help them keep up with the pace of the class.

Most construction supervisors are involved in supervisory training because they want to be there. They're generally eager to learn, but for many of them, school wasn't exactly fun and games the first time around. Remember these basic principles.

- **Respect.** Respect their time. Respect their field knowledge. Respect their mixed feelings of excitement and vulnerability as they undertake new and challenging responsibilities.
- **Promote respect.** No power plays, no put-downs among participants. You might have to remind the class that this isn't Hannity & Colmes where talking heads max their air time by shouting each other down. Make sure what everyone says is respected — even if it's dead wrong.
- **Maximize participation.** Make sure everyone is heard — and, more important, make sure everyone *feels* that it's OK to talk. Encourage and draw out anyone who hangs back.
- **Never . . .**
  - » embarrass anyone, even if it's someone who's giving you a hard time.
  - » BS your way through a question if you don't know the answer; turn the question back to the class; if that doesn't work, say you don't know but you'll find the answer and get it to them (and never fail to keep that commitment).

## Participation, Enjoyment, and Buy-in

The success of every workshop is directly related to the quality and amount of participation by the people who attend it. The same people who are in the room to learn are also often the best resource for ideas, answers, and war stories that make the learning real. Guide the discussion — don't dominate it, don't force it. If you're talking more than 20 percent of the time, you need to insert some techniques that increase participation.

**Remember:** the real value of this workshop shows up in the field through *Action Plans that are carried out*. It's important for participants to “buy in” so the *effect* of what people learn breaks the “5 and 5” rule: most training is forgotten within 5 miles or 5 minutes of the workshop benediction.

### Preparation

- Go through the Pre-Flight checklist and handle any exceptions.
- List all housekeeping rules and make copies for distribution so you don't have to use much class time to explain them.
- Make up a blank registration form to pass around so you can have a class list without using class time to get it: name, company, job title or role, phone contact, e-mail address, etc.

### What! No Overhead Projector?

**TR #1: Six Day Look Ahead Schedule (filled out)**, which is used in Activity 1.6, is very important, and it will significantly enhance your presentation. If you don't have an overhead projector, we suggest that you go to Kinko's and get an enlargement made of TR #1 (page 45) and use this visual to present the Six Day Look Ahead Schedule. Tell Kinko's to make a color copy first, then make the enlargement from the copy.

### Presenting This Workshop at a Jobsite

The 2-hour session time blocks for this workshop are designed for jobsite delivery. Participants can get a crew started, step away for a two-hour workshop, then catch up with the crew before lunch (morning workshop) or quitting time (afternoon workshop).

### Follow-up

If participants leave the workshop, return to the jobsite and do things the same old way, all you've done it to shake a bowl of Jello. The workshop will have more impact if there is follow-up to reinforce what people have learned — especially the *application* of what they've learned.

Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.

At the end of Session 1, copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they're learning in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.

This section, **Ideas to Prompt More Effective Discussions**, is adapted from *Effective Meetings*, which is written by Marion E. Haynes and published by Crisp Publications. For more information, see page 53.

### Ideas to Prompt More Effective Discussions

- Ask for feelings and opinions.
  - » *What do you think about....?*
  - » *What's your reaction to...?*
  - » *How does this make you feel?*
- Paraphrase what is said.
  - » *What I'm hearing you say is...Do I have it right?*
  - » *Do you mean that...?*
- Draw out people who hang back from participating.
  - » *Tom, how do you feel about this?*
  - » *Mike, how would this affect your crew over on the XYZ Project?*
  - » *You seem a little skeptical, Larry. How do you see it?*
- Ask for a summary.
  - » *We've heard a lot of good ideas on this. What's the one thing you need to remember every time?*
  - » *If you wanted to capture these ideas on a bumper sticker, what would it say?*
- Ask for clarification.
  - » *I'm not quite following you, Ted. What would you do if...?*
  - » *There's a good idea in there somewhere, but it's not quite coming through. Can someone else take a shot at it?*
- Ask for more detail.
  - » *How so? Tell us more.*
  - » *What else should you keep in mind?*
  - » *Who can take this a step farther?*
- Ask for examples.
  - » *What are some other examples of this kind of problem/opportunity/situation?*
  - » *How do you handles this with your crew, Juan?*
  - » *How do they do this over at XYZ Company? (or XYZ Project)*
- See if there's a consensus.
  - » *Before we move on, how many of you agree that...?*
  - » *OK, taking everything you've said into account, who would rather work for Joe? Who would rather work for Harry?*

**Special Note:** Workshop leaders who presented a field test version of **Ascienda a supervisor** found that they often needed to allow more time for discussion than the workshop schedule suggested. People in their classes needed to have time to express their feelings and to explore related topics. Participation was vigorous and the discussions ran longer. Comments made by participants at the end of the field test workshops clearly indicated that the discussions were very important.

- Take a quick & dirty survey.
  - » *How many of you have worked on a project for a full month without a lost-time accident? Three months? Six months? A year? Longer?*
  - » *Everybody's got good ideas on this and we've got a long list. What are the three most important points to remember?*
- Ask for an Action Plan.
  - » *Now that you know what to do, how would you go about it on your project?*
  - » *If this happened on your project, what would you do? How would you go about it?*
  - » *Okay, you've talked the talk. How are you going to walk the walk?*
- Do a "go around."
  - » *Let's go around the table on this; everyone vote "yes" or "no" and give us a one-sentence reason.*
  - » *Let's go around the room and have each person point out a trait of a successful supervisor...or a trait of supervisor who will fail.*
- Call a pause, pose a question, wait a minute, then resume.
  - » *That really put's you between a rock and a hard place — either you cut corners or you blow the schedule. Think about it for a minute.....Now, what are the trade-offs?*
  - » *Take a minute and think about all we've said.....How do you feel about the situation? Relieved? Angry? Determined?*
- Share your feelings, then invite others to jump in.
  - » *When I see something like that on a jobsite, I feel really good. How about you?*
  - » *I'm feeling a little frustrated right now. How do the rest of you feel?*
- Change the time frame.
  - » *Looking ahead, what would you need to watch out for?*
  - » *What are some possible long run consequences of this action/behavior/decision?*
- Switch the focus from **what** to **how** or **why**.
  - » *How -> action plans. Why -> introspection & underlying logic.*
  - » *Now that you know what to do, how can you do this on your project?*
  - » *Why is this important? Why would you do it that way?*

### Workshop Management Checklist (aka Housekeeping Rules)

- Administrative: registration, payment, attendance requirements, name tags, name cards (tents)
- Class meeting schedule: dates; starting/quitting times
- Punctuality: no waiting for latecomers; workshop starts and ends on time
- Site arrangements: parking, building and room access, smoking areas
- Clean-up: clean shoes before entering the building; help straighten up the classroom before leaving
- Locations: restrooms, phones, vending machines, coffee and snack supplies
- Breaks: it's OK to get up and move around and to quietly tend to personal breaks as necessary, then return to the group ASAP
- Interruptions & distractions: turn off cell phones and pagers — or put them on vibrate
- Workshop pace: swift, get right to the point
- Participant responsibilities:
  - » respect everyone
  - » 100% focus on the topic at hand
  - » share knowledge and feelings openly
  - » work through Part 2 and Part 3 of the book between sessions so you're prepared to participate (two-session and three-session workshops)
  - » read the book cover-to-cover, work through all the exercises (all workshops)
  - » ask questions
  - » participate!
- It's OK to say "Pass" if you don't want to answer a question — or for any reason — and you don't have to explain yourself
- And: have fun; meet people; extend your network

# Workshop Agenda

## Session 1

- Opening Remarks and Introductions
- Activity 1.1: Overview of *Stepping Up To Supervisor*
- Activity 2.2: The Four Fundamentals (30/31\*)
- Activity 2.3: Fundamental #1: Demonstrate Your Authority By Setting Reasonable Standards and Limits (32)
- Activity 2.5: Fundamental #2: Get Results *Through* Your Crew (38)
- Activity 2.6: Fundamental #3: Make Quality, Safety, and Productivity Part of Every Plan, Every Decision, Every Day (44)
- Activity 2.9: Fundamental #4: Become a Confident and Respected Leader (52 - 57)
- Activity 3.1: “Killer” Mistakes (65)
- Activity 3.2: Eliminating Your Personal Down Periods (62)
- Activity 1.6: Six Day Look Ahead Schedule (24/25)
- Activity 3.5: Action Plan (84)
- Activity 3.6: Closing

\* page numbers in *Stepping Up To Supervisor*

USE THIS BLANK PAGE FOR NOTES

## Workshop Objectives, Schedule & Details

**Basic Plan for Session 1:** Introduce the topics covered in *Stepping Up To Supervisor*; get people “into” the book and “into” the class discussion by working through a few exercises and discussing them; introduce the Six Day Look Ahead Schedule and make sure that everybody understands how to use it; highlight and review selected topics from Part 1 (pages 7 - 26); get people started on compiling an Action Plan; preview Part 2.

