



## AGC's SUPERVISORY TRAINING PROGRAM



## INSTRUCTOR'S RESOURCE

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## AGC'S SUPERVISORY TRAINING PROGRAM

### STP Instructor's Resource

First Edition

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






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# Welcome to AGC's Supervisory Training Program (STP) Instructor's Resource

### Introduction

The overall purpose of the STP is to contribute to the professional development of three key groups of people:

- Construction **supervisors**
- People who aspire to become construction supervisors
- People who work with construction supervisors

The specific purpose of the course is to introduce basic management concepts, practices and skills, and to improve construction **supervision** by:

- Encouraging each participant to apply — on the job — ideas and skills learned in the course.
- Improving communication and promoting interaction among people from different segments of the construction industry.
- Showing participants — through their experience during this course — that they can improve their performance through **training**, observation and practice.

Each STP course has been developed by contractors to specific educational specifications that work successfully with construction supervisors. Each course has a consistent format:

- Each course is split into separate sessions.
- All training is activity-based; brief lectures are used only to introduce and review ideas and skills covered in the activities.
- Participants draw on their field experiences and learn by interacting with each other.

We suggest that you read through this introduction first; it may save

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you time by answering questions that would occur to you later. The next few pages will describe the course structure:

- Explaining the overall design of the course materials.
- Suggesting how you can lead and facilitate a first-rate learning experience for the individuals in your class.

### The Design of the Course Materials

The content and activities for these courses are structured and supported by a comprehensive set of materials:

The Participant's Manual —provided to each participant. For each session, participants read several pages of information to gain a basic understanding of the session's topics and to prepare for class discussions and activities

- Your Instructor's Guide
- Instructor's PowerPoints and Speaker's Notes
- Pre-Knowledge and Post-Knowledge Surveys — supplementary materials found in the Reference section of the Instructor's Guide and the Participant's Manual

### Participant's Manual

The Participant's Manual contains the text material for the course. It is divided into ten sessions. Each session follows a general plan:

- One or two brief reports from participants on a Jobsite Assignment that links the knowledge, skills and practices covered in the previous session to their job environment
- An overview of the current session
- A case study assignment that applies the material covered in the session's text
- A session review

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- A Jobsite Assignment to carry out before the next session (see the first bullet point above)
- A Reading Assignment for the next session, with a summary of key points

The Participant's Manual is also intended to be a useful reference after the course is over. Therefore, encourage participants to make notes in the wide margins that are available on each page and to use a highlighter to mark key points in the text.

The Participant's Manual is a text provided to each course participant. During each course session, you will guide participants through the manual to gain a basic understanding of the session's topics and to better prepare them for class discussions and activities.

In the back of the Participant's Manual is a Reference Section, which includes:

- **Glossary:** Alphabetically lists and defines various terms used throughout the course.
- **Pre, and Post-Knowledge Survey Forms:** These forms allow a general assessment of the participants knowledge before and after taking the course. Participants are able to compare their answers on the Pre-Knowledge Survey completed at the beginning of the course with the Post-Knowledge Survey completed at the end of the course.

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### Instructor's Guide and PowerPoint Presentations

The Instructor's Guide is a separate document. The Instructor's Guide is a companion text to the Participant's Manual designed to assist you in preparing for and presenting this course. It contains:

- The welcome to the course, including suggestions for effective delivery.
- A complete set of Participant's Manual pages.
- Instructor's Guide content corresponding to each session that includes suggested time allotment for activities, the associated PowerPoint slides, and material to help organize the class sessions and facilitate discussions of the material presented in the Participant's Manual
- A PowerPoint presentation containing a digital version of the PowerPoint slides for the unit
- A link to the Instructor's Course Evaluation Form
- In the back of the Instructor's Guide is a Reference Section, which includes:
  - Glossary: Alphabetically lists and defines various terms used throughout the course.
  - Knowledge Surveys: A complete set of knowledge surveys and answer keys.

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### Instructor's Guide Content for Each Session

The Instructor's Guide content provides guidelines and workspace for planning and facilitating each activity in that session.

Instructor's content follows a consistent format.

