

Stepping Up With Excellence

Providing Critical Skills for Front Line Supervisors

Introduction to the Curriculum

FLSD is a high impact learning program delivered in three phases. It begins with an analysis of current supervisor capabilities. Through interviews with management and surveys taken by supervisors, TDS compiles data for managers to make decisions about goal setting – for individual supervisors as well as the site. These goals guide managers and supervisors toward successful completion of FLSD and beyond.

TDS works with your management team to prepare participating supervisors to initiate changes in their current practices with defined, measureable outcomes. Setting up the supervisors for their responsibility in applying what they learn enables the relationship between manager and supervisor to develop beyond its current state.

Taking these steps in advance of the second (workshop) phase creates a learning environment at the site and an atmosphere of high expectations for change. Once the workshop sessions are over, the program doesn't end! TDS continues to work with your team to identify next steps of development.

TDS has used an Accelerated Adult Learning methodology in the development of this curriculum. This is a multidimensional approach that is learner-centered.

Delivery and Assessment Methods

The first two days of the curriculum (***Fundamental Skills for Front Line Supervisors***) are taught back-to-back in one week (the two days may be separated if necessary but should be held during the same week). It is recommended that each of the five subsequent core courses be taught a day at a time, a month or more apart, beginning four to six weeks following the initial two days. This curriculum is delivered in several parts to make it easier for scheduling and also to give each supervisor time to apply concepts learned between sessions. Each module is led by a facilitator that is certified by TDS.

Fundamental Skills for Front Line Supervisors

Laying the Foundation for Excellence (2-day foundation course)

Day One

- **Introduction to the Stepping Up With Excellence Curriculum**

This module provides information about how the curriculum works and what the two-day foundation course covers. An organizational “champion” kicks the off the series of workshops by talking about his/her corporate expectations and business goals for the program. He/she discusses how the supervisor fits into the plan, and the value brought to the table by the supervisor. Also, during this segment, the facilitator talks with participants about their own expectations of the program. The day’s schedule is reviewed and a Safety Moment is introduced to set the tone for the curriculum with regard to safety. We engage the participants in various activities regarding their new role. We also introduce the concept of the Leadership Bank Account and its importance in achieving excellence in supervision.

- Corporate kick-off
- Introductions and safety moment
- Course overview
- Facilities, schedule and expectations
- Managing Your Leadership Bank Account

- **Your Role as Supervisor – Making the Transition**

The newly appointed front line supervisor is faced with a host of new responsibilities and challenges. This module begins with an activity designed to identify the challenges (or fears) that the participants had, have, or expect to have when moving up to supervisor, as well as the potential rewards. We talk about the importance of the supervisory role in the success of the business and look at the many different responsibilities that are new in the role of supervisor. We also discuss the qualities and skills a person needs to possess and/or develop in order to be effective as a front line supervisor.

- Challenges and rewards
- Your new responsibilities
- Excellent front line supervision
- Thriving through the transition

- **Communicating Effectively**

Effective communication may be the most critical skill a front line supervisor can possess, and we work on building that skill in this module. This highly interactive session includes group activities and discussions that allow participants to practice a variety of communication styles and experience the value of active listening. Participants are given information and tools to help them effectively manage peer communications.

- Effective communication
- Active listening and powerful questioning
- Effective team meetings
- Managing shift change communication

(End of Day One)

Day Two

- **Review of Day One (Activity)**

Day two begins with a Safety Moment. Immediately afterward there is a group activity that briefly reviews the important information covered in the previous day's modules.

- **Your Role as Champion**

A major part of becoming a new supervisor is the need to take on the role of Champion in many aspects of the job, in particular with regard to safety, change, and quality. Being a champion is so much more than being able to handle what comes along in a given area of responsibility. It means taking the lead and being proactive in that area, and it means being the best possible example of how to respond to a need. It's about having values that set a foundation for excellence in all things. We discuss what it means to be a champion in everything the supervisor does, with specific emphasis on the three areas listed.

