

STEPPING UP

TO SUPERVISOR



LEADER'S GUIDE

LEADER'S GUIDE

for

STEPPING UP TO SUPERVISOR

Ideas, techniques, and skills for new construction supervisors and people who want to become a supervisor

The item number for this *Leader's Guide* is 419. It's a **PDF** version — which you can download free at the **HardHatOnline** website:

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Links are shown in **underlined blue**. Some links are to pages in this *Leader's Guide*. Some links are to related website pages; you'll need to have your browser open to reach website links.

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Look before you leap.

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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 workshops — with options for expanding each of them:

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

Actually, *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 supervisors and potential supervisors 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* provides objectives, timelines, and step-by-step guidelines for leading 36 workshop activities. You can choose which topics you want to cover.

The time blocks shown for individual activities are tight. You can lengthen them, but you probably can't shorten them.

If you set up a workshop that doesn't cover the whole book, each person in the group can use the book's self-study format to work thru any topic that's not included in the workshop itself.

It's probably a luxury, but it's very helpful if you can have a copier in the corner of the room: the Class Registration List; a really good Six Day Look Ahead Schedule; impromptu handouts; something a class participant brings in to share with the group.

Easy, direct eye contact is essential! Don't set up long tables in rows — "schoolroom" style. Use one of the typical room set-ups shown on [page 56](#).

If the room set-up isn't OK when you walk in the door, ask the first few arrivals to help you move it around. (Actually, this can work as sort of an ice-breaker.)

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**.

The self-study approach works in 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. The room set-up must promote interaction and lively discussion, and you'll accomplish this if you *make people feel comfortable*.

- Everyone must have easy, 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 whole 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 3 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 person in the class — plus, if appropriate, a copy or two of [Ascienda a supervisor](#), the Spanish edition of *Stepping Up*.
- The room is set up and checked out to ensure the set-up is OK; temperature, lighting, a table for your materials, name card tents.
- Arrangements are made and 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 — the projector works OK and has a spare bulb.
- Copies are ready: workshop agenda, housekeeping rules, class registration sheet; feedback forms, 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 example).** Use this TR of the filled-out form on *Stepping Up* page 25 to walk participants step-by-step through the development of a Six Day Look Ahead Schedule. See [Activity 1.6](#).
- **TR #2: Six Day Look Ahead Schedule (blank).** You can use this TR of the blank form on *Stepping Up* page 27 to create an example that specifically fits the group — or to let someone in the class show his Six Day Look Ahead Schedule to everyone else. See [Activity 1.7](#).
- **TR #3: The Four Fundamentals.** A new supervisor has hundreds of thoughts swirling through his head; use TR #3 to *focus* participants on the four fundamentals when you introduce them in [Activity 2.2](#). 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.

Check out the room in advance so you know you're not going to walk in on a nasty surprise. **Remember:** your ability to handle a problem is often related to the amount of time you have to solve it.

For each session, arrive at least 30 minutes before the start time. Plan to stay 30 minutes after the session is over. This is your prime time to be available for questions, and these informal conversations will help to make class discussions flow more freely.

Click on the Activity 1.6 link now if you want to take a look at the detailed guidelines for this activity. You'll jump to page 31.

Remember: It's a good idea to note what page you're on before you click a link so you can quickly jump back if you want to.

Look before you leap.

Note: the [links](#) in this Draft are shown, but they are not yet active.

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.

When you form small groups for discussion, try to match up poor readers with good readers who can help them keep up with the pace of the class.

Most construction foremen 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 a cable News & Opinion show 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 on the jobsite through *Action Plans that are carried out*. It's important for participants to "buy in" so the *effect* of what people learn breaks the *Five & Five Rule*: most training is forgotten within 5 miles or 5 minutes after 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 classtime to read and explain them.
- Make up a [Class Registration Form](#) to pass around during Session 1 so you can have a class list without using class time to get it.
- Make complex flipcharts in advance — or at least prepare the basic structure so all you have to do during a class discussion is fill in “answers” and class responses.

Complex flipcharts: Avoid trying to create an entire flipchart on the fly as you present a topic. You're not the UPS Whiteboard Guy — your chart won't look very good, and the time it takes while the class sits there and watches you muddle thru can kill the momentum of a discussion.

What! No Overhead Projector?

If there's no overhead projector at your workshop location, we suggest that you go to Kinko's and get enlargements made of [TR #1](#), [TR #2](#), and [TR #3](#) and use these visuals to present the [Six Day Look Ahead Schedule](#) and [The Four Fundamentals of Supervision](#). Tell Kinko's to make a copy first, then make the enlargement from the copy. If possible, make these enlargements 2-color like the TR masters.

Presenting This Workshop at a Jobsite

The 2-hour session time blocks for this workshop are designed to make jobsite delivery feasible. A supervisor can get his crew started, step away for a two-hour workshop, then catch up with them 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 and 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.

