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## HOUSEKEEPING

- STP Student Rules
  - Class will be from 5:00-8:00 PM. I will stay after a few moments for discussion and questions.
  - \*Microsoft One Note
  - \*Scheduling Software
  - \*Microsoft Excel

The footer of the slide features the STP logo on the left, followed by the text 'UNIT 1 LEADERSHIP AND MOTIVATION' in white on a dark blue background. On the right side of the footer, there is a small illustration of two construction workers in red hard hats, one pointing. Below the illustration, the number '1-2' is written in white.


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# Introductions



## UNIT 1

LEADERSHIP AND MOTIVATION



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### Matthew Semerad

**AWARDS**

- AASHTO Excellence in Utility Accommodation and Relocation: Construction Management
- University of MN Dean's List
- Eagle Scout- Boy Scouts of America
- Commendation from the Sons of the American Revolution
- Completion of Army Leadership Education Training (C/CPT)

**CERTIFICATIONS**

- Canadian Welding Bureau: Certified Welding Supervisor 1/09
- Radiation Safety Officer Certifications 01/10
- Transportation of Dangerous Goods: 3/10
- MNDOT Tech ID 15395: Aggregate Production
- MNDOT Tech ID 15395: Concrete Field Tech Level 1
- MNDOT Tech ID 15395: Concrete Field Tech Level 2
- MNDOT Tech ID 15395: Grading and Base Level 1
- MNDOT Tech ID 15395: Bituminous Roadway Level 1
- MNDOT ADA Construction Certification 03/22
- University of Minnesota Erosion and Stormwater Construction Site Management (SWPPP)
- Army Corps of Engineer QCS Training
- OSHA 30 Certification 04/12
- NETTEP QA Technologist: 12/2021
- OSHA 10 Certification 03/19
- E-Railsafe: 03/19
- BNSF Roadway Worker Protection 03/19
- OSHA 510: 04/21




CHASE Partnership ([agcnn.org](http://agcnn.org))

Safety and Education Development: Housekeeping

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## Course Introduction

### Study Communication?

In the ten sessions in this course, a variety of methods will be used to help participants understand the subject of construction supervision. Case studies, oral presentations, group discussions, group problem solving and interviews with other participants all will be used to accomplish specific learning objectives for each session. Your instructor will introduce many activities with brief remarks and then start a discussion that reviews key points in the reading.

This course aims to teach the value of effective worker supervision and improve the construction supervisor's ability to communicate well—in both one- on-one and group settings.

Identify/apply techniques for improving the use of oral and written communication including the use of common forms of electronic communication, such as email and texting.



UNIT 1 LEADERSHIP AND MOTIVATION



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## WE ARE Learning Organization

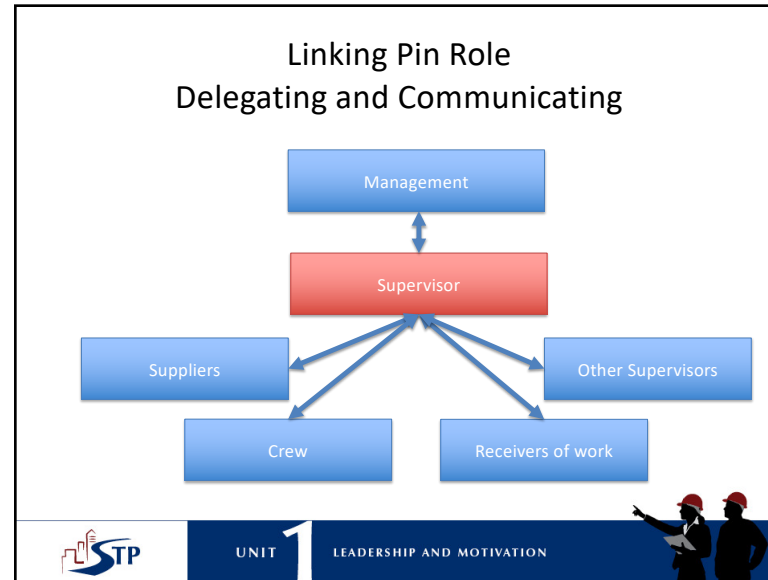
- ... **A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights (CIP.)**
- This definition begins with a simple truth: new ideas are essential if **learning** is to take place.
- Therefore... I AM A FACILITATOR, NOT A TEACHER



UNIT 1 LEADERSHIP AND MOTIVATION



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## Learning Objectives

### Learning Goal for Session 3

- Learn that listening skills are important to construction supervisors and will provide power.

