

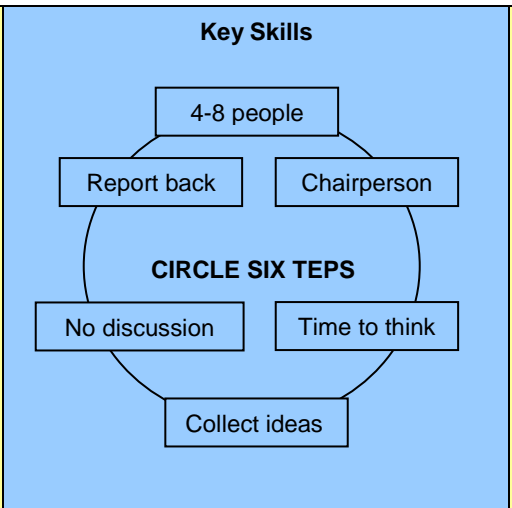
**Introduction**  
**Key Concepts**

**Supervision**  
Getting work done with and through others

**Informal Leader**  
Someone with influence but not position

**Values**  
A pattern of beliefs and perceptions about yourself and everything around you

- Imprinting
- Modeling
- Socialization
- Significant emotional events



**Chapter 2: Relationships**  
**Key Concepts**

**Line Functions**

- Make or sell a product or service
- Manage someone who does

**Staff Functions**

- Special skills or knowledge
- Support the line functions

**Internal Customer**  
Anyone in the organization who receives a work product from you or your group

**Key Skills**

**BASIC SUPERVISORY FUNCTIONS**

PLAN	Identify, select from alternatives
ORGANIZE	Combine resources; work together
DIRECT	Guide, lead operation or resources
CONTROL	Monitor, adjust performance

**DISARMING STEPS**  
An offer to open communication in a difficult relationship

- Describe your observations
- State your desired outcome
- “What have I done to cause or contribute to the situation?”
- Listen

**Chapter 3: Responsibility**  
**Key Concepts**

**Principles of Responsibility**

1. Responsibility for final results cannot be delegated
2. Responsibility cannot be divided
3. Lines of authority should not be violated
4. Responsibility should be given with sufficient authority

**Responsibilities**

- To management: results oriented
- To employees: people oriented

**Balance**  
Make decisions based on the long term health of the organization.

**Key Skills**  
**GIVING CREDIT**

*Sincere*

*Timely*      *Specific*

**MISTAKE INVESTIGATION STEPS**

1. What happened?
2. Why did it happen?
3. What can be done to prevent it in the future?

**Chapter 4: Authority**  
**Key Concepts**

**LEVELS OF AUTHORITY**

Recommended

1. Act independently – *Everyone sometimes*
2. Act, then inform – *Most employees, most of the time*
3. Ask, then act – *Training*
4. Recommend – *Decision outside area*

Not Recommended

5. Wait to be told
6. Do nothing
7. Sit and complain

**Key Skills**

**LEADERSHIP STYLES**

<b>Exploitive</b> “Tell ‘em”	<b>Benevolent</b> “Sell ‘em”
<b>Consultative</b> “Involve ‘em”	<b>Participative</b> “Let ‘em”

**Chapter 5: Interviewing**  
**Key Concepts**

**Interviewing =** Asking questions

**Legal (hiring) Interview**

- Job related
- Standardized
- Objective

**Pattern Interview**

Question Type	Example
Hypothetical	What would you do if...?
Process	How would you...?
Preference	Which do you prefer...?

**Key**  
**CRITERIA CHART**  
(decision-making grid)

**Decision (rating) factors**

**Options** →

Rating					
4 Best					
3					
2					
1 Worst					

**Chapter 6: Orientation**  
**Key Concepts**

**Forced Ranking**

- Hard-to-measure items
- Rank “best” to “worst”
- Explain top, bottom choices

**Orientation**

- Communicate (department-specific) information
- Set expectations
- Set tone (respect, teamwork, customer service)

**Setting Expectations**

- Ask, don’t tell

**Key Skills**

**JOB INSTRUCTION STEPS**

1. Prepare the worker
2. Present the operation
3. Employee tries it
4. Follow up

**JOB BREAKDOWN**

Tasks	Key Points	Definitions	Safety	Difficulty

**Chapter 7: Delegation Key Concepts**

**Data Collection**

- Prioritize, identify causes for problems

**Problems**

- Can't do – factors of production
- Never done – training

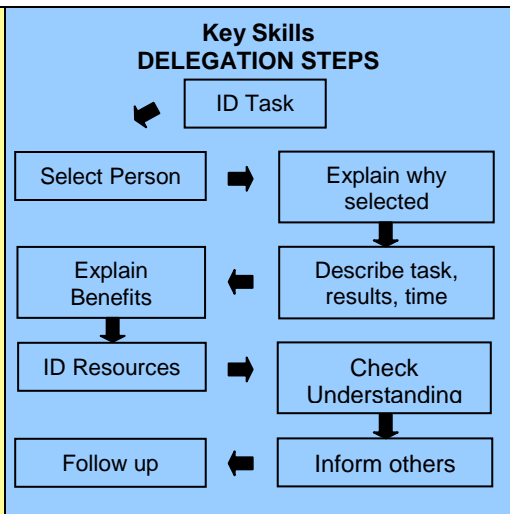
**Delegation**

What to delegate

- Tasks you like or dislike
- Routine details or decision-making
- Functions you're least qualified to handle

Pitfalls to avoid

- Off-handed manner
- Assuming understanding
- Too many assignments
- Choosing only willing workers
- Picking on someone