The first Instructor's Guide Content for each session is a lesson plan and session overview that briefly describes the session and points out any special concerns. This guide is a basic orientation to the content of the session.

Following the overview page is the Instructor's Guide Content for each text section or class activity. This content follows a consistent format and contains:

- The activity or section title
- Space for the instructor to identify the planned duration and start and stop times for the section or activity
- The objective of the activity
- A set of guidelines and note space for the instructor's ideas to accomplish the objective
- Identification of provided PowerPoint presentations

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### Instructor's PowerPoints and Speaker's Notes

The instructor's PowerPoints are a very important part of the course material. They are provided to help facilitate the presentation of key concepts, the activities and the session reviews. Experience shows that no matter how much encouragement is given, some participants will not read the text material before coming to class. PowerPoints allow you to present the key concepts without allocating class time for participants to read or review the material. An instructor can either print out PowerPoints on a laser printer or project them from a laptop computer or LCD board. Speaker's Notes — a reduced copy of each PowerPoint with space on the page for comments or notes — can also be printed out. We have presented the PowerPoints in a simple format that you can use as-is or modify and expand if you wish.

Special Note: Wherever possible, use color! If you can print some PowerPoints in color, it will be a valuable addition. Color adds life, variety and excitement!

The PowerPoint presentation is included with your Instructor's Guide to provide you with additional support materials. However:

- This course does not include a copy of the PowerPoint software.
- AGC does not provide advice or support for PowerPoint. If you have questions about the features or operations of PowerPoint, please direct them to Microsoft or the vendor from whom you purchased your PowerPoint software.

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### Knowledge Surveys

The knowledge surveys for each course are an integral part of the course materials.

### Class Management

Before each class begins, be sure to have an updated class registration list so you can account for attendance. Have course completion certificates printed for each student upon course completion. To obtain a certificate template, contact AGC at [http://www.agc.org/cs/certificate\\_of\\_completion](http://www.agc.org/cs/certificate_of_completion). In addition, consider creating a name tent card for each participant.

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# General Notes About Teaching

### A Word About the Participants

The people in your class are likely to have various titles — depending on the kind of work they perform, their geographical location, the size of their company and whether they work union or open shop. Those who are supervisors may be called leadmen, foremen, craft foremen, job foremen or general foremen; they could be called superintendents, job superintendents, craft superintendents or general superintendents. Your class may also include workers, craftsmen or journeymen who aspire to become supervisors. Estimators, field office personnel and home office personnel who work with heavy and highway construction supervisors may also attend.

Experience with many STP classes shows that you can make these assumptions about STP participants:

- STP participants are generally eager to learn, and their expectations for a first-rate course are high.
- Although their educational level may vary from high school completion (or less) to a college degree (or more), all participants will have some experience in construction.
- Those with less schooling may be sensitive about their lack of formal education, but they will consider themselves professionals and will be proud of what they do, expecting to be treated with patience and respect.
- Participants are likely to be more task-oriented than people-oriented, less concerned about personalities and more concerned with getting the job done. Make a special effort to help participants develop their human and conceptual skills.
- Collectively, they will have a wealth of on-the-job experience — good, bad and ugly — which you can prompt them to share with each other in lively, productive discussions.

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- Participants are likely to be results- and action-oriented, and although they succeed on the job by accomplishing results, they may not be able to easily explain how they do it. They may focus more on the present task and less on long-range goals or results, so you may need to focus their attention on long-range effects, especially when presenting the sessions on reference materials, documentation and government regulations.

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### Organizing the Classroom

The traditional classroom, with students seated in rows that face a teacher, is not an effective arrangement for adult students. The teacher — alone at the front of the room and facing the class — becomes an authority figure, and eye contact between participants is very limited.

This format inhibits discussion.

Arrangements that suggest openness, informality and ease of movement usually promote better interaction. Participants must be able to gather for team activities and case study assignments, then move or return to another position as necessary to face others during group discussions or reports.

Most STP classes use one of four arrangements. In the circular arrangement (fig. A) and conference arrangement (fig. B), the instructor can be seated with the class. Even if the instructor sits or stands at the head of the class, these arrangements encourage interaction because everyone has eye contact with everyone else. The circle can also be opened up to form a U shape.

