

## Facilitator Guide

Group # 4

Title: Supervisor Training “Relating Adult to Adult”

Audience for this Module:	Supervisors and supervisors-in-training.
Goal of this Module:	<p>By the end of this training presentation, the participants should be able to successfully:</p> <ul style="list-style-type: none"><li>• Recognize and analyze the different approaches to supervising.</li><li>• Understand the “Coach’s Approach” to feedback.</li><li>• Identify and utilize the “Liked Best/Next Time” feedback method.</li></ul>
Logistics: Materials, Room type/setup, Time needed, etc.)	<p><b>You will need:</b></p> <ul style="list-style-type: none"><li>• The CD that contains the PowerPoint presentation</li><li>• Computers/monitors and/or Laptop and/or LCD projector to display PowerPoint presentation</li></ul> <p>Recommended for Exercises:</p> <ul style="list-style-type: none"><li>• Print out copies of hand-outs</li><li>• Extra paper</li><li>• Hat or receptacle</li></ul> <p><b>Room Set-up:</b></p> <ul style="list-style-type: none"><li>• White Board/Dry-Erase Board, chalk board, or flip chart</li></ul> <p><b>Time needed:</b> About 2 hours &amp; 30 minutes for the PowerPoint Training; exercise time may vary.</p>
How to make the most of this Module	The presentation is customizable to meet with your company’s standard procedures and protocols, as long as it does not substantively change the content or nature of the training modules.
How to assess learning	Along with questions and answers during the PowerPoint training, the <b>POST</b> -PowerPoint activities will allow you to assess learning while reinforcing the material from the module.



**Marketing Research Association**

## **Group IV: “Relating Adult to Adult”**

### **Facilitator Guide**

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# Relating Adult to Adult

## Overview

This portion of the supervisor training module focuses on relating adult to adult. This presentation helps to answer the question “what kind of supervisor do I want to be?” This module will train the supervisor in finding a balance between providing direction and instruction *and* allowing their team members participation in decision-making and assuming responsibility for their actions. This module:

- Focuses on the style of the supervisor and gives ideas on how the supervisor can be successful as a coach.
- Compares and contrasts the coach and enforcer style of supervision.
- Details the “Coaching Approach” to giving feedback.
- Discusses the “Like Best/Next Time” feedback method.

## Objectives

By the end of this training presentation the participants should be able to successfully:

- Recognize and analyze the different approaches to supervising.
- Understand the “Coach’s Approach” to feedback.
- Identify and utilize the “Liked Best/Next Time” feedback method.

## Points of Focus

Open the presentation by discussing the statement that people often fall into two types of supervisory styles. Mention that the presentation focuses on these styles and discusses how to be successful at the more positive approach.

## **Slide 2**

On a wipe-off board or easel pad, make 2 columns and label one Coach and the other Enforcer. Ask the group to provide adjectives and descriptive phrases that would characterize each supervisory style.

## **Slides 3-17**

As you go through the slides, discuss if the characteristic described on the slide is present in the list the group proposed. Add any that are not present.

### **Slides 18 - 20**

Discuss which supervisory style uses the “I” statements and which would use the “You” statements. Discuss which is the better choice and why. Why is the other the lesser choice? Proceed through slide 20 and emphasize the benefits and downfalls discussed.

### **Slides 22-36**

Discuss which supervisor style uses observations and which supervisor style uses inferences. What are the benefits of observations and what are the downfalls of inferences. Emphasize the benefits and downfalls discussed.

### **Slide 36**

Complete the “The Choice Is Yours” activity (included as a handout in this facilitator’s guide).

### **Slides 37 - 39**

Discuss that the remainder of the module will focus on feedback. An important component of feedback is preparation.

- Ask the group what might be important in preparing to give feedback.
- Proceed through slide 39 and relate the slides to the discussion.

### **Slide 40**

Emphasize how important timing is to successful feedback.

### **Slides 41 - 45**

Ask the group how the setting is important to feedback. Proceed through slide 45.

### **Slide 46**

Have the group brainstorm on what they have learned about the coaching style of supervision and what adult learner need can be applied to feedback sessions. What would a Coach do?

- Record this information on a wipe off board or easel pad.

### **Slides 47- 60**

Refer to the brainstorming, as it is applicable to the slides.

- You may wish to stop at this point and go through the “Role Play” outlined in the Activities & Suggestions section.

### **Slides 61-72**

Present slides as an example of feedback style that fits the coaching supervisory style.

