# Discussion Topics

# Chapter 8: Getting along with Your Supervisor

The following Discussion Topics correlate with *Job Savvy*, sixth edition. Discussion Topics provide directions to help you in instructing your students during class time.

Activities Supplements are provided in the ebook to offer students guidance to complete activities found in the margins of their workbook. You may want to present these as in-class activities or as homework assignments. Review Activities are provided in separate handouts to instructors only. The questions found therein may be used in the classroom or as review activities (graded or not).

# Discussion Topics

## The Team Leader (page 120)

Use the following to introduce this chapter. “Experts on leadership tend to call employees “followers” because rather than give orders, an employee follows their leaders. A leader needs to inspire employees to follow their leadership.” Point out that cooperation between supervisors and workers is critical to the success of any business. Discuss the different responsibilities of a supervisor. Use the following questions for further discussion:

* Why is delegating necessary?
* What problems can result when a supervisor delegates work?
* What problems can result if a supervisor doesn’t delegate work?
* Who is responsible for the problems that arise in each situation?
* How does the in-group and the out-group affect the workplace?
* What is meant by good followership?

Review the Ten Rules of Good Followership.

### Communicate with Your Supervisor (page 121)

### Explore four important ideas you should remember when communicating with your supervisor:

### You must be able to follow instructions. Concentrate, listen, watch, ask, write, and practice. Note: Use the How Job Savvy Are You? Exercise on page 122 to illustrate how directions can be misunderstood.

Have the students close their workbooks. Give each a blank sheet of paper. Read the four-step directions under “How Job Savvy Are You?” on page 122 one step at a time. Don’t repeat the directions, even if asked. After following the directions, students will open their books, read the section, and answer the questions. Allow time to discuss their answers.

### You need to know how to ask questions. Discuss the following:

* Why is asking right away important?
* How does summarizing responses help supervisors?
* What if the supervisor isn’t available?
* Why is memorization important?
* If you have problems memorizing, how can you keep from repeating questions?

Review “Jargon/Acronyms” on page 121. Although learning a new “language” may be difficult, it is a part of the job. Emphasize that students should ask questions if they don’t understand what is meant by a particular term. Note: Students need to understand that while listening carefully and asking questions are important a supervisor should be given the opportunity to give the information before questions are asked. Repeatedly asking the same question might annoy a supervisor.

### You should report any problems and the results of your work. Keep your supervisor informed of your work. Contact your supervisor when you complete a task, when you aren’t sure how to proceed, or when you have a problem.

1. You need to discuss your job performance. Discuss the term *coaching*. What is the purpose of coaching? What are some coaching techniques? Point out some guidelines to communicate effectively with your supervisor about your job performance:

* Respond positively to feedback. Sometimes feedback from a supervisor is negative. Discuss the best way to handle negative feedback, ways to handle emotions in such situations, and appropriate responses if supervisors shout.
* Know what you have done wrong. Remind students to ask questions. If the supervisor is angry, the employee should calmly apologize and ask how to do a better job next time.
* Thank your supervisor for compliments. Point out that a simple “thank you” lets the supervisor know their attention is appreciated. No one enjoys being ignored when giving a compliment.
* Ask for feedback. Point out that asking for feedback about your work performance shows that you are interested in your job.

## How Job Savvy Are You? (page 125)

Divide the class into small groups. Have each group complete the case studies. Share their answers with the class.

## Meet Your Supervisor’s Expectations (page 126)

Discuss the introduction to the “Meet Your Supervisor’s Expectations” section on page 126. Emphasize that supervisors typically are involved with many workers. Their problems are multiplied when several workers break “little” rules. Note: Don’t assume that your students know how to practice these six behaviors. Although this may seem like basic knowledge, many new workers have lost jobs because they didn’t practice one of them.

Discuss the six behaviors listed. Emphasize the importance of each point. Use the answers in “Meeting a Supervisor’s Expectations” and “How Job Savvy Are You?” to extend the discussion of this topic.

## Performance Reviews (page 129)

Review “Performance Appraisal” page 125. Define performance review or appraisal. Discuss how the evaluation might be conducted. Use the steps on pages 129–130 to help students understand how to prepare for and use their performance review to gain raises and promotions.

## Courageous Followership (page 130)

Define *courageous followership*. Discuss examples of times that an employee following a supervisor’s instructions would be inappropriate. Examples may include something that contradicts the law or company policy or an act that violates moral or religious beliefs. Ask students what action an employee should take in such situations.

Review the information “A Useful Skill: Emotional Intelligence” (page 132). Define *emotional intelligence (EI)*. How is this skill useful in the workplace?

## Resolving Problems with Your Supervisor (page 132)

The information in this section deals with resolving disagreements between supervisors and employees. Discuss each method used.

### Conflict Resolution

Define *conflict resolution*. Discuss each of the six steps to resolving a problem using this technique.

### Grievance Procedures

Define *grievance procedure*. Discuss the seriousness and complications of grievance procedures. Note that filing a formal grievance will cause stress between an employee and a supervisor. Point out that in some cases this is a necessary step; however, it should be taken only with much forethought.

### Disciplinary Action

Define *disciplinary action*. Explain the common disciplinary responses: oral warning, written warning, suspension, and dismissal. Discuss what takes place in each case. Define *immediate response*. Why do some companies have this policy when dismissing an employee?

## Resolving Employee Rights Issues (page 134)

### Review the information in this section. Remind students that employee rights are based on both federal and state laws. In addition, organizations have personnel policies, and unions have contracts. Discuss the steps that one might take when filing a grievance. List some considerations that should be taken before taking this action.

## Summary Discussion Topic

Discuss this question with the class: What actions will you take to get along with your supervisor?

# Additional Resources

### Videos

Use the provided Video presentations to share helpful, chapter-specific visuals and information with your students.

### Additional Resource

In the Additional Resources document you will find links to important sources of information related to each chapter of *Job Savvy*. You can find more information about job search and success at <https://JIST.com>.