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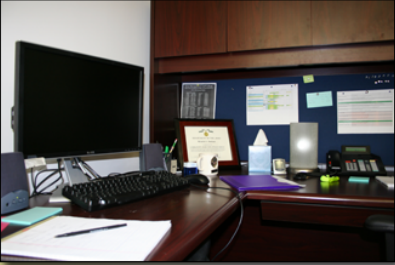


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Course Introduction

Supervisor Transition



Lesson Welcome

Welcome to the lesson on transitioning to the role of supervisor. Congratulations, your past accomplishments are being recognized! You are making a career change not a job change. In most organizations, you are not chosen for a supervisory position because of your technical knowledge. You are chosen because someone has seen the spark of leadership in you. This lesson is designed to help you transition from being an employee to being a supervisor.

Lesson Learning Outcomes

After completing this lesson, you will be able to:

1. Describe the roles and responsibilities associated with being a supervisor
2. Identify the skills and traits that are necessary to be successful as a supervisor

Click the Next button to continue.

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[Course Introduction](#)[Supervisor Transition](#)

A man in a dark suit, white shirt, and patterned tie is holding a small white sign with the words "Don't Forget" written on it. He is also holding a pair of glasses. There are other signs pinned to his lapel, one of which says "Remember".

Why is this Lesson Important to You?

When an employee transitions to their new role as a supervisor, many are not adequately prepared or trained to supervise.

This lesson will:

- Help you reflect on your roles and responsibilities
- Anchor you; give you more than just the typical "first view" of what a supervisor does
- Prep you for the rest of the course

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As a supervisor, you must articulate your intent clearly to eliminate confusion with your subordinates when given a task. When communication is not effective, you will not be able to understand your subordinates' needs. Effective communication is key to obtaining the productivity and results you desire.

When a subordinates and supervisor have a poor work relationship and interpersonal skills, both parties will be disengaged and unexcited about completing their work. However, when a good working relationship and interpersonal skills are present the organization benefits and goals are met.

As a supervisor, it is important to build trust and show integrity with your subordinates. These elements are critical to your ability to get things done. Be aware that building trust is not difficult, but it takes time.

As a supervisor, you must have the confidence to lead and motivate your subordinate employees. This includes directing them to achieve individual tasks and organizational goals.

As a supervisor, you might be surprised of the time commitment needed to lead your subordinates. Your day can be hectic and demanding. Most likely you will be faced with many interruptions throughout the day. It is important for a supervisor to set attainable annual, monthly, and weekly goals.

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Course Introduction
Supervisor Transition

What are Some Reasons Supervisors are Ineffective?

Supervisors are often ineffective at their jobs. Some of the reasons for this ineffectiveness are:

- Ineffective communication skills
- Poor work relationships and interpersonal skills
- Lack of personal integrity and trust
- Unable to lead/motivate others
- Poor planning practices, poor time management

Mouse over the bullet points for more info.

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- Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:02:00 AM
When leaders fail to address morale issues in the workplace they may face the following: decreased productivity, increased rates of absenteeism, increased conflicts in the work environment, and increased subordinate complaints.
- Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 10:54:32 AM
As a supervisor, it is important to realize the impact of not possessing effective supervisory skills. There could be high turnover if subordinates are not happy with their work situation such as not receiving proper communication from their supervisor, failure to have a clear direction or performance expectation, conflict with leadership and lack of a teamwork.
- Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:01:22 AM
In certain circumstances, if a supervisor does not handle the situation they might be faced with grievances, complaints, EEO investigations, union involvement, etc. Some of these circumstances could be not handling leave, merit system principles, prohibited personnel practices, hiring, performance evaluations, and addressing a hostile environment, in the proper manner.

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Course Introduction Supervisor Transition

What is the Impact?

Turnover

Grievances

Morale

Click on the images above for more information.

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Course Introduction Supervisor Transition

The Organizational Pyramid

As a supervisor, you will work with many different people in your organization. You will work with the people above you in the organization, other supervisors and managers on the same level as you, and people you supervise. Below are the five levels of an the organizational pyramid.



- SES
- Managers/Directors
- Supervisors/Managers
- Team Leaders/Supervisors
- Employees

✦ Click each pyramid level title for more information.

Click the Next button to continue, or the Previous button to review.

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Course Introduction Supervisor Transition

The Organizational Pyramid

Employees physically produce an organization's goods or services by working on specific tasks.