### **Slides 73-79**

Summarize the presentation

**\*\* Please note that an exam is also provided with the Facilitator Guide to assess learning from the course. \*\***

## Activities & Suggestions

The Choice Is Yours in-class activity (pages 8 – 10 of this facilitator's guide)

- Divide the participants into 2 groups.
- Distribute "The Choice is Yours" hand-out to each group.
- Assign one group to represent Chris and one group to represent Bola.
- Have the groups read through the interview description. Tell them they have 10 minutes to review the description and formulate a defense for each supervisor style. Why is Chris' approach the best? Why is Bola's approach the best?
- Conclude the activity by answering and discussing the questions that follow the interview descriptions.

### Role Play

- Divide the groups into 4 teams. 2 "coacher" teams and 2 "coachee" teams.
- Have each team record different interviewer situations on slips of paper, at least 2 per team.
- Put the slips of paper in a hat (or other receptacle).
- Have each set of teams draw a situation from the hat and review the situation together.
- The "coacher" team needs to formulate feedback to deliver to the "coachee" team based on this presentation.
- The "coachee" team must act the part of the interviewer receiving the feedback.
- The "coachee" team then evaluates the performance of the coaches.
- Teams then trade places and repeat.
  
- ***You may wish to have the groups repeat this activity, using the enforcer supervisor style.***

## THE CHOICE IS YOURS

(in-class activity)

You are the Director of Supervisors for XYZ Research. You are trying to decide between two candidates for the position of Team Supervisor. The Team Supervisor is responsible for all aspects of the interviewer positions management and performance.

The two candidates are Assistant Supervisor Chris and Assistant Supervisor Bola.

**Assistant Supervisor Chris has been with XYZ for 6 years. Chris started as an interviewer and was promoted to Assistant Supervisor. During your interview, Chris had the following things to say:**

“The role of the Team Supervisor is to see that the rules are followed. We have an Interviewing Manual that covers how to conduct the questionnaire and the policies and procedures that apply to the Interviewer position. However, I see some Team Supervisors who allow Interviewers to stray from the procedures in place. They say that there are special situations that make it necessary.

I know one Team Supervisor who allows her interviewers to use clearings and rebuttals that are not in the manual. Interviewers who are allowed to do this will change the data.

Interviewers who are not watched will not follow the rules.

Team Supervisors must also report to the managers regularly. I always wrote a summary of the week’s events and gave them to the Team Supervisor. In this way they would always be aware of the problems in the unit.

It is too bad that the Assistant Supervisor cannot take action against those who do not follow the rules. He can *only* report them.”



**Assistant Supervisor Bola has been with XYZ for only 4 months. She was an interviewer at the company she worked for before joining XYZ. During your interview, Bola had the following things to say.**

“It is the Team Supervisor who the interviewer has the most direct contact with. He/she must give the interviewer moral support.

Interviewers are adults. They are responsible and give the best service they can. The Team Supervisor must help them solve the problems they have.

Interviewers can be very independent. They won't just do something because it's in the manual. They need to see a reason for it. A Supervisor who does not try to understand their point of view won't be able to help them. The interviewers will have a hard time listening to the Team Supervisor.

Team Supervisors should motivate the interviewers by recognizing their good work and their efforts to improve.”

# THE CHOICE IS YOURS

## DISCUSSION QUESTIONS

1. The two candidates differ in a number of ways. Describe how they differ with respect to:
  - a. their beliefs about how people are motivated
  - b. their assumptions about the way people behave
  - c. their perceptions of the role/responsibility of a supervisor
  - d. their thoughts about how supervisors should relate to and interact with their team
2. Who is the coach and who is the enforcer? Explain why.
3. If you were the person in charge of hiring, which candidate would you select? Explain why.
4. Which supervision style is the most common among supervisors you have encountered?
5. If most people would prefer to have Bola as a supervisor, why are most supervisors like Chris?



**Relating Adult To Adult**  
(take-away hand-out)

### **THE COACH**

- Inspires Teamwork
- Uses Assertive Body Language & Voice Style
- Engages in Descriptive Feedback
  - Uses 'I' Statements
  - Makes Observations
  - Uses Qualifying Words
  - Focuses on Effort
  - Focuses on 1 or 2 Issues

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### **LIKED BEST/NEXT TIME FEEDBACK METHOD**

1. Ask the interviewer what he/she liked about how they conducted the interview.
2. Tell the interviewer what you liked.
3. Ask the interviewer what he/she would do differently next time.
4. Offer specific instructions of what the interviewer should do differently next time.
5. End the feedback session on a positive note.

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### **THE ADULT COACH**

- Listens and respects the interviewer as a partner, an adult, as someone the Coach can help.
- Treats interviewers fairly and gives them the benefit of the doubt.
- Shows genuine concern for the interviewer in words, action and body language.
- Recognizes each interviewer's uniqueness, and adjusts communication style accordingly.
- Assumes the interviewer has something to contribute.
- Reaffirms faith in the interviewer's ability and willingness to improve.