

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



**Block 2**

# **Modul 15**

## **UNDERSTANDING EMOTIONS A FOUNDATION FOR SELF & SOCIAL AWARENESS**



Emotional Intelligence contributes **+/- 80%**  
towards one's success.

# Emotional Intelligence

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A set of emotional, personal & social knowledge and skills that affect a person's ability to successfully handle the demands and pressures of his environment.

( Bar-On, 1997 )

# Emotional Intelligence

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## Self-Awareness

Self-appraisal  
Emotional Self-Awareness  
Objectivity  
Self-expression

## Self-Management

Stress Management  
Impulse Control  
Self-Reliance  
Adaptability  
Problem solving

## Self-Motivation

Optimism  
Achievement Drive  
Contentment

## Social Awareness

Understanding Personality  
Empathy

## Social Skills

Interpersonal Relationships  
Group Orientation

# Charles Darwin

# Basic Emotions



Anger



Fear



Disgust



Surprise



Pleasure



Sadness



Derived Emotions:

Anger + Fear = Envy



## Self Awareness:

- Knowing your strengths and weaknesses
- Having a strong sense of identity and self-worth.

# Self-appraisal

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**The ability to be aware of, understand, accept and respect ourselves.**

- Knowing our inner resources, strengths and weaknesses
- Understanding why we think, feel and behave the way we do

# Emotional Self-awareness

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## **The ability to:**

- Recognize and understand our emotions and their effects
- Differentiate between our emotions
- Know what we feel and what caused those feelings

# Objectivity

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The ability to assess the correspondence between what is subjectively experienced and what objectively exists.

# Self-expression

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## **The ability to:**

- Express emotions, beliefs and thoughts
- Defend our rights in an assertive and non-destructive manner

# Self-Management

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Managing our emotions so that they work for and not against us.

# Stress Management



The ability to withstand adverse events, stressful situations and anxiety-provoking situations by actively and positively coping with stress.

# Is stress a bad thing?

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Stress isn't always a bad thing, as it can motivate you to act, but too much stress can be harmful.



# STRESS TYPE

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- Acute distress:** Stress associated with a particular event, intense and short-lived.
  
- Chronic distress:** Prolonged stress.
  
- Acute episodic distress:** Stress as a way of life.

# FIVE WAYS TO PREVENT STRESS

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1. Exercise every day
2. Manage your own needs
3. Work with measurable targets
4. Say what you feel, directly and assertively
5. Do useful things to raise spirits.

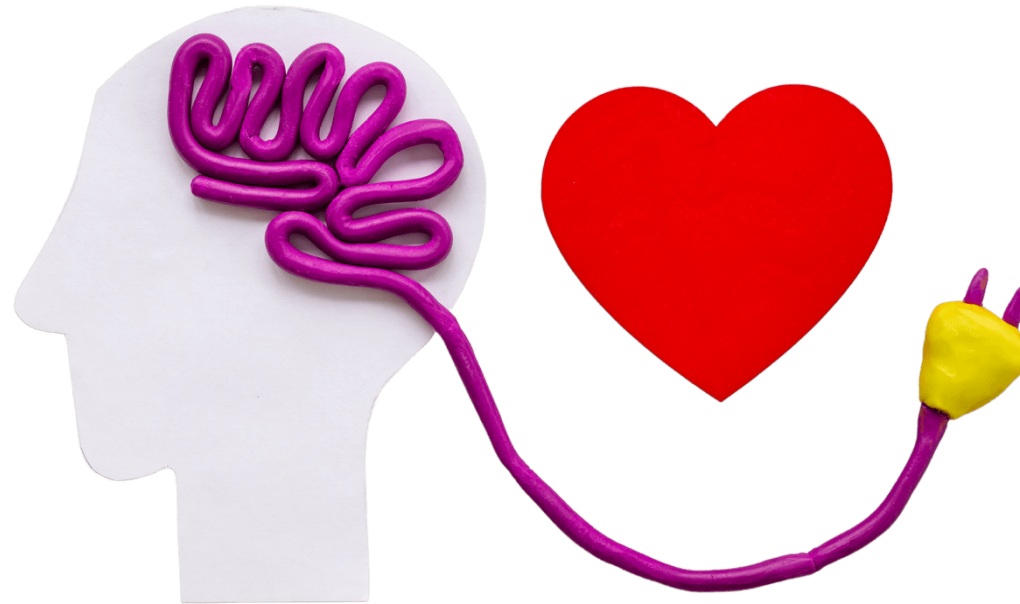
# Impulse Control

## The ability to:

- Control emotions, resist or delay an impulse, drive, or temptation to act
- Control abusive, hostile, and aggressive behavior



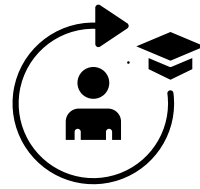
# How long is your emotional fuse?





### C. Self-reliance:

The ability to be independent in our thinking and actions and to be free of emotional dependency.



### D. Adaptability:

**The ability to:**

- Adjust emotions, thoughts and behavior to changing situations and conditions
- Be flexible in handling change and challenges
- Be open to new ideas and approaches



### E. Problem Solving:

**The ability to:**

- Identify and define problems
- Generate and implement potentially effective solutions

# Self-Motivation

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- Setting and pursuing goals.
- Persevering despite obstacles and setbacks.