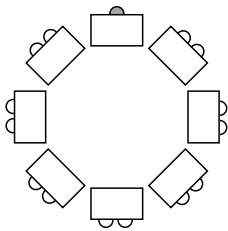


Fig. A

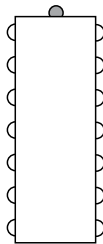


Fig. B

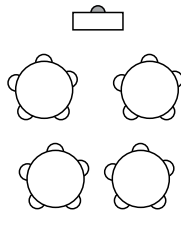


Fig. C

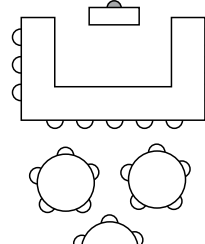


Fig. D

Many STP activities call for small group activities. A popular

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arrangement is to cluster a team of participants around separate round tables (C). Participants simply adjust their position for discussions and activities that involve the entire class. An ideal situation, if there is enough room, is to use a U-shaped table big enough for the whole class during delivery of text and presentations, and individual round tables for team activities (D).

Whatever style you choose, remember these factors:

- the environment in which this course is delivered is every bit as important as the text and the instructor. By cramping participants into a small space or small tables for case study assignments, you will negate much of the effort that went into the development of the course — and much of your efforts!
- you are responsible for choosing your classroom arrangement and making sure it is set up properly. If it isn't, moving the tables and chairs becomes your first Session 1 activity,
- you are responsible for visual aids — LCD or overhead projector, PowerPoint/computer or slides/slide projector, screen, chalkboard, chalk and eraser, flipchart and markers, pointer. They must be in the classroom and ready before the first participant arrives,
- adequate light is needed for reading and writing,
- everyone must be able to see the speaker and the screen, flipchart, chalkboard or monitor and
- each participant needs adequate room for electronic devices such as laptops, tablets, and readers, and a writing area (in total, roughly a minimum of 48" wide and 24" deep). Using schoolroom chairs with writing arms is inadequate and unworkable.

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### Course Frequency and Format

Time spent in class will vary depending on whether you deliver the course in separate sessions or a condensed format. As an instructor, you have the ability to deliver the material in a condensed format, while omitting the jobsite assignment and covering content most relevant to your audience.

Most class sessions have ideas and skills that participants are encouraged to observe or try out on the job before the next meeting. So the most popular frequency is based on separate sessions — usually presented on weekday evenings.

On the other hand, some STP courses meet for half-day sessions (4 to 5 hours each) or all day to reduce the number of class days. Each format has its advantages and drawbacks.

The format you use will affect the first and last activities of each session. The last activity in each session includes an assignment that suggests how class members can apply — on the job — the ideas and skills they have just learned. Usually participants are asked to perform a specific task prior to the next session by observing or applying — on the job — an idea, practice or skill they have learned in class. Each class session can then include reports of recent, firsthand experiences. The first session activity provides a special opportunity for participants to relate these experiences and observations. Participants are often very responsive to this learning technique, and you will note that the Instructor's Guide tells you to encourage an informal discussion among participants as they are arriving for class.

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### Separate Class Periods

STP courses were originally designed with this format in mind; it works well when participants live or work close enough to the class location so that commuting distance or time is not a barrier. One session is presented each class period so participants are not overwhelmed by the volume of material presented or the size of each reading assignment. A high percentage of participants are likely to read the text before each class session, which shortens the class time taken for reading. This also allows for more group discussion time, interaction and idea sharing.

Separate class sessions are easier on the instructor, who usually has only one or two sessions to prepare for each week. Generally speaking, it is easier to maintain enthusiasm over a shorter time period than over five hours or three days. And a smart instructor will benefit from his or her experience over five or ten weeks — by getting to know the class members better and by noting what works and what doesn't.

If your class meets for separate sessions, the activity titled *Using on the Job What You Learned Today* can be a very powerful link between classroom learning and the realities of each participant's job. Make sure the classroom is open and available a few minutes before the scheduled starting time. Don't be surprised if some participants make informal arrangements to discuss these assignments among themselves (for example, meet for dinner before class). If this happens with your class, encourage it!