- SES
- Managers/Directors
- Supervisors/Managers
- Team Leaders/Supervisors
- Employees

Click each pyramid level title for more information.

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Team Leaders/Supervisors are part of an organization's management team. Supervisors oversee the work of operative employees and are the only managers who do not manage other managers. Supervisors are responsible for directing the day-to-day activities of operative employees.

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Course Introduction

Supervisor Transition

The Organizational Pyramid

Team Leaders/Supervisors are part of an organization's management team. Supervisors oversee the work of operative employees and are the only managers who do not manage other managers. Supervisors are responsible for directing the day-to-day activities of operative employees.

- SES
- Managers/Directors
- Supervisors/Managers
- Team Leaders/Supervisors
- Employees

Click each pyramid level title for more information.

Click the Next button to continue, or the Previous button to review.

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Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:14:00 AM
Supervisors/Managers are all employees below the top level who manage other managers. They are responsible for establishing and meeting specific departmental or unit goals set by top management. Individuals at levels of management between the first-line manager and top management.

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Course Introduction Supervisor Transition

The Organizational Pyramid

Supervisors/Managers are all employees below the top level who manage other managers. They are responsible for establishing and meeting specific departmental or unit goals set by top management. Individuals at levels of management between the first-line manager and top management.

- SES
- Managers/Directors
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- Team Leaders/Supervisors
- Employees

☀ Click each pyramid level title for more information.

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Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:16:25 AM
Managers/Directors is a group of people responsible for establishing an organization's overall objectives and developing the policies to achieve those objectives. Individuals who are responsible for making decisions about the direction of the organization and establishing policies that affect all organizational members.

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Supervisor Transition

The Organizational Pyramid

Managers/Directors is a group of people responsible for establishing an organization's overall objectives and developing the policies to achieve those objectives. Individuals who are responsible for making decisions about the direction of the organization and establishing policies that affect all organizational members.

— SES
— Managers/Directors
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— Employees

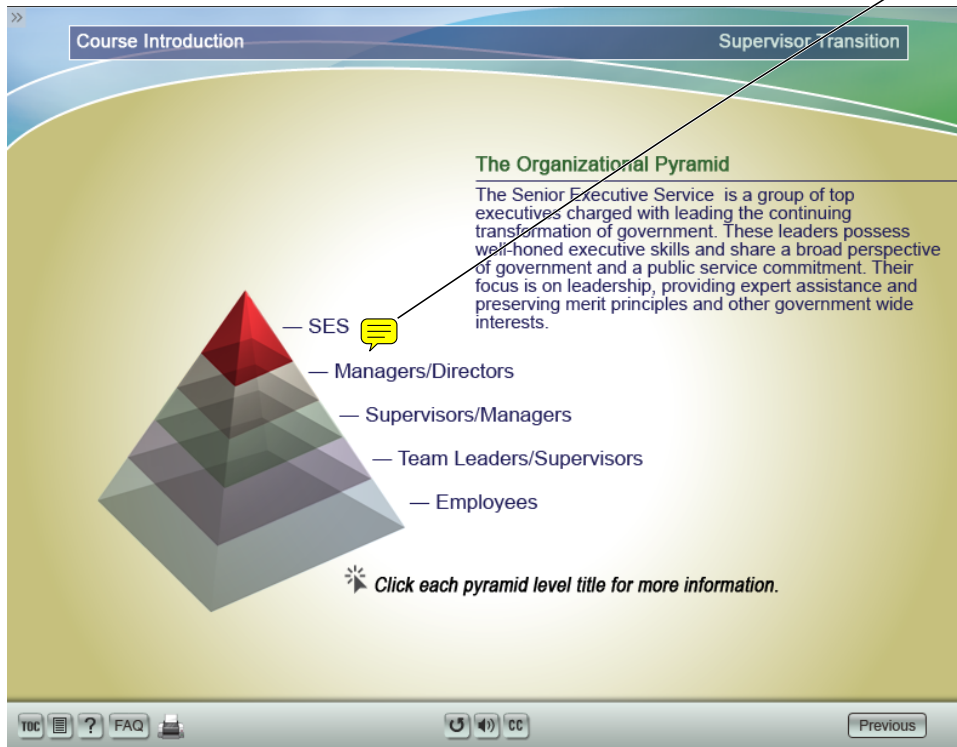
Click each pyramid level title for more information.