Creating Your Own Customized Workshop

Three Basic Agendas

This *Leader's Guide* presents agendas and detailed guidelines for three workshops:

- One session: 120 minutes = 2 hours total. This agenda is shown on page [15](#), and the guidelines are presented on pages [17-20](#). Two hours is a minimum — the time blocks shown for individual activities are tight. You can lengthen them but you probably can't shorten them.
- Two sessions: 120 minutes each = 4 hours total. The two-session agenda is shown on page [21](#), and the guidelines are presented on pages [23-29](#).
- Three sessions: 120 minutes each = 6 hours total. The three-session agenda is shown on pages [31/32](#), and the guidelines are presented on pages [33-46](#).

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](#) (*Stepping Up* 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 participants 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 **Activity 3.2: Eliminating Your Personal Down Periods** (page 62) which is outlined on page 37 of this *Leader's Guide*. Insert Activity 3.2 just before Activity 3.5, **Action Plan** (and after Activity 3.1, if you do it too). Allow **20 minutes** for Activity 3.2.
- Add one or two activities from the nine **Special Situations** outlined on pages **42-45** of this *Leader's Guide*. Insert these activities just before Activity 3.5, **Action Plan** — and after **"Killer" Mistakes/Eliminating Your Personal Down Periods** if you also add Activity 3.1 or Activity 3.2 to the agenda. Allow time as suggested in each activity outline (**10-30 minutes**).

Using the Three-Session Workshop Agenda to Select Topics for a Customized Workshop

We can't promise that this will work on every computer system — namely yours — or with every word processing program, but try opening two windows: one with this *Leader's Guide* PDF file and the other with your WP software. Then go to the detailed guidelines for **A Three-Session Workshop** on *Leader's Guide* pages **31-46** and cut & paste — add, delete, change the topic order, etc — to create your own customized agenda and *Leader's Guide*.

If this works out, you'll probably have to fool around some with the formatting until your finished *Leader's Guide* is easy to read and refer to when you're in front of the class. But, this method for building an agenda is probably more efficient than the old *3 x 5 Index Cards on the Kitchen Table* method, and when finished, you'll have a customized, professional-looking *Leader's Guide* that you can easily revise for other workshop situations.

A Few Things We've Learned About Customizing a Workshop

Seasonal Factors. With a few variations, the seasonal "appetite" for construction training is parallel to the local school calendar, especially early fall and winter (thru March). It's unwise to schedule a workshop that competes with school vacations — and avoid Friday nights.

Other seasonal competition to avoid: Monday night football; the opening of hunting or fishing season; prominent events that invite massive local attendance or screw up commuting; periods of predictable adverse weather.

Evening & Saturday Classes. Most workshops are scheduled outside the normal workday, and most people must commute to the workshop location, then commute home. Keep this in mind when choosing the start time, the finish time, and the day(s) of the week to meet.

Editorial Notes are shown in green; they do not print and, when resolved, they will be deleted from the file.

Also take into account: the longest drive-time commute; workday fatigue; time for a meal; the need for a short break to switch gears from working to learning

Session Frequency. [add more text here](#)

Session Length — Minimum. Every workshop has an overhead: cost, time, and trouble — especially time. Commuting to and from the workshop location; switching gears; getting a quick dinner before an evening class. There's no point in bringing people together, then sending them home after an hour. **Our recommendation:** 2 hours for each workshop session is a minimum.

Session Length — Maximum. The workshop agendas presented in this *Leader's Guide* can be adequately covered, at a reasonable pace, in 2 - 2½ hours. A Saturday morning workshop session can run up to 4 hours, but make sure the coffee/soda/snack supplies are generous. **Our recommendation:** [add more text here](#)

Shortening & Lengthening Time Blocks. First the reality: the time blocks shown for individual activities are tight — you can lengthen them, but you probably can't shorten them. Here are three ways to lengthen a time block:

- Simply allow a few more minutes to discuss a specific activity.
- Allow breakout groups to have more time for their small-group discussion.
- When you start a breakout, tell each group to each appoint a note-taker and a spokesman. Then say: *When we come back together, I want each spokesman to tell us how you defined the problem, then give us a 2-minute summary of your group's solution and the reasons behind it.*

Keep in mind that this will extend this activity by 2+ minutes per group — plus the time for follow-up discussion. It's usually better to do all of the presentations first, then open it up to comments. Otherwise, Group 2, 3, 4 etc will become afterthoughts and their presentations deflated. And, they'll be tempted to launch into their solutions when commenting on Group 1's presentation. As the Group 1 spokesman finishes his remarks, say: *Let's hold up on comments until we hear what each Group has to say. Then we'll talk about the plus and minus of each solution.*

Remember: an important part of a workshop is the chance to practice the [eight-step problem solving process](#) (*Stepping Up* page 76). These small-group discussions provide an opportunity to define the **real** problem, come up with a **range** of workable solutions, then **choose** one.

If you lengthen an activity, Be sure to record the new time allowance for that activity — and also adjust the cumulative time for that activity and all activities that follow in that session.

