Supervisory Management Course

We tailor our supervisor course to cover the important areas a supervisor needs in your organisation. Using exercises, case studies, practical examples and clear guidelines we develop delegates' skills and knowledge to achieve results through the effective supervision of staff. This document provides a course overview, some example programmes and example workbook pages.

To discuss tailoring this or other courses to meet your organisation's requirements, contact:

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Introduction

A supervisor or team leader provides the link between management and the workforce. Sometimes this means that they feel they are being pulled in all sorts of different directions. Our supervisory management skill course covers all the important areas a supervisor has to cope with. Through impactful exercises, insightful case studies, practical examples and clear guidelines we develop the necessary skills and knowledge to achieve results through the effective supervision of staff.

"A person who wants to lead the orchestra must be willing to face the music." Anon.

Who will benefit: First line managers, supervisors or team leaders new to the role of supervision or who would benefit from refreshing their supervisory skills. Or anyone who is considering taking on or applying for a new position that requires supervision of others.

Duration: 1 to 5 days depending on delegates needs

Course Objectives

- To provide supervisors with the necessary knowledge, skills and behaviours to increase their effectiveness.

- To equip supervisors with the managerial skills necessary for them to adapt to changing demands in the future.

- To improve succession planning by providing a structured development program which will enable supervisors to fulfil their potential within the company.

Example Course Content

The training covers the role of the supervisor and following four areas of responsibility for a supervisor:

Manage Activities   Manage Resources

Supervisor

Manage People   Manage Information
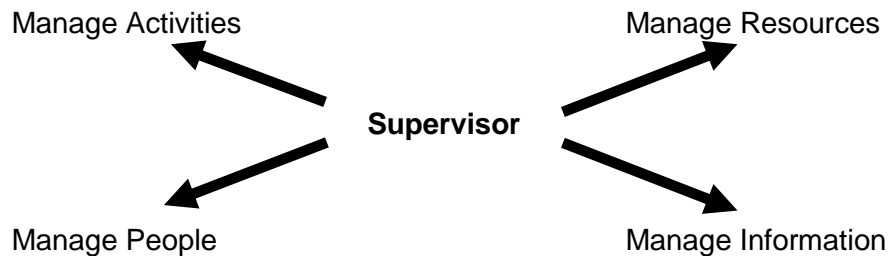
The Role of a Supervisor

- Understand the role of a supervisor

- Recognise why supervisors and first line managers are needed

- Identify the tasks associated with the role of supervisor

- Identify the skills and abilities required to perform the role

- Identify each delegate's personal development requirements, to become more effective in their role at work

- Awareness of management style, with its strengths and weaknesses

- Understand the difference between a supervisor and a leader

- Apply the actions of a leader/supervisor

- Gain the trust and support of colleagues and team members

- Gain the trust and support of your manager

Managing Activities

- Use problem solving skills

- Handle conflict

- Delegate effectively

- Manage time effectively

- Motivate a team to maximum potential

- Participate effectively in meetings

- Manage meetings

- Identify the purposes of meetings in the working environment

- Understand what constitutes a successful meeting

- Contribute to discipline/grievance

Manage Resources

- Identify resources needed and any potential shortfall

- Monitor and control resources

- Identify problems quickly

- Identify and recommend solutions to problem

- Implement solutions

- Meet and exceed customer expectations

- Provide quality service

- Meet KPIs (Key Performance Indicators – related to business targets)

Managing People

- Appreciate the styles of management

- Set meaningful action plans

- Undertake appraisals and counselling

- Encourage and give feedback to teams and individuals

- Help to deal with staff whose performance is unsatisfactory

- Train and develop your staff

- Practice the skills of coaching

- Deal with difficult people

- Use assertive skills

- Know how to motivate people

Managing Information

- Understand the benefits of effective oral and written communication skills

- Apply active listening skills

- Identify barriers to effective communication and causes of misunderstanding

- Write clear letters, memos, forms and instructions

- Prepare an effective oral briefing

- Demonstrate effective oral briefing skills

Example Programmes

These are only examples of subjects that can be covered in a one or two–day course. We change subjects covered to meet your organisation's unique requirements.

