

ATD Workshop Series

NEW SUPERVISOR training



**Includes All the Activities, Handouts, Tools, and Assessments
You Need to Create and Deliver Powerful, Effective Training**

ELAINE BIECH

ATD Workshop Series

NEW SUPERVISOR training

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PRESS
Alexandria, Virginia



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The ATD Workshop Series

Whether you are a professional trainer who needs to pull together a new training program next week, or someone who does a bit of training as a part of your job, you'll find the ATD Workshop series is a timesaver.

Topics deliver key learning on today's most pressing business needs, including training for communication skills, leadership, coaching, new supervisors, customer service, new employee orientation, and more. The series is designed for busy training and HR professionals, consultants, and managers who need to deliver training quickly to optimize performance now.

Each ATD Workshop book provides all the content and trainer's tools you need to create and deliver compelling training guaranteed to

- **enhance** learner engagement
- **deepen** learner understanding
- **increase** learning application.

Each book in the series offers innovative and engaging programs designed by leading experts and grounded in design and delivery best practices and theory. It is like having an expert trainer helping you with each step in the workshop process. The straightforward, practical instructions help you prepare and deliver the workshops quickly and effectively. Flexible timing options allow you to choose from half-day, full-day, and two-day workshop formats, or to create your own, using the tips and strategies presented for customizing the workshops to fit your unique business environment. Each ATD Workshop book also comes with guidance on leveraging learning technologies to maximize workshop design and delivery efficiency and access to all the training materials you will need, including activities, handouts, tools, assessments, and presentation slides.

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Chapter 3

Half-Day

New Supervisor

Training Workshop

What's in This Chapter

- Objectives of the half-day New Supervisor Training Workshop
- Summary chart for the flow of content and activities
- Half-day program agenda

There are two approaches you can take to designing and delivering a half-day workshop. You can select one topic and focus only on that topic or you can take a broader perspective and allow the participants to sample a range of topics such as time management, delegation, problem solving, engagement, setting goals, and others. Because of the very nature of a supervisory job, we have chosen the broader approach to the content. The leap from worker to supervisor is one of the biggest moves employees will make in their careers. New supervisors must learn to think more comprehensively across the organization. Transitioning from deep and specific to broad and all-inclusive is difficult for many new supervisors, and this workshop helps them do just that.

For that reason, the half-day workshop is deliberately designed with a comprehensive overview in mind. Within 30 minutes of the session, participants will take part in a scenario that gives them the chance to experience how it might actually feel to be bombarded with many

requirements at the same time. The accompanying handouts provide excellent sources of information to help coach new supervisors back on their jobs where they will need it most.

This workshop incorporates activities that engage participants, getting them out of their seats and actively participating in relevant and meaningful experiential activities, small group discussion, and practice. It presents a good mix of activities, presentations, personal reflection, and small- and large-group discussions. The key is variety.

Here are some insider thoughts to consider as you prepare for your half-day workshop:

- **A few activity times have been shaved off the two-day agenda.** You will see that timing on a few activities has been shortened, often by only 5 minutes. The two-day workshop provided more time in the design for personal reflection and discussion, which is the ideal situation. However, given the shorter format, we chose shortening an activity over removing it altogether.
- **Several activities have been modified to learning content (handouts) only.** The handouts are excellent resources for participants to use after the workshop. In some cases it might be months before supervisors really need content such as how to conduct a performance review. Rather than skipping the content, we felt it was better to give participants the resources so they will be available when they need them. If you are conducting a series of just-in-time workshops for new supervisors, you may decide to remove the handouts and provide them at a later time. We operated under the assumption that this may be a one-shot opportunity for some new supervisors.
- **Pre-work.** If you wanted to include an option for self-assessment as a part of the workshop, you could assign Assessment 1: Essentials of Supervision as pre-work to save time. It is not, however, included in the design of this workshop.
- **Post-work.** Assessment 1 could also be used as a follow-up activity after the workshop. Consider emailing it to the participants after the session. Encourage everyone to complete the assessment and then share their results and which competencies they need to develop with their supervisors and peer partners. Create buddies or use a wiki to post ideas and additional content. See Chapter 10 for follow-up ideas.