**Getting the best out of yourself and of any situation.**

# Optimism

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The ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity.

# Achievement Drive

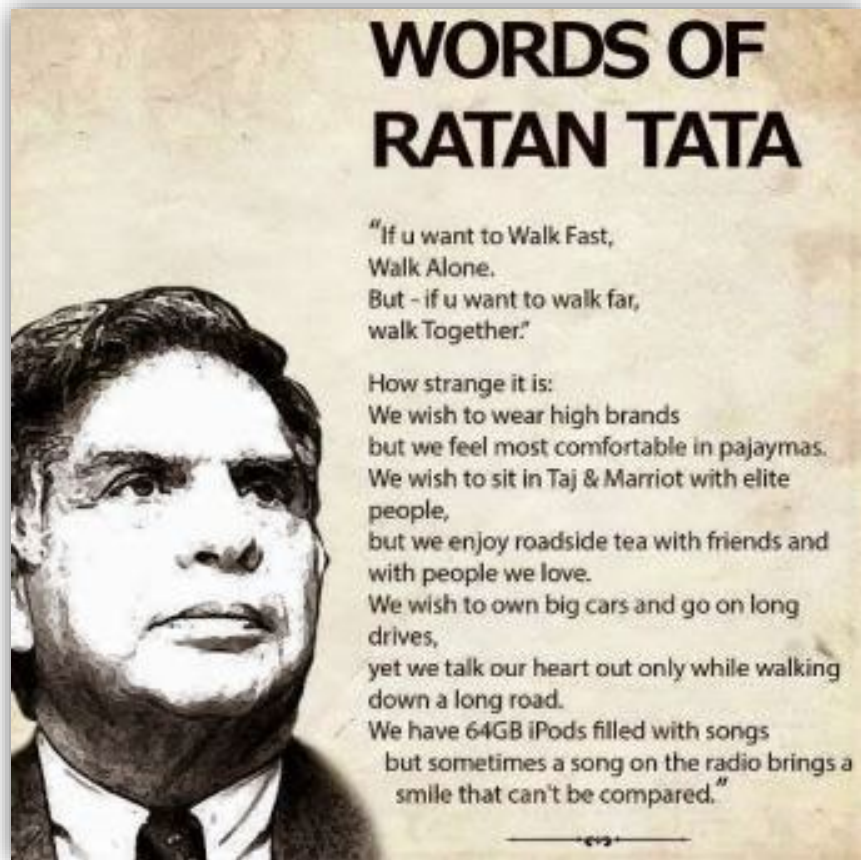
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## The ability to:

- Set and achieve goals
- Have a sense of direction in life

# Contentment



## The ability to:

- Feel satisfied with one's life
- Have fun

# Social Awareness



Being aware of others' emotions, feelings and needs.

- Leaders with social awareness are attuned to the emotions, needs and concerns of the group and its stakeholders.
- Empathic leaders: Recognize the "emotional undercurrents" prevailing in the team or organization.

# Social Skills



Creating rapport.

Bringing out the best in others.

Being a good team member.

# Interpersonal Relations

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The ability to establish and maintain mutually satisfying relationships, characterized by emotional closeness and intimacy.

# Group Orientation

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The ability to be a contributing and constructive member of a social group and act in a socially responsible manner.

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





**Block 2**

# **Modul 16**

**FIRST-LINE SUPERVISOR AS  
ROLE MODEL (BUSINESS  
ETHICS & INTEGRITY)**



The worksheet is divided into two columns. The left column is titled 'GOOD LEADER' and features an illustration of a man in a suit giving a thumbs up, with a banner above him showing five stars. The right column is titled 'BAD LEADER' and features an illustration of the same man in a suit looking angry and pointing, with a banner above him showing one star. Below each column are seven horizontal lines for writing. To the left of the writing lines is a yellow pencil and a red and blue eraser.