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The *Senior Executive Service* is a group of top executives charged with leading the continuing transformation of government. These leaders possess well-honed executive skills and share a broad perspective of government and a public service commitment. Their focus is on leadership, providing expert assistance and preserving merit principles and other government wide interests.



As a supervisor the work will be different. Your responsibilities will increase. You will be required to do administrative work, supervising, and managing, which will result in less involvement with the actual work of the group.

As a supervisor, less of your work will be using your technical skills. You will now also be assessed on your management skills. These skills include: the ability to plan and organize work, monitor performance and look for ways to improve, maintain a healthy and safe working environment, prioritize work, day to day work planning, and setting standards. Because you now have responsibility for the well being of your employees and are also on the hook for the work they produce, you will engage in a significant amount of leadership.

As a supervisor, you will be involved in hiring employees, verifying time and attendance, evaluating and documenting performance, dealing with behavior problems, and the list goes on. Much of this is different or unique to federal civil service and the Army in particular.


Most likely you were promoted from within your organization. You must realize that your relationships with your peers will not remain the same. As the new supervisor, you should address the situation upfront. Discuss your new role and how it will affect your working relationship.


Course Introduction
Supervisor Transition

What Makes the Transition to Supervisor Difficult?

The transition from employee to supervisor can be difficult:

- Unprepared for the demands and ambiguities of the job
- Technical expertise is no longer the primary determinant of success and failure
- Supervisor's job comes with administration duties
- Usually promoted from peer group

 **Mouse over the bullet points for more info.**



Click the Next button to continue, or the Previous button to review.

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Course Introduction Supervisor Transition

What do Supervisors Do?

Three roles:

- Work for mission accomplishment
- Leadership
- Admin/Personnel type functions

  **Mouse over the bullet points for more info.**

Click the Next button to continue, or the Previous button to review.

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(1)

A supervisor is an employee whose primary duty is management of an organizational unit within which they regularly direct the work of other employees. They regularly make decisions with respect to the execution of work within the unit. They spend time performing work, the work is of a higher level than that of the employees supervised. First level supervisors have a clear and vital role: achieve the organizational goals assigned to their work unit through the unit's employees.

(2)

Consistent with the belief that one of the most important abilities needed by supervisors is strong interpersonal skills, they are looked at as behavioral specialists. To succeed in their jobs, supervisors must be able to understand the varied needs of their staff and be able to listen, motivate, and lead. Supervisors are more like mentors and coaches enabling people to accomplish tasks which may be beyond their own level of competence.

(3)

A supervisor is responsible for many administrative and personnel type functions including:

1. monitoring performance throughout the year
2. providing training for employees
3. rewarding employees for performance
4. determining job duties and responsibilities for subordinates
5. approving leaving
6. hiring qualified applicants

Recognize this list is not a comprehensive list of all admin/personnel type functions but a good start.

Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:22:28 AM
 Leading is the most important role. It is the motivation of employees, direction of activities of others, selection of the most effective communication channel, and resolution of conflicts among members. It is influencing people to act or not act in a certain way. Leading also involves caring for your people.

Controlling is monitoring an organization's performance and comparing performance with previously set goals. If significant deviations exist, getting the organization back on track.

Planning is defining an organization's goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities. Planning is the foundation for the other four functions of management.

Organizing is arranging and grouping jobs, allocating resources, and assigning work so that activities can be accomplished as planned; determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and when decisions are to be made.


Staffing is filling all positions with qualified people. It includes recruiting, hiring, orienting, training, evaluating, and compensating. Supervisors need to anticipate the need for replacements.


Course Introduction
Supervisor Transition

What Roles do Supervisors Have?

As a supervisor, there are five main management and leadership functions that you will perform.