You should be aware of a few drawbacks to holding separate sessions.

First, participants may be physically tired from spending 8 to 10 hours on the job before attending class. At every class meeting, you can be sure that one or two supervisors will be thinking about what happened that day or what needs to happen tomorrow and how to accomplish it. Some will still be in work clothes and perhaps uncomfortable. Others

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may have missed the last class and feel self-conscious and unprepared for tonight's work. Also, with ten meetings, there are ten chances for weather problems, family schedule conflicts, special events, illness and other factors to interfere with someone's full and active participation. But if you are aware of these factors, you can be ready to counteract them with an enthusiastic presentation, a kind word or a sharp question that gets a good discussion underway.

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### The Concentrated Time Period

This format, which often involves classes on consecutive Saturdays or consecutive weekdays, is usually preferred when:

- Participants are scattered over a large geographical area.
- Weather forces regular seasonal shutdowns.
- An instructor is brought in from another geographical area, making it difficult or expensive to present the course in ten separate class sessions.

There are many positive factors associated with the concentrated format.

Participants who may have to travel many miles to the course do so only a few times, decreasing the overall cost of attendance. Participants who are from different areas and different companies bring together a much wider range of experience and different methods of work.

Participants usually have their expenses paid by their employers, including hotel rooms, meals and course tuition. They often feel honored and are eager to justify that honor by learning. Some participants may be on an annual salary, and during a winter shutdown period their employers may be more willing to send them for training and education to justify that salary.

When courses meet on Saturday or for three consecutive days, class time is separated from work time by more than a brief commute. Participants are less likely to be burdened by every day jobsite worries that might otherwise dilute their concentration. They will not be tired at the end of an 8- or 10-hour day on the job. You will have them for a concentrated period of time when the course is the number-one item on their agenda. If you find that a session needs to run longer or be cut short, you can easily adjust the overall plan.

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And if the class meets at a hotel and participants stay overnight, the after-class discussions — over meals or in the lounge — can be a powerful stimulus for integrating the class and encouraging them to share their knowledge and experiences. The concentrated format requires more intense preparation for the instructor. Once underway, you will complete the entire course with few stops or none at all. This requires more stamina than participating in 10 individual evening sessions — for both you and the participants. It takes more energy to maintain enthusiasm and alertness. You may need to add breaks to the schedule — perhaps at least one in the morning and possibly two in the afternoon.

You must immediately gain credibility and the confidence of the class. Don't be surprised if someone in the class "tests" you during the first hour or so. Remember to give the class some slack; they're faced with a lot of new material with no advance preparation time. Give them enough time to read the material — especially during the first session when they are opening the Participant's Manual for the first time — and prepare your summaries carefully. Do lots of flip charts and tape them up on the wall for reference.

You must adapt the last activity in each session — *Using on the Job What You Learned Today* — to fit the concentrated time format. This usually means that *Using on the Job* ... becomes less of a "doing" activity and more of a "thinking" activity. Instead of observing or trying out new ideas and skills, you will have to ask people to remember things that have happened on the job.

### Your Role as an Instructor

The ultimate success of this course depends on three things: the material (text, graphics and case study material), the classroom environment (already described) and the instructor. Think of it as a three-legged milk stool! The instructor is as important as all the effort that went into the development of this course.

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To be a good instructor you will have to prepare and figure out how to take advantage of your experience and love of the construction business. The harder you work, the more creative you will be; the more you personalize this course, the better it will be and the more the participants will enjoy it.

You are not to be an expert, a lecturer or a talking head. Your role is to be a facilitator, a manager of learning. To “teach” an STP course you must establish a stimulating learning environment and encourage others to participate and learn. By the time the class reaches the Session 1 break, you will have begun to establish your credibility as a leader-facilitator who knows the construction industry and understands the expectations of the participants.