	
GOOD LEADER	BAD LEADER

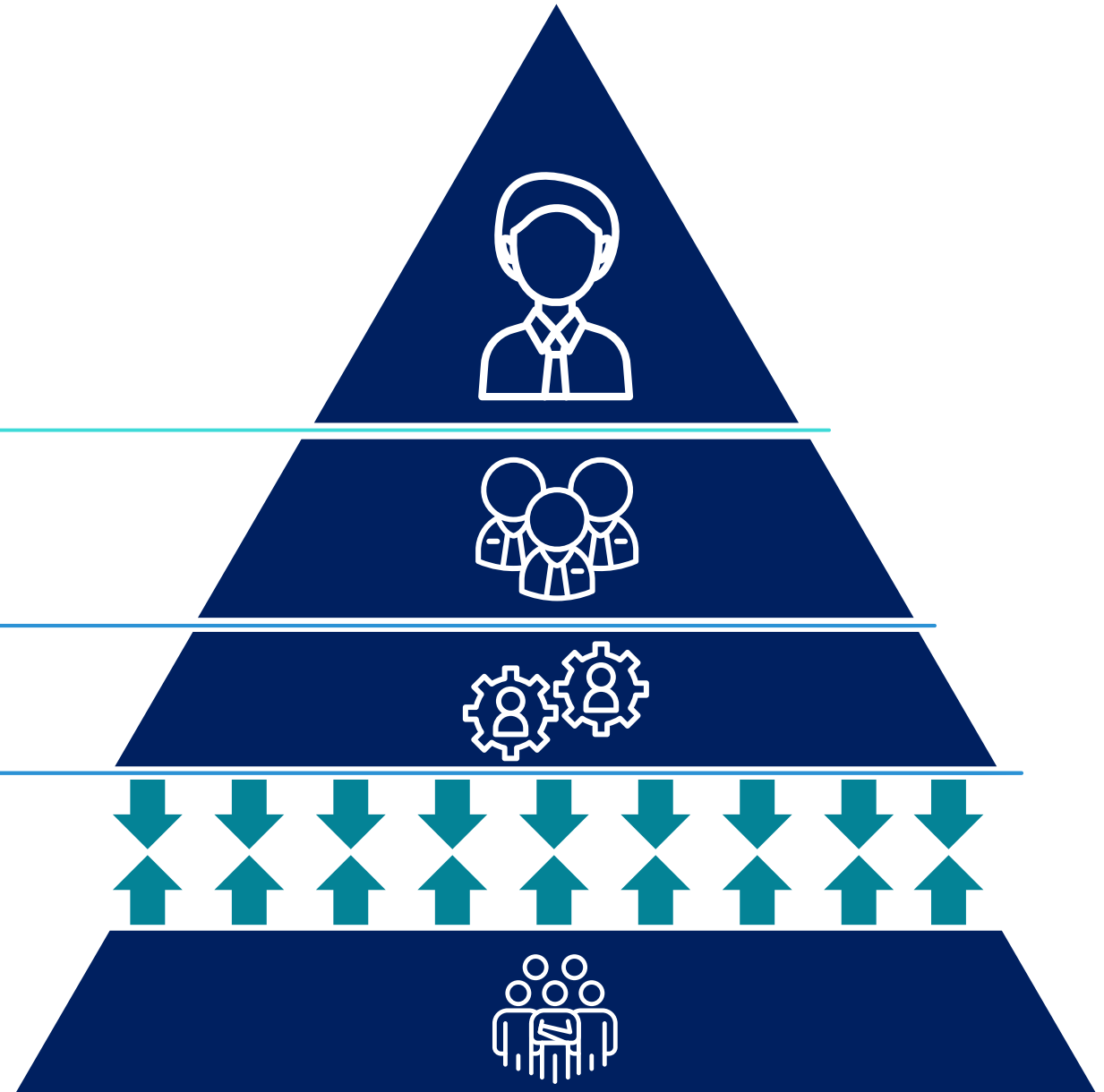
# LEADERSHIP POSITIONS IN MANAGERIAL

① TOP MANAGER

② MANAGER

③ OPERATIONAL MANAGER

④ INDIVIDUAL  
CONTRIBUTOR/OPERATOR

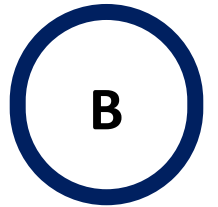
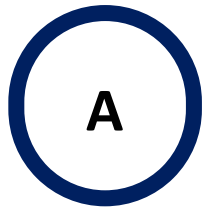
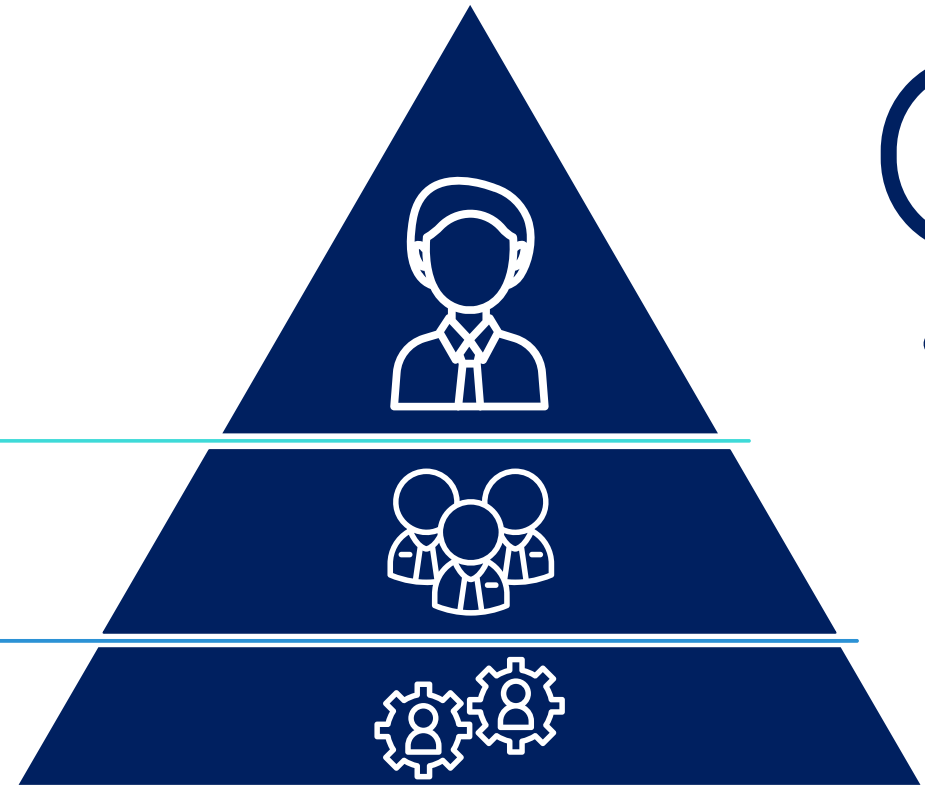