**Chapter 8: Motivation Key Concepts**

**Motivation**

- Creating an environment where employees make good choices
- What supervisors *do* and *don't do*
- A process, not an act

**Brainstorming Steps**

- Seven to twelve people
- Go for quantity
- No discussion or criticism
- Piggyback, hitchhike, combine ideas



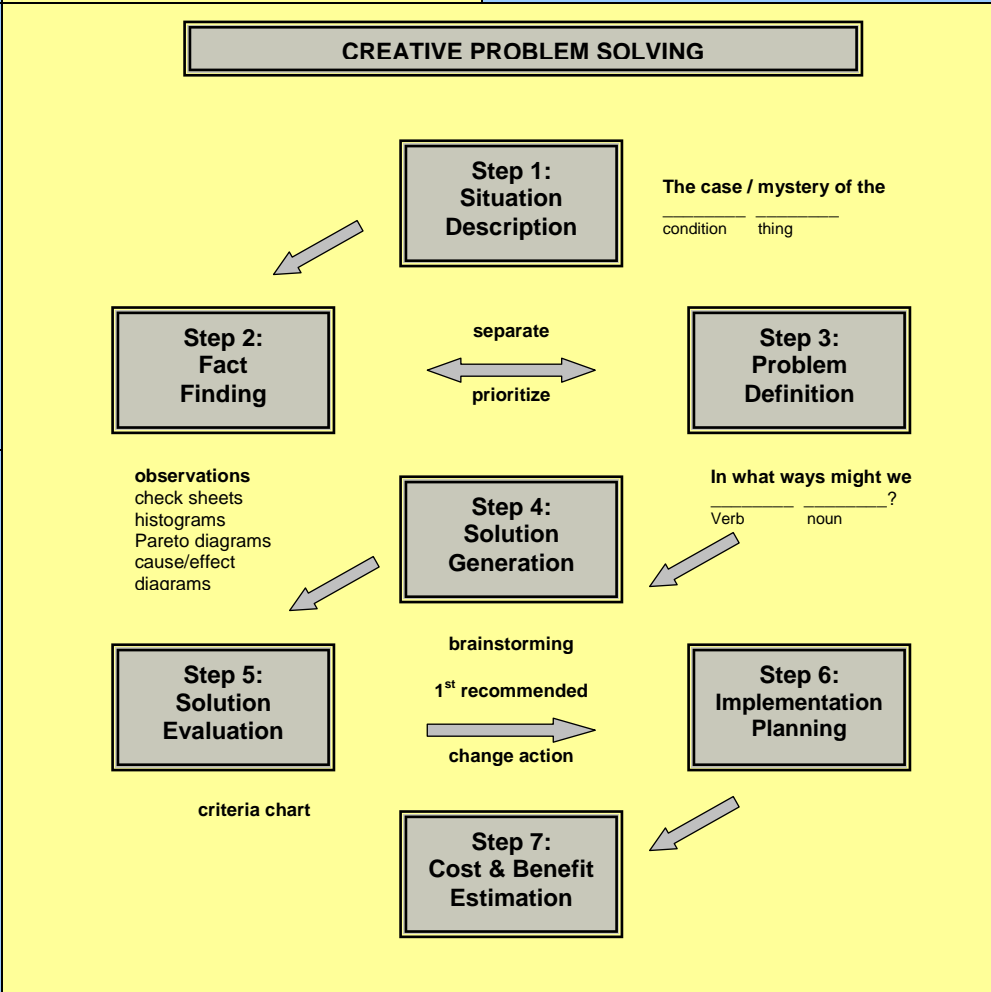
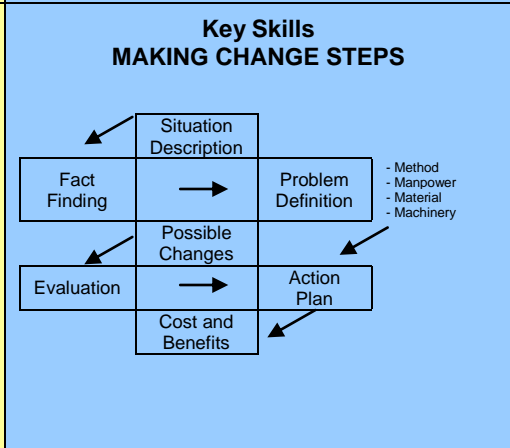
**Chapter 9: Change Key Concepts**

**Use meeting to**

- Communicate change
- Create change
- Sell change

**Changing Problem Behavior Steps**

- Describe behavior
- Give example and effects
- Ask for reasons, listen
- Offer resources
- Behavior must change or stop
- Ask for suggestions
- Set time and follow up



**Chapter 10: Discipline Key Concepts**

**Preventive Discipline**  
Good management of the human element in an organization

**Corrective discipline:**  
Change unacceptable behavior

Typical Sequence

1. Verbal warning
2. Written warning
3. Second written warning or suspension
4. Termination

**Special Cases**

- Drugs/alcohol
- Harassment
- Violence

**Key Skills USING DISCIPLINE**

	Step 1	2	3	4
Announce step	X	X	X	X
Reinforce expectations	X			
Employee aware of problem?	X			
Uncorrected behavior		X	X	X
Communicate seriousness	X	X	X	
"Must be corrected"	X	X	X	
Consequences	X	X	X	X
Action Plan	X	X	X	
Documentation of the step	X	X	X	X
HR at meeting				X
Escort procedures				X