- Lead
- Control (Accountability)
- Plan
- Organize
- Staff

 *Mouse over the bullet points for more info.*



Click the Next button to continue, or the Previous button to review.
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This page contains no comments

The screenshot shows a web-based course interface. At the top, there are two tabs: 'Course Introduction' and 'Supervisor Transition'. Below these, the main content area is titled 'Day-to-Day Functions'. Under this title, there are four tabs: 'Assigning and distributing work' (which is highlighted in yellow), 'Reviewing and evaluating performance', 'Training and developing employees', and 'Handling administrative duties'. The content area below the tabs contains the text: 'Assigning and distributing work and deadlines to employees. You also ensure that work proceeds according to plan while maintaining quality standards.' Below this text, there is a small icon of a star and the text: 'Click each tab above for more information.' At the bottom of the content area, there is a small text: 'Click the Next button to continue, or the Previous button to review.' The footer of the page contains a navigation bar with icons for 'TDC', 'Menu', 'Help', 'FAQ', and 'Print', along with 'Previous' and 'Next' buttons. The page number '9 of 17' is displayed in the bottom right corner.

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Course Introduction Supervisor Transition

Day-to-Day Functions

Assigning and distributing work Reviewing and evaluating performance Training and developing employees Handling administrative duties

Assigning and distributing work and deadlines to employees. You also ensure that work proceeds according to plan while maintaining quality standards.

Click each tab above for more information.

Click the Next button to continue, or the Previous button to review.

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Course Introduction Supervisor Transition

Day-to-Day Functions

Assigning and distributing work Reviewing and evaluating performance Training and developing employees Handling administrative duties

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Click each tab above for more information.

Click the Next button to continue, or the Previous button to review.

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The screenshot shows a web-based training interface. At the top, there are two tabs: 'Course Introduction' and 'Supervisor Transition'. Below these, the main heading is 'Day-to-Day Functions'. Under this heading, there are four sub-tabs: 'Assigning and distributing work', 'Reviewing and evaluating performance', 'Training and developing employees' (which is highlighted in blue), and 'Handling administrative duties'. A large blue box contains the following text: 'Supervisors have responsibility for the training and development of their employees. In fulfilling this responsibility, supervisors should identify the individual training needs of their employees and work with employees to prepare and implement plans for their development. Such plans should make use of on-the-job training, formal training, educational activities, and rotational assignments to provide greater depth and a wide base of experience.' Below this box, a small icon of a hand pointing to a document is followed by the text 'Click each tab above for more information.' At the bottom of the page, there is a footer with the text 'Click the Next button to continue, or the Previous button to review.' and a page number '9 of 17'. In the bottom left corner, there are icons for 'TDC', a document, a question mark, 'FAQ', and a printer. In the bottom right corner, there are 'Previous' and 'Next' buttons.

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Course Introduction Supervisor Transition

Day-to-Day Functions

Assigning and distributing work Reviewing and evaluating performance Training and developing employees Handling administrative duties

Supervisors have responsibility for the training and development of their employees. In fulfilling this responsibility, supervisors should identify the individual training needs of their employees and work with employees to prepare and implement plans for their development. Such plans should make use of on-the-job training, formal training, educational activities, and rotational assignments to provide greater depth and a wide base of experience.

Click each tab above for more information.

Click the Next button to continue, or the Previous button to review.

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The interface features a top navigation bar with two tabs: 'Course Introduction' and 'Supervisor Transition'. Below this, the 'Day-to-Day Functions' section is highlighted. It contains four sub-tabs: 'Assigning and distributing work', 'Reviewing and evaluating performance', 'Training and developing employees', and 'Handling administrative duties'. The 'Handling administrative duties' tab is currently selected, displaying a text box with the following content:

Supervisors perform administrative tasks to ensure that their staffs can work efficiently. They write position descriptions, validate time and attendance, and approve leave. Supervisors interview and evaluate prospective employees. When new workers arrive on the job, supervisors greet them and provide orientation to acquaint them with the organization and its operating routines. If a worker has done a good job, the supervisor rewards superior performance and may recommend an award.

Below the text box, a message reads: Click each tab above for more information.

At the bottom, a footer area includes the text: Click the Next button to continue, or the Previous button to review. On the right, it shows '9 of 17'. The bottom-most bar contains icons for 'TDC', a document, a question mark, 'FAQ', and a printer, along with 'Previous' and 'Next' buttons.

