

FIRST-LINE SUPERVISOR (FLS) LEADERSHIP TRAINING BLOCK 1 SELF LEADERSHIP



Block 1

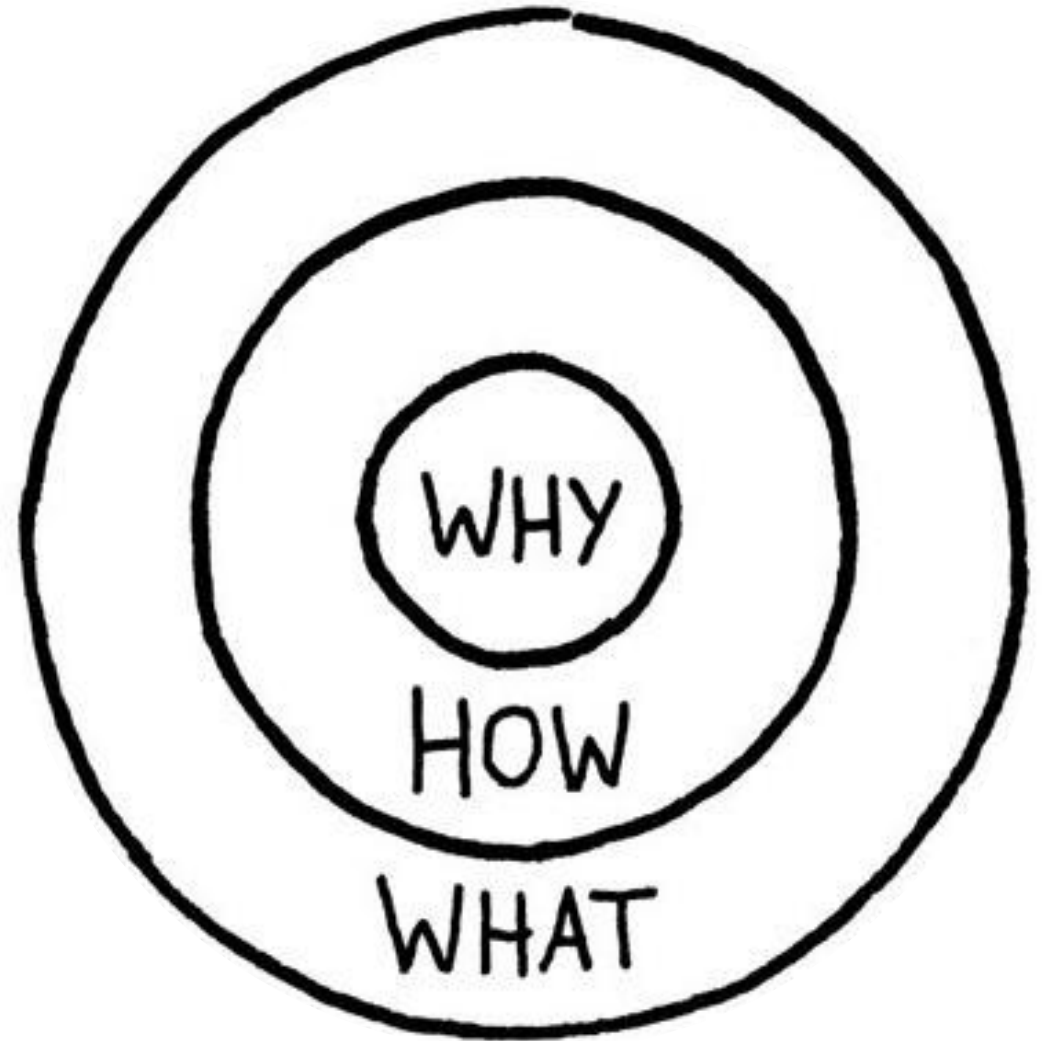
MODUL 1

MY PURPOSE – THE FOUNDATION OF SELF LEADERSHIP



Start with “WHY”

-Simon Sinek



Purpose is the fundamental reason why we exist, what drives us daily, and our unique contribution to the world.



Purpose is different from goals.

Goals can be achieved, changed, or completed.

Purpose is deeper, it serves as the foundation for life direction and decision-making.

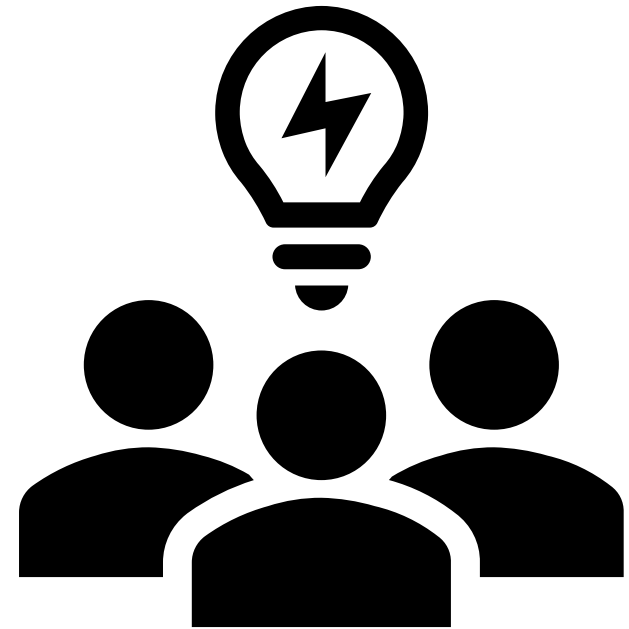
Importance of Purpose for Self-Leadership:

- Provides direction & focus
- Builds resilience
- Source of energy & motivation
- Core of self-leadership



Self Reflection:

Purpose Visualization



Discussion:

Purpose statement

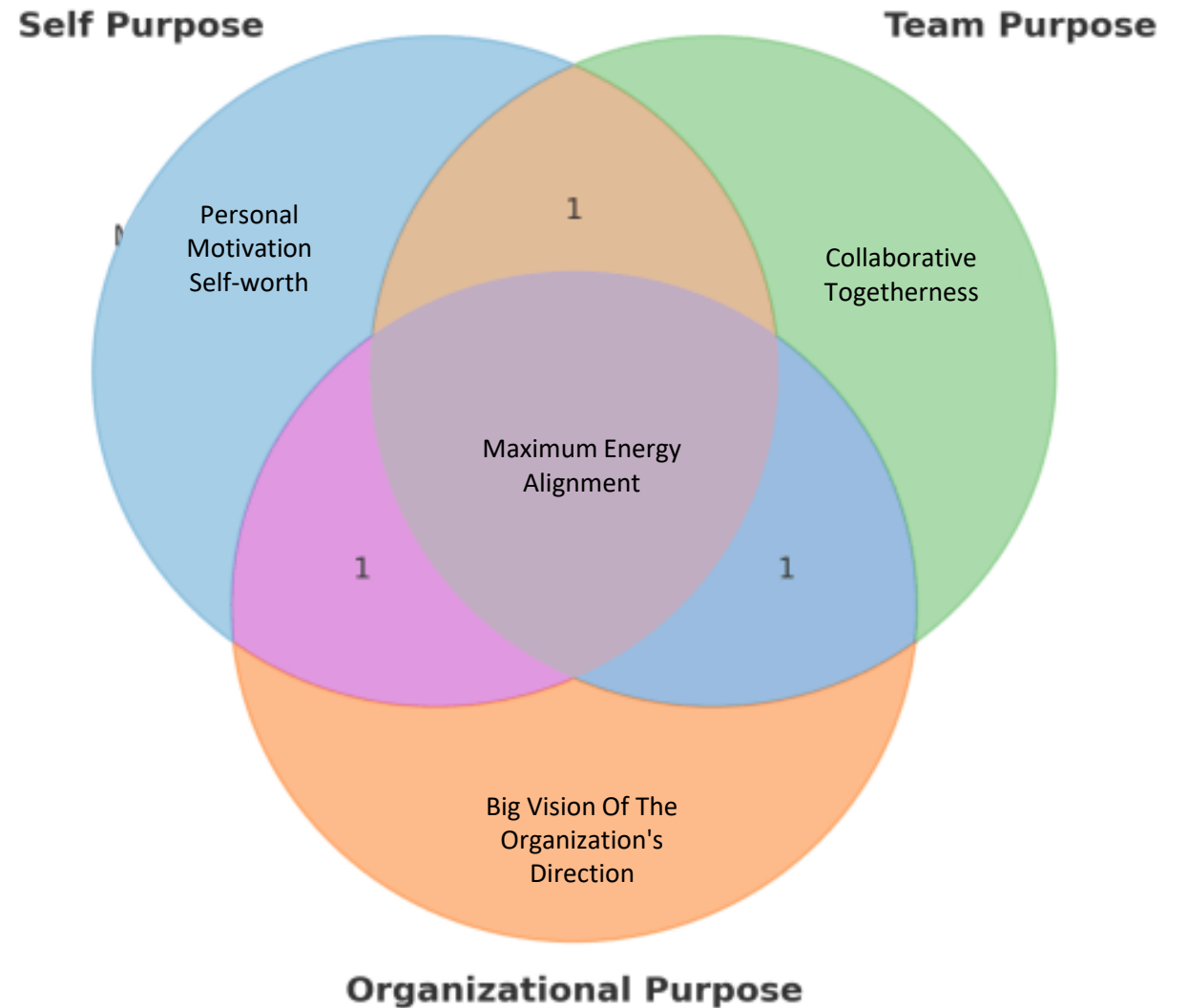


Purpose Alignment: Self – Team – Organization

- **Self Purpose:** What makes me wake up enthusiastically every morning?
- **Team Purpose:** How do I bring my personal purpose to give meaning to my team's work?
- **Organizational Purpose:** How do I align both with the organization's bigger direction?

Purpose Alignment

Purpose Alignment: Self - Team - Organization





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Block 1

MODUL 2

**UNLOCK YOUR POTENTIAL
(COMMUNICATION &
INFLUENCING SKILLS)**



Interpersonal Style

Understanding someone's personality will make it easier to build a good relationship with them.