# LEADER'S ROLE

① TOP MANAGER

② MANAGER

③ OPERATIONAL MANAGER



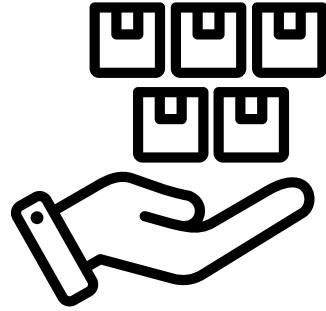
**A** Implement Direction/Policy from superiors

**B** Provide Information/feedback to the top

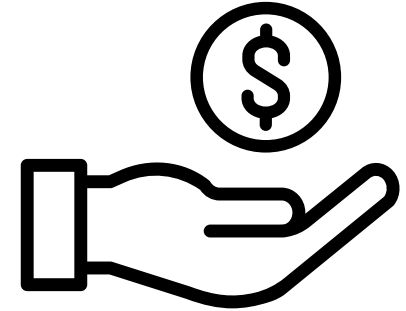
# Leader's Objectives



**Quality**



**Quantity**



**Cost Efficient**

**To achieve your objectives, we must develop our ability to manage ourselves and others.**

# MANAGEMENT CYCLE (POAC)

**1**

## PLANNING

Develop action plan based on objectives to be achieved

**2**

## ORGANIZING

Distribute task, responsibilities and authorities, and coordinate tasks

**3**

## ACTUATING

Develop and motivate subordinates to achieve objectives

**4**

## CONTROLLING

Compare plan and realization for improvement

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



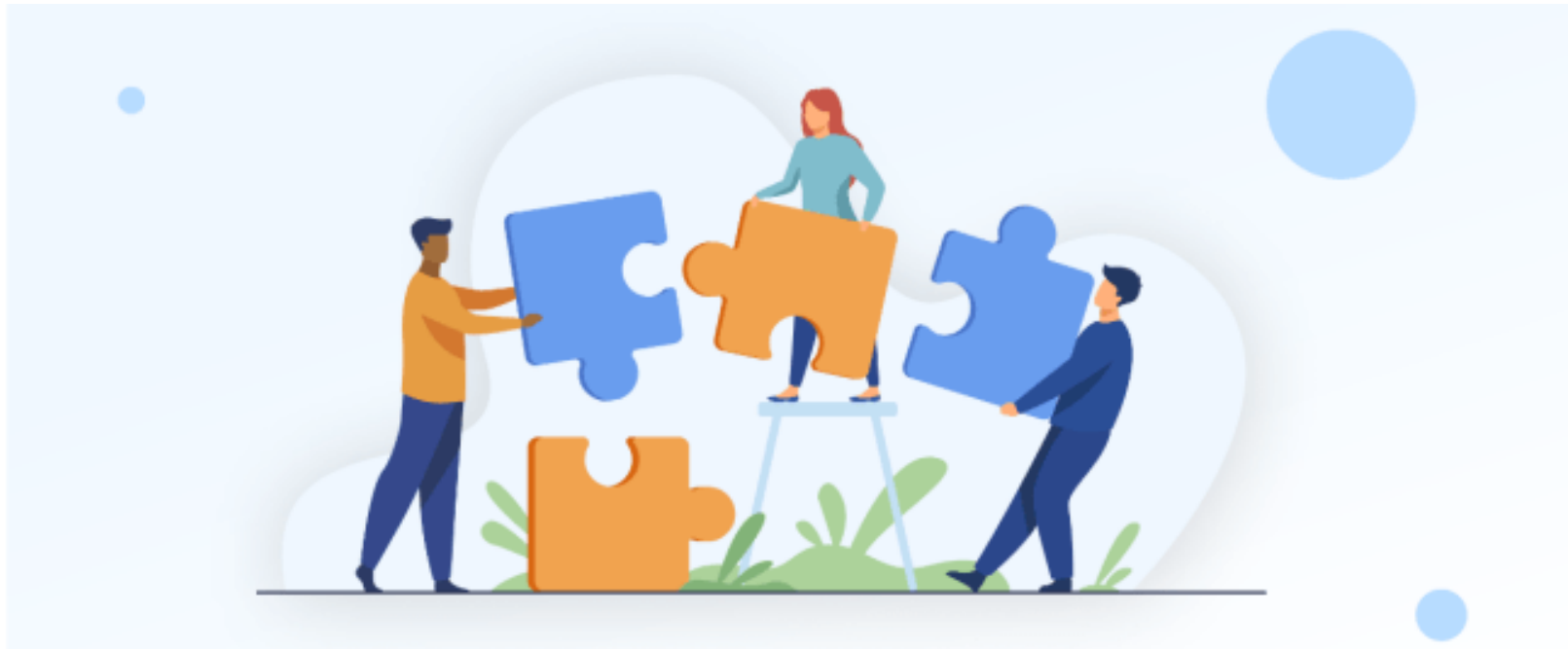