You don't need to have all the answers, but you must know how to handle all the questions. There are various ways to handle questions or problems that have specialized or technical answers. If you don't know the answer, don't try to bluff your way through it. If you fail, you'll be in for the longest course of your life. Instead, try one of the following techniques:

- Involve the class by asking if anyone has had a similar experience or problem; get their answers or solutions.
- Table the question and tell everyone to ask coworkers or supervisors, and then report the results at the next class. Be sure to recognize the participants who bring something back.
- Tell them you don't know, but you'll try to get an answer before the next class session.
- Use the question as a practical exercise in problem solving.

Some question-handling methods are hard to use when a course is presented in a concentrated two or three-day format. If no answer is available, you have two choices: admit defeat or talk about ways you could generate better answers. Ask: What affects the quantity of answers we can come up with? What affects the quality of the solutions

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we can generate? How could we improve the quantity and quality of our answers and solutions?

### Your Four Principal Tasks

As a facilitator, you have four principal tasks:

1. Introduce and review information.
2. Guide participants as they become involved by participating in the activities.
3. Prompt a vigorous discussion of the ideas and skills presented in the course.
4. Help participants apply these ideas and skills to their day-to-day work.

Note that these tasks are listed in a logical, sequential order. A skillful instructor always keeps in mind that the goal of an STP course is to enable each participant to achieve task 4. An overactive instructor who dominates the class will get no further than task 1. Begin by learning about each member of the class. Be candid and open in your self-introduction to the class.

Approach each presentation with these questions in mind:

- What essential features of the idea or skill do participants need to clearly understand to achieve the learning objective?
- How can I relate this information to the participants' past experiences and current situations?
- What is the best way to prompt a discussion that really gets everyone involved?
- How will participants apply this knowledge or skill on the job?

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Watch for the signs of the participants' reactions, especially eye contact and body language. As you talk, do they appear attentive and interested, or are their faces vacant, their minds elsewhere? Is there a lot of chatter and excitement during group activities, or are some groups just sitting around with one or two participants doing all the work? It's your job to be aware of the pulse of each activity. If an activity or a group discussion appears to be falling flat, it's your job to intervene and put it back on track.

### Conducting Group Discussions

The teaching strategy used most often in this course is group discussion.

Discussion for both the instructor and participants is a process of thinking aloud, sharing information, creating solutions and choosing among them. You will use discussion to:

- Review and clarify information that you have presented in a brief lecture.
- Prompt participants to bring their personal experiences and situations into the learning process.
- Analyze problems or solutions participants are considering.
- Help participants expand their understanding of what has been presented.

Good discussions require careful questioning and listening. You should allow the participants to do most of the talking. Your tasks are to:

- Help them discover ideas or viewpoints they might not otherwise perceive.
- Allow anyone who makes an obvious error reconsider the error without recrimination or the possibility of class ridicule.
- Help each participant achieve a greater understanding of the ideas and skills involved.

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As you listen, be sure to show:

- Understanding (you might summarize or restate a point)
- Interest (recognize and encourage good comments, allow participants to speak their opinions freely)
- Concern (show them that you respect their thoughts)

Listen for possible misunderstanding and encourage participants to resolve differences through discussion. Don't interrupt with your opinion or jump to conclusions before fully understanding their points of view. Concentrate on asking instead of telling.

Use a direct approach to group discussion when you want to get right to the issue at hand. In this "one-way" approach, you do most of the talking. If you ask any questions, perhaps to see if the group is awake and following along, you would use a closed-ended "yes-or-no" type of question:

- "Has anyone seen this happen before?"
- "Has this occurred on your project?"
- "This seems to do what?" Then answer the question yourself.

You will gain efficiency, but keep in mind that this unilateral technique will not provide much feedback or generate participant involvement.

The open approach is far more useful. Questions are structured so that participants can respond with more than "yes" or "no." You ask leading, open-ended questions that prompt participants to express an opinion or relate experiences. For example:

- "How is this done in your firm, Pat?"
- "Based on what you've read and what we've talked about, what could you change to make this situation better?"
- "Mike, what are some of the factors contributing to this?"
- "What are some other examples of this type of situation (or

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problem)?”