**Note:** See page 52 for ways to expand this one-session workshop outline if you have more than 2 hours available.

**Opening Remarks & Introductions.** Welcome everyone to the workshop; introduce yourself and tell your company name or construction industry affiliation.

- Tell people to pair up and do a 60 second interview with each other: name, company, current job title, current project, # of years in construction, a couple of items of personal interest. If there’s an odd number, form one group of three.
- Appoint somebody to keep track of the # of years in construction as each person takes 30 seconds to introduce the person they interviewed. Keep it moving — this session is only 2 hours long!
- At the end, ask the tallykeeper how many total years of construction experience is in the room. **Point out:** *We have X years of construction experience in this room. None of us has all the answers, but here in this group we have a lot to draw on — so, for the next two hours we need everybody to pitch in and contribute and make this workshop really worthwhile.*
- Distribute copies of the workshop Agenda; pass out copies of workshop housekeeping rules or guidelines and **point out** any that you feel need special attention.

**Activity 1.1: Book Overview, Pages 3/4, etc.** Tell everyone to turn to page 3.

- Summarize the key points from the Introduction; review the **Table of Contents**. **Point out:** the **Action Plan** sidebar (page 13) and the **Action Ideas** form (page 84); the **Checklists** (pages 93 - 101); the **photocopy masters** in Part 4 (pages 86 - 89); the **Index** (pages 105 - 108); and the **Pocket Checklist**.
- **Point out:** *We’ll use this book today for information and we’ll fill out some of the worksheets in it. You can also use it as a self-study book, now and later. Highlight key ideas; make notes.*

This one-session workshop outline includes selected activities taken from the three-session workshop presented on pages 29 - 41.

This one-session workshop is two hours total.

### 15 minutes (0:15)

**Objective:** break the ice; get people to talk; encourage participation; pass out the workshop agenda and review workshop housekeeping rules.

### 5 minutes (0:20)

**Objective:** point out and preview what’s in the book; participants will understand how to use the book — during the workshop and after it’s over.

## A ONE-SESSION WORKSHOP

### 5 minutes (0:25)

**Objective:** present the four fundamentals.

### 10 minutes (0:35)

**Objective:** participants will understand Fundamental #1 and how to apply it; help people anticipate and deal with possible difficulties or resistance.

### 10 minutes (0:45)

**Objective:** participants will understand Fundamental #2 and how to apply it; help everyone understand how they must think and act differently.

**Activity 2.2: The Four Fundamentals, Page 30/31.** Tell everyone to turn to page 30 and show overhead transparency **TR #3**. Ask: *What are the four fundamentals that every successful construction supervisor must master?* Get responses from four different people and write them on a flipchart. Once the flipchart is complete, tape it to the wall where everyone can see it.

**Activity 2.3: Fundamental #1: Demonstrate Your Authority By Setting Reasonable Standards and Limits, Page 32.** Tell everyone to turn to page 32 and allow them 2 - 3 minutes to skim the page. While they're reading, wander around and note whether people have filled in the "Standard and Limits" blanks at the bottom of the page. Show **TR #3** and ask:

- *What are the most important standards and limits you'll have to establish?* Make two lists on a flipchart.
- Choose 1 or 2 items from each list and ask: *How will you do it? What difficulties or resistance might you encounter? How will you deal with them? What do you have going for you that will help?* Encourage everyone to contribute ideas and observations from their own personal experiences and current jobsite situations.

**Activity 2.5: Fundamental #2: Get Results Through Your Crew, Page 38.** Tell everyone to turn to page 38 and allow 2 - 3 minutes for them to skim pages 38 and 39. Show **TR #3** and **point out:** *You don't use a tool belt or need a tool box to do these tasks.* Then ask:

- *As a supervisor, how do you have to think differently?*
- *How do you have to act differently?*
- *If you can't do it all yourself, how do you get results through your crew?* When you review the four ▼ points on page 38, be sure communication is mentioned. Refer back to the bold-faced sentence on dealing with productivity gaps on page 15.
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room* or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.

**Activity 2.6: Fundamental #3: Make Quality, Safety, and Productivity Part of Every Plan, Every Decision, and Every Day, Page 44.** Tell everyone to turn to page 44. Allow 3 - 4 minutes for them to skim pages 44 - 47, then show **TR #3** and ask:

- *What are the standards for quality and how do you achieve them?* (Refer to page 45.)
- *What are the standards for safety and how do you achieve them?* (Refer to page 46.)
- *What are the standards for productivity and how do you achieve them?* (Refer to page 47.)

**Activity 2.9: Fundamental #4: Become a Confident and Respected Leader, Pages 52 - 57.** Tell everyone to turn to page 52 and look over pages 52 - 57. Allow 5 minutes, then show **TR #3** and ask:

- *Everyone knows you have to become an effective leader to be an effective supervisor, but **how** do you do this?* This question might be met by a few moments of silence, but let it sink in. The discussion will take hold.

**Activity 3.1, Page 65.** Tell everyone to turn to page 65 and allow them a minute to look it over. Then ask:

- *Can anyone tell us about a project that “went sour” because of one of these “killer” mistakes? **How** could it have been prevented?*
- After some discussion, ask: *Does anyone have some other “killer” mistake that’s important enough to add to this list? **How** can you prevent this mistake?*

**Activity 3.2, Page 62.** Tell everyone to turn to page 62 and allow them a minute to look it over. **Point out:** *Staying positive isn’t always easy — but you have to do it. Here are some ideas that may help.*

- Ask: ***Who** has used one of these techniques? **How** did it work for you?*
- After several people have shared their results and experiences, ask: *Does anyone have a new technique to add to this list?*

**10 minutes (0:55)**

**Objective:** participants will understand Fundamental #3 and how to apply it; help everyone develop personal standards for quality, safety, and productivity.

**10 minutes (1:05)**

**Objective:** participants will understand Fundamental #4 and how to apply it.

**15 minutes (1:20)**

**Objective:** participants will understand “killer” mistakes and how to prevent them.

**10 minutes (1:30)**

**Objective:** participants will understand how to keep a positive mental attitude.

## A ONE-SESSION WORKSHOP

### 20 minutes (1:50)

**Objective:** introduce the Six Day Look Ahead Schedule; make sure everyone understands it clearly enough to do an SDLAS on his own.

### 5 minutes (1:55)

**Objective:** encourage everyone to make using an Action Plan a daily practice.

### 5 minutes (2:00)

**Objective:** find out if people want any follow-up meetings; recognize participants and send everyone away with a word of encouragement.

**Activity 1.6: Six Day Look Ahead Schedule, Pages 24/25.** The Six Day Look Ahead Schedule is probably the most difficult topic in this book. In this activity, you'll introduce the Look Ahead Schedule and work through an example. Then, working in small groups, each person in the workshop will fill out a Six Day Look Ahead Schedule for his current project.

- **Point out:** Many foremen use this kind of tool to plan the activities of their crew and keep the work under control. Tell everyone to refer to the completed example on page 25 as you show overhead transparency **TR #1** and walk them through steps ① through .

**Activity 3.5, Action Plan. Point out:** *The time you've spent in this workshop will have practical value only if it affects your daily work at your jobsite. Your **Action Plan** is the best way to accomplish this.*

- Ask: *Has anyone tried to implement some Action Plan ideas?*
- Ask: *How did it go and what did you learn from the experience?*
- Ask: *How can you keep a steady flow of action ideas coming?*

**Activity 3.6, Closing.** Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Facilitate and encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.

Thank everybody for coming to the workshop. Recognize participants — and do this personally: one by one, with eye contact, a smile, a handshake, and a word of encouragement.

**This concludes the one-session workshop.**

# Workshop Agenda

## Session 1

- Opening Remarks and Introductions
- Activity 1.1: Overview of *Stepping Up To Supervisor*
- Activity 1.2: The Challenge Ahead (8\*)
- Activity 1.3: Copy a Successful Supervisor (10)
- Activity 1.4: What Kind of Supervisor Do You Choose to Become? (11)
- Activity 1.5: Your Attitude About Quality...Safety...Productivity (14)
- Activity 1.6: Six Day Look Ahead Schedule (24/25)
- Activity 1.7: Six Day Look Ahead Schedule (continued)
- Activity 1.8: Action Plan (84)
- Activity 1.9: Preview Part 2 (29)

## Session 2

- Activity 2.1: Six Day Look Ahead Schedule – Review
- Activity 2.2: The Four Fundamentals (30/31)
- Activity 2.3: Fundamental #1: Demonstrate Your Authority By Setting Reasonable Standards and Limits (32)
- Activity 2.5: Fundamental #2: Get Results *Through* Your Crew (38)
- Activity 2.6: Fundamental #3: Make Quality, Safety, and Productivity Part of Every Plan, Every Decision, Every Day (44)
- Activity 2.9: Fundamental #4: Become a Confident and Respected Leader (52 - 57)
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**Opening Remarks & Introductions.** Welcome everyone to the workshop; introduce yourself and tell your company name or construction industry affiliation.