### Learning Objectives

- Recognize the power of effective listening.
- Apply the keys to effective listening to various communication situations.
- Remove barriers between speakers and listeners.
- Recognize non-verbal cues that interfere with effective listening.



UNIT 2 COMMUNICATION



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## Intro to WS 3-1 (3-2)



UNIT 2 COMMUNICATION



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## WS 3-1 (3-2)

How do we know if we are good listeners?  
Why is it important to be an effective listener?

Grab a blank sheet of paper and a pen, follow these instructions (**this is where I speak**)

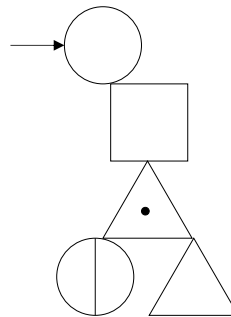


UNIT 2 COMMUNICATION



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## Following Directions



What are some distractions that caused you to draw incorrectly?



UNIT 2 COMMUNICATION



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## Power of Effective Listening

- Learned Skill (3-2)
- Saves you time (3-2)
- Builds relationships (3-3)
- Builds your reputation (3-4)



UNIT 2 COMMUNICATION



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## Keys to Effective Listening (3-5/7)

- Keep an open mind
- Work at listening
- Concentrate on facts
- Evaluate content only
- Resist distractions
- Remain quiet
- Be patient
- Make meaningful notes
- Ask meaningful questions
- Restate and summarize
- Practice often



UNIT 2 COMMUNICATION



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## Keys to Effective Listening

- A 10 foot rope ladder hangs over the side of a boat with the bottom rung on the surface of the water. The rungs are one foot apart, and the tide goes up at the rate of 6 inches per hour. How long will it be until three rungs are covered?



UNIT **2** COMMUNICATION



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## Keys to Effective Listening

- Never, the boat rises with the tide.
- Why does this work?



UNIT **2** COMMUNICATION




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## Keys to Effective Listening

# BEING A GOOD LISTENER



STP UNIT 2 COMMUNICATION 3-5

The slide features a title 'Keys to Effective Listening' at the top. Below it is a large graphic with the text 'BEING A GOOD LISTENER' in bold, black, sans-serif font. To the right of the text is a stylized illustration of a man with a yellow face and a woman with a yellow face and black hair, both smiling and facing each other. The background of the graphic is white, framed by black bars at the top and bottom. At the bottom of the slide, there is a blue footer bar containing the STP logo, the text 'UNIT 2 COMMUNICATION', and a small illustration of two construction workers in hard hats, one pointing, with the number '3-5' next to them.

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## Barriers to Effective Listening (3-9)

- Not paying attention
- Interrupting
- Hearing what you want
- Getting ready to argue
- Don't like the speaker
- External distractions
- Internal distractions

STP UNIT 2 COMMUNICATION 3-6

The slide features a title 'Barriers to Effective Listening (3-9)' at the top. Below it is a list of seven bullet points arranged in two columns. The text is in a black, sans-serif font. At the bottom of the slide, there is a blue footer bar containing the STP logo, the text 'UNIT 2 COMMUNICATION', and a small illustration of two construction workers in hard hats, one pointing, with the number '3-6' next to them.

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## Barriers to Effective Listening

WS 3-2 (p3-8)

Note : 3-9 (Barriers)

- 5 minutes – individually.



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## Non-Verbal Cues to Listening

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Positive Cues           <ul style="list-style-type: none"> <li>– Body posture</li> <li>– Body movement</li> <li>– Facial expressions</li> <li>– Attitude</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Negative Cues           <ul style="list-style-type: none"> <li>– Body posture</li> <li>– Body movement</li> <li>– Facial expressions</li> <li>– Attitude</li> </ul> </li> </ul> |
|--|--|



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## Non-Verbal Cues to Listening

**WS 3-3 (p3-11)**

- 10 minutes – individually.



The slide features a dark blue footer bar. On the left is the STP logo. In the center, the text 'UNIT 2 COMMUNICATION' is displayed, with a large '2'. On the right, there are silhouettes of two workers wearing red hard hats, one pointing towards the left.