- “If this happened to you, what would you do?”
- “How could this affect your work on the Route 47 overpass?”
- “What seems to be the main focus of this?”
- “Why is this important?”

Open-ended questions and an open approach are more likely to stimulate group discussion. However, many instructors of this course are selected from construction industry leaders who are far more task-oriented and results-oriented than they are oriented to people, psychology and human behavior. You may be among them. If so, it may be helpful to develop a short list of open-ended questions before the course begins. Then try to monitor the class’s reaction to your questions. Make adjustments as necessary to encourage lively group discussions and keep them going.

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### Team-Based Learning

There will be some opportunities for your class to work in small teams. This teamwork will have an impact on the effectiveness of the course. Emphasize to participants that most construction projects are built by groups of people who have just met, and the team experience inside this course will improve their own ability to work in a team environment outside it. Although the course may be only half a day, it is a good opportunity, in a controlled setting, to see what it's like to problem solve with strangers. Remind them, too, that each team should expect participation from every team member and that the effectiveness of their teamwork will be visible to the other groups.

This team-based learning will enhance discussion among teammates, and you'll be amazed at how much team spirit will develop in a short period. Most effective teams will develop a leader (or leaders) and will learn how to use the talents of all their members. This, of course, is dependent upon the level of excitement that is generated from the group assignments.

As an instructor, you should be a source of guidance and encouragement to the teams as they complete their work. Circulate around the room, making sure the assignment is well understood, that all members are participating, and all groups are making adequate progress toward finishing on time. Most importantly, encourage people to focus on the solution, not the problem (challenge).

Groups should present the answers or solutions they have developed to the rest of the class. These presentations accomplish two goals: They generate multiple solutions for the class to consider, and they are opportunities for participants to explain their solution to others, which is something often required on a jobsite.

You'll notice that some problems or exercises do not have just one right answer. In fact, there may be many satisfactory answers or solutions

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possible. You may need to remind the class that assuming there is one right answer is unwise and may come at the expense of other applicable solutions.

One more thing—our industry is made up of many different trades, and each approaches a project from its unique perspective. Concrete work is different from electrical work, which is different from mechanical work. The same holds true for BIM, and you will no doubt encounter this during class discussions. But don't allow any claims that “this isn't exactly like our type of work” to interfere with understanding basic BIM principles. When it comes up, remind participants that although there are definite differences in the technical aspects of the work, the issues are probably the same.

### Optional Materials

As an instructor, you can bring any related informational material or visual aids that you feel will help you teach the course: newspaper or trade publication articles, slides, photographs or videotapes, cartoons, examples of plans, proposals, specifications, standard drawings, laws, rules, regulations, diaries, forms, letters, books, schedules, computer printouts or virtually anything you can think of which relates to the subject matter of the course.

You can use these to “tailor” the course to a specific firm or specialty group within the heavy or highway construction industry, or to a specific construction project. This will make the course more appealing and interesting.

Remember, you are not just given permission to bring in outside material – you are encouraged to do so. Participants are always excited to know that their instructor is not just a teacher, but is an experienced and tested construction veteran and potential role model. This is as much your course as it is the authors' and developers'. Make it your course!

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Humor or jokes can be used — carefully — to drive home a point as long as they are not offensive and if this is your style. Forced humor does not work well. Never use humor at anyone's expense — even persons or groups who are not present in the class.

Your own experiences can provide you with enough information to devise some supplementary problems for group discussion and solution. Set them up to relate to specific activities in the text, and adjust your suggested time allowances accordingly.

### Time Planning and Management

Each session of this course is designed to be taught by first reviewing the material in the session and then by helping the participants apply what they have learned in a case study application. The start of each session is the time for participants to present their work from the previous session. This encourages preparation outside of class and provides a good review of the previous session at the start of each class. As the instructor, you are the person on the ground and closest to the participants. Please take the time to carefully review the material several times and then decide how you want to divide up the time to maximize the effectiveness of each session.

### Specific Notes about Teaching

The following material provides specific instructions for facilitating this course. Please read it carefully, as it summarizes many important teaching concepts that are incorporated into the course materials. If you are new to teaching STP, this section will help you start off on the right foot.