- Tell people to pair up and do a 60 second interview with each other: name, company, current job title, current project, # of years in construction, a couple of items of personal interest. If there’s an odd number, form one group of three.
- Appoint somebody to keep track of the # of years in construction as each person takes 30 seconds to introduce the person they interviewed. Keep it moving — this session is only 2 hours long!
- At the end, ask the tallykeeper how many total years of construction experience is in the room. **Point out:** *We have X years of construction experience in this room. None of us has all the answers, but here in this group we have a lot to draw on — so, for the next two hours we need everybody to pitch in and contribute and make this workshop really worthwhile.*
- Distribute copies of the workshop Agenda; pass out copies of workshop housekeeping rules or guidelines and **point out** any that you feel need special attention.

**Activity 1.1: Book Overview, Pages 3/4, etc.** Tell everyone to turn to page 3.

- Summarize the key points from the Introduction; review the **Table of Contents**. **Point out:** the **Action Plan** sidebar (page 13) and the **Action Ideas** form (page 84); the **Checklists** (pages 93 - 101); the **photocopy masters** in Part 4 (pages 86 - 89); the **Index** (pages 105 - 108); and the **Pocket Checklist**.
- **Point out:** *We’ll use this book today for information and we’ll fill out some of the worksheets in it. You can also use it as a self-study book, now and later. Highlight key ideas; make notes.*

This two-session workshop outline includes selected activities taken from the three-session workshop presented on pages 29 - 41.

This two-session workshop is four hours total.

### 15 minutes (0:15)

**Objective:** break the ice; get people to talk; encourage participation; pass out the workshop agenda and review workshop housekeeping rules.

### 5 minutes (0:20)

**Objective:** point out and preview what’s in the book; participants will understand how to use the book — during the workshop and after it’s over.

## 10 minutes (0:30)

**Objective:** get everyone thinking about what's ahead as a supervisor; identify common challenges.

## 10 minutes (0:40)

**Objective:** participants will identify traits of successful foremen.

## 10 minutes (0:50)

**Objective:** participants will identify common mistakes new foremen make & how to avoid them.

**Activity 1.2: The Challenge Ahead, Page 8.** Tell everyone to read page 8. Reading it and filling out the list at the bottom of the page will take about 3 -5 minutes.

- Ask various people to tell about the challenges they identified, and list their responses on a flipchart. Try to get something from every person on this; see what the common responses are.

**Activity 1.3: Copy A Successful Supervisor, Page 10.** Tell everyone to look over page 10 and make notes about successful foremen they've known. Five minutes is probably enough time for most people to do this.

- Ask various people to tell the traits they identified, and list them on the chalkboard or a flipchart.
- **Point out:** The group was able to come up with a more extensive list than any one person did, and this shows how they can learn from each other — even if many of them are not experienced foremen. Encourage everyone to discuss the topics in the book with each other after the workshop is over.
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room* or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.
- End the stretch break by saying: *You'll notice we've skipped over some pages in the book, but remember that this is a self-study book, and I encourage you to work through the rest of the pages in Part 1 on your own sometime during the next couple of days. I promise you, it'll be worth your time.*

**Activity 1.4: What Kind of Supervisor Do You Choose To Become?**

**Page 11.** Tell everyone to look over the two lists in the box on page 11, add a couple of items to each list, then identify three mistakes to avoid. Allow 5 minutes for this, then ask:

- *What did you add to the list of traits for a successful supervisor? What did you add to the failure list?* List responses on a flipchart.
- Ask: *What are the most important mistakes that you plan to avoid?* List the ideas people offer, and follow up by asking: *How will you do this?* List responses on a flipchart.

**Activity 1.5: Your Attitude About Quality...Safety...Productivity,**

**Page 14.** Tell everyone to read pages 14 and 15. Allow 5 minutes for this. (Some people might not be able to read it all in 5 minutes...but you have to keep things moving.)

- Ask: *What effect can your attitude as a supervisor have on the quality of the work your crew puts in place? On the safety of your crew? On your crew's productivity? Then ask: In each case — quality, safety, productivity — what can you do?*

**10 minutes (1:00)**

**Objective:** participants will focus on attitude and its effect on the three key elements: quality, safety, productivity.

**Activity 1.6: Six Day Look Ahead Schedule, Pages 24/25.** The Six Day Look Ahead Schedule is probably the most difficult topic in this book. In this activity, you'll introduce the Look Ahead Schedule and work through an example. Then, working in small groups, each person in the workshop will fill out a Six Day Look Ahead Schedule for his current project.

- **Point out:** Many foremen use this kind of tool to plan the activities of their crew and keep the work under control. Tell everyone to refer to the completed example on page 25 as you show overhead transparency **TR #1** and walk them through steps ① through .

**20 minutes (1:20)**

**Objective:** introduce the Six Day Look Ahead Schedule; make sure everyone understands it clearly enough to do an SDLAS on his own.

**Activity 1.7: Six Day Look Ahead Schedule (continued), Pages 24/25.** Ask: *Who is already familiar with a Six Day Look Ahead Schedule?* (Remember who these "Look Ahead experts" are.) If you hear a few moans, assure everyone that once they work through this tool in small groups, they'll get the hang of it.

- Split up everyone into small groups of 4 or 5, and make sure the "Look Ahead experts" are spread out among the groups. Pass out copies of the photocopy master from page 87, one for each person. Tell the groups: *Each of you is to create a personal Six Day Look Ahead Schedule for the upcoming week, using the blank form.*

**Note:** the moving around to form into groups works as sort of a stretch break, so you don't need to announce one.

- Allow at least 20 minutes, but no more than 25 minutes for this group work, then pull everyone back together and ask: *By working through this form, what did you learn about what's coming up next week on your project? Are you more ready now than before you completed the Six Day Look Ahead Schedule? How so?*
- You may want to use **TR #2** (the blank form on page 27) to create an example that specifically fits the group or to enable one of the participants to show his Six Day Look Ahead Schedule to everyone else. The TR #2 master is on page 47 of this *Leader's Guide*.

**30 minutes (1:50)**

**Objective:** participants will understand the Six Day Look Ahead Schedule tool and apply it to his current project.

### 5 minutes (1:55)

**Objective:** prompt everyone to start compiling an Action Plan.

**Activity 1.8: Action Plan.** Ask volunteers to tell the class about any *action ideas* they've listed so far on their Action Plan on page 84. Encourage everyone to write down ideas they think they can use on their project or in their daily work.

- **Point out:** *This workshop only has value when you apply what you learn to your daily work!*

### 5 minutes (2:00)

**Objective:** preview Part 2; exchange phone and e-mail contact info.

**Activity 1.9: Preview Part 2, Page 29.** Tell everyone to turn to page 29, and allow a minute for people to look over the list of topics covered in Part 2.

- Then move ahead by making a few remarks about Fundamental ① (page 32), but don't prompt a discussion. Repeat this preview for Fundamentals ② (page 38), ③ (page 44), and (page 52).
- Tell everyone to work through Part 2, pages 29 - 60, as self-study, before the next session.
- **Point out:** *As you can see, this workshop moves fast. You'll get a lot more out of it if you read through the book as self-study between sessions. Highlight key ideas and make notes. Then you'll really be ready to pitch in on the discussions and activities — and we can spend more workshop time on discussions and activities and less time on reading. Bring along any questions that you come up with as you work through Part 2.*
- Copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they're learning in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.

**This is the end of Session 1. Whew!**

**Basic Plan for Session 2:** Make sure everyone understands each of the Four Fundamentals; continue to encourage everybody to develop an Action Plan; preview Part 3.

**Activity 2.1, Six Day Look Ahead Schedule.** Review and reinforce the Six Day Look Ahead Schedule by asking:

- *Who used the Six Day Look Ahead Schedule since we last met?*
- *How did it help you supervise the work? the people? tools and equipment? important safety and quality issues?*
- *What changes or adjustments did you make as the days went by?*
- *Did you feel that you had the work under control? How so?*
- Before starting Activity 2.2, ask: *Who had a chance to work through most or all of Part 2 in the book? Who had a chance to work through some of the pages in Part 2?* This will give you some insight into how much self-study is going on and how prepared people are for today's session. If few people have worked through Part 2 on their own, you'll need to allow time today for people to read and you'll probably have to skip one or two activities. Decide in advance what you'll skip if time is too short.

**Activity 2.2: The Four Fundamentals, Page 30/31.** Tell everyone to turn to page 30 and show overhead transparency **TR #3**. Ask: *What are the four fundamentals that every successful construction supervisor must master?* Get responses from four different people and write them on a flipchart. Once the flipchart is complete, tape it to the wall where everyone can see it.

**Activity 2.3: Fundamental #1: Demonstrate Your Authority By Setting Reasonable Standards and Limits, Page 32.** Tell everyone to turn to page 32 and allow them 2 - 3 minutes to skim the page. While they're reading, wander around and note whether people have filled in the "Standard and Limits" blanks at the bottom of the page. Show **TR #3** and ask:

- *What are the most important standards and limits you'll have to establish?* Make two lists on a flipchart.
- Choose 1 or 2 items from each list and ask: *How will you do it? What difficulties or resistance might you encounter? How will you deal with them? What do you have going for you that will help?* Encourage everyone to contribute ideas and observations from their own personal experiences and current jobsite situations.