- Being a Champion
- Champion for Safety
- Champion for Quality
- Champion for Change

- **Effective Authority**

The primary thing that makes this role different is that the supervisor has a new level of authority and power. This module uses lecture, discussion, and activities to define the types of power, giving examples of how they are used, and then covers ways to indicate power in an effective and sensitive way. In addition, the group discusses the need to share power with their direct reports and the reasons that this is important to a supervisor's success in managing people.

- The power types
- Demonstrating power
- Sharing power

- **Human Resources and the Legal Side of Supervision**

Managing people for the first time brings with it the need to understand the basics of employment law. This module covers the legal challenges faced by a front line supervisor in the areas of employment, attendance, sexual harassment, discrimination, and more.

We use a combination of delivery methods to make this module interactive and engaging.

- Employment Law
- Discrimination and Harassment
- Recordkeeping
- The Hiring Interview

- **Fundamentals Review**

At the end of day two, participants will take part in an activity designed to give a review of the information covered in both days of this foundation course.

Case Study: Facilitator will provide each participant with a case study that will require approximately 30 minutes of time between each session to complete. The case is based on a real incident in history and requires the supervisor to hone his/her critical thinking skills regarding how the situation should have been managed.

Application and Accountability: The supervisor meets with his/her manager between each session to discuss the content learned and how it will be applied in the supervisor's work area. Methods of accountability are established by the manager and used as a way to retain techniques learned in the courses. Because the manager has attended a course in preparation for this and has been given the tools to facilitate these short sessions, both are able to gain from the experience.

- **Next Steps**

The last few minutes of the day will be spent discussing the next modules in the curriculum and answering any questions that have not been addressed.

*(End of **Fundamental Skills for Front Line Supervisors** course)*

Core Course 1 – Leadership and Team Building

The day begins with a Safety Moment followed by a discussion of the case study.

- **Adaptive Supervision**

The front line supervisor is in a position to lead a group of people, perhaps for the first time, and it is crucial to understand that different styles of supervision, or leadership, are needed for different situations. This module discusses a basic set of supervisor behaviors that can be used to manage performance. In addition, it breaks down situations into job and staff criteria to enable the participant to learn when to use each of the behaviors. This module describes an adaptive supervision model that participants are able to take back and use on the job.

- Performance Managing Behaviors
- Job and Staff Criteria
- Decision Moderators
- Adaptive Supervision Model

- **Building Teams**

The front line supervisor is responsible for managing a group of people, but that group is not automatically a team. This highly interactive module uses group discussion and activities to uncover what a team really is and show how important it is to the success of a unit. We discover some of the obstacles to team development and discuss how to transform a group of people into a highly functioning team. The participants have an opportunity to experience the importance of being a good team member and working together.

- What is a team?
- Team composition
- Supervising teams
- Helping teams in trouble

Homework: Continuation of the case study.

Core Course 2 – Conflict, Decisions and Problem-Solving

The day begins with a safety moment followed by a discussion of the case study.

- **Conflict Management**

Every job has the potential for conflict when two or more people work together. This module uses an interactive format to help the supervisor understand what conflict is and how to reduce the likelihood that it will arise. Through small group discussions and activities, participants discover the top ten skills they need to effectively resolve conflict. In addition, we talk about some of the more common types of “difficult employees” and discuss ways to effectively work with them. We also talk about recognizing the warning signs that workplace violence may happen, and how to avoid it or address it if it does.

- Understanding conflict
- Reducing the likelihood of conflict arising
- The top ten skills of conflict resolution
- Working with difficult employees
- Preventing or addressing workplace violence

- **Problem Solving and Decision Making**

The front line supervisor’s world is full of problems that need to be solved and decisions that must be made. Some of these are very easy and straight-forward, but many are not. This module discusses proven problem solving and decision making techniques that individuals or groups can effectively use and talks about the role innovation and creativity play in these processes. Through small group activities and discussion, participants are able to practice the use of several of these tools.