This course was developed around a teaching philosophy emphasizing individual participation, learning and application. The course is built around three key concepts designed to make the classes very active, fast moving and participative:

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- To eliminate the boring and time-consuming activity of reading material in class before discussing it, PowerPoint masters and speaker's notes are provided to enable the instructor to cover the material without first waiting for the participants to read it.
- The class will be divided into teams that will work together on assignments throughout the course.
- Discussions of the topics presented in the session will be followed-up with active, team-based activities that incorporate the ideas and skills covered in that session.

### PowerPoint-Facilitated Discussions

Experience has shown that for a variety of reasons, some participants do not read the material to be covered in class before they attend. PowerPoints are furnished to support the instructor's summary and presentation of the key topics in each session — and no time has been allowed for participants to read the material during class.

It is still important to encourage participants to read each session before coming to class. Participants who have read the material will understand it more thoroughly and quickly, and class discussions will be much sharper if participants have read the material in advance. The purpose of furnishing PowerPoints is not to make reading unnecessary — it is to make reading during class time unnecessary.

The instructor is expected to have read the material as often as necessary to thoroughly understand it and then, using the PowerPoints and Speaker's Notes, lead a discussion. You can create additional PowerPoints or add other audio/video materials to supplement them.

Note that your understanding of all activities covered during the first class meeting will have to be unusually high because the participants will not have had a chance to read this material prior to coming to class. Remind participants that they are to read several pages of text material in their manuals before coming to each class. The Participant's Manual is also designed as a reference they can use after the course is finished.

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### Instructor's Guide Notes

The authors have given specific instructions when necessary, but ultimately you are expected to determine your own class schedule, complete notes to yourself on speaker's notes and fill in any blanks in the individual session that you think are necessary for you to be comfortable teaching, coaching and facilitating. You will notice that some problems or exercises do not have one "right" answer. In fact, many responses or solutions may be satisfactory. You may need to remind the class that it is unwise to assume there is one right answer at the expense of other applicable solutions.

Encourage them to understand the ideas presented in the course well enough to combine that understanding with their experience to develop a solution that works — not necessarily the "best possible" solution, but a solution that works. When several small groups each develop workable solutions, the class will then have a range of solutions to choose from.

One last thing: our industry is fraught with differences. Concrete work is different from electrical work which is different from mechanical work. You will no doubt encounter this during class discussions. When it comes up, remind participants that while there are definite differences in the technical aspects of the work, the supervision of workers themselves — and the problems encountered in supervision — is usually very similar. Don't allow any claims that "this isn't exactly like our type of work" to interfere with presentation and understanding of these basic principles of the supervisor's role.

Your job as an instructor is to get participants to think and learn, not just listen and memorize. We hope the design of this course and its delivery methods will make you wildly successful!

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## AGC'S SUPERVISORY TRAINING PROGRAM



### Course Learning Objectives

Following this course, participants will be able to:

- Understand basic management ideas, principles and skills that will enable you to immediately function more effectively in the everyday management of your crew or task on your construction project.
- Understand important project management principles that should be present on most projects regardless of who performs them or is responsible for them.

## Facilitating Supervisory Training Program

### Course Preparation

In addition to having expertise in the field of construction, instructors should be skilled in leading class activities for adult learners and conduct the class in a manner in which learners actively engage with the course content and activities. Instructors should facilitate the course so that all participants actively discuss and take part in group processes. At the same time, instructors should keep the class focused and on track without dominating it.

Instructors should expect to spend between 40 and 48 hours preparing to instruct this course, familiarizing themselves with the content and flow of the Instructor's Guide with the PowerPoint presentation and Participant's Manual.

### Course Materials

The content and activities for the course are structured and supported by a comprehensive set of printed and visual materials, including a Participant's Manual, an Instructor's Guide, and a file containing a PowerPoint presentation for all of the course's sessions.