The Concentrated Workshop Format. For various reasons — usually related to cost-saving or time-saving efficiencies — some workshops are presented in a concentrated time. For example: all-day Saturday. There are advantages and disadvantages to this format. You can figure the plus factors out for yourself, but here are a few drawbacks to watch out for:

- [add more text here](#)

Class Size. The success and value of a workshop comes from class participation, especially in the full-class discussions and breakout groups. It's difficult to have a vigorous discussion with less than 6 or 8 people. Most of them are not experienced supervisors — they're people who are "stepping up" and some of them don't arrive at the workshop with much real-world experience under their belt.

And, the breakout approach only works if you can have at least two or three breakout groups — with a minimum of three persons each. Four is better. **Our recommendation:** class size minimum is 8 — and try to hold out for 10.

Maximum class size is affected by the physical arrangements (room size; tables/chairs; support hardware), the ability and willingness of the instructor to handle a large group; and — most important — the effect of class size on discussions and the workshop timeline. The effect of these factors is more acute on a workshop with longer sessions (2:30+).

A group of 30 or more is simply too large for everyone to participate in discussions; either some people will be left out or the activity timelines won't hold. The workshop may also tilt toward excessive lecture. To an extent, an instructor can use breakout groups to minimize the negative effect of a large class, but if he chooses to have groups make presentations (with follow-up discussion), timelines will be difficult to maintain.

It requires much more instructor energy and stamina to handle a large class. **Our recommendation:** class size maximum is 25 — and 20 (split up into four breakout groups) is better.

The First 15 Minutes. First impressions count! The way you handle the [Introduction](#) — especially the pace you set and the way you encourage participation — will set a pattern for the workshop. Be organized, relaxed, upbeat, and in control.

Within the first 30-60 minutes, a class will usually form an opinion on the instructor's credibility and the workshop itself. If it's a three-session workshop and that opinion is negative, it will be a loooooong

10 hours, and attendance will likely drop off for Sessions 2 and 3.

The Challenge. Don't be shocked or dismayed if someone in the class decides to "test" your knowledge or authority during the first hour of a workshop. If this happens, stay cool. Resist the temptation to swat him down or treat him like a heckler in a night club.

Instead, turn his remarks back to the group: *Well, what do the rest of you think about this?* If his comments are off-base, the group will usually handle it. And, a response from peers is far more effective than an argument with the Guy In Front of the Class.

Draft

additional text on pages xiv & xv will extend this section to page xv

Draft

This section, Ideas to Prompt More Effective Discussions, is adapted from *Effective Meetings*, which is written by Marion E. Haynes and published by [Axzo Press](#). For more information, see page [71](#).

Observe the group as they gather for class. You'll probably notice that some are more gregarious than others. Call on them first.

Stepping Up discussions are always lively. If you have time, you can extend most activities by using these ideas and techniques. The book and *Leader's Guide* can support a multi-session workshop of up to 10 hours total.

For more information on extending sessions beyond two hours, see the sidebar notes on pages [36](#) and [40](#) and **How to Extend a One-Session Workshop Beyond Two Hours** on [pages 6/7](#).

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 handle 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?*

- 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 **Action Plan** ideas.
 - » *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, count to 20, 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?*

Some instructors announce during the **Introduction**: "It's your participation that makes this class go. On the other hand, if it's your turn to talk and you really don't have anything to say, it's OK to just say *Pass* — and you don't have to explain anything. We'll just keep it moving along, and you can jump in when you're ready."

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; everyone help straighten up the classroom before leaving
- Locations: rest rooms, 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, but return to the group ASAP; we'll take some 1-minute stretch breaks, but we don't have time for any 10-minute breaks where everyone leaves the room
- Interruptions & distractions: turn off cell phones — or put them on vibrate only; try to limit your calls to emergencies only, and leave the room immediately if a conversation is necessary
- Workshop pace: brisk; pay attention; get right to the point
- Participant responsibilities:
 - » respect everyone
 - » 100% focus on the topic at hand
 - » openly share knowledge, experiences, and feelings
 - » 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* of the exercises — including the ones we don't cover in class
 - » ask questions; be curious; think about *What If...?*
 - » 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
- Relax; 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, and 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: If you have more than 2 hours available, see [page x](#) in the **Introduction** for ways to expand this one-session workshop outline.

Opening Remarks & Introductions Welcome everyone to the workshop; introduce yourself and tell your organization’s 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 activity is only 15 minutes!
- 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. It’s yours — highlight key ideas; make notes.*

This 2-hour, one-session workshop outline includes selected activities taken from the three-session workshop presented on [pages 33-46](#). If you have more than two hours available, see **How to Extend a One-Session Workshop Beyond Two Hours** on [page x](#).

15 minutes (0:15)

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

30 seconds max! The pace of this activity sets the pace for the workshop. If you have more than two hours for this session, you’ll probably use some of the extra time here — but “do the math” and don’t let it run on & on.

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.

* = page numbers in *Stepping Up To Supervisor*

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.

Note: Whatever you do, **don't not have someone read the book aloud**. That's deadly — and some people are very fearful about reading aloud, especially in front of peers. Just tell them to read to themselves and look up when they're finished.