- Problem solving steps
- Problem solving techniques
- The top 3 decision making mistakes
- Decision making tools

Homework: Continuation of the case study.

Core Course 3 – Getting the Work Done

The day begins with a safety moment followed by a discussion of the homework that was completed.

- **Managing Performance**

Front line supervisors have many tasks to perform, but ultimately their goal is to “get the job done” in the safest, most effective way possible. This requires them to understand how to manage the performance of their people. Using a variety of delivery methods, this module covers performance management issues including setting expectations, conducting performance reviews and giving feedback, as well as the importance of motivating employees to get the work done. ***This module can be customized to include company-specific forms, procedures, etc.***

- Setting performance expectations
- Setting S.M.A.R.T. goals
- Giving effective feedback
- Conducting performance reviews
- Motivating employees

- **Managing Productivity**

Supervisors also need to manage more than people, so we cover an overview of project management and talk about planning and organizing. Scheduling presents unique challenges and we discuss these as well as ways to overcome them. We also talk about how delegating and time management can be effective tools in getting things done. Managing quality and resistance to change are critical activities that we also discuss. ***This module can be customized to include company-specific forms, procedures, etc.***

- Planning and organizing
- Effective delegation
- Managing scheduling challenges

Homework: Continuation of the case study.

Core Course 4 – Developing People and Diversity

The day begins with a safety moment followed by a discussion of the homework that was completed.

- **Developing People**

Effectively managing people is at least partly dependent on providing appropriate development for them. This module is, again, highly interactive, and discusses the value of providing development opportunities for direct reports. Participants have an opportunity to practice effective coaching and counseling skills and discuss how they can apply these skills in their units. We talk about what training and mentoring look like in their environment and discuss how they might be able to use these tools to greater advantage.

- The meaning of developing people
- Value of developing people
- Coaching and counseling
- Training
- Mentoring

- **Leading a Diverse Workgroup**

Diversity can be a difficult topic but it is one that is important for the front line supervisor to understand. We talk about what diversity means and what it doesn't mean, and about the impact a diverse workforce can have in the workplace, including how such diversity can make for stronger and more effective teams. Using activities and group discussions, participants begin to identify their own beliefs about diversity and talk about what their role as a supervisor should be in ensuring that diversity is respected.

- Defining diversity
- Factors that impact diversity
- Communicating a positive message
- Describe your own diversity
- The supervisor as champion for diversity.

Homework: Continuation of the case study.

Core Course 5 – Putting it All Together

The day begins with a safety moment followed by a discussion of the homework that was completed.

- **Managing Stress**

Stressors are everywhere, in every part of our lives, and there can be significant stressors for the front line supervisor, particularly in the process operations environment. Through discussion and group activities, this module talks about what stress is and is not and uncovers what the stressors are that are prevalent in the world of the front line supervisor. Participants have the opportunity to identify their own stress responses and discuss ways to reduce the negative impact of stress in their environment.

- What is stress
- Effects of stress
- Coping with stress
- Your stressed employees

- **Case Study and Applications**

The case study ends with discussions around all of the historical outcomes as well as the incremental factors that might have impacted the situation differently. Participants have the opportunity to share their own thoughts and ideas – solidifying the concepts learned throughout the courses.

Having spent time between each course with his/her manager defining expectations and goals, the supervisor now has a level of accountability to maintain and a more cohesive relationship with the manager. Continued applications are discussed and ideas shared for further development.

- **Program Review and Assessment**

Participants will have one more opportunity to review and demonstrate their mastery of the knowledge and skills covered in the entire **Stepping Up With Excellence** curriculum through a combination of the following:

- Case study reenactments
- Role-plays
- Small group discussions
- Learning activities

In addition, they will complete a questionnaire about how they will continue to use their new skills back on the job.

At the end of the day, all participants are awarded the **Gold Medal Level of Excellence in Front Line Supervision** and will receive a certificate stating their accomplishment. A celebration will be held and refreshments will be provided.