Sociability Scale

The degree to which a person openly shows feelings and displays emotions when interacting with others

Each quartile represents 25% of the population

Socially Reserved



- Actions restrained
 - Limited body motion
 - Limited facial expressions
 - Formal, ordered
 - Little voice inflection
-
- Actions Open
 - Animated, flowing gestures
 - Unlimited facial expressions
 - Casual use of space
 - Many voice inflections

Socially Outgoing

Dominance Scale

A measurement of the effort a person makes to influence the thinking and actions of others

Tendency to yield

Low

- Leans back
- Cooperative stance
- Gives up space
- Unassuming speech
- Slow pace

High

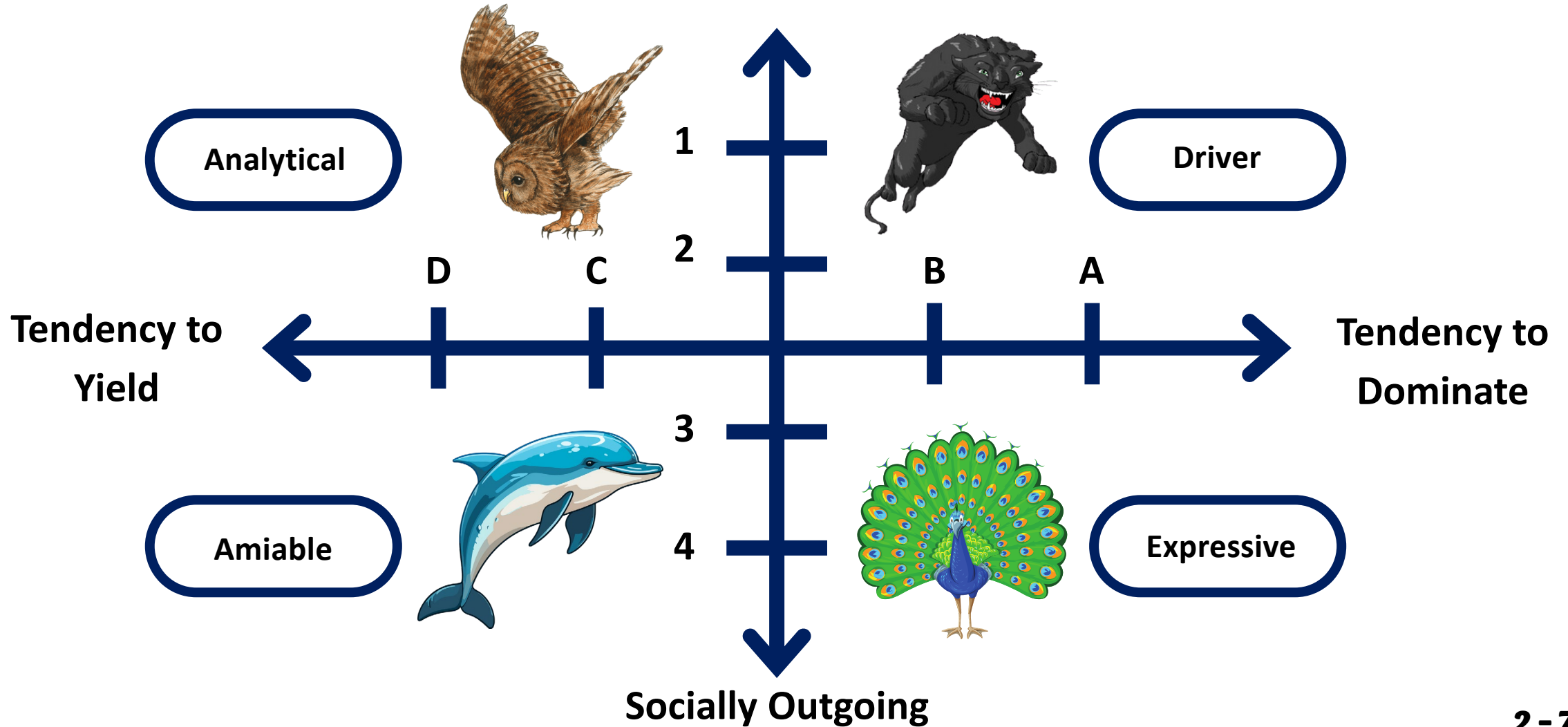
- Leans forward
- Competitive stance
- Acquires space
- Raises voice for emphasis
- Speaks rapidly

Tendency to dominate

Each quartile represents 25% of the population

Personality Styles

Socially Reserved



DRIVER

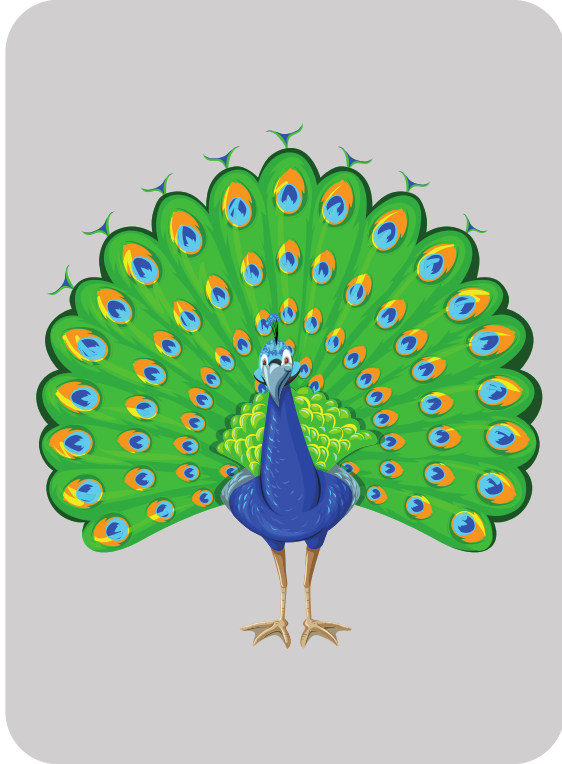


- Quick to act, decisive
- Hardworking, competitive and risk-taker
- Deal with difficulties quickly
- Accept change as a personal challenge
- Action and result oriented
- Demanding
- Tends to command not ask
- Take control
- Impatience & low tolerance level

You can be more effective, if:

- Be more patient
- Not as straightforward – Ask more questions
- Practice your approach – Pay attention to your body language and continue to motivate the other person's engagement in the conversation

EXPRESSIVE



- Creative
- Fun, fascinating, persuasive
- Ambitious
- Vocal, Spontaneous
- Funny
- Enthusiastic and a positive attitude
- Easily give positive feedback
- Seeking recognition
- Disorganized
- Impatient
- Inaccurate

You can be more effective, if:

- Pay more attention to the needs of others
- More organized
- Attention to detail

ANALYTICAL



- Objective
- Seek facts and data
- Details
- Accurate
- Task-oriented
- Impersonal
- Serious
- Introvert, likes to be alone
- Minimizing risk

You can be more effective, if:

- More ready to embrace change
- More open and communicate better with others

AMIABLE



- Friendly, warm
- Trust others easily
- Empathic and sensitive to the needs of others
- Supportive
- Team players
- Good listener
- People-oriented
- Difficult to make decisions
- Not outspoken
- Resist change
- Avoiding risk and conflict

You can be more effective, if:

- More assertive and straightforward
- More tolerant of change
- Not too involved in other people's problems



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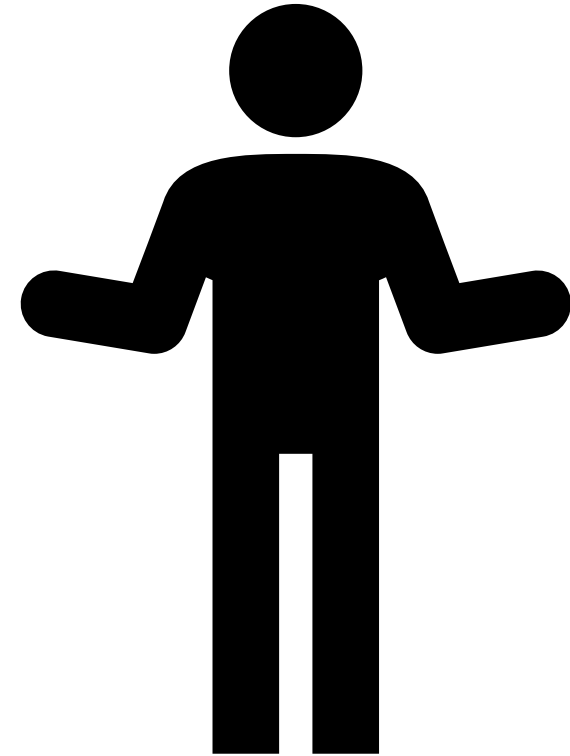
Block 1

MODUL 3

GROWTH MINDSET & SELF CONFIDENCE



Failure Resume



Fixed Mindset vs Growth Mindset

Fixed mindset is a description of people who believe **that their qualities, intelligence, or talents are fixed, unchangeable traits.**

Growth mindset is the basic belief that intelligence can continue to **develop with time, effort, and perseverance.** People with a growth mindset believe their **basic abilities are just the starting point for developing their potentials.**

Mindset: The New Psychology of Success

Carol Dweck, 2006

Fixed vs Growth Mindset

FIXED MINDSET	<u>towards..</u>	GROWTH MINDSET
Avoiding challenges and feeling inadequate	Challenge	Ready to accept new challenges and lessons that they have not been mastered yet
Easily give up and always complain	Obstacles	Withstand obstacles without complaining
Seeing effort as futile	Effort	See effort as a necessary part of becoming proficient
Ignoring constructive criticism	Criticism	Willing to accept advice and learn from criticism
Feeling threatened by the success of others	The Success of Others	Gain lessons and inspiration from the success of others

Focus on **BIG GOALS**
Taking **RISKS**
Appreciating **PROCESS**
The power of the word "**NOT YET**"

Positive Mental Attitude

It is a mindset, where people tend to focus on:

- **Opportunities**
- **Solutions**

No matter what





WHO ARE WE?