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 **One-Minute Stretch Break**...but *don't let the group break up and leave the room* or you won't get them all 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.)
- Check your watch. The workshop should be at the 55-minute mark when this activity finishes. If you're running behind, keep it to yourself. There's nothing to be gained by making a comment about it. But if you are running behind, you'll either need to pick up the pace or know that the workshop will run longer than the stated finish time — and deal with that fact according to the specifics of the situation.

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 that?* 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 ④.

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.

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/or e-mail on the list, and tell the class when it's OK to contact you.

Pass out the [Workshop Feedback Form](#) and ask everyone to fill it out and either give to you or leave it on the table at the front of the room.

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, and Every Day (44)
- [Activity 2.9](#): Fundamental #4: Become a Confident and Respected Leader (52-57)
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- [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.

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 activity is only 15 minutes!
- 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 33-46](#).

15 minutes (0:15)

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

30 seconds max! The pace of this activity sets the pace for the workshop. If you have more than two hours for this session, you’ll probably use some of the extra time here — but don’t let it run on & on.

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.

* = page numbers in *Stepping Up To Supervisor*

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 **One-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 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 on page 27.*

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 *Stepping Up* 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 49 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.

A TWO-SESSION WORKSHOP • SESSION 1

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 ④ (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/or e-mail on the list, and tell the class when it's OK to contact you.

If you have more than two hours available for Session 1, you may want to allow more time for the **Six Day Look Ahead Schedule** ([Activity 1.6/1.7](#)).

You can also add one or two activities from the nine **Special Situations** outlined on pages [42-45](#) of this *Leader's Guide*. Insert these activities just before Activity 3.5, **Action Plan**. Allow time as suggested in each activity outline (10-30 minutes).

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**; point out Special Situation topics in Part 3 that participants can cover through self-study.

Activity 2.1, Six Day Look Ahead Schedule As people are arriving for class, encourage a discussion of the Six Day Look Ahead Schedule. To start Session 2, 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. If you think you might have to skip something, decide in advance what it will be.

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 **One-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 that?* 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: Seven “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 for you?*
- After several people have shared their results and experiences, ask: *Does anyone have a new technique to add to this list?*
- When you've finished Activity 3.2, tell everyone to quickly page through and scan pages 66-78, and encourage them to work through these topics — after the workshop — as self-study.

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.

Pass out the [Workshop Feedback Form](#) and ask everyone to fill it out and either give to you or leave it on the table at the front of the room.

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 activity is only 15 minutes!
- 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.

30 seconds max! The pace of this activity sets the pace for the workshop. If you have more than two hours for this session, you’ll probably use some of the extra time here — but don’t

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.

* = page numbers in *Stepping Up To Supervisor*

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 supervisors.

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 **One-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: 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.

If you have more than two hours available for Session 1, you may want to allow more time for the **Six Day Look Ahead Schedule**, (Activities 1.6 & 1.7).

A THREE-SESSION WORKSHOP • SESSION 1

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 ④ (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/or 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 (Pages 24/25) As people are arriving for class, encourage a discussion of the Six Day Look Ahead Schedule. To start Session 2, 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. If you must skip something, decide in advance what it will be.

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.

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.

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 2.4: 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?*

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 **One-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 2.7: 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 that?* 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.*

If you have more than two hours available for Session 2, you can cover [“Killer” Mistakes](#) and/or [Eliminating Your Personal Down Periods](#) now instead of in Session 3 as shown in the Three-Session agenda. Then you can include additional [Special Situations](#) in Session 3.

If you do this, insert these two activities just before Activity 2.10, **Action Plan**. Allow 15 minutes for **“Killer” Mistakes** and 20 minutes for **Eliminating Your Personal Down Periods**.

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 of this *Leader’s Guide* 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.

As people are arriving for class, encourage a discussion of Action Plans: What ideas have they tried? What happened? How did it go?

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 (1:45)

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

If you have time, you can expand the workshop by roughly 90 minutes by doing all nine of the special situations in [Activity 3.3](#).

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 foremen 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.

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 70% of the time you allow for this activity on mistakes involving people, 30% 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.

Solving Problems is a good topic to cover at the beginning of Activity 3.3 because the eight-step procedure is applicable to many other topics.

Topic	Page	Time	Total Time

You'll need to work in a **One-Minute Stretch Break** somewhere in the middle of this time block.

Total time must add up to 70 minutes.

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.

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 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.*

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?*

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.

Pass out the [Workshop Feedback Form](#) and ask everyone to fill it out and either give to you or leave it on the table at the front of the room.

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 example)**. 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 Activity 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 at your workshop location, 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:

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
Task: Set Forms Location: Blg #6 Start Task: 4/8 Finish Task: 4/26	Materials & Supplies	rebars & bar supports	forms & braces (side 1)	wall ties wedges & walers	forms & braces (side 2)	concrete		rebars & bar supports
	Equipment & Tools	bolt cutters	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	3 carpenters 1 apprentice	3 carpenters 1 apprentice
	DBP	650 sf	650 sf	650 sf	650 sf	0	2,600 sf	650 sf
Key Quality Issues	Actual Prod							
	Over / Under							
Safety & Security Activities	Planned	check 50% skip ties	verify benchmark elevation	check elevation of footing	check for plumb & alignment	check for blow-outs		check 50% skip ties
	Actual							
Safety & Security Activities	Planned	place bar end safety caps	check ladders	test ground fault interrupter	check handrails & scaffolding	check traffic flow & clearances		place bar end safety caps
	Actual							

TR #1

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.