**10 minutes (0:10)**

**Objective:** review the Six Day Look Ahead Schedule; reinforce jobsite application of workshop ideas and skills.

**5 minutes (0:15)**

**Objective:** present the four fundamentals.

**15 minutes (0:30)**

**Objective:** participants will understand Fundamental #1 and how to apply it; they will anticipate and learn how to deal with possible difficulties or resistance.

**15 minutes (0:45)**

**Objective:** participants will understand Fundamental #2 and how to apply it; help everyone understand how they must think and act differently.

**Activity 2.5: Fundamental #2: Get Results Through Your Crew,**

**Page 38.** Tell everyone to turn to page 38 and allow 2 - 3 minutes for them to skim pages 38 and 39. Show **TR #3** and **point out:** *You don't use a tool belt or need a tool box to do these tasks.* Then ask:

- *As a supervisor, how do you have to think differently?*
- *How do you have to act differently?*
- *If you can't do it all yourself, how do you get results through your crew?* When you review the four ▼ points on page 38, be sure communication is mentioned. Refer back to the bold-faced sentence on dealing with productivity gaps on page 15.
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room* or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.

**15 minutes (1:00)**

**Objective:** participants will understand Fundamental #3 and how to apply it; help everyone develop personal standards for quality, safety, and productivity.

**Activity 2.6: Fundamental #3: Make Quality, Safety, and**

**Productivity Part of Every Plan, Every Decision, and Every Day, Page 44.** Tell everyone to turn to page 44. Allow 3 - 4 minutes for them to skim pages 44 - 47, then show **TR #3** and ask:

- *What are the standards for quality and how do you achieve them?* (Refer to page 45.)
- *What are the standards for safety and how do you achieve them?* (Refer to page 46.)
- *What are the standards for productivity and how do you achieve them?* (Refer to page 47.)

**10 minutes (1:10)**

**Objective:** participants will understand Fundamental #4 and how to apply it.

**Activity 2.9: Fundamental #4: Become a Confident and Respected**

**Leader, Pages 52 - 57.** Tell everyone to turn to page 52 and look over pages 52 - 57. Allow 5 minutes, then show **TR #3** and ask:

- *Everyone knows you have to become an effective leader to be an effective supervisor, but how do you do this?* This question might be met by a few moments of silence, but let it sink in. The discussion will take hold.

**20 minutes (1:30)**

**Objective:** participants will understand "killer" mistakes and how to prevent them.

**Activity 3.1, Page 65.** Tell everyone to turn to page 65 and allow them a minute to look it over. Then ask:

- *Can anyone tell us about a project that "went sour" because of one of these "killer" mistakes? How could it have been prevented?*
- After some discussion, ask: *Does anyone have some other "killer" mistake that's important enough to add to this list? How can you prevent this mistake?*

**Activity 3.2, Page 62.** Tell everyone to turn to page 62 and allow them a minute to look it over. **Point out:** *Staying positive isn't always easy — but you have to do it. Here are some ideas that may help.*

- Ask: *Who has used one of these techniques? How did it work for you?*
- After several people have shared their results and experiences, ask: *Does anyone have a new technique to add to this list?*

**Activity 3.5, Action Plan. Point out:** *The time you've spent in this workshop will have practical value only if it affects your daily work at your jobsite. Your Action Plan is the best way to accomplish this.*

- Ask: *Has anyone tried to implement some Action Plan ideas?*
- Ask: *How did it go and what did you learn from the experience?*
- Ask: *How can you keep a steady flow of action ideas coming?*

**Activity 3.6, Closing.** Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Facilitate and encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.

Thank everybody for coming to the workshop. Recognize participants — and do this personally: one by one, with eye contact, a smile, a handshake, and a word of encouragement.

**20 minutes (1:50)**

**Objective:** participants will understand how to keep a positive mental attitude.

**5 minutes (1:55)**

**Objective:** encourage everyone to make using an Action Plan a daily practice.

**5 minutes (2:00)**

**Objective:** find out if people want any follow-up meetings; recognize participants and send everyone away with a word of encouragement.

**This concludes the two-session workshop.**

USE THIS BLANK PAGE FOR NOTES

# Workshop Agenda

## Session 1

- Opening Remarks and Introductions
- Activity 1.1: Overview of *Stepping Up To Supervisor*
- Activity 1.2: The Challenge Ahead (8\*)
- Activity 1.3: Copy a Successful Supervisor (10)
- Activity 1.4: What Kind of Supervisor Do You Choose to Become? (11)
- Activity 1.5: Your Attitude About Quality...Safety...Productivity (14)
- Activity 1.6: Six Day Look Ahead Schedule (24/25)
- Activity 1.7: Six Day Look Ahead Schedule (continued)
- Activity 1.8: Action Plan (84)
- Activity 1.9: Preview Part 2 (29)

## Session 2

- Activity 2.1: Six Day Look Ahead Schedule – Review
- Activity 2.2: The Four Fundamentals (30/31)
- Activity 2.3: Fundamental #1: Demonstrate Your Authority By Setting Reasonable Standards and Limits (32)
- Activity 2.4: Making the Transition and Establishing Your Style (33)
- Activity 2.5: Fundamental #2: Get Results *Through* Your Crew (38)
- Activity 2.6: Fundamental #3: Make Quality, Safety, and Productivity Part of Every Plan, Every Decision, Every Day (44)
- Activity 2.7: Quality/Safety/Productivity Exercises (48/49)
- Activity 2.8: Which Is First: Quality, Safety, or Productivity? (50/51)
- Activity 2.9: Fundamental #4: Become a Confident and Respected Leader (52 - 57)
- Activity 2.10: Action Plan (84)
- Activity 2.11: Preview Part 3 (61)

\* page numbers in *Stepping Up To Supervisor*

### Session 3

- Activity 3.1: “Killer” Mistakes (65)
- Activity 3.2: Eliminating Your Personal Down Periods (62)
- Activity 3.3: Special Situations – Selected Topics
  - » A Touchy Transition; Dealing With Resentment (66/67)
  - » The Problem Employee (68/69)
  - » Handling Conflict Among Crew Members (70)
  - » Working With Other Crafts and Crews (71)
  - » Keeping Your Supervisor Happy (73)
  - » Case #4: Between a Rock and a Hard Place (74)
  - » Handling Mistakes (75)
  - » Solving Problems (76)
  - » Getting a First-Rate Crew and Keeping It (77)
- Activity 3.4: Workshop Review (79 - 82)
- Activity 3.5: Action Plan (84)
- Activity 3.6: Closing

## Workshop Objectives, Schedule & Details

**Basic Plan for Session 1:** Introduce the topics covered in *Stepping Up To Supervisor*; get people “into” the book and “into” the class discussion by working through a few exercises and discussing them; introduce the Six Day Look Ahead Schedule and make sure that everybody understands how to use it; highlight and review selected topics from Part 1 (pages 7 - 26); get people started on compiling an Action Plan; preview Part 2.

**Opening Remarks & Introductions.** Welcome everyone to the workshop; introduce yourself and tell your company name or construction industry affiliation.

- Tell people to pair up and do a 60 second interview with each other: name, company, current job title, current project, number of years in construction, a couple of items of personal interest. If there’s an odd number, form one group of three.
- Appoint somebody to keep track of the # of years in construction as each person takes 30 seconds to introduce the person they interviewed. Keep it moving — this session is only 2 hours long!
- At the end, ask the tallykeeper how many total years of construction experience is in the room. **Point out:** *We have X years of construction experience in this room. None of us has all the answers, but here in this group we have a lot to draw on — so, for the next two hours we need everybody to pitch in and contribute and make this workshop really worthwhile.*
- Distribute copies of the workshop Agenda; pass out copies of workshop housekeeping rules or guidelines and **point out** any that you feel need special attention.

**Activity 1.1: Book Overview, Pages 3/4, etc.** Tell everyone to turn to page 3.

- Summarize the key points from the Introduction; review the **Table of Contents**. **Point out:** the **Action Plan** sidebar (page 13) and the **Action Ideas** form (page 84); the **Checklists** (pages 93 - 101); the **photocopy masters** in Part 4 (pages 86 - 89); the **Index** (pages 105 - 108); and the **Pocket Checklist**.
- **Point out:** *We’ll use this book today for information and we’ll fill out some of the worksheets in it. You can also use it as a self-study book, now and later. Highlight key ideas; make notes.*

**15 minutes (0:15)**

**Objective:** break the ice; get people to talk; encourage participation; pass out the workshop agenda and review workshop housekeeping rules.

**5 minutes (0:20)**

**Objective:** point out and preview what’s in the book; participants will understand how to use the book — during the workshop and after it’s over.

**10 minutes (0:30)**

**Objective:** get everyone thinking about what's ahead as a supervisor; identify common challenges.

**10 minutes (0:40)**

**Objective:** participants will identify traits of successful foremen.

**10 minutes (0:50)**

**Objective:** participants will identify common mistakes new foremen make & how to avoid them.

**Activity 1.2: The Challenge Ahead, Page 8.** Tell everyone to read page 8. Reading it and filling out the list at the bottom of the page will take about 3 - 5 minutes.