Reactive vs Proactive

Reactive

- Allowing one's feelings, moods, and behavior to be controlled by external factors
- Seeing oneself as a victim and blaming others for one's failures
- Believing that something or someone around one is responsible for the situation at hand
- Reacting to a stimulus in a certain way

Proactive

- Taking responsibility for one's own life
- Behavior is the result of conscious decisions
- Does not blame the environment, conditions, or circumstances for one's behavior or the situations one faces
- Has the power to determine one's own reactions

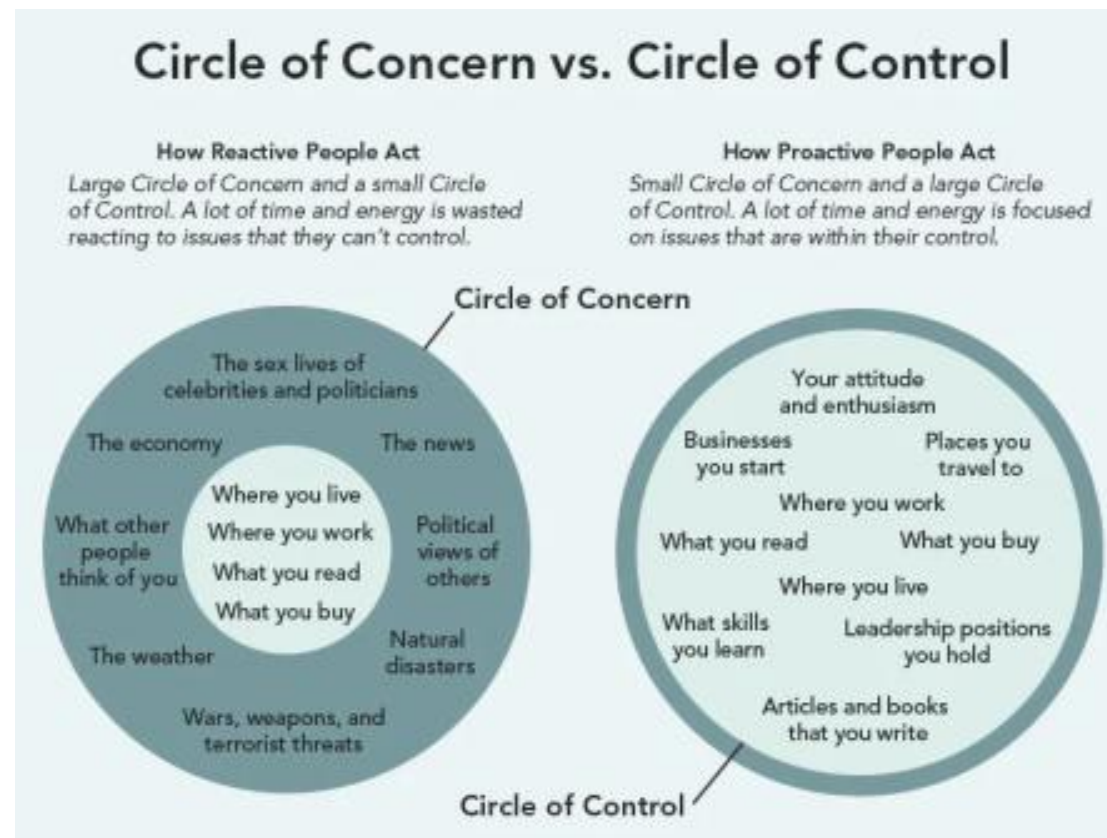
Taking Over vs. Surrendering to the Situation

Covey in the book Seven Habits explains that in this life there are two big circles, namely:

1. **Circle of influence,** and
2. **Circle of concern.**

Circle of influence: **Everything we can manage and control (the mood and response we take in a given situation).**

Circle of concern: **Everything that we cannot influence at all because it is outside of ourselves (natural phenomena and attitudes and opinions and other people towards us)**

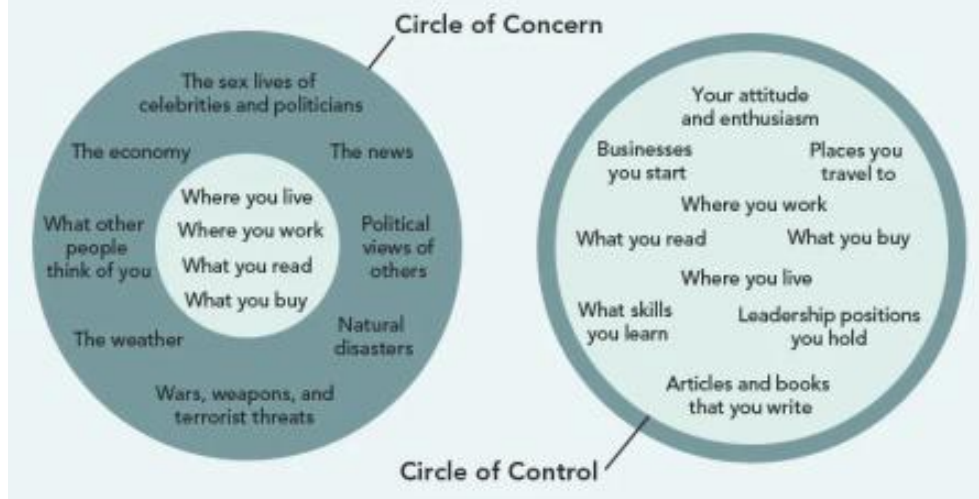


Proactive to Be Productive

Circle of Concern vs. Circle of Control

How Reactive People Act
Large Circle of Concern and a small Circle of Control. A lot of time and energy is wasted reacting to issues that they can't control.

How Proactive People Act
Small Circle of Concern and a large Circle of Control. A lot of time and energy is focused on issues that are within their control.

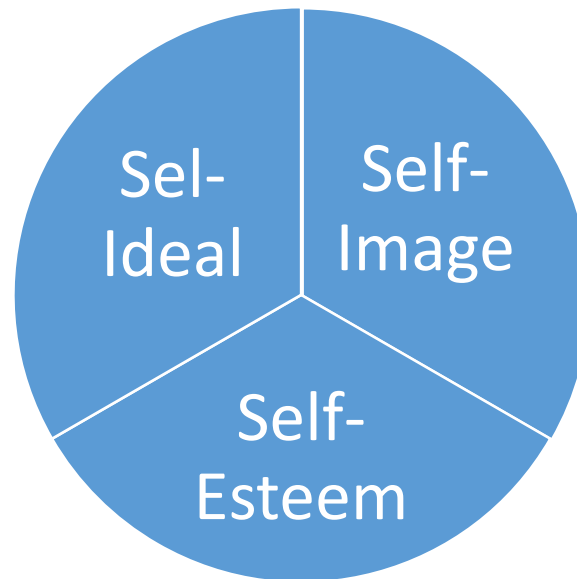


To be more productive, we must enlarge the circle of influence and minimize the circle of concern.

This means focusing on what is within **our control and maintaining a positive attitude**. This does not mean we should ignore our surroundings, but rather that **we should dedicate more energy, time and focus to what we can actually do**.

Self Concept

Components of Self-Concept that Support Self-Confidence



Self Concept

- **Self-Ideal** – This is your idea of the attributes of a winner/how you aspire to be.
- **Self-Image** – This is how you see yourself/how you think about yourself.
- **Self-Esteem** – How you feel about yourself, how much you like yourself.

- Think like...
- Speak like...
- See like...
- Act like...

a confident person

And we can remain
confident





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MODUL 4

MANAGING PRODUCTIVITY



Planning what to do

Due to the limitations of existing resources, we must plan to do the things that are most important and have the greatest impact.



10 Common Mistakes In Managing Time

1. Not following the plan that has been made
2. Not setting personal goals
3. Not prioritizing
4. Failing to manage disruptions
5. Postponing work
6. Taking on too much work
7. Trying to look 'busy'
8. Multitasking
9. Not taking enough rest
10. Ineffective work scheduling



Key Technique: Managing Priorities

- ✓ Prioritization is a mix of **importance** and **time** availability
- ✓ Priorities are determined by **our work goals**
- ✓ **Important** is not the same as **urgent**
- ✓ Work that is **not urgent** but **important** is often **forgotten**
- ✓ **Prioritize the more important** work, if possible



Priority Matrix

	Important	Less Important
Urgent		
Less Urgent		



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MODUL 5

PEOPLE MANAGEMENT ROLE AS DSLNG SUPERVISORS



The Role of Leader in People Management

Employees are your business' most important investment. While recruiting great talent can help ensure your company comes out on top, your job isn't over when a candidate signs their offer letter. In fact, it's just beginning. The six stages of the employee lifecycle are **attraction, recruitment, onboarding, development, retention, and separation.** Through each of these stages, it's Leaders's job to ensure employees have everything they need to succeed.

PEOPLE MANAGEMENT CYCLE



Every employee goes through these five stages and at each stage, **supervisors play a key role in shaping the experience.**