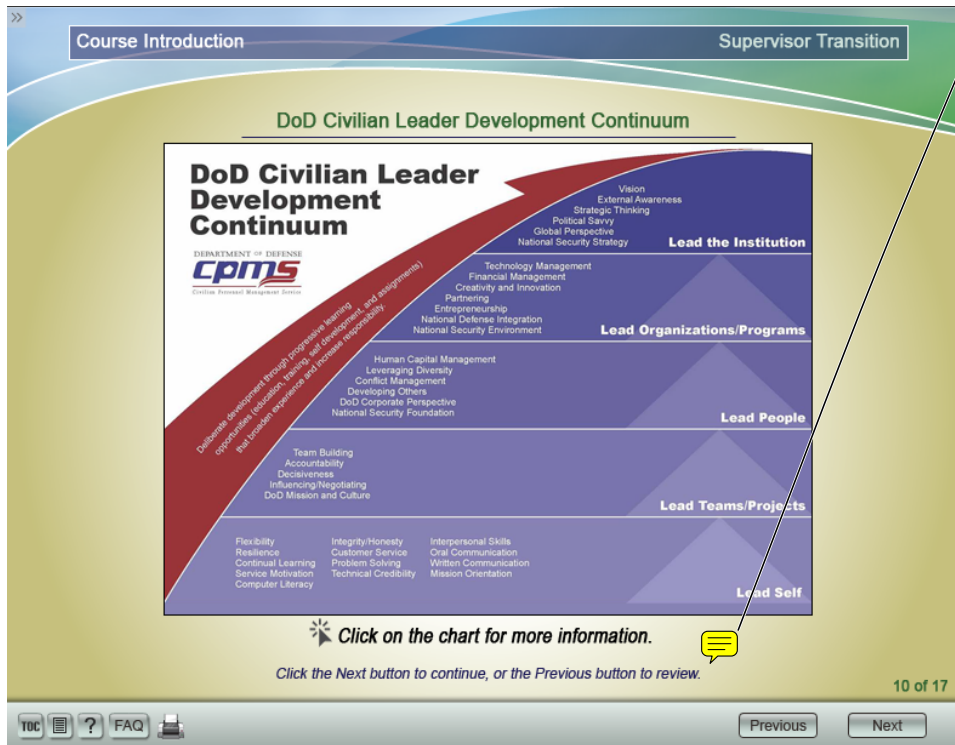
Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:33:16 AM

As a supervisor, it is important to know competencies are being used as a way to refocus the organization on what is really important and what it takes for the workforce to be successful. Competency can be defined as an underlying characteristic of an employee (i.e., a motive, trait, skill, aspects of one's self image, social role, or a body of knowledge) which results in effective and/or superior performance.

In addition, competencies provide the mechanism to zero in on the technical aspects of a particular job and devise a critical path through regulations and laws to the results desired by management.

Competencies provide a clear and consistent way of conveying expectations for Army leaders. Current and future leaders want to know what to do to succeed in their leadership responsibilities. The core leader competencies apply across all levels of the organization, across leader positions, and throughout careers. Competencies are demonstrated through behaviors that can be readily observed and assessed by a spectrum of leaders and followers: superiors, subordinates, peers, and mentors.

Competency based leadership development is a comprehensive approach to the development of knowledge, skills and abilities that are needed to successfully perform in the work environment. Competency based learning is measured against established standards and levels of expected performance for the position. Competency based development may be gained through formal education and training, life experience and on-the-job learning. All of these methods contribute to developing a competent and successful leader.



Author: nayvette.fowlkes Subject: Sticky Note Date: 7/12/2011 11:34:15 AM

This image depicts The Department of Defense (DoD) Leader Development Framework and Continuum which applies to all DoD employees. The continuum addresses the competencies an employee is expected to obtain as his or her career progresses. The foundational competencies under "Lead Self" apply to all DoD employees. Employees will continue to develop their proficiencies in other competencies as they assume positions of increased responsibility and leadership.

The DoD Civilian Leader Development Framework and Continuum was developed in collaboration with the Components to serve as the blueprint for deliberate and comprehensive development of leaders from entry level through senior executive.

Leadership development is not a trend. The Federal Government is facing a leadership crisis. With impending government employee retirements and fewer citizens pursuing a career in public service, there has been increased emphasis on preparing employees across the continuum to assume greater positions of leadership. Leadership development is critical to ensure the continuity of a cadre of leaders to execute mission requirements.

With 90 percent of government executives eligible to retire in the next ten years, leadership development has become an imperative for the federal government. The competition for leaders will be intense; we must be dedicated to building a leadership pipeline. Leader development is critical to our ability to build a competent and ready leadership bench across the continuum.