**Block 2**

# **Modul 17**

## **BECOMING PROFESSIONAL FIRST- LINE SUPERVISOR**



***Effective Leadership*** is the ability to **influence** people to **achieve defined objectives.**



# Influencing is:

- Achieving goals with and through others by working with willing people in a sustainable way.
- Building the desire, confidence, and skills to help you achieve team goals.
- Inspiring, unleashing, and directing the enthusiasm and energy of your team members.



# Influencing:

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**Charismatic**



**Sapiential**

**Moral**

# Structural

The formal authority you receive by occupying a position/job in the structural ranking of an organization

**(Given)**



# Sapiential

The influence you can show to others because of your excellence in knowledge, skills or abilities that you possess

**(Learned)**



# Moral

Authority obtained due to the establishment of good relations between leaders and subordinates

**(Earned)**



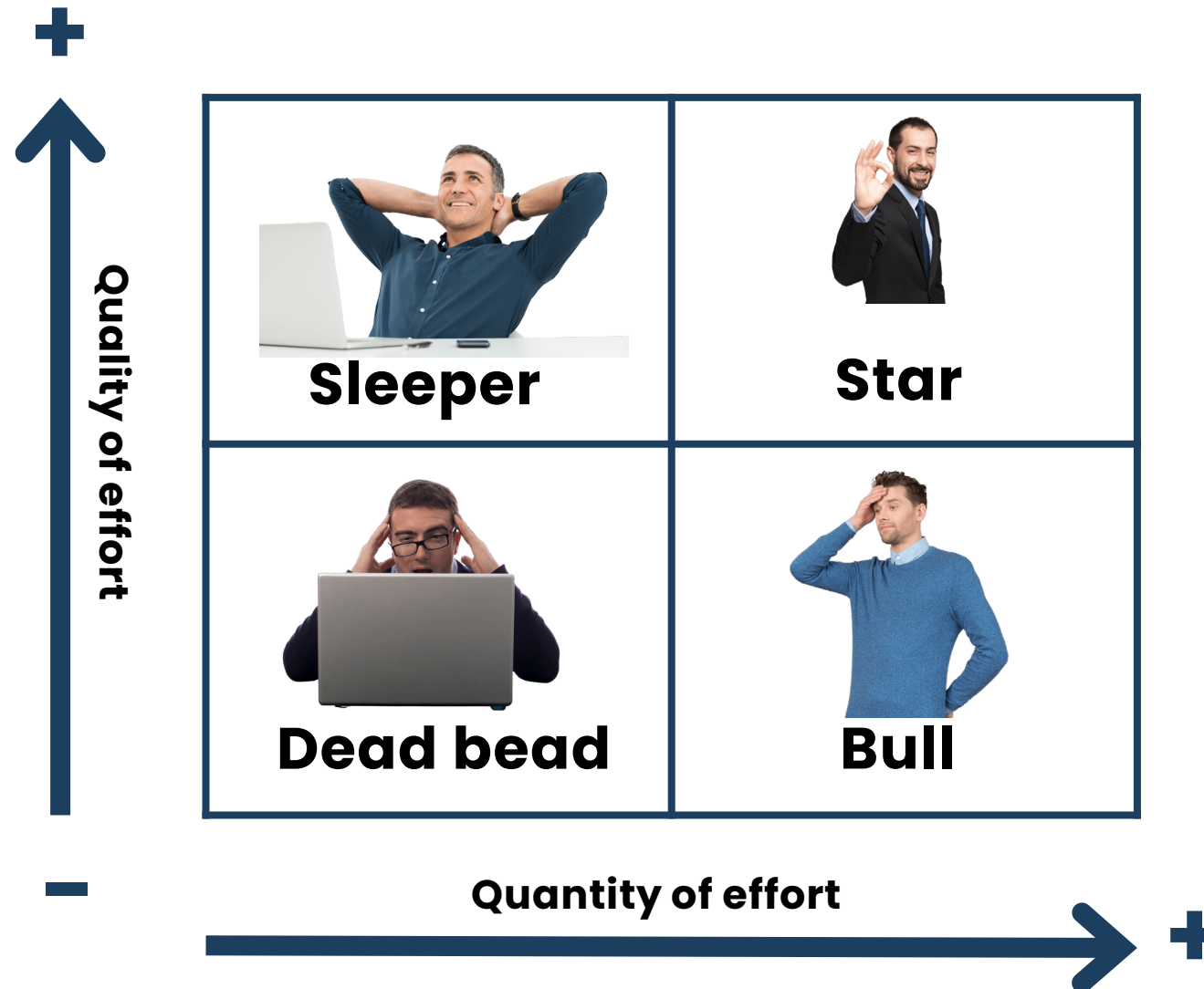
# Charismatic

Authority based on a strong character and the ability to influence others with a striking presence.