SUPERVISOR'S ROLE IN EACH PHASE



Be the first gatekeeper in recruiting the right fit



Be the first mentor in onboarding



Be the coach and supporter in development



Be the motivator and connector in retention



Be the bridge of respect during separation

BENEFITS OF MANAGING PEOPLE WELL

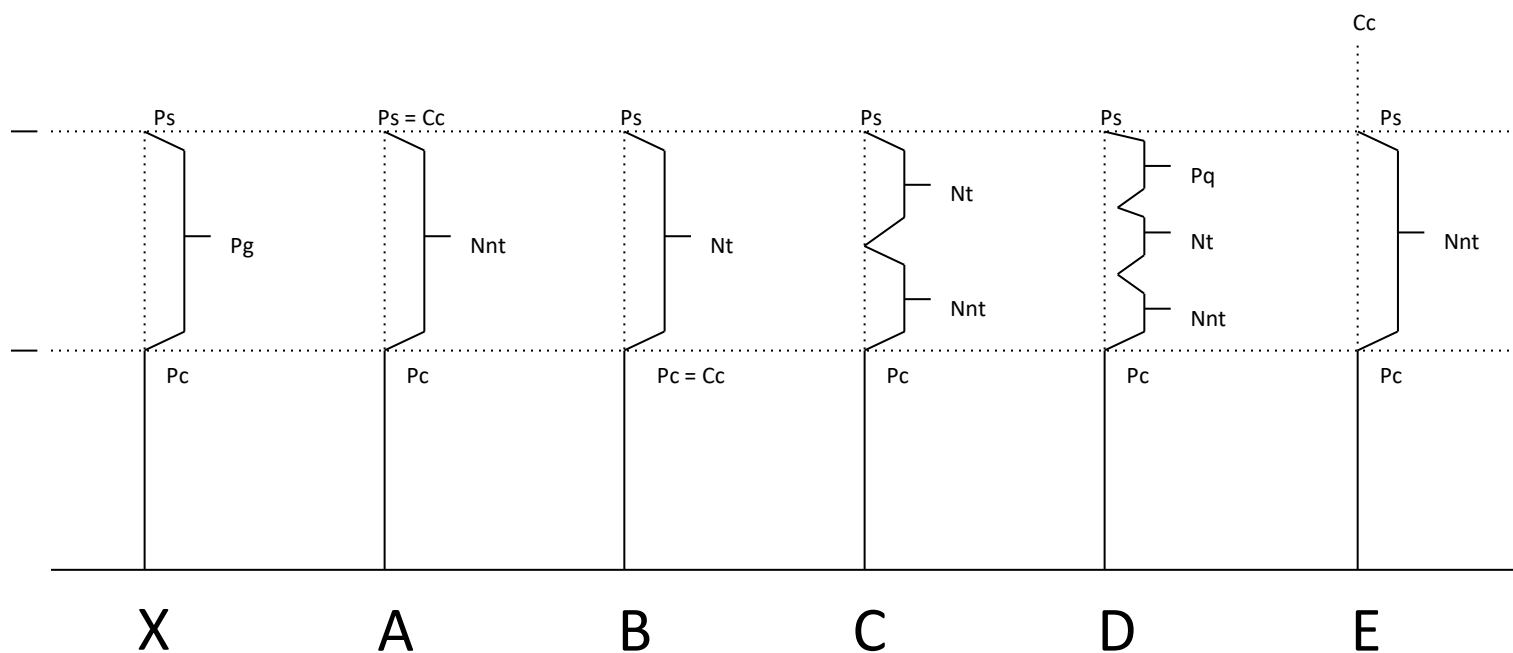
For the Supervisor

- ✓ {
 - Easier teamwork, less conflict
- ✓ {
 - Higher team performance
- ✓ {
 - Stronger credibility and trust

For the Team Members

- ✓ {
 - Feel valued and supported
- ✓ {
 - Clear direction for growth
- ✓ {
 - Higher motivation and loyalty

Performance Gap Analysis: Training & Non-Training



Keterangan :

Ps = Performance - standard

Pc = Performance - current

Pg = Performance gap

Pq = Performance question

Nnt = Need, non training

Nt = Need, training

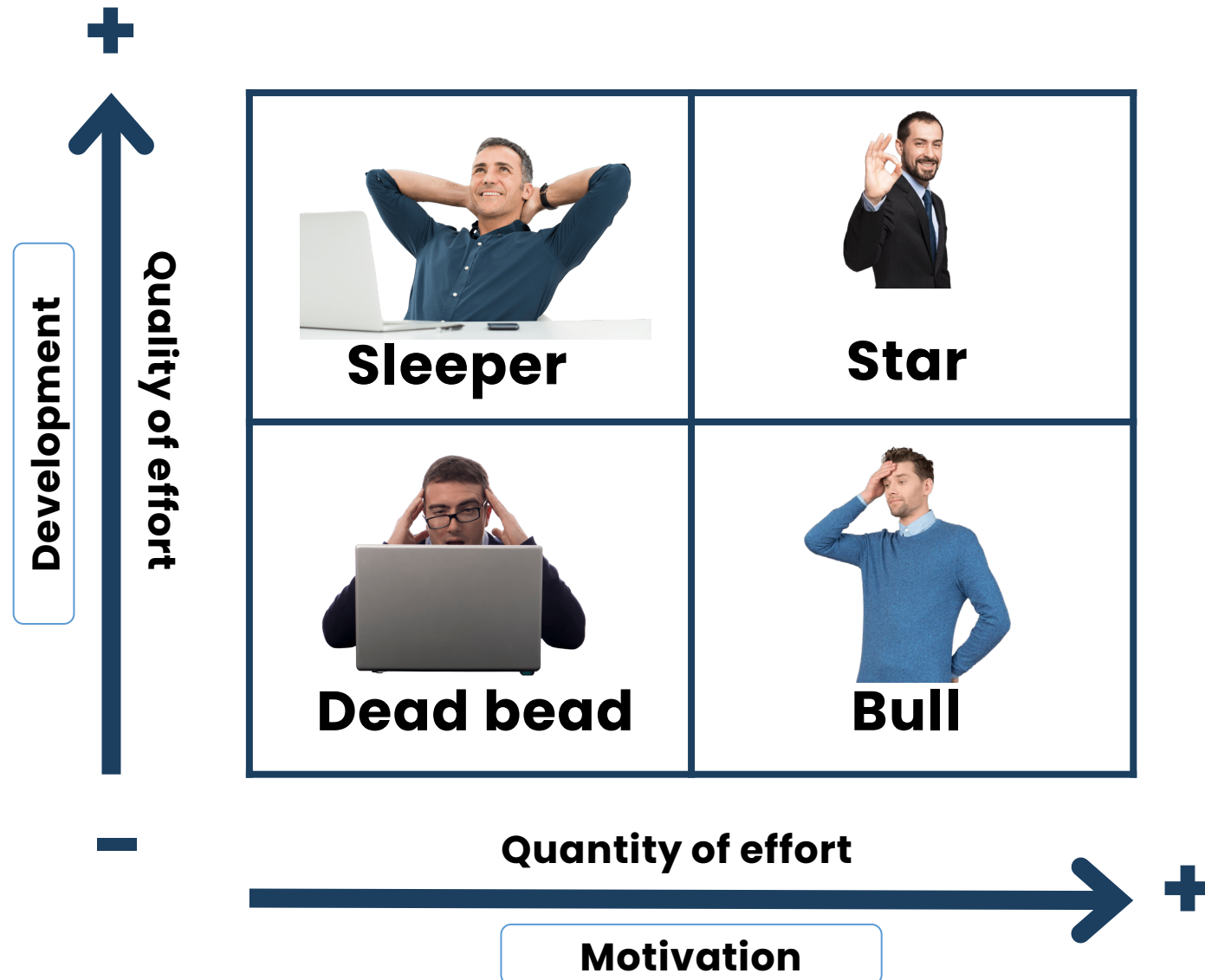
Cc = Competence – current

Performance Review



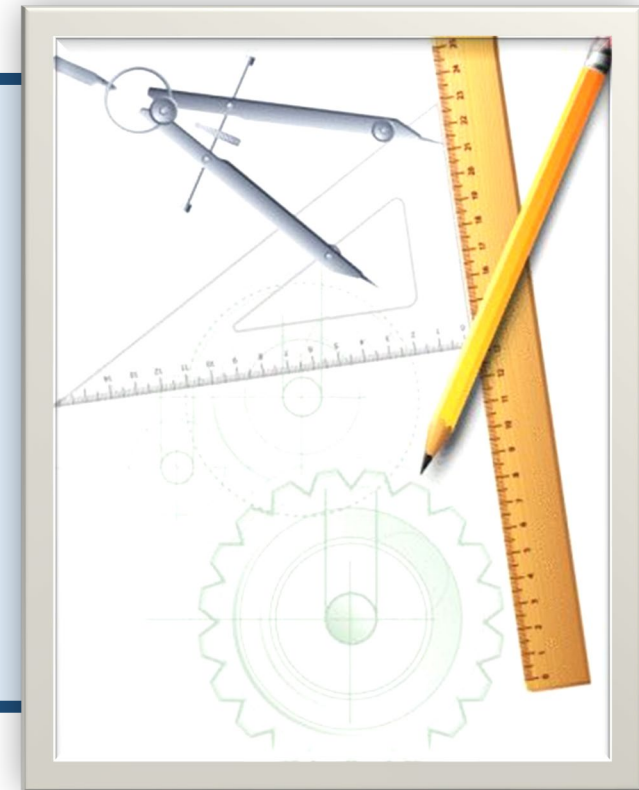
KPI gives **organizational performance information** so the *stakeholders and leaders* can understand whether the efforts being and has been done **is in accordance to the goals or not.**

Subordinate Performance Review



Key Performance Indicator (KPI)

translates **strategic objectives** to a form that is **easier to understand**



KPI vs KPD

Key Performance Indicator (KPI)

- Is the strategic objectives of your level

Key Performance Driver (KPD)

- Is a measurement to drive performance. In other words
“How you can achieve your KPI?”

KPD & KPI

Objective: Achieve my ideal body weight

KPD		KPI
<ul style="list-style-type: none"> • Exercise 	<ul style="list-style-type: none"> • Join x sessions in the gym per week • Do jogging x times per week 	Reduce my weight
<ul style="list-style-type: none"> • Diet 	<ul style="list-style-type: none"> • Consume x calories per day 	
<ul style="list-style-type: none"> • Eat Salad 	<ul style="list-style-type: none"> • X portions of salad per week 	

KPD & KPI

Division :

Function :

KPI	KPD
#	
#.	
#.	

The Importance of KPI Monitoring dan Continuous Coaching

The best of KPI cannot function effectively without good support system and **monitoring**. When performances are being monitored, training can be adjusted as needed periodically and progressively.