>> Course Introduction Supervisor Transition

DoD Civilian Leader Development Framework

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions	Enterprise-Wide Perspective
Definitions					
This core competency involves the ability to bring about change using critical strategic thinking, both self and others, for sustained success. It is the ability to lead others to achieve the organization's mission and vision, to create a culture of innovation and high performance, and to manage change with continuity and resilience.	This core competency involves the ability to manage people and resources to achieve the organization's mission and vision. It is the ability to lead others to achieve the organization's mission and vision, to create a culture of innovation and high performance, and to manage change with continuity and resilience.	This core competency involves the ability to manage the organization's resources to achieve the organization's mission and vision. It is the ability to lead others to achieve the organization's mission and vision, to create a culture of innovation and high performance, and to manage change with continuity and resilience.	This core competency involves the ability to manage the organization's resources to achieve the organization's mission and vision. It is the ability to lead others to achieve the organization's mission and vision, to create a culture of innovation and high performance, and to manage change with continuity and resilience.	This core competency involves the ability to manage the organization's resources to achieve the organization's mission and vision. It is the ability to lead others to achieve the organization's mission and vision, to create a culture of innovation and high performance, and to manage change with continuity and resilience.	This core competency involves the ability to manage the organization's resources to achieve the organization's mission and vision. It is the ability to lead others to achieve the organization's mission and vision, to create a culture of innovation and high performance, and to manage change with continuity and resilience.
Competencies					
Creativity and Innovation Strategic Thinking Vision Resilience	Conflict Management Communications Team Building	Accountability Decision Making Customer Service Problem Solving Technical Credibility	Financial Management Human Capital Management Technology Management Computer Literacy	Political Savvy Relationship Building Networking	Joint Perspective Interagency Coordination Global Awareness Public Service Orientation
Fundamental Competencies					
These competencies are the foundation for success in each of the core competencies.					
• Interpersonal Skills • Integrity/Honesty • Written Communication • Oral Communication • Critical Thinking • Public Service Orientation					

Click on the chart for more information.

Click the Next button to continue, or the Previous button to review.

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When employees feel genuinely cared for, then you are motivating employees to increase productivity. Ensure that employees have strong input to identifying their goals and that these goals are aligned with goals of the organization. A motivated workforce is far more likely to be a successful workforce.


Providing feedback to an employee is an important skill. Whether it is positive feedback designed to commend the employee for doing particularly well or corrective feedback designed to improve performance, it should be specific, individualized and delivered by the manager in person.

As a supervisor, you should communicate with your employees in order to motivate employees to invest the effort needed to correct performance. A counseling session should be held to clarify expectations and discuss performance problems.

Supervisors must develop effective communication skills because employees look to supervisors to provide them information, listen to their concerns and keep private conversations about performance confidential. To communicate effectively, supervisors must learn to listen, speak with respect and treat all employees equally in regard to the information they have to share about the workplace.

Supervisors should offer employees training and development in areas that will improve personal growth as well as increase their effectiveness. Training and developmental activities for all employees should be planned and aligned with the mission and needs of the organization.


Course Introduction
Supervisor Transition



Key Leadership Tasks

Motivate

- Provide feedback
- Resolve performance problems
- Improve communications and keep employees informed
- Responsible for employee training and skills

 **Mouse over the bullet points for more info.**

Click the Next button to continue, or the Previous button to review.

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With employees, supervisors should set a good example, be ethical, and develop trust.

Supervisors should give their boss loyalty, cooperation, information, and results. They should be aware of, and respond to the boss's style.

With peers, supervisors should keep competition fair and as friendly as possible, and offer support or feedback in a constructive way.


>>

Course Introduction Supervisor Transition

Supervisory Success

Successful supervisors need to work effectively and maintain good relations with their:

- Employees
- Boss
- Peers

 *Mouse over the bullet points for more info.*

Click the Next button to continue, or the Previous button to review.

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Supervisors must be willing to take seriously the responsibility that goes with the job.

Supervisors who believe in their ability to get the job done will convey confidence to employees.

Many organizations expect supervisors to willingly put in long hours in order to handle the variety of duties that come with the job.

Supervisors need to be understanding and considerate with employees and recognize different times and challenges life presents.

People with an internal locus of control are thought to be leaders because they try hard to take charge of events.

People with a good sense of humor are more fun to work with or for.

adversity, and stress while maintaining a mission and organizational focus.