Example One-Day Programme

1.   Introductions

2.   Perceptions – Seeing issues from another person's perspective

3.   The Role of the Supervisor:

- Recognise why supervisors are needed

- Identify the tasks associated with a supervisor's role

- Identify the skills and abilities required to perform the role

- Identify each delegate's personal development requirements, to become more effective in their role at work

4.   Actions of a leader

5.   Effective Communication:

- Listening skills

- Barriers to effective communication

- Giving Feedback

- Body Language

- Developing Rapport

6.   Improving Job Performance:

- Motivating staff – SMART Action Plans

- Coaching staff – Leadership Arrows

7.   Personal Action Plans for delegates

Example Two-Day Programme

Day 1

1.   Introductions

2.   Perceptions – Seeing issues from another person's perspective.

3.   Supervisor's and Team Leader's Role:

- Recognise why supervisors and first line managers are needed

- Identify the tasks associated with the role of supervisor

- Identify the skills and abilities required to perform the role

- Identify each delegate's personal development requirements, to become more effective in their role at work

4. Actions of a leader

5. Bataris Box – How our attitude affects our behaviour – which affects others attitude and behaviour

6. Effective Communication:

- Listening skills

- Barriers to effective communication

- Giving Feedback

- Body Language

- Developing Rapport

Day 2

7. Experiential Learning Cycle (ELC)

8. Practicals on Leading Teams

9. Assertiveness and Dealing with Conflict:

- Develop assertive behaviour rather than being passive or aggressive

- How to deal with issues, instead of emotions in an assertive confrontation

- The various approaches to deal with conflict and why our actions affect others' behaviour (Transactional Analysis)

10. Improving Job Performance:

- Motivating staff – SMART Action Plans

- Coaching staff – Leadership Arrows

11. Appraising Staff or Disciplinary Matters

- Coaching staff who are late or not complying with work conditions

- Disciplining staff is a failure not a success

- Role-plays involving disciplinary and coaching matters

12. Personal Action Plans for delegates

Example Pages from the Course Material

The following pages are examples from the workbook that we tailor for your course.

Newly Promoted

Congratulations on your promotion. Changing from being 'one of the team' to a leader brings out a number of changes for you and the team. Here are some points you need to consider:

- relationships with colleagues will change – this is not necessarily a bad thing

- you will need to reach agreement with your new manager on your responsibilities and goals

- you will need to work at developing relationships with your new manager and peers

- it is vital to seek help and advice where necessary, from either your manager or HR

- work-based activities and meetings can be used to 'gel' with your team

- stock regularly, learn from what went well and what did not go so well.

You may notice that your team seem to be shutting you out – conversations dry up when you enter the room, they may all go off to lunch or to the pub without you, somehow you no longer seem to hear any gossip, there may even be snide comments.

This is normal. Accept that things have changed: where before you were a colleague, you are now the supervisor. It does not mean that you cannot have friendly relationships with the people in your team, but they will, and should, be different. You have new responsibilities (for example, maintaining performance levels and managing poor performance, carrying out performance appraisal discussions, handling disciplinary or grievance issues, maintaining confidentiality about sensitive issues like prospective restructuring), which will be difficult to achieve if you do not distance yourself a little from your team. This does not mean that you should go to the other extreme and exert your status and authority unnecessarily or inappropriately! You are seeking the middle road.

The initial, possibly slightly extreme, reactions will naturally die away after a period, provided you maintain a friendly attitude. Fix a smile on your face, chat casually when it is appropriate to do so, bring in some doughnuts or suggest a drink in the pub if somebody has something to celebrate (TIP: Get a list of your team members' birthdays from HR).

Consolidate your new relationship by bringing your team together for work-based activities. Short, regular team meetings (half an hour to an hour a week, or maybe a daily 10 minutes over the initial cup of coffee) will enable you to:

- keep track of individuals' tasks and get advance warning of potential bottlenecks or crises

- share any company or departmental information you have

- get ideas to improve working practices

- deliver short, focussed training on new processes and systems.