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Block 1

MODUL 6

GIVING MOTIVATION & FEEDBACK TO MY TEAM



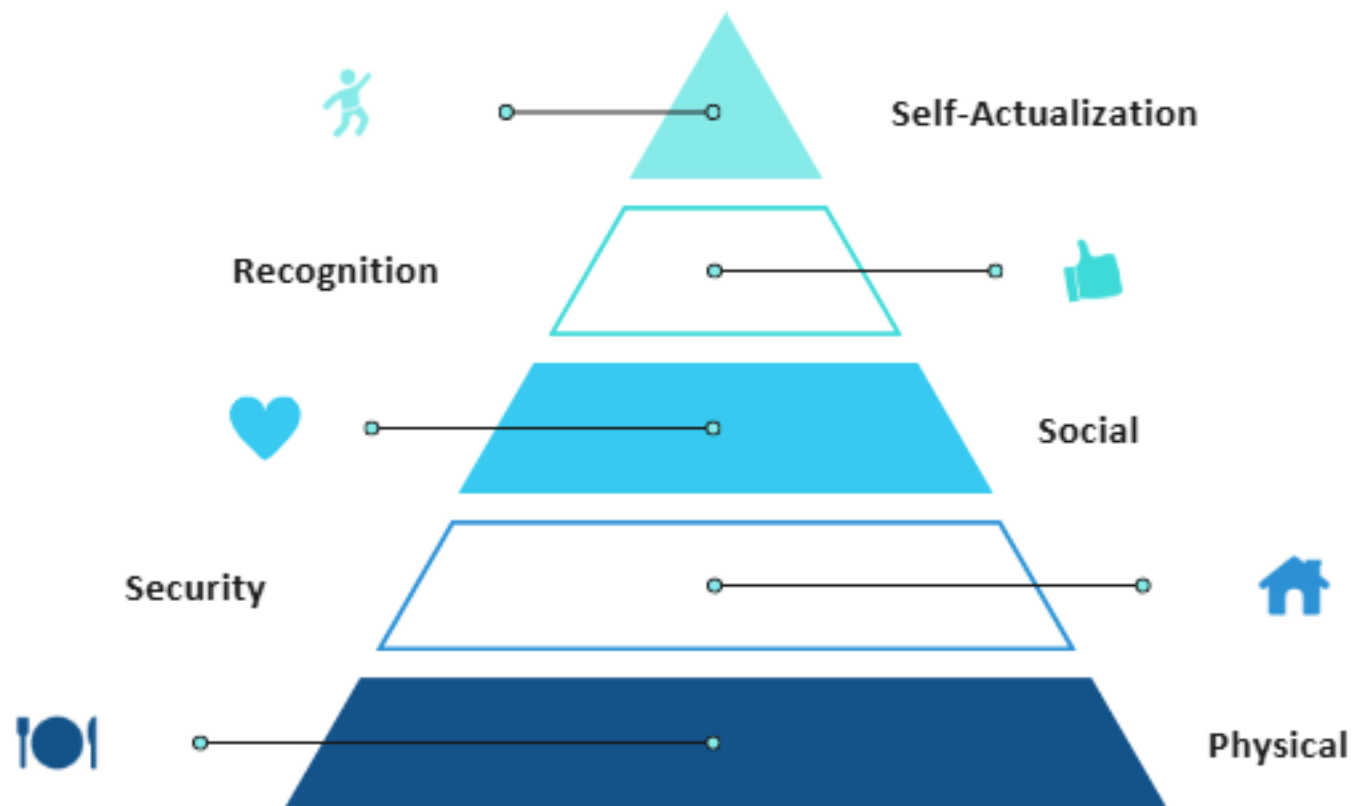
Motivating Subordinates

To enable subordinates in:

- Doing **new jobs**
- Improving **performances**
- Developing **particular skills**
- Solving **problems**
- Increasing **self confidence**



Motivating Subordinates



Maslow's Hierarchy of Needs

Leaders need to:

- Understand subordinates' needs
- Identify ways to fulfill the needs in the workplace
- Keep up to date and be sensitive to any changes in subordinates' needs

Motivational Recognition



S	Specific	Give praise with DETAILS
S	Sincere	Give praise WITH HEART
I	Immediate	SOON , do not delay
P	Personal	Do it in PERSON

Motivational Recognition

The Do's

- ✓ Award based on subordinates' characteristics
- ✓ Clear standard results/achievements
- ✓ Motivational target
- ✓ Clear relations between award and achievement
- ✓ Aware of demotivating aspects in giving award
- ✓ Achievement based award



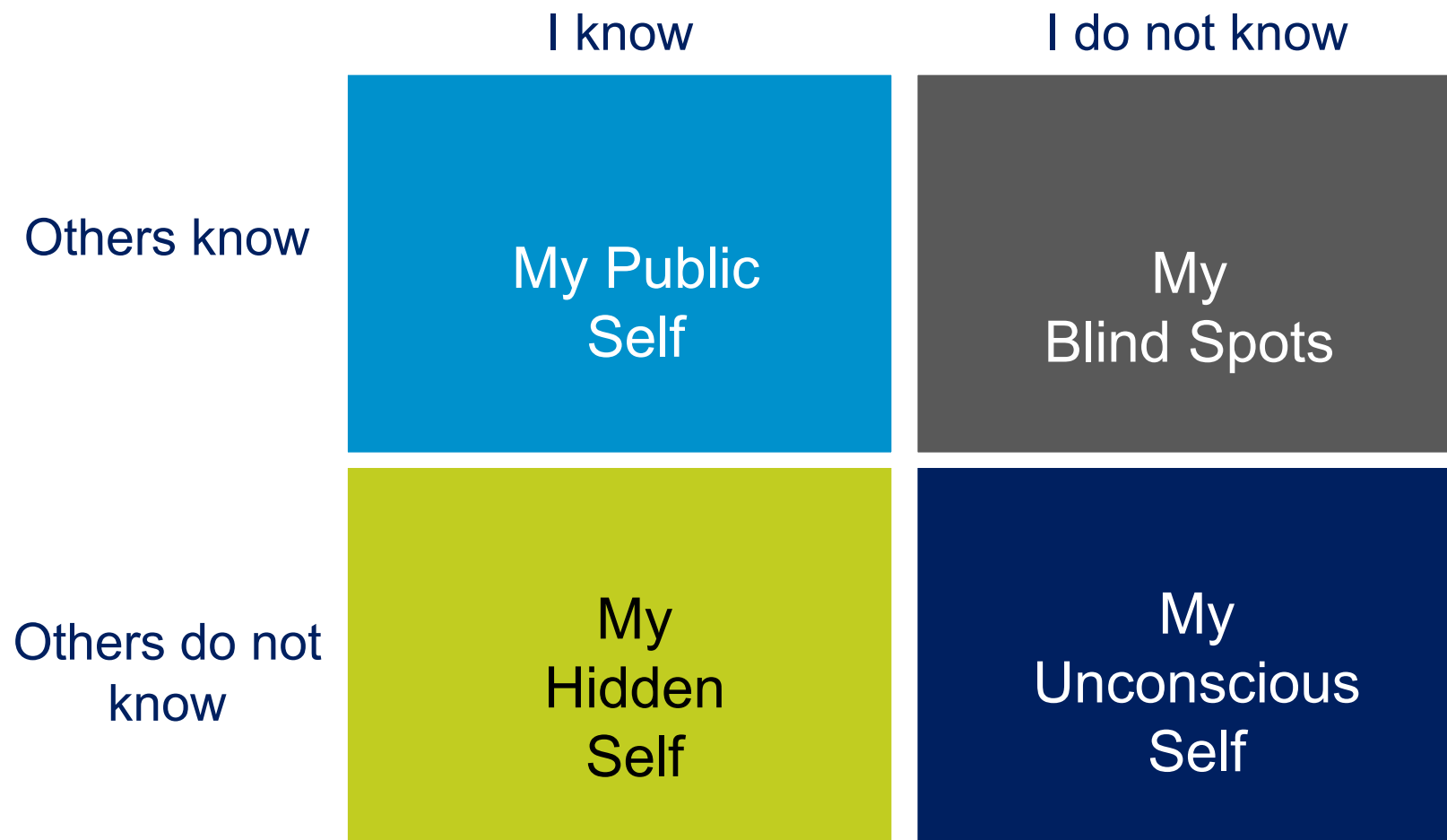
Motivational Recognition

The Dont's



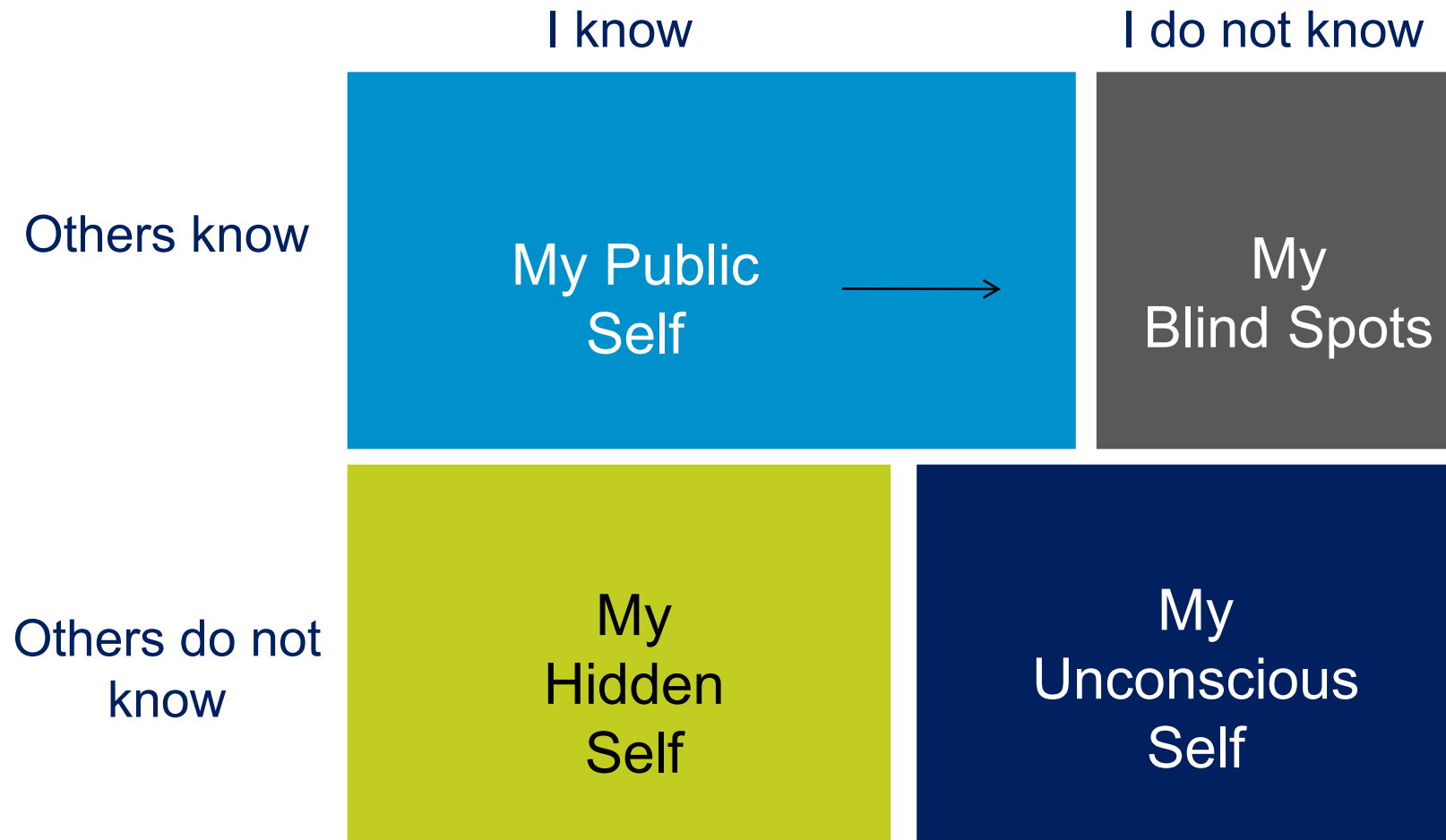
- × Merely because it is a must to do
- × Give additional tasks as motivator
- × Money is the best motivator?
- × Ignoring the need of ego

