# System Operator
# Transition to Supervision

## Overview

This 3-day course is intended to provide individuals with the concepts of transitioning from system operations to a role in supervision. The course covers: understanding the supervisor's role, developing leaderships skills, handling the issues related to the transition, teamwork, coaching and counseling, motivation, decision making, and problem solving. Attendees who successfully satisfy all of the workshop requirements will be awarded with 22.0 NERC CEHs (Professional related).

## Target Audience

The course is intended for System Operators who are new supervisors, soon-to-be supervisors or long-time supervisors who have never had any formal supervisory training or want to enhance their supervisory skills.

## NERC Emergency Training Requirement

0.0 hours of Emergency Operations

## Course Delivery

The content is delivered through instructor led classroom activities that incorporates case studies, role-plays and practical application exercises for student participation. Students are expected to participate in all class activities to re-enforce the concepts presented.

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## Course Content

### Supervisory Skills Test

A supervisory skills test is delivered at the beginning of the class to identify what the students believe, know and understand about the functions, practices, behaviors and skills required for successful supervisory performance. A concluding skills test is delivered for identifying the changes in the student's beliefs, knowledge and understanding as a result of the course.

### Understanding a Supervisor's Role

The module begins with a review of the basic role of a leader or supervisor. It then expands to identify the differences between the role of a supervisor and the roles of the employees that are supervised. The module concludes with the identification of responsibilities that a supervisor has toward his or her employees, peers and superiors.

### Developing Leadership Skills

The leadership skills module explains the important functions, characteristics and styles of leadership. The activities provide a vehicle for the student to assess their own supervisor style and effectiveness. Students are then provided with how to determine which supervisor style is most effective in any particular situation.

### Handling the Transition

This module identifies the obstacles that must be overcome when transitioning from the workforce to a supervisory position. The program then identifies the keys to keeping the position in perspective and identifies the issues in avoiding the flip-flop trap that individuals can get caught in.

### Improving Teamwork

The module identifies what groups are and how they function. It then expands to identify the difference between a group and a team. And finally explains the steps to take in order to develop a winning team in their work group.

### Coaching and Counseling Employees

The module identifies the differences between the skills of coaching and those associated with counseling. The students then learn how to conduct a productive counseling session that helps resolves employees' concerns, problems or complaints. The module concludes with guidelines for conducting a constructive coaching session that improves employee job performance.

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### Motivating Employees to Excel
The module begins with identifying what empowerment is and how it can affect employee work performance and overall organization effectiveness. The six key steps that are necessary to create an empowered work force are then identified. The students are then provided with the steps to take to become facilitative supervisors and how to use empowerment principles to motivate their employees.

### Overcoming Resistance to Change
Students are introduced to the nature of change and identify the reasons why some people resist change it. The module then expands to provide students with guidelines that will help them to overcome resistance to change among the employees in their work groups.

### Making Decisions and Solving Problems
The module begins with the identification of the relationship between problem solving and decision-making. The students are then presented with how to use a basic six-step model to solve problems and make decisions. The module concludes with identifying the common causes of conflict and how to resolve the conflict effectively.

### Managing Cultural Diversity
The module provides the student with the keys to managing cultural diversity in the workplace. It explains why it is important to maintain their intercultural communication skill and how misunderstandings can arise among culturally diverse employees. The module then identifies how supervisors can improve communication and relationships with employees of different cultural backgrounds.

## Classroom Schedule:

Day 1 - 8:00 AM to 5:00 PM (Lunch provided)
Day 2 - 8:00 AM to 5:00 PM (Lunch provided)
Day 3 - 8:00 AM to 5:00 PM (Lunch provided)

## Class Size

Due to the utilization of a system simulator and the individual participation desired, class size is limited to 20 students.

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## Attendee Requirements:

Attendees must sign-in for the training activity in accordance with the attendance verification process stated:

- Attendees are required to sign-in on the course sign-in sheet
- Attendees are required to provide their NERC SO Certification # on the sign-in sheet, if applicable
- Attendees are required to provide a photo ID as proof of identity
- Attendees must participate in all course activities
- Attendees must successfully complete the activity assessment and obtain at least a minimum passing grade of 70% on the assessment. If the attendee is unsuccessful in the initial assessment, a second opportunity to successfully complete the assessment following remedial instruction will be given.
- Attendees must submit a course evaluation form

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