Develop relationships with your new manager and colleagues. You probably feel like the new kid on the block, but most people will remember how they felt in your position and will make you welcome. Again, smile, be prepared to make the first move, but don't be too pushy. Don't hesitate to ask for help or advice, almost everyone feels well disposed towards people who recognise their superior knowledge and experience.
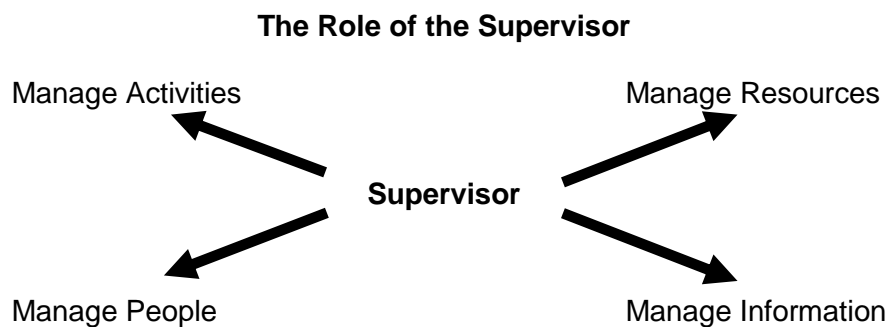
The bridge across the great divide
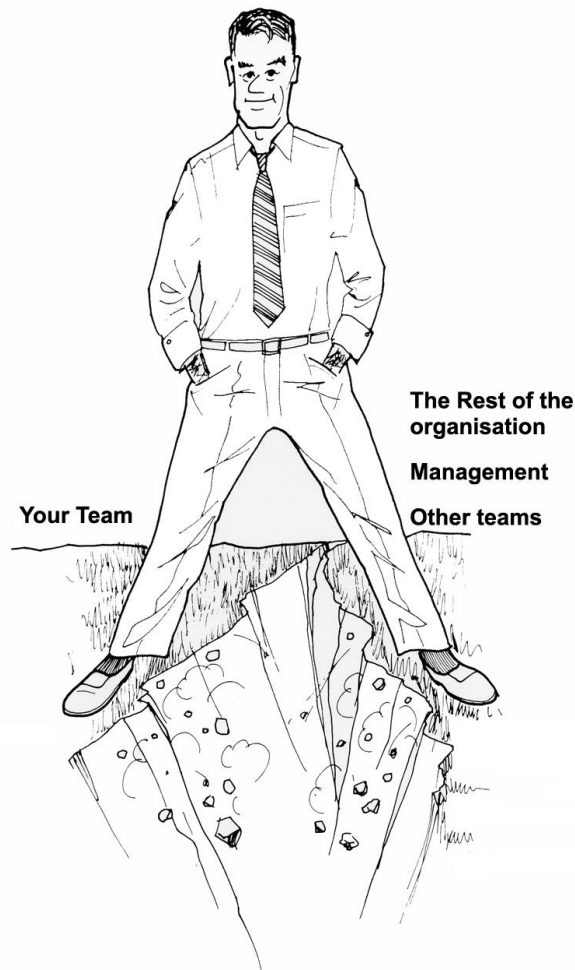
Your role as supervisor is to link your team with the rest of the organisation – management, and other teams.

If the gap is wide, it is a very uncomfortable position to be in! Your job is to reduce the gap.
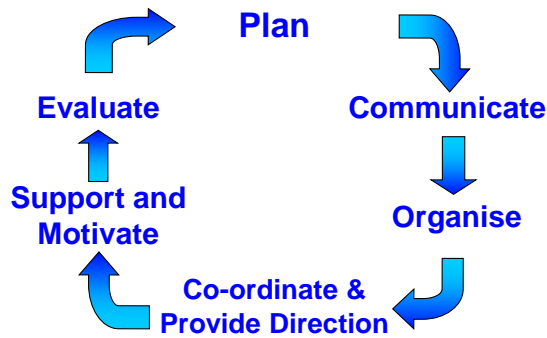
If a supervisor exists on one side of the gap only, the link is broken and the job cannot be done.