This chapter provides a lively half-day workshop agenda focused on a supervisor's key areas of responsibility. Making the move from worker to supervisor can be extremely rewarding or profoundly disappointing. Ensuring that new supervisors are grounded in solid supervisory fundamentals makes the positive difference. New supervisors must learn a plethora of skills to be successful. This workshop bundles together critical areas and allows time for practice plus tips, templates, and checklists to support the learner back on the job. The day begins with an exercise, and topics emanate from it that start the journey of becoming a great supervisor.

Half-Day Workshop Objectives

By the end of the half-day workshop, participants will have resources and knowledge to

- Name five key supervisory skills areas
- Guide work using four management fundamentals
- Delegate using a six-step process
- Implement a seven-step process to make decisions and solve problems
- Discuss supervisory essentials of process improvement and change management
- Coach employee performance
- Determine development plan for next steps.

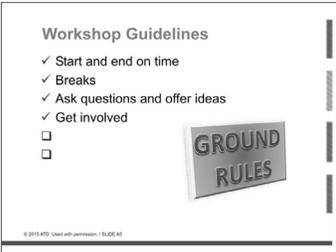
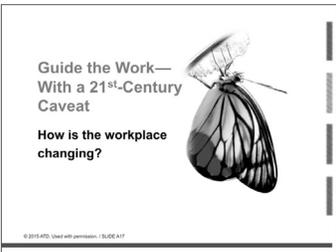
Half-Day Workshop Overview

TOPICS	TIMING
Welcome and Introduction	5 minutes
Learning Activity 1: Embrace Your New Role	15 minutes
Workshop Guidelines and Objectives	5 minutes
Guide the Work—With a 21st-Century Caveat	10 minutes
Learning Activity 6: Eggs-perience a Supervisor’s Job	90 minutes
BREAK	15 minutes
Learning Activity 7: What’s Engagement Got to Do With It?	20 minutes
Learning Activity 4: Promote Communication	15 minutes
Five-Step Employee Performance Process	10 minutes
Learning Activity 11: Establish a Motivating Environment	10 minutes
Goals, Roles, and Expectations	5 minutes
Continuous Feedback	5 minutes
Conduct Effective Performance Reviews	5 minutes
Action Planning: My Next Steps	10 minutes
Closing: What Do Great Supervisors Do Every Day?	20 minutes
TOTAL	240 minutes (4 hours)

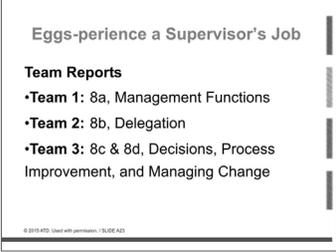
Half-Day Workshop Agenda

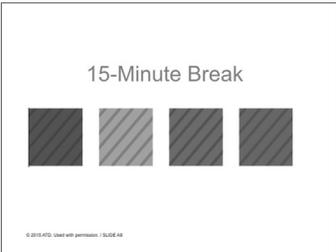
The session begins with an icebreaker that gets participants talking about what is and isn’t good about becoming a supervisor. The heart of the workshop focuses on an activity that allows participants to experience a supervisor’s role and some of the responsibilities and issues that come with it. This practical experience opens the door for other discussions and activities focusing on the skills and competencies required to be a great supervisor.

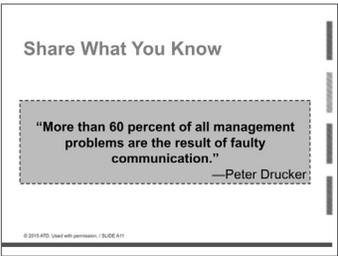
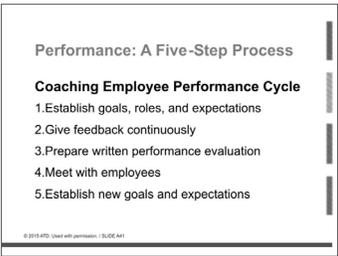
Half Day: (8:00 a.m. to 12:00 p.m.)