SIX DAY LOOK AHEAD SCHEDULE

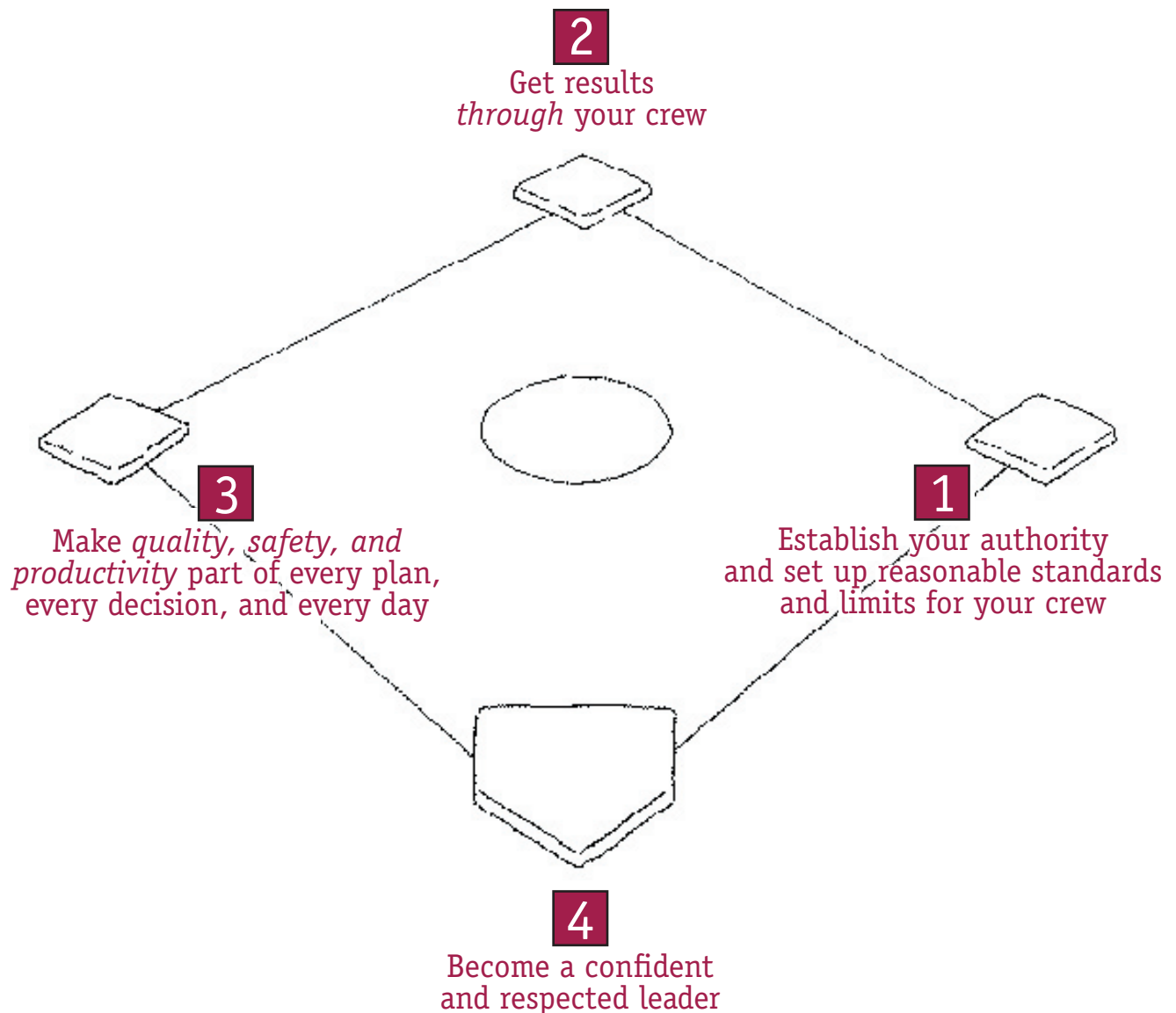
FOR THE WEEK OF:

TR #2

Project Name:		Jobsite Location:							Project #:
Supervisor:		Crew:							
		Mon	Tue	Wed	Thur	Fri	Week Recap	Mon	
Task:	① Materials & Supplies								
Location:	② Equipment & Tools								
Start Task:	③ Crew								
Finish Task:	④ DBP								
	⑦ Actual Prod								
	Over / Under								
Key Quality Issues	⑤ Planned								
	Actual								
Safety & Security Activities	⑥ 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 49.

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 51.

Special Notes

Daily Journal: An Idea You Can Use in Any Two-Session or Three-Session Workshop

As you wind up Session 1, tell everyone to keep a **daily journal** of the most significant jobsite issues and events of each day concerning: (1) quality; (2) safety; and (3) productivity.