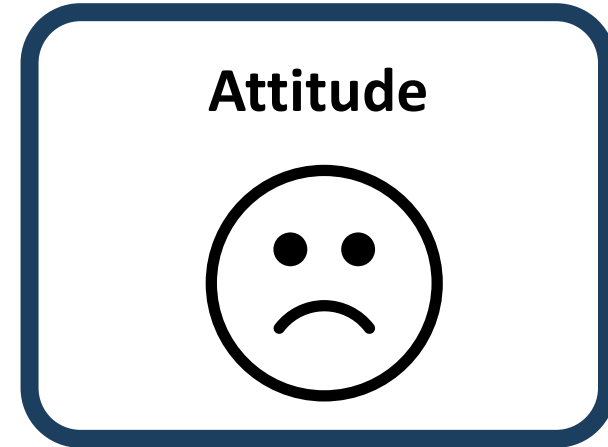
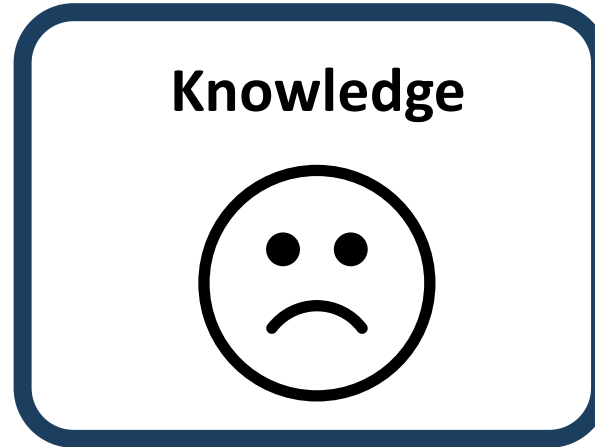
**(Developed)**



# Subordinate Type



# Dead bead

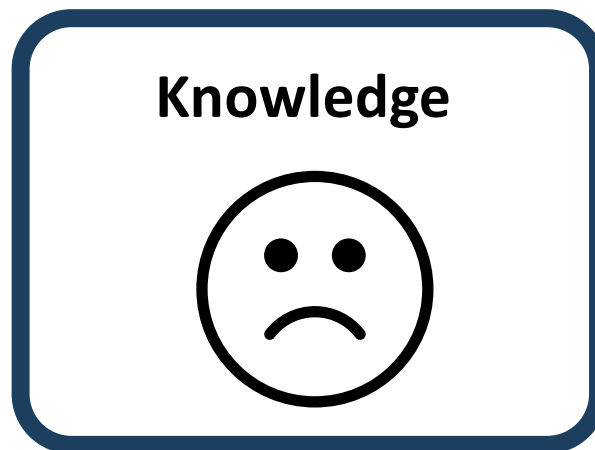


## Need

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- Clear objective. Clarity about their roles
- Information, direction, coaching, enthusiasm and initiative
- Priority, deadline, feedback, steps to learn and practice new skills.

# Bull

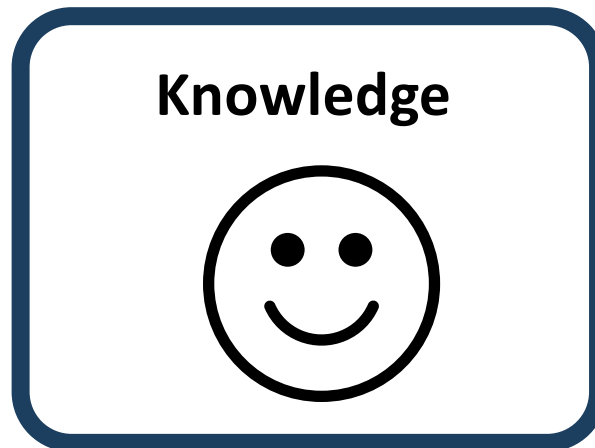


## Need

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- Clear objective, perspective (Are they making progress?), feedback on their jobs
- Someone to help and compliment them on their progress
- Someone to analyze their mistakes and achievement
- Coaching, opportunities to make decisions, input and suggestion

# Sleeper

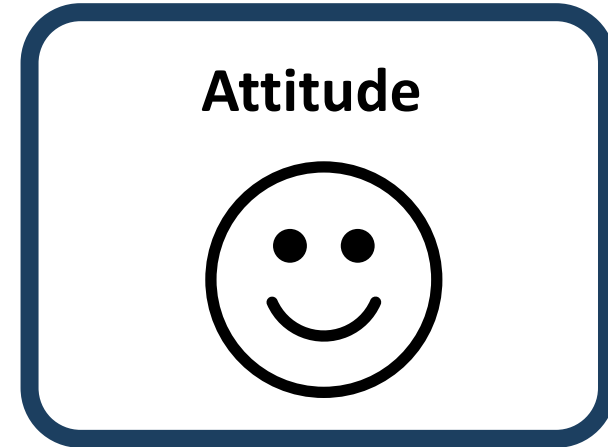


## Need

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- A Forum that listens to their ideas and opinions
- Opinion from the leader about their ideas
- Enhancement of their confidence level
- Someone to review their performance and achievement with objective
- A leader's help to fix things