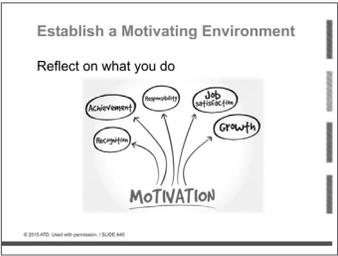
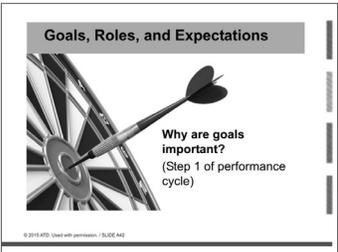
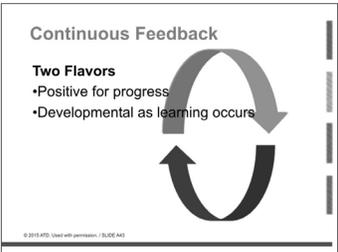
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
8:00 a.m. (5 min)	Slide 1 	Welcome and Introduction Arrive one hour before the start to ensure the room is set up, equipment works, and materials are arranged for participants. This gives you time to make them feel truly welcomed. Chatting with them builds a trusting relationship and opens them up for learning.
8:05 a.m. (15 min)	Slide 2 	Learning Activity 1: Embrace Your New Role • Handout 1: Embrace Your New Role This activity is an icebreaker. It will introduce participants to the content, to each other, and to the action orientation of this workshop. It is meant to be lively and noisy. Follow the instructions in the learning activity.
8:20 a.m. (5 min)	Slide 3 	Workshop Guidelines and Objectives Lay out the basic ground rules for the workshop. Ask participants what else they would like to include and add anything you think is pertinent. Before the workshop, post the objectives on a flipchart so they are visible during the session. After covering the ground rules, briefly review the objectives with the participants.
8:25 a.m. (10 min)	Slide 4 	Learning Content/Lecture • Handout 7: Guide the Work—With a 21st-Century Caveat Use this handout to review the four classic functions of management everyone learned in school: plan, organize, lead, and control. Supervisors still do these tasks but with a twist that encompasses more employee involvement, the importance of an engaged workforce, a global focus, and a young workforce entering management ranks. Pull some of these ideas from the participants before you show Slides 5 and 6. (Slide 1 of 3)