Then, as people are arriving at the next class meeting, encourage them to form into small groups and briefly discuss these notes. Tell them to look for patterns — both good and bad — and solutions. 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](#).

Create Your Own Special Situation Topic (Activity 3.3)

If responses from the class single out a topic or concern that isn't among the 11 topics outlined on [pages 42-45](#), use these guidelines as a model to design a new activity by making up your own list of key points and discussion questions.

- Tell everyone to turn to *Stepping Up* page ___ and allow about ___ minutes for them to look over pages __ and __. Then, to begin a discussion that gets people to talk about _____, say:
_____.
- If the topic is one that's covered in *Stepping Up To Supervisor*, review its key points by referring to the checklist for the topic on pages 93-101.
- 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?*

Edit to cover (a) topics in Stepping Up & (b) topics not in Stepping Up...eg First, lay the background by...

The Role of the Instructor

This is not a lecture by an “expert” to a roomful of “rookies.” True, you have more experience and knowledge about the topics you’ll cover than they do, but your role is a facilitator or manager: (1) to present information that sets up an activity; (2) to manage that activity so everyone participates and understands a set of key points; (3) to help each person think thru how he could *apply* what he’s learned on his jobsite and make a **Action Plan** that fits his personal situation.

Your role is to accomplish each **Objective** in the time allotted — sort of like “the budget” and “the schedule” for a task on a jobsite.

Typical Room Set-Ups

Eye contact and elbow room. Here are a few typical arrangements that work. During presentations and discussions, every workshop participant (including you) must have direct eye contact with every other workshop participant — without turning around.

Since many activities involve breakout groups of about four people, the room set-up must be quickly adjustable to give each group its own space. Sometimes you just have to pick up tables and chairs and move them around.

[add room set-up diagrams here](#)

Breakout Groups

Some workshops will include several people from the same company, organization, or social group. Split them up. Try to make each of the breakout groups diverse. If possible, avoid any concentration of natural leaders, heavy talkers, high-status people, poor readers, outsiders who aren’t part of any group. For Session 2 and 3, don’t be reluctant to scramble the groups if you think it might help discussion and interaction.

While groups are at work, wander around. Listen in on their discussions but don't jump in with answers. If you think a group needs redirection or a boost, use [open-ended questions](#) to get them on track.

A Few Dos & Don'ts

As you work thru each activity, keep your focus on the **Objective**, and keep your eye on the clock — especially the cumulative timeline.

If you see that you're behind schedule, adjust the pace, omit part of an activity, or simply run a little late — but don't announce: "We're running behind." There's nothing to be gained by saying that, and it can become a distraction. As far as everyone else is concerned, you're always right on time.

Repeatedly connect the ideas and skills you're talking about with jobsite applications. Ask: *How would you do this over at XYZ project?* Remember: learning is the means; *doing* is the end — to be achieved thru each person's **Action Plan**.

Use praise to recognize "right" answers and "good" solutions — and "workable" solutions that aren't perfect. And, if possible, recognize participation itself, even if the comment is off the mark.

Be sure that everyone understands that, most of the time, you're not looking for One Right Answer. You're looking for a range of workable solutions. If different people or different groups come up with different solutions — that's good! Compare. Contrast. Talk about advantages, disadvantages, and trade-offs.

If someone raises an obvious contradiction or says something that's out of line, don't swat it down — turn it back to the group: *What's your take on that, Kevin?* (Kevin being one of the sharper guys in the class!)

Don't talk too much.

Homework (two-session & three-session workshops)

It's reasonable to expect people to do an hour of homework between sessions, but not a lot more. (1) Tell everyone to refer to the agenda and read the pages in *Stepping Up* that you'll cover in the next session. (2) Pick out a key point in today's session and tell everyone to try out or observe that idea or technique on the jobsite. To start the next session, ask 2 or 3 people to report their experiences and observations. Quick comments; 30 - 60 seconds each — a short discussion. Use your judgement on how long to let it run.

The First 15 Minutes of Session 1

There isn't a magic formula for starting a workshop, but keep these points in mind: (1) Be organized; do your [Pre-Flight Checklist](#) so you don't spend class time on arrangements or set-ups you could have done ahead of time. (2) The primary purpose of self-introductions is to be an ice breaker, to make everyone feel comfortable in a way that encourages participation. But don't lose sight of your timeline. (3) The way the first 15 minutes unfolds will set the pace for the workshop that follows.

Using the 30 Minute Time Blocks Before & After a Class Session Starts

These are your office hours. You may tell the class about other times you're available to talk with them, but try to arrange your schedule so you can come early and stay late. If it's a two-session or three-session workshop, tell the class what time the doors will open and what time you'll be there.

Make necessary arrangements so the doors are open and the parking lot illuminated for the earliest expected arrival and the latest expected departure.

Use The Rest of This Page to Write Down Any Special Notes You Want to Remember

Sample Forms

Here are five sample forms which you can copy or adapt to use in managing your workshop. You can print out these certificates and forms directly from this PDF file.