# Star



## Need

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- Recognition from the leader for their contribution
- More responsibilities
- New challenges
- A chance to share their opinion with others

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





**Block 2**

# **Modul 18**

**Leading the Dynamic  
Team to High  
Performance**



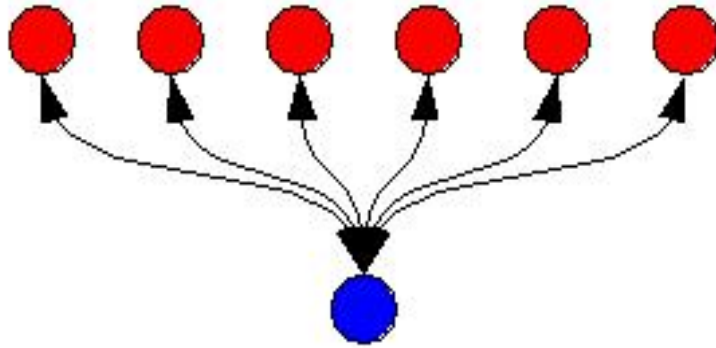
# GROUP



# VS

# TEAM

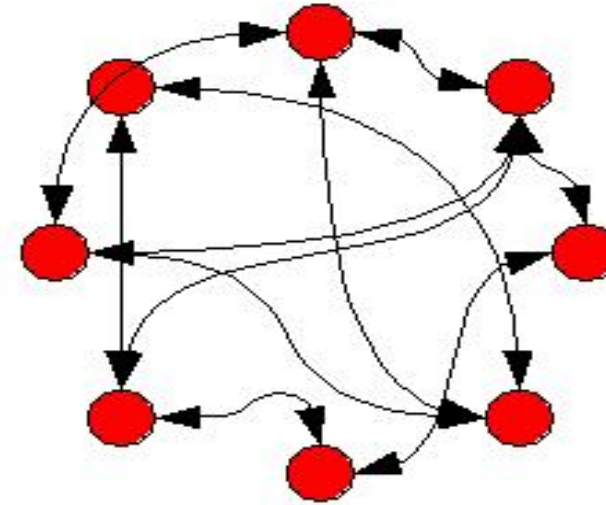




## Group

A group of people who have a goal and a coordinator.

vs



## Team

A group of people committed to a common goal, where their work outcomes continuously influence one another.

# Team



A team is a small group of people whose **skills and attitudes complement each other**, who pursue a **shared goal through collaboration and shared responsibility.**



# **Experiential Learning: MY MOST EFFECTIVE TEAM?**

# 4 Tahap Pembentukan Team Efektif

01

## FORMING

Learning about  
each other



02

## STORMING

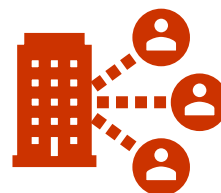
Challenging  
each other



03

## NORMING

Working with  
each other



04

## PERFORMING

Working as  
one



# 4 Tahap Pembentukan Team Efektif

## FORMING

- Introduce roles and responsibilities
- Get to know team members
- Clarify team goals/vision
- Focus on group identity

01

02

## STORMING

- Identify resistance
- Ensure participation
- Manage competition and conflict
- Handle emotional tension