- Ask various people to tell about the challenges they identified, and list their responses on a flipchart. Try to get something from every person on this; see what the common responses are.

**Activity 1.3: Copy A Successful Supervisor, Page 10.** Tell everyone to look over page 10 and make notes about successful foremen they've known. Five minutes is probably enough time for most people to do this.

- Ask various people to tell the traits they identified, and list them on the chalkboard or a flipchart.
- **Point out:** The group was able to come up with a more extensive list than any one person did, and this shows how they can learn from each other — even if many of them are not experienced foremen. Encourage everyone to discuss the topics in the book with each other after the workshop is over.
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room* or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.
- End the stretch break by saying: *You'll notice we've skipped over some pages in the book, but remember that this is a self-study book, and I encourage you to work through the rest of the pages in Part 1 on your own sometime during the next couple of days. I promise you, it'll be worth your time.*

**Activity 1.4: What Kind of Supervisor Do You Choose To Become?**

**Page 11.** Tell everyone to look over the two lists in the box on page 11, add a couple of items to each list, then identify three mistakes to avoid. Allow 5 minutes for this, then ask:

- *What did you add to the list of traits for a successful supervisor? What did you add to the failure list?* List responses on a flipchart.
- Ask: *What are the most important mistakes that you plan to avoid?* List the ideas people offer, then follow up by asking: *How will you do this?* List responses on a flipchart.

**Activity 1.5: Your Attitude About Quality...Safety...Productivity,**

**Page 14.** Tell everyone to read pages 14 and 15. Allow 5 minutes for this. (Some people might not be able to read it all in 5 minutes...but you have to keep things moving.)

- Ask: *What effect can your attitude as a supervisor have on the quality of the work your crew puts in place? On the safety of your crew? On your crew's productivity? Then ask: In each case — quality, safety, productivity — what can you do?*

**10 minutes (1:00)**

**Objective:** focus on attitude and its effect on the three key elements: quality, safety, productivity.

**Activity 1.6: Six Day Look Ahead Schedule, Pages 24/25.** The Six Day Look Ahead Schedule is probably the most difficult topic in this book. In this activity, you'll introduce the Look Ahead Schedule and work through an example. Then, working in small groups, each person in the workshop will fill out a Six Day Look Ahead Schedule for his current project.

- **Point out:** Many foremen use this kind of tool to plan the activities of their crew and keep the work under control. Tell everyone to refer to the completed example on page 25 as you show overhead transparency **TR #1** and walk them through steps ① through ④.

**20 minutes (1:20)**

**Objective:** introduce the Six Day Look Ahead Schedule; make sure everyone understands it clearly enough to do an SDLAS on his own.

**Activity 1.7: Six Day Look Ahead Schedule (continued), Pages 24/25.** Ask: *Who is already familiar with a Six Day Look Ahead Schedule?* (Remember who these "Look Ahead experts" are.) If you hear a few moans, assure everyone that once they work through this tool in small groups, they'll get the hang of it.

- Split up everyone into small groups of 4 or 5, and make sure the "Look Ahead experts" are spread out among the groups. Pass out copies of the photocopy master from page 87, one for each person. Tell the groups: *Each of you is to create a personal Six Day Look Ahead Schedule for the upcoming week, using the blank form.*

**Note:** the moving around to form into groups works as sort of a stretch break, so you don't need to announce one.

- Allow at least 20 minutes, but no more than 25 minutes for this group work, then pull everyone back together and ask: *By working through this form, what did you learn about what's coming up next week on your project? Are you more ready now than before you completed the Six Day Look Ahead Schedule? How so?*
- You may want to use **TR #2** (the blank form on page 27) to create an example that specifically fits the group or to enable one of the participants to show his Six Day Look Ahead Schedule to everyone else. The TR #2 master is on page 47 of this *Leader's Guide*.

**30 minutes (1:50)**

**Objective:** participants will understand the Six Day Look Ahead Schedule tool and apply it to each participant's current project.

## 5 minutes (1:55)

**Objective:** prompt everyone to start compiling an Action Plan.

## 5 minutes (2:00)

**Objective:** preview Part 2; exchange phone and e-mail contact info.

**Activity 1.8: Action Plan.** Ask volunteers to tell the class about any *action ideas* they've listed so far on their Action Plan on page 84. Encourage everyone to write down ideas they think they can use on their project or in their daily work.

- **Point out:** *This workshop only has value when you apply what you learn to your daily work!*

**Activity 1.9: Preview Part 2, Page 29.** Tell everyone to turn to page 29, and allow a minute for people to look over the list of topics covered in Part 2.

- Then move ahead by making a few remarks about Fundamental ① (page 32), but don't prompt a discussion. Repeat this preview for Fundamentals ② (page 38), ③ (page 44), and (page 52).
- Tell everyone to work through Part 2, pages 29 - 60, as self-study, before the next session.
- **Point out:** *As you can see, this workshop moves fast. You'll get a lot more out of it if you read through the book as self-study between sessions. Highlight key ideas and make notes. Then you'll really be ready to pitch in on the discussions and activities — and we can spend more workshop time on discussions and activities and less time on reading. Bring along any questions that you come up with as you work through Part 2.*
- Copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they're learning in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.

**This is the end of Session 1. Whew!**

**Basic Plan for Session 2:** Make sure everyone understands each of the Four Fundamentals; continue to encourage everybody to develop an Action Plan; preview Part 3.

**Activity 2.1, Six Day Look Ahead Schedule.** Review and reinforce the Six Day Look Ahead Schedule by asking:

- *Who used the Six Day Look Ahead Schedule since we last met?*
- *How did it help you supervise the work? the people? tools and equipment? important safety and quality issues?*
- *What changes or adjustments did you make as the days went by?*
- *Did you feel that you had the work under control? How so?*
- Before starting Activity 2.2, ask: *Who had a chance to work through most or all of Part 2 in the book? Who had a chance to work through some of the pages in Part 2?* This will give you some insight into how much self-study is going on and how prepared people are for today's session. If few people have worked through Part 2 on their own, you'll need to allow time today for people to read and you'll probably have to skip one or two activities. Decide in advance what you'll skip if time is too short.

**Activity 2.2: The Four Fundamentals, Page 30/31.** Tell everyone to turn to page 30 and show overhead transparency **TR #3**. Ask: *What are the four fundamentals that every successful construction supervisor must master?* Get responses from four different people and write them on a flipchart. Once the flipchart is complete, tape it to the wall where everyone can see it.

**Activity 2.3: Fundamental #1: Demonstrate Your Authority By Setting Reasonable Standards and Limits, Page 32.** Tell everyone to turn to page 32 and allow them 2 - 3 minutes to skim the page. While they're reading, wander around and note whether people have filled in the "Standard and Limits" blanks at the bottom of the page. Show **TR #3** and ask:

- *What are the most important standards and limits you'll have to establish?* Make two lists on a flipchart.
- Choose 1 or 2 items from each list and ask: *How will you do it? What difficulties or resistance might you encounter? How will you deal with them? What do you have going for you that will help?* Encourage everyone to contribute ideas and observations from their own personal experiences and current jobsite situations.

**10 minutes (0:10)**

**Objective:** review Six Day Look Ahead Schedule; reinforce jobsite application of workshop ideas and skills.

**5 minutes (0:15)**

**Objective:** present the four fundamentals.

**15 minutes (0:30)**

**Objective:** participants will understand Fundamental #1 and how to apply it; they will anticipate and learn how to deal with possible difficulties or resistance.

**15 minutes (0:45)**

**Objective:** participants will understand that a supervisor's personal style is a key choice; help people anticipate and deal with possible difficulties or resistance.

**Activity 2.4: Making the Transition and Establishing Your Style,**

**Page 33.** Tell everyone to turn to page 33 and allow them 2 - 3 minutes to skim the page. **Point out:** *Your style is something you can choose and develop over time. Don't let it just "happen."* Go over each of the four guidelines and ask:

- How important is this guideline?
- How can you go about putting it in place?
- *What problems or resistance might you encounter and how would you deal with them?*

**15 minutes (1:00)**

**Objective:** participants will understand Fundamental #2 and how to apply it; they will understand how they must think and act differently.

**Activity 2.5: Fundamental #2: Get Results Through Your Crew,**

**Page 38.** Tell everyone to turn to page 38 and allow 2 - 3 minutes for them to skim pages 38 and 39. Show **TR #3** and **point out:** *You don't use a tool belt or need a tool box to do these tasks.* Then ask:

- *As a supervisor, how do you have to think differently?*
- *How do you have to act differently?*
- *If you can't do it all yourself, how do you get results through your crew?* When you review the four ▼ points on page 38, be sure communication is mentioned. Refer back to the bold-faced sentence on dealing with productivity gaps on page 15.
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room* or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.

**15 minutes (1:15)**

**Objective:** participants will understand Fundamental #3 and how to apply it; they will develop personal standards for quality, safety, and productivity.