Johari Window

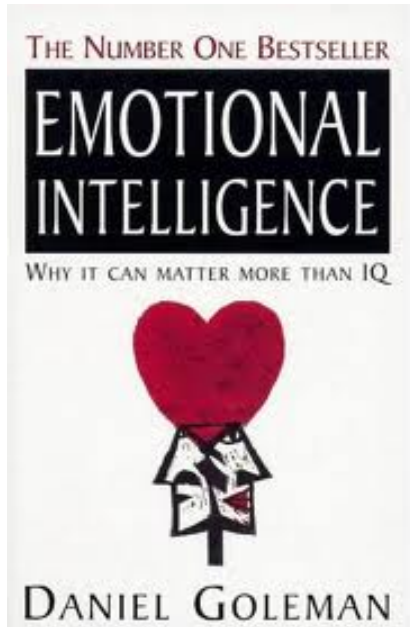


Joseph Luft and Harry Ingham

Johari Window



Joseph Luft and Harry Ingham



**“*Feedback is*
a tool to develop
change and growth,
not emotional dump !”**

Daniel Goleman
(author – Emotional Intelligence)

Value of Feedback

- Feedback can motivate and inspire when based on reality
- Research has shown that people receiving constructive feedback regularly will tend to show good performance
- Everyone needs feedback – without feedback we will feel isolated and depressed
- Good in giving feedback will improve your relationship and performance as you are viewed to be more dependable and trustworthy



When to give Feedback ?

When someone :

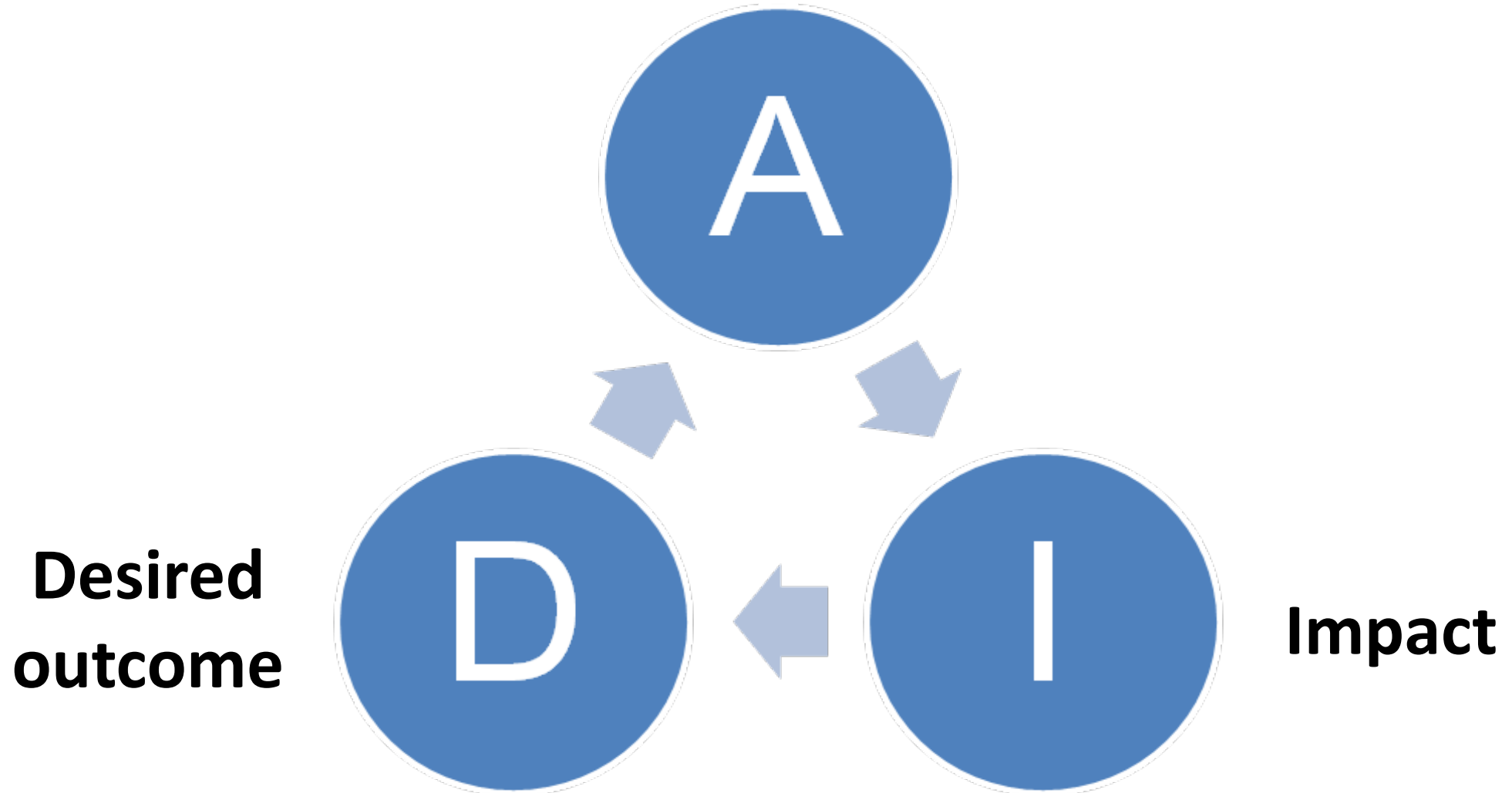
- Achieved satisfactory results
- Worked hard to achieve a result
- Initiative to do more than his/her job to help
- Low motivation and you want to improve it
- Need of positive perception

When to give Feedback ?

... or when someone :

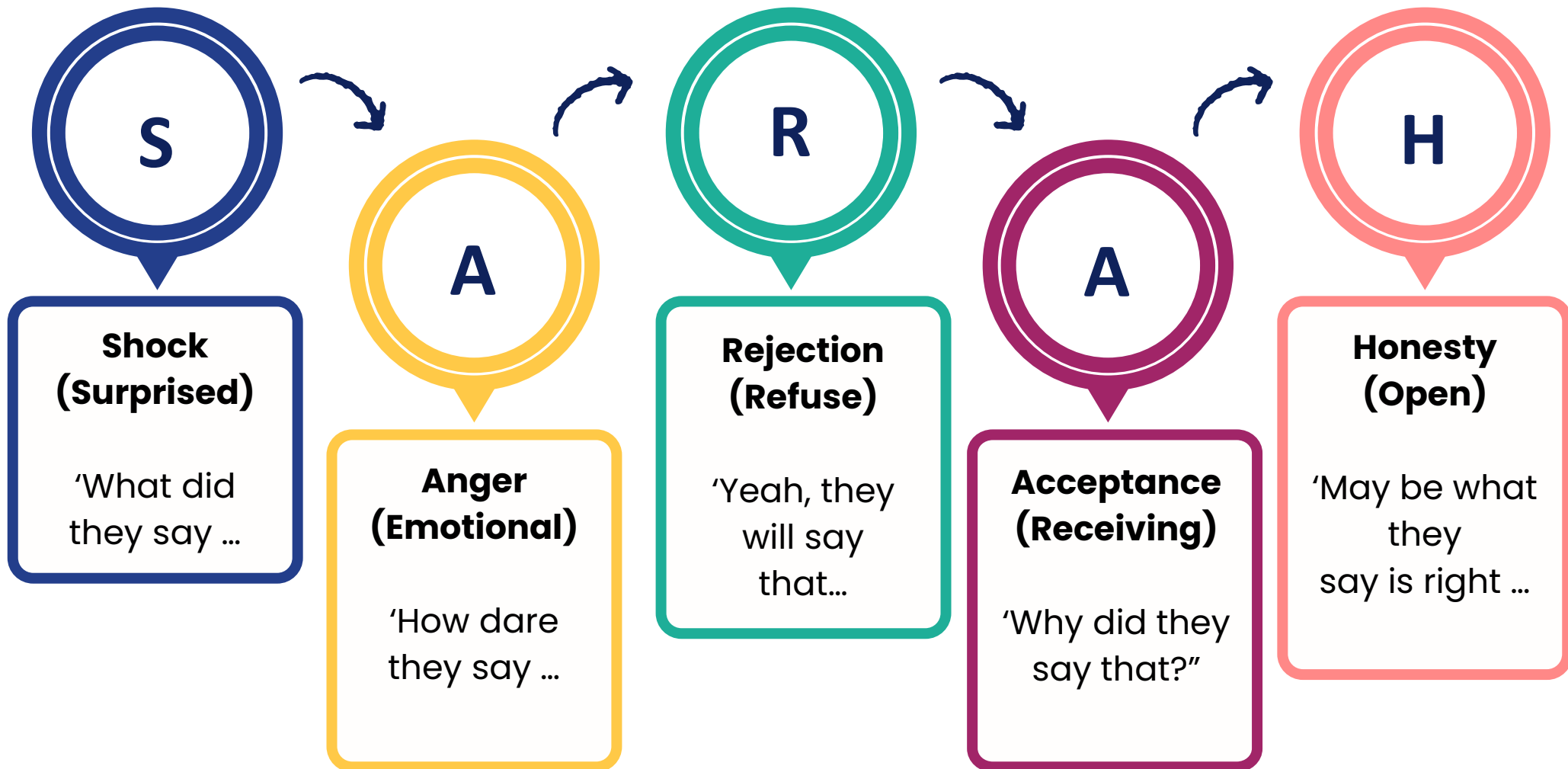
- Did not do something which creates problems
- Involved in conflict and has become consistent in his/her relationship with others
- Need constant support/improvement when doing his/her job
- Cannot be depended in doing his/her job

Action/Behavior



S.A.R.A.H.