03

04

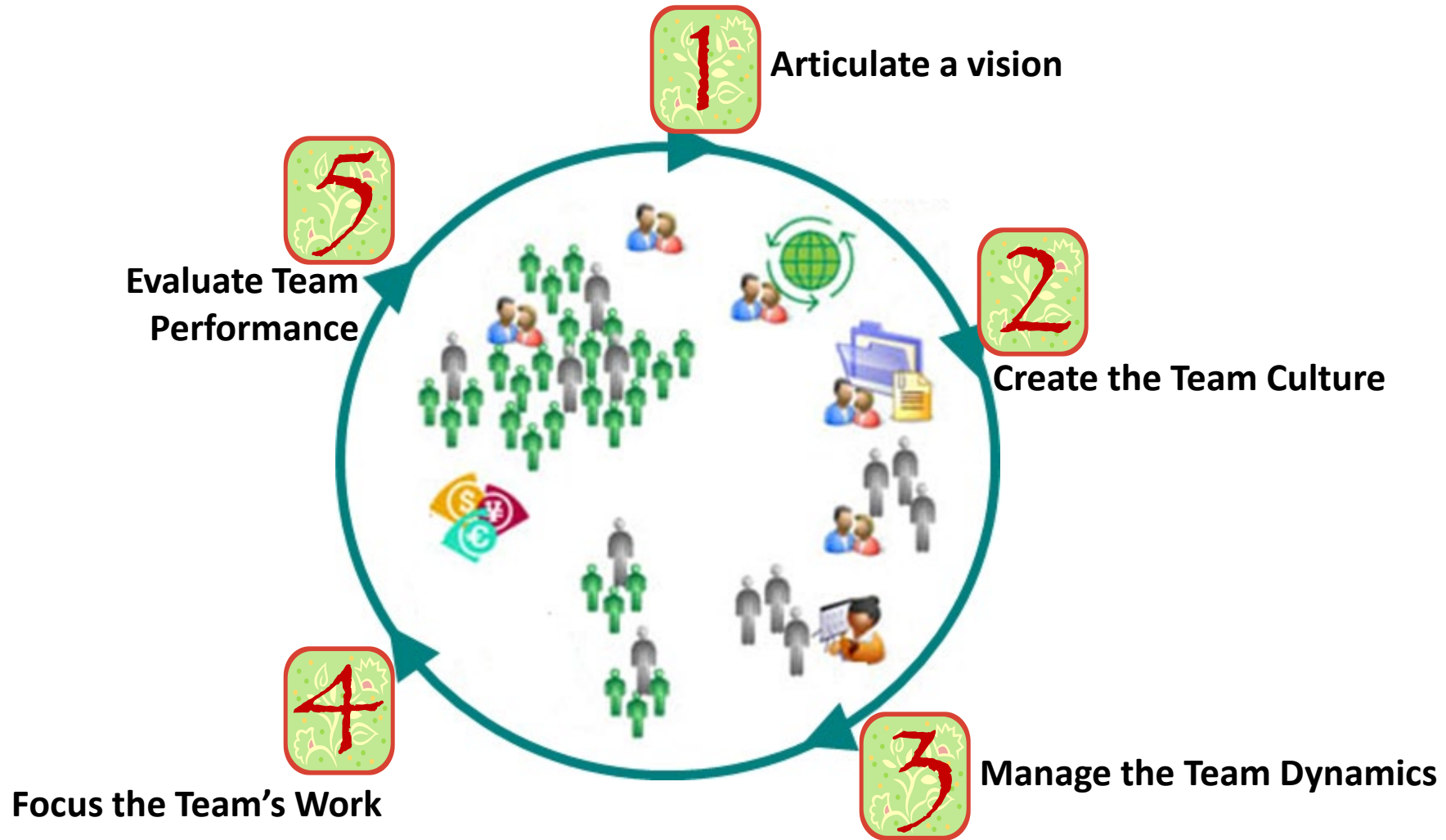
## NORMING

- Reconcile differences
- Anxiety decreases
- Members become engaged and supportive
- Develop team cohesion

## PERFORMING

- Demonstrate interdependence
- Operate with a healthy system
- Deliver effective team performance
- Balance task and process orientation

# Leader's Role in Each Stage of Team Development



When the process of team development is disrupted, a phenomenon called a **dysfunctional team** emerges — a team that does not function as it should.

***“ Not finance. Not strategy. Not technology.***

***It is teamwork that remains the ultimate competitive advantage both because it is powerful and rare.”***

**- Patrick Lencioni**



# 5 DYSFUNCTION OF A TEAM



# Absence of Trust



Team members are unwilling to show vulnerability or express genuine feelings.



Unwilling to admit mistakes, weaknesses, or need for help.



Without comfort among members, trust cannot exist.



Lack of openness and honest communication.

# Fear of Conflict

- ✓ Teams lacking trust struggle to engage in open and passionate discussions about important issues.
- ✓ Team conflicts can turn into "covert" discussions and provide comments in the "back"
- ✓ Conflict is avoided – it is considered destructive.
- ✓ Lack of consultation and debate
- ✓ Lower results will result in
- ✓ Artificial harmony

# Lack of Commitment



Without conflict, it is difficult for team members to commit to decisions



Lack of direction and commitment can make team members unhappy



Lack of support



Frustration



There is duplication and hesitation



Ambiguity

# Avoidance of Accountability



No clear commitment to action plans.



Fear of conflict prevents members from holding each other accountable.



Lack of direction makes evaluation difficult.



No one takes responsibility.



Standards become low.

# Inattention to Results

Members prioritize personal needs (ego, recognition, career growth) over team goals.

Individual accountability is lacking.

The team forgets collective achievement.

Performance decreases

Unfulfilled goals

Status and ego

<b>5 Dysfunction of Team</b>	<b>Solutions</b>
Absence of Trust	<ul style="list-style-type: none"> <li>• Facilitate team-building activities</li> <li>• Demonstrate openness (vulnerability)</li> <li>• Promote honest communication</li> </ul>
Fear of Conflict	<ul style="list-style-type: none"> <li>• Establish shared rules for healthy debate</li> <li>• Value honesty</li> <li>• Mediate disagreements</li> </ul>
Lack of Commitment	<ul style="list-style-type: none"> <li>• Involve members in decision-making</li> <li>• Clearly communicate team vision and goals</li> <li>• Celebrate achievements and monitor progress</li> </ul>
Avoidance of Accountability	<ul style="list-style-type: none"> <li>• Set clear expectations</li> <li>• Be consistent</li> <li>• Define team targets and make progress visible</li> <li>• Lead by example</li> </ul>
Inattention to Results	<ul style="list-style-type: none"> <li>• Set team goals</li> <li>• Recognize team success</li> <li>• Reinforce the importance of collective achievement</li> </ul>