The Role of the Supervisor

Manage Activities   Manage Resources

Supervisor

Manage People   Manage Information

Actions of the Leader

We have modified Adair's model to identify the actions of the team leader, which are required to *achieve the task* or to solve the problem:

The leaders role is to "keep out of the swamp" and assist the team in achieving its task in an effective way. The leader should:

Plan → **Communicate** → **Organise** → **Co-ordinate & Provide Direction** → **Support and Motivate** → **Evaluate** → **Plan**

The leader can motivate by:

- Engendering the right climate
- Rewarding / Praising
- Delegating
- Giving them scope
- Giving feedback

- Plan and define the team task
- Communicate the task and plan to the team
- Agree common objectives, targets and standards
- Co-ordinate the team's efforts and provide direction
- Blend skills and attributes into co-ordinated effort
- Create a positive, informal atmosphere
- Support and motivate
- Ensure open communication
- Ensure the team's standards are maintained
- Help the team to achieve its allotted task
- Help resolve conflict and disagreements
- Set an example
- Support the team when necessary
- Evaluate the performance.

Maintaining Team Spirit

A sense of *collective unity* within the team will be achieved by the team acting to:

- Agree common goals
- Ensure that all team members actively contribute to achieving these goals
- Deal with internal conflict and dissent effectively
- Recognise and quickly overcome disruptive influences from outside the team
- Recognise the collective strength of the team is greater than the sum of its individual parts.

The Three Leadership Arrows

As leaders you have three arrows you can use. An expert archer would only take a few seconds to send three arrows straight into the bulls-eye. In the same way, if you practise, you can become accomplished at using your arrows effectively and scoring bulls-eyes every time.

Setting the target

The first leadership arrow is setting the target. Just like archers, your team members need to know what they are aiming for. People need objectives; they need targets to motivate them and keep them on track. When people know the target they can often do the rest for themselves.

Clear objectives have been identified as a crucial key to employee satisfaction and effectiveness. If you have (SMART) objectives; then you can make intelligent decisions about priorities and you can monitor your own work.

Correcting the aim

However carefully you set the target some people will be missing it. Sometimes they will miss it because they need more training or experience before they can achieve it. Sometimes they have not really understood the objective. Sometimes they can't be bothered.

Whatever the reason, you have to let them know and make sure that you use the kind of precise feedback which enables them to get it right. It should also leave them in no doubt about what you expect from them.

The sooner they get the message the easier it is to get back on track. Bad habits haven't had time to form and negative messages have not had time to flourish. If you leave errors too long then the individual or team will assume that you are satisfied with what is going on and standards will drop.

Celebrating the bulls-eye

The final arrow is about recognising when people get it right. Positive feedback is highly motivational and it encourages people to go on getting it right. You tend to get more of what you notice so it is really important to notice the good stuff.

After all, when someone is new to archery you would congratulate them for simply getting their arrow into the target – even if it was right at the edge!

Remember the golden rule of feedback – be precise. If you don't know what you are doing well, you can't do more of it, and if you don't know what you are doing wrong, you can't change!

Use the EEC formula for effective feedback:

- **E**xample – give an example – tell them what they did

- **E**ffect – describe the effect it had

- **C**hange – discuss and agree any change required.

Checklist of Behaviours that Hinder and Behaviours that Help

This list is a guide of how you can develop rapport with others. To succeed, practice doing less of the hindering behaviours and more of the helping behaviours.