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AGC's SUPERVISORY TRAINING PROGRAM

UNIT 2 COMMUNICATION

SESSION 6

The cover art depicts a stylized cityscape with modern buildings and a curved road. In the foreground, two silhouetted figures wearing red hard hats are shown; one is pointing towards the city while the other looks on. The design uses a color palette of blues, greys, and reds.

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## Learning Goal and Objectives

### Learning Goal for Session 6

- Learn to successfully communicate with your crew as they look to you for leadership, directions and performance feedback.

### Learning Objectives

- Build consensus among your work crew.
- Give directions, instructions and orders.
- Complete performance evaluations and provide feedback.
- Offer corrective feedback.



UNIT **2** COMMUNICATION



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## Communicating With Your Crew (share \*6.1)

- How often does your supervisor include you or your coworkers in the decision-making process?
- Do you receive clear directions about your responsibilities?
- Do you get feedback about your performance?
- How do you feel when your efforts are criticized?



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## There are opposing sides of the leadership Continuum...

- On one end – autocratic, dominant, “I’m in charge and will make all the decisions”
- The other end – empowering, delegative, participative.



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## Leadership Styles ROTC / LET /Military “old school”

- Tell (Directing)
- Join (Participating)
- Delegate
- Sell
- Consult



UNIT **2** COMMUNICATION



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## Leadership Styles – Communication Autocratic

- Tell – With no crew input.
- Join – Together in the crew.
- Delegate 50/50– Autocratic.
- Sell
- Consult



UNIT **2** COMMUNICATION



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## Leadership Styles: Communication Consensus

- Tell
- Sell - Ask
- Consult – Ask Ask ASK
- Join – spill the same blood in the same mud/ empathy
- Delegate (50/50) – direct with support

“People will not tear down what they help build”

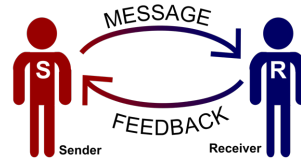


UNIT **2** COMMUNICATION



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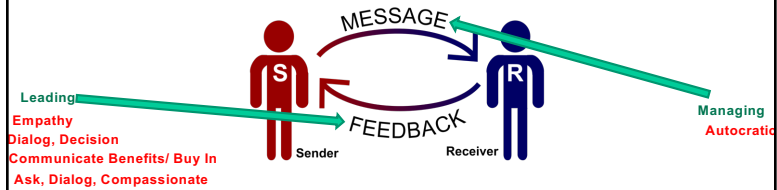
## Communication & Leadership Styles



UNIT 2 ORAL AND WRITTEN COMMUNICATION

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## Communication & Leadership Styles



UNIT 2 ORAL AND WRITTEN COMMUNICATION

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## Becoming a better Listener

The Benefits of becoming a great listener:

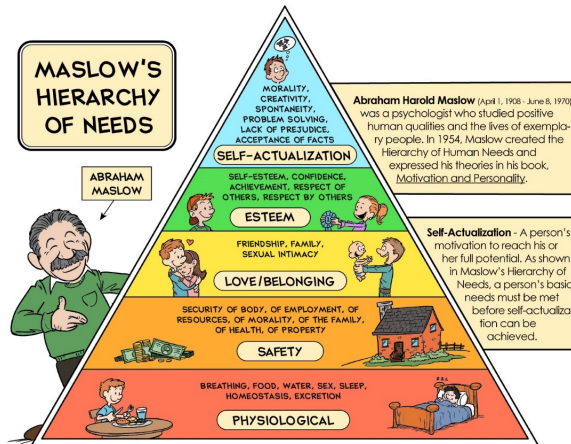
Improved Working Relationships  
 Better Decision-Making Skills  
 Overall improvement in Communication  
 Increased Patience and Productivity

**\*intoxicating\***  
**\*moving toward leadership\***



UNIT 2 ORAL AND WRITTEN COMMUNICATION

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UNIT 2 ORAL AND WRITTEN COMMUNICATION

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## Parting Thought

- Performance = Ability \* Expectations \* Motivation
- The best tool in your toolkit...



UNIT 2 COMMUNICATION



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## Unit 2

1. Oral and Written Communication
2. Supervisors as Effective Communicators
3. Learn to Listen
4. Carrying on Conversations
5. Persuasion, Negotiation, and Confrontation
6. Communicate with your crew
7. Put it in writing.
8. Meetings that work.
9. Electronic Communication
10. Improving Communication



UNIT 2 COMMUNICATION



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