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### Individualizing the Materials

Feel free to bring to class any related informational material or visual aids that you feel will help you teach this course: newspapers, trade publication articles, slides, photographs or videos, cartoons, examples of plans, proposals, specifications, standard drawings, laws, rules, regulations, diaries, forms, letters, books, schedules, computer printouts, etc. Virtually anything you can think of that relates to the subject matter of the course is welcome. There is a lot of national (and global) discussion about STP today, so if you see something that is relevant, plan to share it with your class.

For example, you might use these materials to tailor the course to a specific firm or specialty group within the construction industry, or to a specific construction project. This can make the course more appealing and interesting.

Since you have real-world supervisory experience, don't hesitate to introduce anecdotal information that is on topic when introducing a new concept during your sessions. Take the opportunity to recreate a scenario that you were faced with and include it in one of your problem-solving group sessions. Set them up to relate to specific activities in the text, and adjust your suggestion time allowances accordingly.

*Humor or jokes can be used to drive home a point—as long as they are used carefully and are not offensive. Choose material to fit your public speaking style; forced humor seldom works. Never use humor at anyone's expense—even if the targets of the jokes are persons or groups not present in the class.*

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### Instructor's Notes

In preparation to facilitate the course, review these considerations.

- Review each suggested lesson plan and alter it to match your teaching format and style. Make sure to shorten or lengthen the time allocations for each topic based on any changes to teaching format or style, such as increased audience participation and discussion.
- Compare the PPT slides to the Participant's Manual. Then use the Instructor's Guide as you prepare to review each PPT slide again.
- Review the PPT slides and accompanying notes, which provide helpful hints on how to deliver the lecture and facilitate discussion.
- Focus on the session's learning objectives; they provide an outline of the content and spell out intended results.
- Before class begins, work with the course administrator to distribute tent cards, and other course materials. Have all of your materials ready before participants arrive so you can welcome them as they arrive and start gauging their expectations for the course.

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## AGC'S SUPERVISORY TRAINING PROGRAM

### Icon Key

Icons are used throughout the Instructor's Guide to represent the following:



Activity—Problem



Activity—Solution



Discussion



Learning Objectives



Note



Question to Ask the Class



Time Allocated

Throughout this course, you will notice that certain words appear in bold, indicating that you will find these terms defined in the Glossary.

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## AGC'S SUPERVISORY TRAINING PROGRAM

### Closing Activities, Course Evaluations, and Reporting

#### Final Day Activities and Evaluations

Certificates of completion should be neatly prepared (check your spelling!) before the last session and presented to each participant.

A copy of your completed class roster should be emailed or mailed to AGC:

Attn: Director, Supervisory Training Programs  
Associated General Contractors of America  
2300 Wilson Blvd., Suite 300  
Arlington, VA 22201  
[curriculum@agc.org](mailto:curriculum@agc.org)

#### Course Registration and Evaluation

At the completion of the course, class participants are to complete the Participant's Profile and Registration and Evaluation Form provided at [www.agc.org/STP/Registration](http://www.agc.org/STP/Registration).

Completing the form is the only way AGC of America will add participant's names to the Supervisory Training Program database, the official list of individuals who have completed this course.

This database is used to track course completion for transcripts and credentials. It is the participant's responsibility to see that the registration form is completed.

#### Instructor's Course Evaluation

AGC wants your feedback to improve this course and the manuals used to present it. You are asked to make comments about your experience in this course through the online evaluation found at [www.agc.org/STP/Instructor\\_Evaluation](http://www.agc.org/STP/Instructor_Evaluation). Your comments will help AGC make this course more effective in the future.

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The Supervisory Training Program (STP), created by the Associated General Contractors of America, is designed specifically to meet the needs of the construction industry. Developed, updated and field-tested by contractors, STP consists of 6 highly interactive courses that focus on the knowledge and skills every supervisor needs to be an effective manager of people, time, equipment and materials.

UNIT 1 | LEADERSHIP AND MOTIVATION

UNIT 2 | COMMUNICATION

UNIT 3 | PLANNING AND SCHEDULING

UNIT 4 | CONTRACT DOCUMENTS

UNIT 5 | IMPROVING PRODUCTIVITY  
AND MANAGING PROJECT  
COSTS

UNIT 6 | RISK MANAGEMENT AND  
PROBLEM SOLVING



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