| Hindering Behaviours	Helping Behaviours
Lean away with hands clenched, arms crossed and legs crossed.	Lean forward with hands open, arms uncrossed and legs uncrossed.
Look at the other person for less than 50% of the time.	Look at the other person for approximately the same of time as they look at you.
Listen silently with no continuity noises and/or interrupt before the other person has had their say.	When listening nod and make "I'm listening" noises such as "umm, yes, really".
Sit opposite the other person.	Sit beside the other person or if this isn't possible, at a 90% angle to them.
Don't use the other person's name or use it artificially so that it jars.	Use the other person's name early on in the transaction.
Offer no summaries and don't check your understanding.	Summarise back to the other person what you think they have said.
Stick rigidly to saying things that are routine and standard.	Say things that refer back to what the other person has said.
Don't acknowledge the other person's expressed feelings or point of view.	Show empathy by saying you understand how the other person feels and can see things from their point of view.
Acquiesce or never explicitly agree with the other person.	When in agreement with the other person, openly say so and say why.
Pick holes in the other person's ideas.	Build on the other person's ideas.
Criticise the other person.	Be non-judgmental towards the other person.
Be defensive and never admit to any inadequacy.	Admit it when you don't know the answer or have made a mistake.
Be secretive and withhold information from the other person even though it affects them.	Openly explain what you are doing, or intending to do, for the other person.
Don't give the other person anything.	Give the other person something even if it is only a name card, or piece of paper with notes on it.

Remember the choice is yours and, as far as other people are concerned, **you are the behaviour.**

Handling Conflict

Conflicts ebb and flow throughout daily encounters. Some are hardly noticeable, whilst others grow into intense disputes that can end in tragedy. The severity of conflict can be divided into three levels: hiccups, clashes and crises. It is important to use the right strategy for each level.

To deal with a 'hiccup' in the same manner as a crisis would be counterproductive. After all, you do not use a sledgehammer to crack a nut.

The diagram below illustrates the frequency and severity of the three levels of conflict.
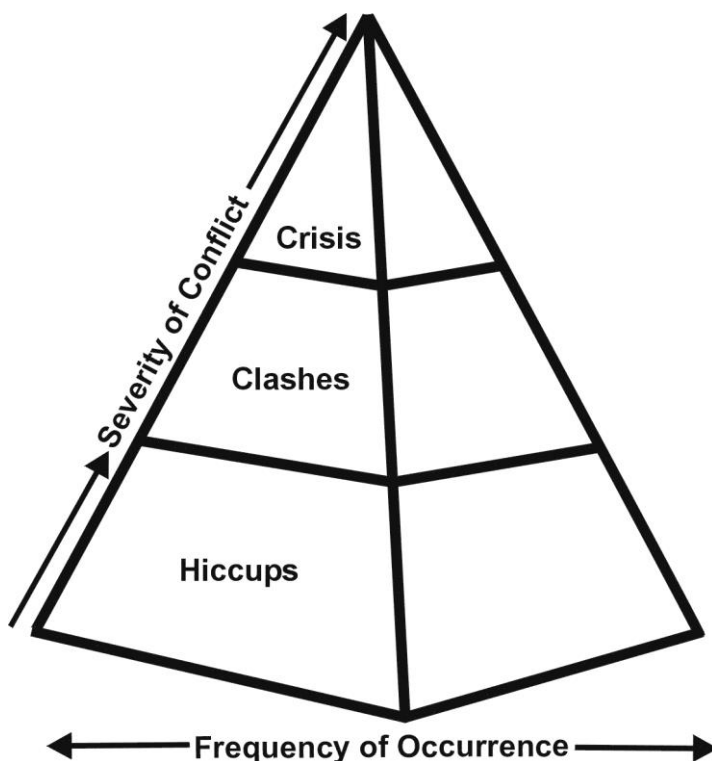
Crisis is when you feel physically at risk. Use avoidance until you are ready to deal with it.

If you don't deal with hiccups they become clashes.

It usually takes only assertiveness to prevent hiccups from becoming a clash.

Facing Up to Conflict

The problem with facing up to conflict is that because it is a problem we are addressing, our behaviour when tackling the person who is causing it is likely to be passive or aggressive.

If we are to get others to change their behaviour, we need to approach them in a calm and controlled manner and explain ourselves in a way that minimises the risk of their becoming defensive. This self-control helps avoid tears and tantrums, and helps us to stick to the point rather than bringing in past problems which cloud the issue and can lead to a full scale row.

Taking the following 4 steps will help you to face up to people in a considered way:

- **P**ick Your Opportunity

- **P**repare

- **P**ick a Place and Time to Resolve the Conflict

- **P**lan What to Say

Further information

To discuss tailoring this or other courses to meet your organisation's requirements, contact:

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