- **Recognition Certificate.** Here are two versions of a recognition certificate: (1) a certificate that needs only a name, a date, and a signature; (2) a certificate with artwork only.
- **Class Registration List.** Pass this form around during Session 1. If possible, make copies during Session 1 so each person can leave with this contact information.
- **Participant Information Form.** If possible, send out this form to people when they register for your workshop and get it back in advance. Review the forms as you make your workshop plan and make any adjustments that are suggested by the class profile.
If you're presenting a two-session or three-session workshop, try to pass it out during Session 1 and get it back before people leave. If you're presenting a one-session workshop, forget about this form. You don't really have time for it, and you'll get much of this information from the Feedback form.
- **Workshop Feedback Form.** Pass out the Workshop Feedback Form at the end of the **Closing**. Ask people to fill it out and either give to you — or leave it on the table at the front of the room. (This will give them the option to provide feedback anonymously.)

USE THIS BLANK PAGE FOR NOTES



QUALITY SAFETY PRODUCTIVITY

This is to certify that

has advanced professionally by successfully
completing a training program entitled

Stepping Up To Supervisor

and has been awarded this certificate in recognition of this achievement.

Awarded this date:

It's better not to use this page for notes; your writing might show through when you print a certificate from the master on page 59.

QUALITY AFFETY PRODUCTIVITY SUSTAINABILITY



It's better not to use this page for notes; your writing might show through when you print a certificate from the master on page 61.

CLASS REGISTRATION LIST FORM

add Class Registration List Form (also add to Intro activity)

It's better not to use this page for notes; your writing might show through when you print a form from the master on page 61.

Tell us a few things about yourself. This will help your instructor understand the range of experiences and job situations in the class — and the goals and expectations people have for the workshop.

Your name _____

How long have you worked in the construction industry? _____ years _____ months

Your company's name _____

What kind of work does your company do? Check any that apply.

- building heavy highway M/U industrial _____

How long have you been with this company? _____ years

What's your job title or function? _____

How many people do you directly supervise? _____ people

Where do you work? jobsite home office other _____

Describe your current project (project name, location, type, size, duration, special factors)

Check any supervisory training classes or workshops you've previously taken:

- | | |
|--|--|
| <input type="checkbox"/> This is my first supervisory training class | <input type="checkbox"/> Planning/Scheduling |
| <input type="checkbox"/> Leadership and Motivation | <input type="checkbox"/> Construction Law |
| <input type="checkbox"/> Safety/OSHA | <input type="checkbox"/> Estimating |
| <input type="checkbox"/> Communication | <input type="checkbox"/> An Overview course |
| <input type="checkbox"/> Problem Solving/Decision Making | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Contract Documents | <input type="checkbox"/> _____ |

Altogether, about how many hours of supervisory training classes or workshops have you had in the past five years? _____

Who pays your course fee? my company I do other _____

Why did you enroll in this workshop? Check any that apply.

- I've taken other supervisory training classes and I wanted to take this one also
- I was asked or told to attend this workshop by _____
- Stepping Up To Supervisor* was recommended by _____
- I read about or heard about *Stepping Up To Supervisor* and it seemed worthwhile
- Other _____

What are your main personal activities, hobbies, interests?

CLASS PARTICIPANT'S PROFILE

Over the last few months, what's been the thing you like best about your job? And what do you hope to learn in this workshop that might affect this?

Over the last few months, what's been the most difficult part of your job? And what do you hope to learn in this workshop that might affect this?

What are your expectations or goals for the time you spend in this workshop?

If there's a specific question, topic, situation or problem you want to be sure we talk about sometime during this workshop, briefly describe it below:

HELP US IMPROVE THIS WORKSHOP

Your feedback helps us improve the *Stepping Up* book and this workshop, and it helps your instructor improve the way he presents information and conducts the class. Please give us your comments by filling out this survey. It's anonymous — you can say anything — just be honest, direct, and constructive.

— Thank you.

Workshop name:

Location:

Today's date:

First, tell us a little about yourself . . .

How long have you worked in construction? _____ years _____ months

- Choose one: I've been a supervisor for _____ years _____ months
and I now supervise _____ people
- I will become a supervisor within _____ months
- I hope to become a supervisor in the future

What's your current position or job title? _____

For how long? _____ years _____ months

Describe your current project (project name, location, type, size, duration, special factors)

Over the last year or so, what's been the thing you like *best* about your job? And what did you learn in this workshop that will affect this?

Over the last year or so, what's been the *most difficult* part of your job? And what did you learn in this workshop that will affect this?

Turn the page over — there are a few more questions on the back

COMMENTS ABOUT THE WORKSHOP

Now, tell us what you think . . .

How useful will the ideas, skills, and techniques you've learned in this workshop be **for you on your jobsite or in your day-to-day work?**

1 2 3 4 5 6 7 8 9 10 (1 = lowest rating; 10 = highest rating)

Among the topics we covered in this workshop, which ones were especially helpful?

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Which topics were not really worth the time we gave them?

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

Book page # _____ Topic name: _____

What topics should be expanded or added to this workshop?