Response Model of Feedback



BOOST In Giving Feedback



- 1 Balanced
- 2 Owned
- 3 Observed
- 4 Specific
- 5 Timely

Giving Effective Feedback– the Don'ts

- Focus only on weaknesses or improvement areas
- Use feedback as your emotional reaction
- Blame other people
- Acting aggressively
- Lack of empathy



Giving Effective Feedback– the Do's

- Prepare facts
- Private – one on one
- Focus on the issue, not the person
- Use positive language
- Build “acceptance”
- Give motivation
- Empathy
- Agree on follow up





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MODUL 7

COACHING & MENTORING THAT GET RESULTS



What is COACHING?

The International Coach Federation (ICF), a global coaching organization founded in 1995, defines coaching as:

"A partnership relationship between a coach and an individual, established through a creative process to maximize their personal and professional potential."

Coaching prioritizes two-way exploratory conversations that can unearth ideas and strengthen the recipient's beliefs to take maximum action.



What is Mentoring?

Mentoring allows more senior staff to share their knowledge and experiences, whilst supporting other staff in their development journey. It facilitates the building of new networks for both mentor and mentee.

A mentor is someone who offers you space to think who has already had experience of the area you wish to explore and has knowledge and networks which may be appropriate to share as you develop and grow as a professional and as a person



Coaching VS. Training



Coaching	Training
The agenda can be flexible	Agenda is fixed
Long-term engagement	Short-term engagement
Involves collaboration and partnership	At times, it will be one-way

Coaching VS. Consulting



Coaching	Consulting
The coach doesn't have to be an expert in the field they are coaching	Consultant is an expert in their field
Solutions come from the coachee	Consultants provide solutions
Coaching primarily focuses on aspects of behavior change	Consultants typically focus on business aspects

Coaching VS. Counseling



Coaching	Counseling
Coaching can be done anytime, even when there are no issues	Counseling is usually done when there are personal issues
Focus on strengths	It's therapeutic
From the present to the future	From the past to the present

Coaching VS. Mentoring

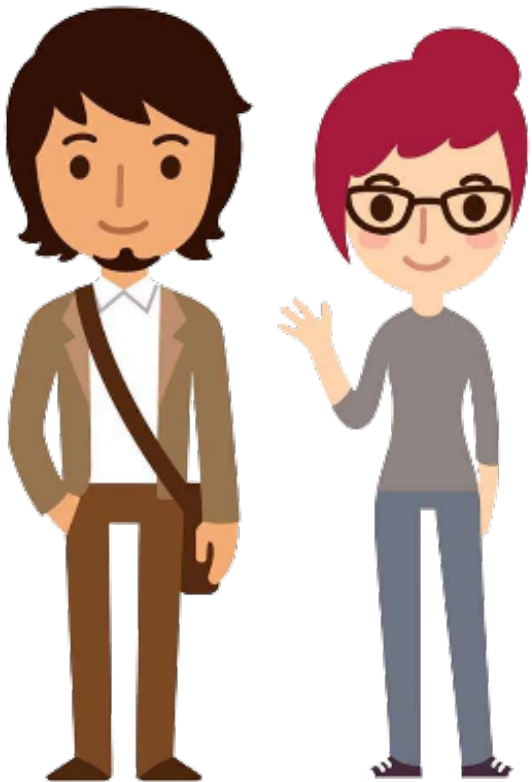


Coaching	Mentoring
The coach doesn't have to be an expert in the field they are coaching	Mentor is an expert in their field
It can be cross-disciplinary	Usually from senior to junior
Coaching primarily focuses on aspects of behavior change	Focuses on mastering a specific field

Coaching Process

<i>Pre-Coaching</i>	<i>Coaching</i>	<i>Post-Coaching</i>
<ol style="list-style-type: none"> 1. Identifying needs 2. Identifying opportunities 	<p>Goals Reality Options What's next</p>	<ol style="list-style-type: none"> 1. Review progress and provide assistance 2. Confirm new learning and plan next steps

GOAL



An effective coach knows that the coaching process should be based on the **gap** between **expectation** and reality.

At the outset, the coach and coachee should **agree** on the gap they want to address and make it the **objective** of the coaching.

REALITY



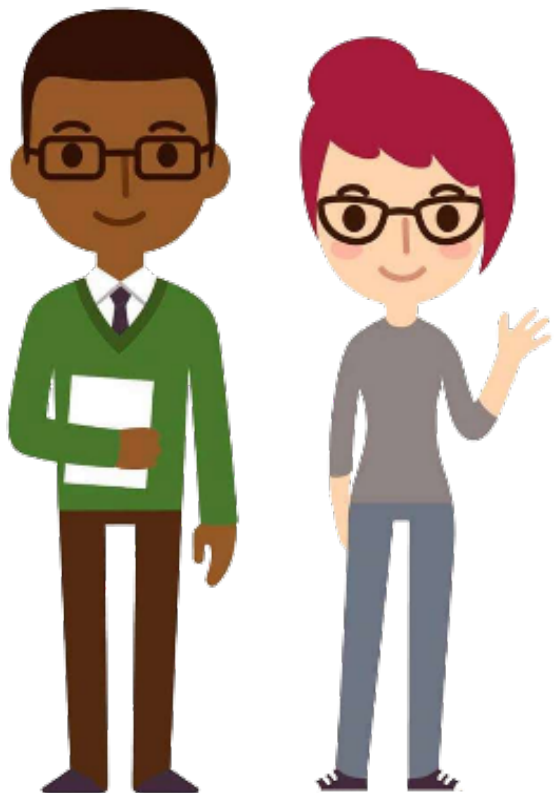
After identifying the gap and setting clear targets, the next step is to **understand the reality**

OPTION

Hold meetings with the coachee to explore **alternatives for solutions** or development options



What's next?



The coach should help the coachee make development options more detailed and specific, such as:

- Specific steps in the development process
- Who will be involved
- When it will be achieved

Open-ended Questions

“What have you already done?”

Open-ended questions provide an opportunity to explore further into someone’s story.



Close-ended Questions

“Is your work finished or not?”

Closed-ended questions tend to elicit yes/no, already/not yet responses, or seek justification.



Examples of GROW Model Questions

<p style="text-align: center;">GOAL</p> <ul style="list-style-type: none"> • What do you want to achieve? • Is it challenging enough? • What does success look like? • How do you know when it's achieved? • How do you measure your goals? 	<p style="text-align: center;">REALITY</p> <ul style="list-style-type: none"> • What's happening right now? • What are the impacts of this situation? • Are there any other relevant factors? • Who else is involved? • What are their perceptions of this situation? • What have you done so far?
<p style="text-align: center;">WHAT'S NEXT</p> <ul style="list-style-type: none"> • What will you do? • What are your next steps? • When will you start? • Does this action align with your goals? • What support do you need? • How committed are you in carrying this out? 	<p style="text-align: center;">OPTIONS</p> <ul style="list-style-type: none"> • What can you do? • Are there any other alternatives? • What approach will you use? • Who can help you? • What are the strengths and weaknesses of each alternative?

GROW COACHING



I still have to hold several meetings with other departments, Sir.

I would like to postpone the project launch date by about 6 months.

How is the project I assigned you going?

G

What do you want to achieve?

R

What is happening?

GROW COACHING

I was too optimistic that the new technology was ready!

Honestly, we need more technicians on this project! I think we should find a short-term solution by hiring outsourced workers.


Quite challenging! I think it would be very good if you postpone it. What are your options?

Ok, how will you go about it?

O

W

GROW COACHING



My strategy is to meet with Joko from HR and persuade him to get involved with corrective actions. Then, during the meeting, I'll be honest and explain my situation.

Good strategy. As long as you've thought about possible reactions. I think you'll be fine.



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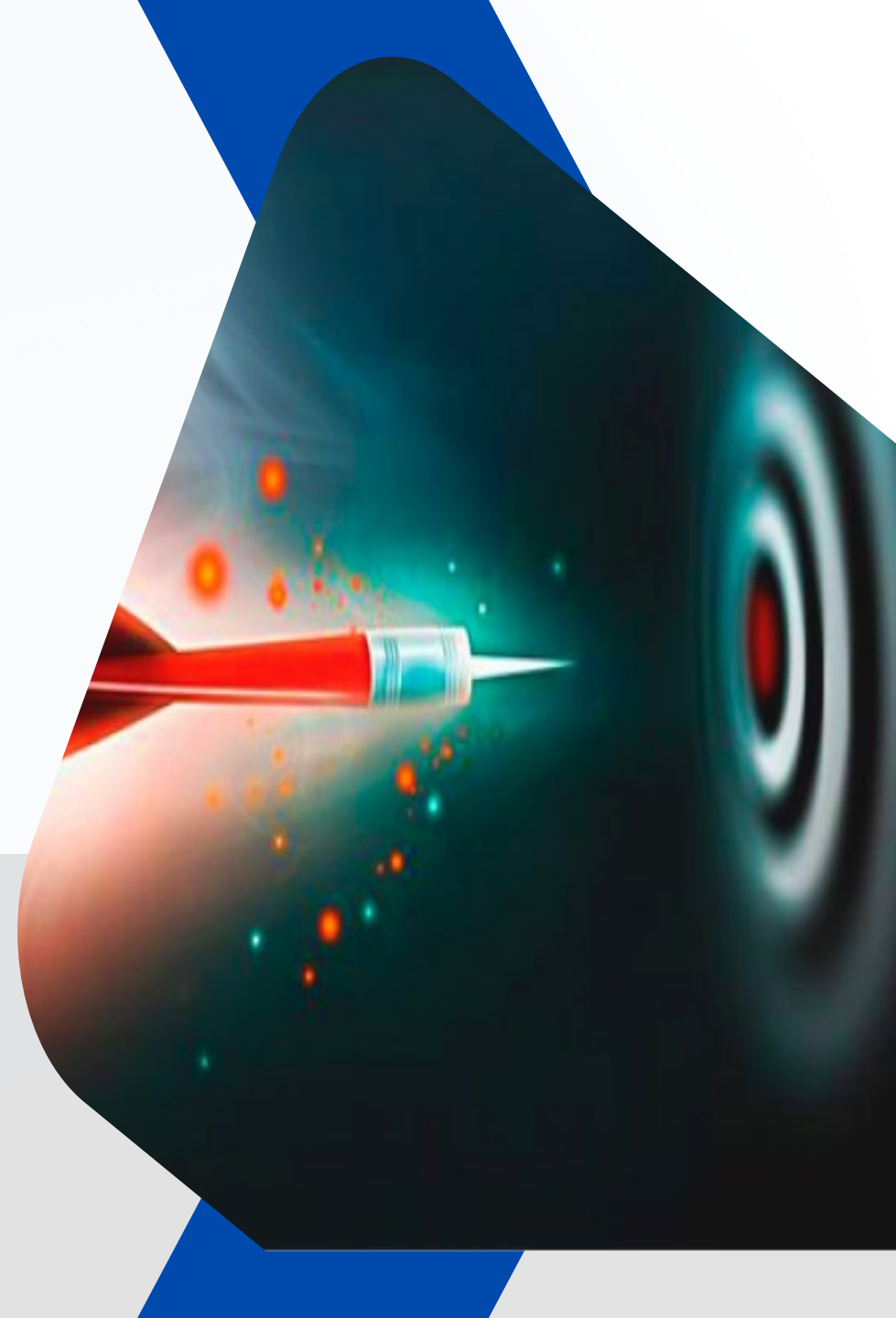
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Block 1