**Activity 2.6: Fundamental #3: Make Quality, Safety, and Productivity Part of Every Plan, Every Decision, and Every Day,**

**Page 44.** Tell everyone to turn to page 44. Allow 3 - 4 minutes for them to skim pages 44 - 47, then show **TR #3** and ask:

- *What are the standards for quality and how do you achieve them?* (Refer to page 45.)
- *What are the standards for safety and how do you achieve them?* (Refer to page 46.)
- *What are the standards for productivity and how do you achieve them?* (Refer to page 47.)

**Activity 2.7: Quality/Safety/Productivity Exercises, Pages 48/49.**

Tell everyone to turn to pages 48/49. **Note:** this discussion will lag if only a few people did the self-study exercises. If so, use the three questions under Quality Focus (page 48) and the two questions under Safety-Security Activity (page 49) to prompt the discussion. This discussion should reveal common items for quality focus and common safety-security activities.

- **Point out:** *It's essential to schedule quality and safety-security activities in the same way you schedule labor, equipment, and material deliveries.*
- Discuss their answers to the set of questions on Quality.
- Discuss their answers to the Safety questions.

**Activity 2.8: Which Is First: Quality, Safety, or Productivity? Page 50/51.**

Split up everyone into small groups of 4 or 5. Tell each group to go over questions 1 - 6, exchanging ideas and answers and writing them in the book. Allow about 10 minutes for this interaction, then bring everyone back together.

- Ask each group to give its ideas and answers to the three pairs of questions (1/2, 3/4, 5/6).
- Take a vote on \_\_\_\_\_ First, then discuss the results.
- Tell everyone to take a look at the Muddy Boots remarks on page 91. **Emphasize:** Safety First! It's a given and it's not negotiable.

**Activity 2.9: Fundamental #4: Become a Confident and Respected Leader, Pages 52 - 57.** Tell everyone to turn to page 52 and look over pages 52 - 57. Allow 5 minutes, then show **TR #3** and ask:

- *Everyone knows you have to become an effective leader to be an effective supervisor, but how do you do this?* This question might be met by a few moments of silence, but let it sink in. The discussion will take hold.

**Activity 2.10: Action Plan.** Ask volunteers to tell the class about any *action ideas* they've added to their Action Plan on page 84.

- Ask: *Has anyone tried to implement any action ideas?*
- If yes, ask: *How did it go and what did you learn from the experience?*

**10 minutes (1:25)**

**Objective:** participants will understand Fundamental #3 and how to apply it; they will understand how they must think and act differently.

**15 minutes (1:40)**

**Objective:** participants will understand trade-offs among quality, safety & productivity; they will confirm that safety is the #1 priority.

**10 minutes (1:50)**

**Objective:** participants will understand Fundamental #4 and how to apply it.

**5 minutes (1:55)**

**Objective:** prompt everyone to continue compiling an Action Plan.

**5 minutes (2:00)**

**Objective:** preview Part 3.

**Activity 2.11: Preview Part 3, Page 61.** Allow a minute for the class to look over the list of Special Situations covered in Part 3. Then turn to page 62 and ask:

- *Who thinks this might be an important topic for you?* Get a show of hands or allow for a few “Oh, yeah” comments, but don’t launch into a group discussion. Just page quickly through Part 3, previewing each of the topics and allowing each person to “connect” with some of them. These comments from the class may suggest which topics to discuss in Session 3, Activity 3.3.
- Remind everyone to work through Part 3, pages 61 - 82, before the next session. *Point out* the Review on pages 79 - 82 and tell the class: *If you work through these questions, you’ll get an excellent review of the ideas and skills you’ve learned in this workshop.*

**This is the end of Session 2.**

**Basic Plan for Session 3:** emphasize the importance of “killer” mistakes; discuss how to eliminate personal down periods; review those Special Situations that are especially relevant to the people in this workshop; continue to encourage development of Action Plans; find out if people are interested in any follow-up meetings; and recognize participants for completing the workshop.

**Note:** Part 3 of the *Stepping Up To Supervisor* book presents 14 Special Situations. This Leader’s Guide provides workshop guidelines for discussing 11 of them. First discuss two of the most important special situations, **Killer Mistakes** and **Eliminating Your Personal Down Periods** (Activity 3.1 and Activity 3.2). Activity 3.3 is a 70 minute time block for discussing other Special Situations that are especially relevant to the people in this workshop.

**Activity 3.1: “Killer” Mistakes, Page 65.** Tell everyone to turn to page 65 and allow them a minute to look it over. Then ask:

- *Can anyone tell us about a project that “went sour” because of one of these “killer” mistakes? How could it have been prevented?*
- After some discussion, ask: *Does anyone have some other “killer” mistake that’s important enough to add to this list? How can you prevent this mistake?*

**Activity 3.2: Eliminating Your Personal Down Periods, Page 62.**

Tell everyone to turn to page 62 and allow them a minute to look it over. **Point out:** *Staying positive isn’t always easy — but you have to do it. Here are some ideas that may help.*

- Ask: *Who has used one of these techniques? How did it work?*
- After several people have shared their results and experiences, ask: *Does anyone have a new technique to add to this list?*

**Activity 3.3: Special Situation Topics, Pages 61 - 78.** If you’ve already selected the Special Situations to cover in this activity, just tell everyone to turn to the appropriate page for the first topic and begin.

Or, you can let the class choose the topics today by telling everyone to turn to page 61, look over the list of Special Situations, and vote on which topics to cover. Ask: *Which of these Special Situations will be most important to you during the next 30 days?*

You have a time block of 70 minutes total, so the total time for the activities you choose must add up to 70 minutes. Guidelines are provided on pages 38 - 41 for nine activities. There’s a form on page 41 you can use to keep track of the total time blocks for the topics you’ve chosen. **Note:** if you decide to let the class choose the topics today, you’ll need to be prepared to present all nine of them.

**15 minutes (0:15)**

**Objective:** participants will understand “killer” mistakes and how to prevent them.

**20 minutes (0:35)**

**Objective:** participants will understand how to keep a positive mental attitude.

**70 minutes (1:25)**

**Objective:** discuss those specific Special Situations that are relevant to the people in this workshop.

**Objective:** participants will be able to predict transition effects, understand and deal with them.

**Objective:** participants will understand the kinds of approaches to a problem employee that are likely to be effective — and what reactions might make the situation worse.

**Objective:** participants will understand how to step in and handle conflict among crew members.

### Activity 3.3: Special Situation Topics – Possible Topics to Cover

- **A Touchy Transition/Dealing With Resentment, Pages 66/67.** Tell everyone to turn to page 66, and allow about 5 minutes for them to look over pages 66 and 67. Then, to begin a discussion that gets people to talk about this transition, say:
  - » *Think back to the last few times you got a new supervisor. What did those people do that made the transition go easier for them? For you?*
  - » *What mistakes did they make, and how did it affect you and the rest of the crew? How did it affect the work?*
  - » *What can you do if you detect some resentment about your new role and promotion?*
  - » **Estimated time** for this activity: **10 - 15** minutes.
- **The Problem Employee, Pages 68/69.** Experienced supervisors say this is one of their toughest challenges. This activity gets people to talk about what works and what doesn't. The class likely includes some people who've had experience dealing with a problem employee — with some successes and some mistakes.
  - » Tell everyone to turn to page 68, and allow about 5 minutes for them to look over pages 68 and 69.
  - » Using the ▼ list on page 69, go over each of the ten possible ways a supervisor could react to a problem employee. Read each statement, then ask: *What's been your experience?* Invite war stories.
  - » **Estimated time** for this activity: **10 - 15** minutes.
- **Handling Conflict Among Crew Members, Page 70.** Conflict happens. To start, **point out:** *Since it's your job to get results through your crew, when conflict arises among your crew members, it's part of your job to step in and handle it. Here's how.*
  - » Review the six ▼ steps on page 70. As you list each one on a flipchart, invite comments about it. Ask: *What works? What doesn't?*
  - » Tell everyone to note the ▼ systematic 8-step problem solving procedure for major job-centered problems on page 76.
  - » **Estimated time** for this activity: **10 - 15** minutes.

- **Working With Other Crafts and Crews, Page 71.** Tell everyone to turn to page 71. Allow them a minute to look it over, then ask:
  - » *What are the pressure points in a typical project where working with other crafts and crews gets complicated or invites conflict?* List responses on a flipchart.
  - » Then choose several responses and for each one, ask: *What can you do to prevent complications and conflict? How do you go about solving this problem once it occurs?*
  - » Tell everyone to turn to page 73 and **point out** the four ✓ suggestions for keeping your supervisor happy. These ideas also apply to working with other crafts and crews.
  - » **Estimated time** for this activity: **10 - 15** minutes.
- **Keeping Your Supervisor Happy, Page 73.** Tell everyone to turn to page 73 and allow them a minute to look it over. Then **point out**: *It's sometimes difficult to figure out exactly what it takes to keep your supervisor happy.*
  - » Ask: *What do you think your supervisor expects from you?* List responses on a flipchart. Make a two-column list and get people to identify both **day-to-day** expectations and **long-term** expectations.
  - » Then choose several responses and, for each one, ask: *What can you do to ensure that you meet this expectation? How do you go about resolving a problem here if it occurs?*
  - » Ask: *If it's difficult or impossible to keep your supervisor happy, what can you focus on to make sure your job performance is satisfactory?* Make a three-column list on the flipchart to record the responses:
 

Quality		Safety		Productivity.
---------	--	--------	--	---------------
  - » Tell everyone to turn to page 71 and **point out** the five ▼ suggestions for working with other crafts and crews. These ideas also apply to keeping your supervisor happy.
  - » **Estimated time** for this activity: **10 - 15** minutes.