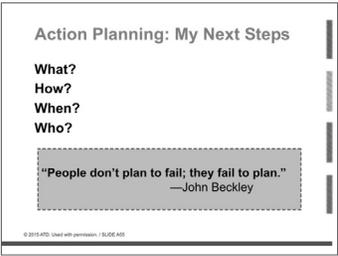
TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 5</p> <p>How Is the Workplace Changing?</p> <ul style="list-style-type: none"> • Continue to plan, organize, lead, control • More employee involvement • More change • More complexity <p><small>© 2015 AFD. Used with permission. / SLIDE 418</small></p>	<p>Learning Content/Lecture</p> <ul style="list-style-type: none"> • Handout 7: Guide the Work—With a 21st-Century Caveat <p>In the changing workplace environment, leaders, including supervisors, will continue to function in the classic management roles. Emphasize that in addition to these functions, they will also be required to tackle more employee involvement, more change, and more complexity.</p> <p>(Slide 2 of 3)</p>
	<p>Slide 6</p> <p>It's a VUCA World</p> <ul style="list-style-type: none"> • Volatile • Uncertain • Complex • Ambiguous <p><small>© 2015 AFD. Used with permission. / SLIDE 419</small></p>	<p>Learning Content/Lecture</p> <ul style="list-style-type: none"> • Handout 7: Guide the Work—With a 21st-Century Caveat <p>Introduce participants to the VUCA acronym (volatile, uncertain, complex, ambiguous), which attempts to capture the distinctive characteristics of the challenges facing today's workplace. If you aren't familiar with VUCA, you can get yourself up to speed with a quick search on the Internet. Understanding this new environment can help leaders identify and craft responses to meet those challenges more effectively.</p> <p>(Slide 3 of 3)</p>
<p>8:35 a.m. (90 min)</p>	<p>Slide 7</p> <p>Eggs-perience a Supervisor's Job</p> <p>The ESP Project</p> <ul style="list-style-type: none"> • Design a structure <ul style="list-style-type: none"> – Height of one "strut" – Sturdy enough to hold payload for 10 seconds • 15 minutes to plan the prototype • 15 minutes to build it • During the planning stage <ul style="list-style-type: none"> – Plan delegation of responsibilities – Don't touch the building materials <p><small>© 2015 AFD. Used with permission. / SLIDE 422</small></p>	<p>Learning Activity 6: Eggs-perience a Supervisor's Job</p> <ul style="list-style-type: none"> • Handouts 8a–8d: Eggs-perience a Supervisor's Job <p>This activity is experiential by design. The participants will all "eggs-perience" several elements of supervising. It is fun and lively and includes a variety of activities and results that create opportunities for learning. The content on the handouts is just enough to get each team headed in the right direction to guarantee learning for all.</p> <p>Follow the instructions in the learning activity.</p> <p>(Slide 1 of 5)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 8</p> 	<p>Learning Activity 6: Eggs-perience a Supervisor's Job</p> <ul style="list-style-type: none"> • Handouts 8a–8d: Eggs-perience a Supervisor's Job <p>Assign each of the teams handouts and topics to complete. See learning activity variations for ideas of how to divide different sized groups into teams.</p> <p>(Slide 2 of 5)</p>
	<p>Slide 9</p> 	<p>Learning Activity 6: Eggs-perience a Supervisor's Job</p> <ul style="list-style-type: none"> • Handout 8a: Eggs-perience a Supervisor's Job: Management Functions <p>Tell everyone to turn to Handout 8a. Ask Team 1 to present its report on management functions (10 minutes). Allow for 5 minutes of group discussion after the presentation. Manage the time for the teams.</p> <p>(Slide 3 of 5)</p>
	<p>Slide 10</p> 	<p>Learning Activity 6: Eggs-perience a Supervisor's Job</p> <ul style="list-style-type: none"> • Handout 8b: Eggs-perience a Supervisor's Job: Delegation <p>Ask everyone to turn to Handout 8b. Have Team 2 present its report on delegation (10 minutes). Allow for 5 minutes of group discussion after the presentation. Manage the time for the teams.</p> <p>(Slide 4 of 5)</p>
	<p>Slide 11</p> 	<p>Learning Activity 6: Eggs-perience a Supervisor's Job</p> <ul style="list-style-type: none"> • Handouts 8c and 8d: Eggs-perience a Supervisor's Job: Decisions, Process Improvement, and Managing Change <p>Wrap up the activity with Team 3's report. Again, allow 10 minutes for the report and 5 minutes of group discussion. Take 10-15 minutes to debrief the activity as a whole using the questions included in the learning activity.</p> <p>(Slide 5 of 5)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
<p>10:05 a.m. (15 min)</p>	<p>Slide 12</p> 	<p>BREAK</p> <p>During the break, take time to meet and greet participants who may have arrived late to the session.</p>
<p>10:20 a.m. (20 min)</p>	<p>Slide 13</p> 	<p>Learning Activity 7: What's Engagement Got to Do With It?</p> <ul style="list-style-type: none"> • Handout 9: What's Engagement Got to Do With It? <p>Use this slide and activity to introduce the topic of engagement. Be sure that everyone leaves this activity understanding the critically important role they play as supervisors in engaging employees and why engaged employees are crucial to organizations' success.</p> <p>Follow the instructions in the learning activity.</p> <p>(Slide 1 of 2)</p>
	<p>Slide 14</p> 	<p>Learning Activity 7: What's Engagement Got to Do With It?</p> <ul style="list-style-type: none"> • Handout 9: What's Engagement Got to Do With It? <p>Engagement starts with the organization but depends heavily on supervisors, encompassing everything they do. Lead a debrief of the activity by encouraging participants to share their insights and ideas on ways to influence key engagement drivers.</p> <p>(Slide 2 of 2)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