This workshop should be (check one): shorter longer about _____ hours total

What did you think of the book, *Stepping Up To Supervisor*? (check all that apply)

excellent good fair poor realistic confusing easy to read

difficult to read _____ _____

Comments about the book:

What did you think of the workshop instructor? (check all that apply)

excellent good fair poor

_____ _____ _____

What other improvements could we make? Any other comments?

Useful References

From Wil McKnight Associates

In addition to *Stepping Up To Supervisor*, Wil McKnight Associates also publishes [*A Positive Attitude: Your #1 Asset*](#). Like *Stepping Up*, *A Positive Attitude* is a 100-page, self-study paperback and includes a [*Pocket Checklist*](#).

You can see a detailed Table of Contents and download a copy of the *Attitude Leader's Guide* at: www.HardHatOnline.com.

From the Crisp Learning Series

Axzo Press publishes several books in the [*Crisp Learning Series*](#) 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 more information, check Axzo's website: www.AxzoPress.com.

Editorial Note: Get copies of these books & review them. Consider adding non-Crisp titles and/or changing this from a "Crisp" focus to an "Other Resources" focus. Add ISBNs & Amazon links.

STEPPING UP TO SUPERVISOR

On Friday, he was a craftsman. There were five in his crew and it was a good one. But on Monday, he became a supervisor, and many things changed — his job title, the kind of work he is expected to do, and even his status on and off the jobsite. Exhilarating, but a real challenge!

To be a successful construction supervisor, he must “step up” in many ways. In his attitude. In the skills he develops to carry out his basic day-to-day responsibilities. In the way he handles problems and special situations. And, he can’t do it by himself — he must get results *through other people*.

Stepping Up to Supervisor explains the basic ideas, techniques, and skills every supervisor needs to be effective. It shows what lies ahead and presents strategies and checklists to help anticipate each new challenge and deal with it — by delivering work that’s first-rate quality, by working safely, and by keeping his crew on schedule and under budget.



This ***Leader’s Guide*** presents outlines for three workshops:

- **1 Session** @ 120 minutes = 2 hours total;
- **2 Sessions** @ 120 minutes each = 4 hours total;
- **3 Sessions** @ 120 minutes each = 6 hours total;

plus guidelines and ideas that enable you to create 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.

Since ***Stepping Up To Supervisor*** is written in a self-study format, each participant can also learn about any topics not covered in the workshop by working through those pages of the book on his own.

To follow up a workshop, you can encourage participants to get together for informal discussions on the ideas, techniques, and skills they’ve learned about. This approach has two important long-term benefits:

- they’ll *continue to 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 ideas, techniques, and skills covered in the book. They’ll *buy in*.

Stepping Up To Supervisor Leader’s Guide

Wil McKnight Associates • [HardHatOnline](#) • PDF Edition • © 2012 • Item No. 419

<— Page 58 is the back cover and the last page in the Leader's Guide. The text below is a summary of current **Editorial Notes & Queries** — unresolved issues. It does not print & it will be deleted from the file.

Editorial Notes & Queries

Note: this file is presented as a multi-color PDF version— which is the only version I'll publish for the generic *Stepping Up* book & its Spanish version, *Ascienda a supervisor*. I'll edit this file to create an Instructor's Guide — then further modify it to create a **Print** version for reference (but not for general distribution). That's the best development sequence.

Two basic questions:

1. Should I publish both a **Print** version & a **PDF** version — or a **PDF** version only? As of now, I plan to publish a **PDF** version only which customers can print out if they want to — plus create an unpublished **Print** version which will be available for reference and special situations only.
2. Are typical training centers generally set up with whiteboards and computer hardware/software to support PowerPoint presentations? If so, is it time to switch from a flipchart/transparency approach to a PowerPoint approach? Or can just a few that are ahead of the pack take advantage of PowerPoints? What are approaches are Khan Academy & Stanford using for online courses?

Specific editorial queries:

1. Nomenclature prefs: Call the training activity a *workshop* or a *class*? (My Field Test Guy says *workshop* is OK.) What word should I use to refer to people in the **workshop**? eg OK to call them *participants*? (Field Test Guy says this sounds OK.)
2. Any likely objections to cross-selling the *Attitude* book? See p 71.
3. Is the way I've handled Crisp references on pages 12 & 71 OK?
4. What action verbs to bold? eg emphasis verbs only (**point out, emphasize, encourage**)...or all action verbs (eg **ask, tell, remember, allow**...which might look cluttered with too much bold text). **My pref:** emphasis words only.
8. Even tho this is really 2nd Edition of the IG, I'll call it the 4th Edition to match up w 4th Edition designation on ©2012 Book?

To Do

1. Repaginate: prelin # iii & iv; Intro start on page 1; content pages # 1-51; redo TOC
2. Add download info on © page, p 2
3. Review Crisp list; add non-Crisp publications.
4. Get 2 copies of all selected reference titles for review; write blurbs.
5. To have available for reference: make a final edit to create a **Print** Version — which will show links in color but, of course, they will not be active in the printed format.

If you have any comments on specific Editorial Notes & Queries presented above — or any other ideas that would make this Leader's Guide more effective, please email them to:

wilmck3@aol.com

Be sure to reference your comments & ideas to specific page numbers and paragraphs.