**Objective:** participants will learn how to spot conflict with other crafts and crews, prevent it, and solve problems when they occur.

**Objective:** participants will understand the expectations a supervisor must meet, (day-to-day & long-term) and — if expectations can't be met — how to handle trade-offs re: quality, safety, and productivity.

**Objective:** participants will understand how to resolve and handle a tough situation with management and with the crew.

**Objective:** participants will learn how to handle technical mistakes and mistakes involving people.

### Activity 3.3: Special Situation Topics – Possible Topics to Cover

- **Between a Rock and a Hard Place (Case #4), Page 74.** Split up everyone into small groups of 4 or 5. Tell each group to read and discuss the case on page 74 — and decide how Charlie should handle the situation.
  - » After 5 - 10 minutes, bring everyone back together and have each group report its solution. To wind up the discussion, tell everyone to turn to the Muddy Boots comments on page 91. **Point out:** Charlie has two situations to handle, and each message has three parts. List the three message parts for each situation on a flipchart.
  - » **Estimated time** for this activity: **15 - 20** minutes.
- **Handling Mistakes, Page 75.** Tell everyone to turn to page 75 and allow them a minute to look it over. Then **point out:** *Mistakes happen. If you're not making some mistakes, your pace is probably way to slow and conservative for construction. Let's talk about the two kinds of mistakes: technical mistakes and mistakes involving people.*
  - » Ask: *What technical or mechanical mistakes have you made or seen made on a jobsite?* List responses on a flipchart. Then ask: *How were these mistakes corrected?* Then **point out:** *The easiest problems to solve are those that will go away if you throw money at them. The really tough problems require changes in behavior or special effort to repair an important working relationship.*
  - » Ask: *What mistakes involving people have you made or seen made on a jobsite?* List responses on a flipchart. Then ask: *How were these mistakes corrected?*
  - » **Point out** the four ▼ suggestions at the bottom of page 75.
  - » **Estimated time** for this activity: **15 - 30** minutes. **Note:** spend at least  $\frac{2}{3}$  of the time you allow for this activity on mistakes involving people,  $\frac{1}{3}$  or less on technical mistakes.

- **Solving Problems, Page 76.** Tell everyone to turn to page 76 and allow them a minute to look it over. **Point out** that there are two kinds of jobsite problems: Job-centered problems and people-centered problems.
  - » Ask: *What are some examples of people-centered problems that you've seen or encountered on a jobsite?* As each is mentioned, ask: *What was the effect on quality? safety? productivity?*
  - » Present the eight-step problem solving procedure for major job-centered problems (4th ▼ paragraph on page 76). Ask: *Which step do you think is the most difficult?* (Identifying the real problem; it's often overshadowed by symptoms.)
  - » **Estimated time** for this activity: **10 - 15** minutes.
- **Getting a First-Rate Crew and Keeping It, Page 77.** Tell everyone to turn to page 77. Allow them a minute to look it over, then ask:
  - » *Who has worked on a crew that stuck together for a year or more? What kept you together?*
  - » Ask: *Did you hang together by keeping new people out? How can you add new crew members without screwing up the effectiveness and solidarity of the crew?*
  - » *What's the best thing you ever heard someone say about the performance of a crew?*
  - » **Estimated time** for this activity: **10 - 15** minutes.

**Objective:** participants will become aware of typical people-centered problems; they will learn a systematic problem solving procedure.

**Objective:** participants will learn strategies for getting a first-rate crew and keeping it.

Topic	Page	Time	Total Time

**Guidelines for Closing Activities are on the next page.**

**5 minutes (1:50)**

**Objective:** encourage everyone to work through the Review to reinforce what they've learned in this workshop.

**Activity 3.4: Review of Topics Covered in *Stepping Up To Supervisor*, Pages 79 - 82.** **Point out** the Review but you won't have time for people to work through it during this workshop. This is just as well, because anyone who works through these questions later will get an excellent review of the ideas and skills they learned in the workshop.

- Tell everyone to turn to page 79 - 82, and make sure everyone understands that these questions are a Review, not a test.
- **Point out:** *Work through this Review sometime in the next few days. It will help you remember what you've learned. Each review question is cross-referenced to the page that contains the answer — and the answers to all the questions are on page 92.*

**5 minutes (1:55)**

**Objective:** encourage everyone to make using an Action Plan a daily practice.

**Activity 3.5: Action Plan. Emphasize:** *The time you've spent in this workshop will have practical value only if it affects your daily work at your jobsite. Your Action Plan is the best way to accomplish this.*

- Ask: *Has anyone tried to implement some Action Plan ideas?*
- Ask: *How did it go and what did you learn from the experience?*
- Ask: *How can you keep a steady flow of action ideas coming?*

**5 minutes (2:00)**

**Objective:** find out if people want any follow-up meetings; recognize participants and send everyone away with a word of encouragement.

**Activity 3.6: Closing.** Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Facilitate and encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.

Thank everybody for coming to the workshop. Recognize participants — and do this personally: one by one, with eye contact, a smile, a handshake, and a word of encouragement.

**This concludes the three-session workshop.**

# Transparency Masters

Overhead transparency masters, suitable for making TRs on a copier, are provided on pages 45/47/49.

- TR #1, Activity 1.6, pages 24/25: **Six Day Look Ahead Schedule (filled out)**. Use this TR of the form on page 25 to walk participants step-by-step through the development of a Six Day Look Ahead Schedule. The TR master is on page 45 of this *Leader's Guide*.
- TR #2, Activity 1.7: **Six Day Look Ahead Schedule (blank)**. You may want to use this TR of the blank form on page 27 to create an example that specifically fits the group or to enable one of the participants to present his Six Day Look Ahead Schedule to the group. The TR master is on page 47 of this *Leader's Guide*.
- TR #3, Activity 2.2, pages 30/31: **Four Fundamentals**  
A new supervisor has hundreds of thoughts swirling through his head; use this TR to **focus** participants on these four fundamentals. If you do two or three sessions, have this TR on the screen as participants arrive for Session 2 and Session 3. The TR master is on page 49 of this *Leader's Guide*. Use this TR again when you discuss each of the Four Fundamentals:
  - » Activity 2.3, page 32: **Fundamental #1**
  - » Activity 2.5, pages 38/39: **Fundamental #2**
  - » Activity 2.6, page 44: **Fundamental #3**
  - » Activity 2.9, pages 52/57: **Fundamental #4**

If you don't have access to an overhead projector, you can make flipcharts from the pages designated for TRs, but make them up in advance — don't try to create flipcharts on the fly as you present each topic.

Of all the TRs, **TR #1: Six Day Look Ahead Schedule (filled out)** used in Act 1.6 (pages 24/25) is the most important; it will make the most difference in your presentation. If you don't have an overhead projector, we suggest that you go to Kinko's and get an enlargement made of TR #1 and use this visual to present the Six Day Look Ahead Schedule.

USE THIS BLANK PAGE FOR NOTES

# SIX DAY LOOK AHEAD SCHEDULE

## FOR THE WEEK OF:

TR #1

**Project Name:** Central Plaza  
**Jobsite Location:** Route 6 Frontage Rd. **Project #:** O-7734  
**Supervisor:** Hendershot  
**Crew:** Formwork

	Mon 4/15	Tue 4/16	Wed 4/17	Thur 4/18	Fri 4/19	Week Recap	Mon 4/22
<b>Task:</b> Set Forms <b>Location:</b> Blg #6 <b>Start Task:</b> 4/8 <b>Finish Task:</b> 4/26	Materials & Supplies	forms & braces (side 1)	wall ties wedges & walers	forms & braces (side 2)	concrete		rebars & bar supports
	Equipment & Tools	level & rod	generator & drill	level & rod	generator & vibrators		bolt cutters
	Crew	3 carpenters 1 apprentice	3 carpenters 1 apprentice	3 carpenters 1 apprentice	3 carpenters 1 apprentice		3 carpenters 1 apprentice
	DBP	650 sf	650 sf	650 sf	0	2,600 sf	650 sf
D	Actual Prod						
	Over/Under						
<b>Key Quality Issues</b>	Planned	verify benchmark elevation	check elevation of footing	check for plumb & alignment	check for blow-outs		check 50% skip ties
	Actual						
<b>Safety &amp; Security Activities</b>	Planned	check ladders	test ground fault interrupter	check handrails & scaffolding	check traffic flow & clearances		place bar end safety caps
	Actual						

It's better not to use this page for notes; your writing might show through when you make a transparency from the master on page 45.