<p>10:40 a.m. (15 min)</p>	<p>Slide 15</p> 	<p>Learning Activity 4: Promote Communication</p> <ul style="list-style-type: none"> • Handout 5: Promote Communication <p>The sole purpose of this activity is to point to the vital need for new supervisors to communicate, COMMUNICATE, COMMUNICATE with their people!</p> <p>Follow the instructions in the learning activity. It is highly recommended that you do not introduce this activity. Just pick up your phone and start the conversation as described in the activity instructions.</p> <p>(Slide 1 of 2)</p>
	<p>Slide 16</p> 	<p>Learning Activity 4: Promote Communication</p> <ul style="list-style-type: none"> • Handout 5: Promote Communication <p>Wrap up the activity by sharing the Peter Drucker quote and asking participants to brainstorm what other communication skills are critical for supervisors.</p> <p>(Slide 2 of 2)</p>
<p>10:55 a.m. (10 min)</p>	<p>Slide 17</p> 	<p>Learning Content/Lecture</p> <ul style="list-style-type: none"> • Handout 16: Five-Step Employee Performance Process <p>Use this handout to introduce the employee performance cycle. There is more detail on this page than most people will need, but first-time supervisors may appreciate it. Emphasize that the most important step in the process is that supervisors provide continuous feedback to help employees grow and learn.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
<p>11:05 a.m. (10 min)</p>	<p>Slide 18</p> 	<p>Learning Activity 11: Establish a Motivating Environment</p> <ul style="list-style-type: none"> • Handout 15: Establish a Motivating Environment <p>Use this activity to give participants some time to reflect. Be sure to keep participants quiet for 7 minutes so everyone has an opportunity to think about motivation—or anything else for that matter! Use the last 3 minutes to debrief the activity as a group.</p> <p>Follow the instructions in the learning activity.</p>
<p>11:15 a.m. (5 min)</p>	<p>Slide 19</p> 	<p>Learning Content/Lecture</p> <ul style="list-style-type: none"> • Handout 17: Goals, Roles, and Expectations <p>Introduce these next three slides and handouts as excellent reference resources to support the five-step employee performance process. Review each handout briefly.</p>
<p>11:20 a.m. (5 min)</p>	<p>Slide 20</p> 	<p>Learning Content/Lecture</p> <ul style="list-style-type: none"> • Handout 18: Continuous Feedback <p>Handout 18 will help participants return to their jobs with ideas they can implement immediately to help their employees. Encourage them to check in with their mentor or their manager for further tips and ideas for providing feedback.</p>
<p>11:25 a.m. (5 min)</p>	<p>Slide 21</p> 	<p>Learning Content/Lecture</p> <ul style="list-style-type: none"> • Handout 19: Conduct Effective Performance Reviews <p>This handout provides good information when new supervisors conduct their first performance review. They should make a point of knowing where to find the content when the time comes. Briefly review the handout with the participants and encourage them to use it as a resource when they are preparing to conduct performance reviews.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
11:30 a.m. (10 min)	Slide 22 	Action Planning <ul style="list-style-type: none"> • Handout 28: Action Planning: My Next Steps <p>The participants don't have time to create an action plan during the workshop, but they can identify what they will do to continue learning. Who can they speak with? Do they have a mentor? Who do they consider their coach and how will that person help them? Walk them through the handout and encourage them to write down their intended actions.</p>
11:40 a.m. (20 min) End 12:00 p.m.	Slide 23 	Closing: What Do Great Supervisors Do Every Day? <ul style="list-style-type: none"> • Handout 29: What Do Great Supervisors Do Every Day? • Handout 30: Reading List (optional) • Assessment 2: New Supervisor Training Workshop Evaluation <p>Close the workshop on a positive note. Distribute the handouts and evaluation form. As participants are completing the evaluation, ask them to think about what they will do <i>every day</i> as great supervisors.</p> <p>Gather everyone in a circle and go around asking participants to each share one sentence about what they will do to be effective supervisors. Give everyone a high five and send them on their way to be GREAT supervisors.</p> <p>Be available to field questions about the workshop topics. Share plans for follow-up coaching if applicable (see Chapter 10 for ideas to follow up the training with support and activities).</p>

What to Do Next

- Determine the schedule for training classes; reserve location and catering you may wish to provide.
- Identify and invite participants.
- Inform participants about pre-work, such as Assessment 1: Essentials of Supervision, if you will be using pre-work in the workshop.

- Review the workshop objectives, activities, and handouts to plan the content you will use.
- Prepare copies of the participant materials and any activity-related materials you may need. Refer to Chapter 14 for information about how to access and use the supplemental materials provided for this workshop.
- Gather tactile items, such as Koosh balls, crayons, magnets, Play-Doh, or others, you wish to place on the tables for tactile learners. See Chapter 8 for other ideas to enhance the learning environment of your workshop.
- Prepare yourself both emotionally and physically. Confirm that you have addressed scheduling and personal concerns so that you can be fully present to facilitate the class.
- Get a good night's sleep before you facilitate your workshop so that you have the energy and focus to deliver an outstanding session for your participants.

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