Service Motivated: the Army Values consist of the principles, standards, and qualities

essential to upholding high ethical standards of behavior. Unethical behavior quickly



>> Course Introduction Supervisor Transition



Click on the image for more information.

Significant Traits Associated with Leadership

Traits associated with leadership:

- Sense of responsibility
- Self confidence
- High energy level
- Empathy
- Internal locus of control
- Sense of humor
- Adaptability
- Resilience
- Service Motivated
- Trust and Discipline
- Values
- Ethical Conduct

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forges strong character in individuals and expands to create a culture of trust throughout the organization.

Values: Values represent the beliefs that a person has. The seven Army Values represent a set of common beliefs that leaders are expected to uphold and reinforce by their actions. The translation from desirable ethics to internal values to actual behavior involves choices.


Ethical Conduct: Ethics are concerned with how a person should behave. Ethical conduct must reflect genuine values and beliefs. Soldiers and Army civilians adhere to the Army Values because they want to live ethically and profess the values because they know what is right. Adopting good values and making ethical choices are essential to produce leaders of character.

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Course Introduction

Supervisor Transition



Major challenges you will face as a supervisor.

- Strengthening leadership and management skills while maintaining your technical skills
- Accepting that you now must get things done through people
- Accepting the reality that no matter how good a worker you were, you are now expected to succeed by managing
- Understanding what is expected of you as a supervisor in your organization

Click the Next button to continue, or the Previous button to review.

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The screenshot shows a web-based course interface. At the top, there is a navigation bar with two tabs: "Course Introduction" and "Supervisor Transition". The main content area has a blue and green background with a large, curved graphic. In the center, the text "Check on Learning" is displayed. Below this, there is a photograph of a woman with dark hair, wearing a patterned blazer, sitting at a desk and working on a computer. To the right of the photograph, the text reads: "Click the button below to begin the Check on Learning activity." At the bottom of the interface, there is a row of icons on the left (TDC, a list icon, a question mark icon, and FAQ) and two buttons on the right labeled "Previous" and "Start".

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Course Introduction Supervisor Transition

Check on Learning

Click the button below to begin the Check on Learning activity.

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Course Introduction Supervisor Transition

Select the best option of the choices below.

Which of the following statements is not typically a reason supervisors are ineffective at their job?

- Ineffective communication skills
- Lack of personal integrity and trust
- Inability to lead/motivate others
- Poor technical skills

Check on Learning Question 1 of 2

Click the Next button to continue, or the Previous button to review.

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Course Introduction Supervisor Transition

Select the best option of the choices below.

Which of the following statements is not correct according to the DoD Civilian Leader Development Continuum?

- Competencies are being used as a way to refocus the organization on what is really important.
- Competencies provide the mechanism to zero in on the technical aspects of a particular job.
- Core leader competencies apply to specific levels of the organization, and reflect individual leader positions.
- Competencies provide a clear and consistent way of conveying expectations for Army leaders.

Check on Learning Question 2 of 2

Click the Next button to continue, or the Previous button to review.


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[Course Introduction](#)


Supervisor Transition



Lesson Takeaways

You have completed the Supervisor Transition lesson. As a supervisor, it's important that you:

- Understand the roles and responsibilities associated with your job
- Possess certain skills and traits to be successful as a supervisor







 [Click image for Supervisor Reflections](#)

Do you have a thorough understanding of the Lesson Takeaways? If you feel confident about your knowledge of Supervisor Transition, proceed to the next lesson. If not, use the flyout menu to review, or use the Reference tool or FAQ tool to gain more knowledge.

Click the [Next](#) button to continue, or the [Previous](#) button to review.

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Course Introduction

Supervisor Transition



Reflections for a Supervisor

In becoming a supervisor, you have been given an opportunity.

What you do with the opportunity rests primarily in your hands.

Believe that success as a supervisor opens many doors!

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Course Introduction

Supervisor Transition



CERTIFICATE OF
Completion
THIS AWARD IS GIVEN TO
You
IN RECOGNITION OF SKILLS GAINED BY
PARTICIPATION IN THE ARMY MANAGEMENT
STAFF COLLEGE'S S.D.C. LESSON

Lesson Complete!

Congratulations, you have completed the Supervisor Transition lesson. Exit this lesson to continue with the Supervisor Development Course. Remember, you can always come back to this lesson to review.

Congratulations!

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Exit Lesson

A required program