MODUL 8

GOAL SETTING & MANAGING TEAM PERFORMANCE



Goals

The goals that the organization wants to achieve



The importance of setting and communicating **goals**

Inconsistent



Consistent



SMART Goals Setting

- S** **Specific**
 - Focusing on tangible RESULTS
- M** **Measurable**
 - Quantitative measures
- A** **Achievable**
 - Motivational
- R** **Relevant**
 - Logical and relevant according to the situation
- T** **Time Bound**
 - Time period limitations

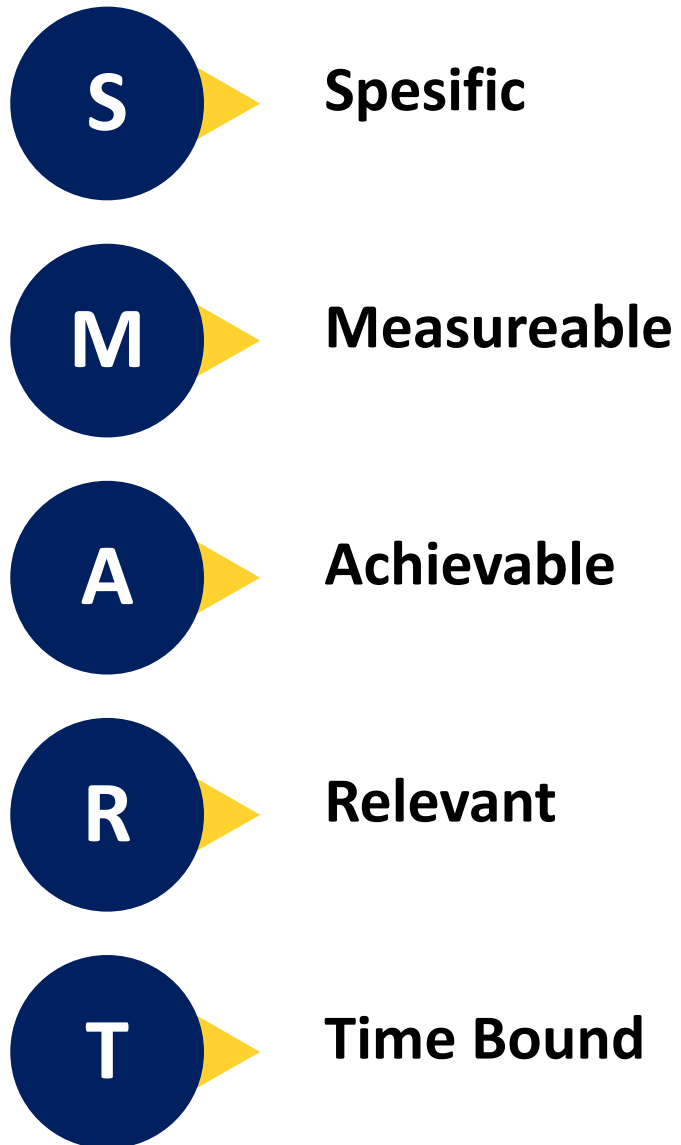


What are the challenges in achieving goals in your division?



Goals	Challenges

SMART Goal Setting



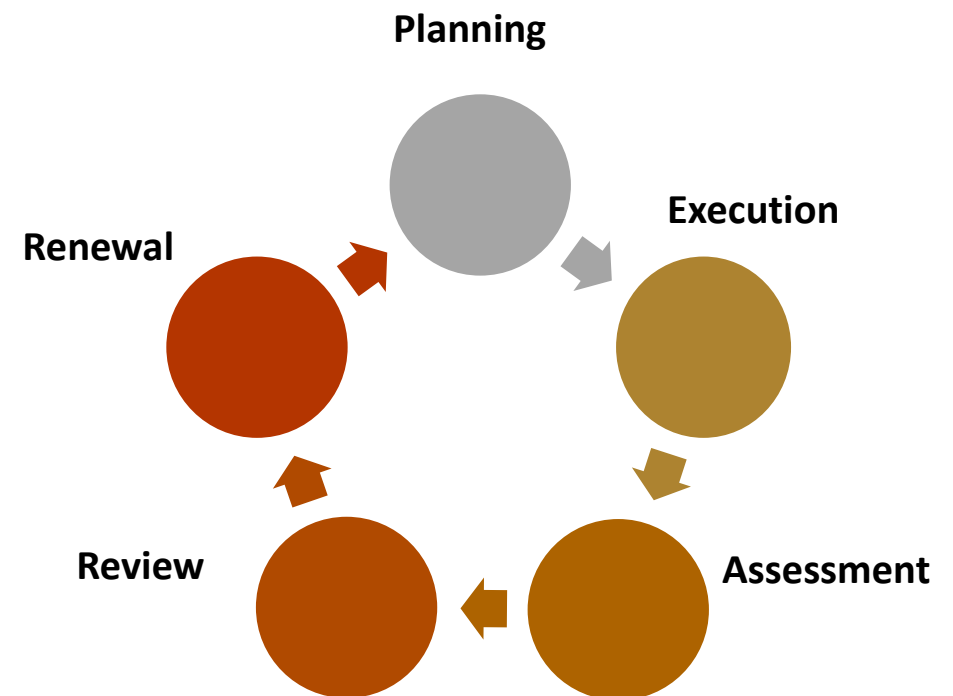
Ask for input from others:

- Does it make sense?
- Is it easy to understand?
- Is it up-to-date?



Processes in Performance Management

1. Performance planning.
2. Performance execution.
3. Performance assessment.
4. Performance review.
5. Performance renewal and re-contracting.



PERFORMANCE PLANNING

- Employees need to have appropriate knowledge about performance management system
- A conversation between employees and their leader
- Define SMART goals and measurement standards:
 - Results
 - Behavior
 - Individual development plan



PERFORMANCE EXECUTION

Share responsibility

- Employee responsibility:
 - Commitment to the agreed goals
 - Communicate and give updates to their leader
- Leader responsibility
 - Feedback, coaching & reinforcement
 - Support in resources
 - Observes & documents accurately



PERFORMANCE ASSESSMENT AND APPRAISAL

Challenges in performance appraisal :

- Dilemma in position as 'coach' versus 'judge'
- Role of appraiser: personal competency, motivation, & 'value system'
- Condition of appraisee: individual development & promotion plan
- Relationship between appraiser and appraisee
- Validity of the criteria used: related to the specific job?
- Quality of the data gathered
- Impact of the performance appraisal to real performance



PERFORMANCE REVIEW

Tips in conducting performance review:

- Explain the objectives of the review session
- Discuss 'self appraisal'
- Show appraisal results and explain the meaning
- Discuss development plans
- Explain the conclusion
- Give award on the discussion session (when appropriate)
- Set when is the next conversation as 'follow up'
- Signature from employee to show agreement



FACTORS INFLUENCING PERFORMANCE APPRAISAL:

1. Characteristics of the situation
2. Description, Specification dan Standard of Job Performance
3. Goals in the Performance Appraisal
4. Attitude of employees and manager towards the evaluation



Steps in Performance Appraisal Dialogue

1. Preparation

- Create a **relaxed atmosphere**
- Use **praise**
- Motivate employees to **talk** at least half of the session

2. Handling the issues

- Use **self-appraisal** methods
- Discuss **work results**, not the **person**
- Think **positive**
- **Not** making **surprises**

3. Seeing the future

- Work with clear **structure**
- Focus on **facts**
- Agree on **measurable targets**



Preparing Performance Appraisal Dialogue

Questions to be considered :

1. Which parts of your job that you like the most ?
2. Which parts that you like the least ?
3. How do you feel in implementing you main jobs in which you are responsible for ?
4. What jobs you think you have been doing effectively and how have you been doing them ?
5. If any, what are the challenges that prevents you to be more effective ?

Preparing Performance Appraisal Dialogue

Questions to be considered:

6. What jobs you think you have done well and what are the reasons?
7. If any, what scope in you job that you feel is unclear?
8. What extra support or guidance that you feel is needed to be more effective?
9. How do you see yourself in 3-5 years time?

Difficult behaviors you may face

- ✓ Very quiet
- ✓ Maneuvering
- ✓ Easily bored
- ✓ Super defensive
- ✓ Cry easily
- ✓ Arrogant



HANDLING QUIET BEHAVIOR

- Use open questions
- Do not dominate
- Give them time to talk



HANDLING MANEUVERING BEHAVIOR

- ▶ Direct conversation to performance
- ▶ Focus on the future
- ▶ Get them to agree on the target



HANDLING BORED BEHAVIOR

- Use form to opening, not as closing
- Talk on a personal level
- Discuss long term development, not short term goals



HANDLING DEFENSIVE BEHAVIOR

- ▶ Do not analyze the character
- ▶ Create informal atmosphere
- ▶ Stick to factual evidence



HANDLING CRYING BEHAVIOR

- Do not give surprises
- Start with the good aspects
- Sympathetic but stay focus



HANDLING ARROGANCE

- Control the agenda
- Stay calm and confident
- Focus on facts



PERFORMANCE RENEWAL & RECONTRACTING

- The last phase of performance management process
- Conduct adjustments based on previous sessions
- Plan for next performance management cycle





THANK YOU



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