# SIX DAY LOOK AHEAD SCHEDULE

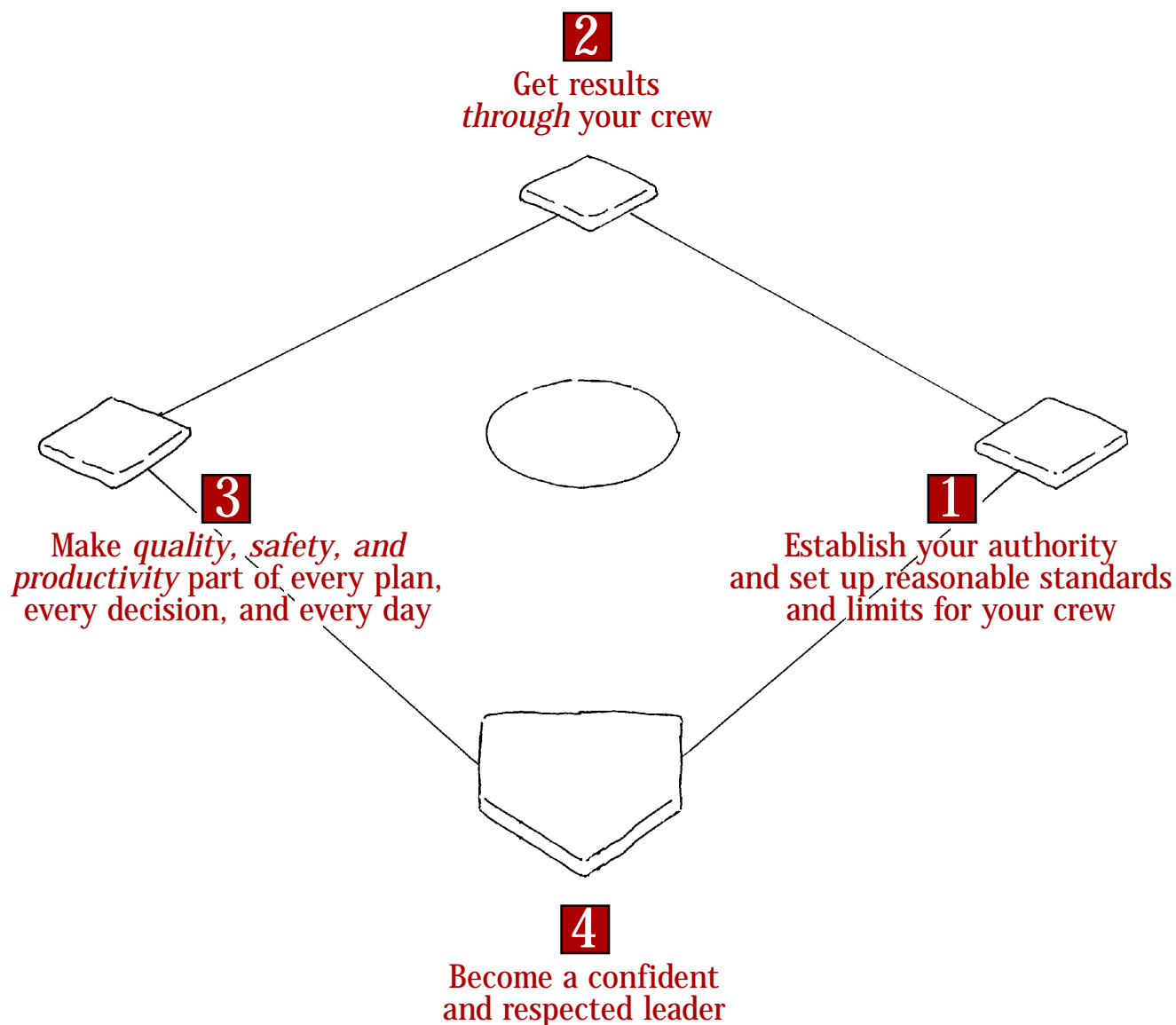
FOR THE WEEK OF:

TR #2

Project Name:		Jobsite Location:							Project #:
Supervisor:		Crew:							
		Mon	Tue	Wed	Thur	Fri	Week Recap	Mon	
<b>Task:</b>	①	Materials & Supplies							
<b>Location:</b>	②	Equipment & Tools							
<b>Start Task:</b>	③	Crew							
<b>Finish Task:</b>		DBP							
<b>D</b>		Actual Prod							
		Over / Under							
<b>Key Quality Issues</b>	⑤	Planned							
		Actual							
<b>Safety &amp; Security Activities</b>	»	Planned							
		Actual							

It's better not to use this page for notes; your writing might show through when you make a transparency from the master on page 47.

## THE FOUR FUNDAMENTALS OF EFFECTIVE SUPERVISION



It's better not to use this page for notes; your writing might show through when you make a transparency from the master on page 49.

# Special Notes

## An Idea You Can Use in Any Two-session or Three-session Workshop

At the end of Session 1, ask everyone to keep a **daily journal** of the most significant issues and events of each day concerning: (1) quality; (2) safety; and (3) productivity.

Five minutes or so before Session 2 is scheduled to start, as people are arriving, encourage them to form into small groups and briefly discuss these notes. Tell them to look for patterns — both good and bad. To start Session 2, ask one person from each group to give a one-minute summary of their discussion — then move right into Activity 2.1.

## A Special Note About Activity 3.3: Special Situation Topics

If responses from the class single out a topic or concern that isn't among the 11 topics outlined on pages 37 - 40, use these guidelines as a model to design a new workshop activity by making up your own list of key points and discussion questions.

- Tell everyone to turn to page \_\_, and allow about \_\_ minutes for them to look over pages \_\_ and \_\_. Then, to begin a discussion that gets people to talk about \_\_\_\_\_, say:
- Review key points; refer to the checklist for the topic on pages 93 - 101 of *Stepping Up To Supervisor*.
- Prompt discussion with open-ended questions that begin with **what, why, how**:
  - » *What's been your experience?* Invite war stories.
  - » *Think back to the situation. Why did it happen that way?*
  - » *What happened, and how did it affect you and the rest of the crew? How did it affect the work?*
  - » *What could you do to improve on the situation?*
  - » *How can you apply what we've been talking about on your jobsite?*

## How to Extend a One-session Workshop Beyond Two Hours

If you're presenting a one-session workshop and have more than two hours available, here are strategies for using the additional time. Choose the combination that will have the most impact for your workshop group.

- Add Activity 1.2: The Challenge Ahead, Page 8 which is outlined on page 30 of this *Leader's Guide*. Insert Activity 1.2 between Activity 1.1 and Activity 2.2 in the one-session agenda. Allow **10 minutes** for Activity 1.2.
- Expand Activity 2.3, 2.5, and 2.6 to 15 minutes each. This will allow more time to cover Fundamentals #1, #2, and #3, and it will provide the same time blocks to this sequence on the Four Fundamentals as in a multi-session workshop. Add **15 minutes** to expand these three activities.
- Add Activity 1.7: Six Day Look Ahead Schedule (continued) so each participant has an opportunity to fill out a Six Day Look Ahead for his current project. Insert Activity 1.7 between Activity 1.6 and Activity 3.5 in the one-session agenda. Allow at least **20 minutes**, 30 minutes if possible, for Activity 1.7.
- Add Activity 3.1: "Killer" Mistakes, Page 65 which is outlined on page 37 of this *Leader's Guide*. Insert Activity 3.1 just before Activity 3.5, Action Plan. Allow **15 minutes** for Activity 3.1.
- Add one or two activities from the Special Situations outlined on pages 38 - 41 of this *Leader's Guide*. Insert these activities just before Activity 3.5, Action Plan — and after "Killer" Mistakes if you also add Activity 3.1 to the agenda. Allow time as suggested in each activity outline (**10 - 30 minutes**).

# Useful References

## From Wil McKnight Associates

In addition to *Stepping Up To Supervisor*, Wil McKnight Associates also publishes *Ascienda a supervisor*, a Spanish edition, and *A Positive Attitude: Your #1 Asset*. Like *Stepping Up, Attitude* is a 100-page, self-study paperback and includes a Pocket Checklist. For more information, call 309-829-5000 or check WMA's website: [www.HardHatOnline.com](http://www.HardHatOnline.com)

## From Crisp Publications

Crisp Publications, Menlo Park, CA publishes several books that are useful references for workshop leaders. All books are inexpensive paperbacks and some also have related videos and/or transparencies.

- *Delivering Effective Training Sessions* by Geri McArdle
- *Effective Meeting Skills* by Marion Haynes
- *Effective Presentation Skills* by Steve Mandel
- *50 One-Minute Tips for Trainers* by Carrie Van Doyle
- *50 One-Minute Tips to Better Communication* by Philip Bozek
- *Graphics for Presenters* by Lynn Kearney

For additional information, call 1-800-442-7477 or check Crisp's website: [www.CrispLearning.com](http://www.CrispLearning.com)



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