



Empowering Supervisors

Purpose: The best employees don't always make the best supervisors - at least - not without proper training. New supervisors can be overwhelmed by the often-conflicting demands of customers, management, and their co-workers-turned-employees. It is a classic ham-in-the-sandwich scenario.

The aim of this programme is to:

- ✓ understand the role, functions and responsibilities of a supervisor
- ✓ orient the supervisor to be effective as a supervisor / leader in the company,
- ✓ to enhance assertiveness
- ✓ to develop the ability to achieve results through other people and
- ✓ to develop the management mindset and ownership mentality necessary for success.

The programme will focus on developing practical leadership skills in a specific context - leadership of a team of direct subordinates. The face-to-face realities encountered in this context need to be tackled in a very specific way. Participants will gain valuable insights on what makes an effective leader, their personal strengths/weaknesses currently as a team leader, as well as develop practical leadership skills.

The programme is conducted in units with practical projects between phases. The content will be presented within the context of the supervisor's workplace needs. Spending sufficient time with supervisors will allow us to build skills rather than just impart knowledge. Our facilitators will be flexible and decide which sections should enjoy greater emphasis, depending on the needs of the delegates.

This process aims to:

- ✓ Help clarify roles and responsibilities (in the role of supervising others)
- ✓ Adjust to the role of supervisor with confidence and assurance
- ✓ Develop communication skills in listening, asking questions and giving feedback to employees
- ✓ Develop a technique for making sure you give employees instructions that are clear and understood
- ✓ Identify techniques to deal with employee challenges such as squabbles, complaints and laziness
- ✓ Hold subordinates accountable for their results
- ✓ Recognize the importance of being visible and available to employees
- ✓ Understand the importance of developing good relationships with employees and peers, so that you are seen as fair and consistent.
- ✓ Potentially reduce material wastage, loss of equipment, damage, and theft. It also aims to improve attendance, timekeeping, motivation, labour turnover, good housekeeping and attitudes.
- ✓ Shift attitude away from "us and them" to "all of us"

Overview

The research on effective supervision identifies numerous skills that a supervisor should possess. These skills have been organized into 5 core competencies:

- Guiding the work: Taking the direction of the organization and translating it into actionable plans for the work group.
- Organizing the work: Assigning people, equipment, and tasks to meet work goals.
- Developing your staff: Actively working to increase the skill level of each employee being supervised.
- Managing performance: Removing the obstacles to better performance so employees can meet their own and the organization's objectives.
- Managing relations: Developing and maintaining good relationships with other groups so that the supervisor's employees and the organization meet their goals.

Overview

- The role of the supervisor
- Supervisory leadership styles
- Communicating for results
- Assertiveness
- Taking initiative
- Problem solving
- Decision making
- Planning for results
- Delegating for results
- Controlling for results
- Building a team
- Taking responsibility for your department.

ROLE OF THE SUPERVISOR

The aim of this module would be to orient the supervisor as to their role as a supervisor / leader in the company, the scope and responsibilities of the position and to develop the management mindset necessary for success. The content and practical exercises would focus on:

1. The leadership role of the supervisor, changing paradigms towards responsibility and leadership mindset and principles.
2. The management structure of the company and the supervisor's role in relation to the manager's role.
3. Supervisory tasks and responsibilities.
4. Supervisory authority versus responsibility.
5. Key responsibility areas and objectives and their importance to the supervisor.
6. Standards of supervisory performance.
7. Appropriate behaviour and relationships for supervisors and team members.
8. The difference in the relationship between the supervisor and his team members as compared to the relationship between fellow team members.

SUPERVISORY LEADERSHIP STYLE

The aim of this module would be to assist the supervisor to determine the best style of leadership for their situation and subordinates and to help them to adapt their style, as necessary. The content would focus on:

1. The qualities of an effective supervisor-leader and their profile.
2. Leadership styles.
3. Participative leadership and how to make it work.
4. Understanding the individuals that the supervisor works with.
5. Leaders as role models and how to lead by example.
6. Leadership and motivation and the role of the supervisor in motivating their staff.

COMMUNICATING FOR RESULTS

The aim of this module would be to develop the supervisor's communication skills to enable them to adapt a basic communication model to effectively interact with different individuals within, and outside their team. It would also provide the skills to adapt their communication style and strategy to deal with difficult individuals and situations. The content focuses on:

1. The role and responsibility of the supervisor in down and upward communication.
2. Personal communication styles.
3. A basic communication model, including effective principles and structuring of a discussion.
4. Planning for and evaluating interactions.
5. Communicating in different situations, both planned and impromptu.
6. Utilising cell meetings to enhance communication.
7. Dealing with difficult people and situations, e.g. handling conflict, overcoming objections etc.

ASSERTIVENESS

The aim of this module would be to equip supervisors with the knowledge and skills to develop their assertiveness, as opposed to aggression. This would, in turn, facilitate effective communication upwards, downwards and sideways.

The content would focus on:

1. The definition and goals of behaving assertively.
2. The development of the supervisor's awareness of their beliefs in terms of assertiveness and how these beliefs affect their communication and leadership style.
3. The building blocks for behaving assertively.
4. Self-esteem and assertiveness.
5. Developing an assertive style that suits the individual and the company culture.

INITIATIVE

The aim of this module would be to allow the supervisor to explore the concept of initiative, its importance in the workplace, the barriers to taking initiative and how to overcome them. The content would focus on:

1. Why initiative is important and how to recognise and encourage it.
2. The supervisor's role in taking initiative in their department and company.
3. Identifying opportunities for taking initiative.
4. Barriers and limitations to taking initiative and how to overcome them.
5. Techniques for taking initiative.

PROBLEM SOLVING

The aim of this module would be to develop the supervisor's skills in basic problem solving methods and techniques to enable them to prevent and resolve work problems. The content would focus on:

1. The nature and source of problems.
2. Five step problem solving process.
3. Problem anticipation and prevention.
4. Brainstorming techniques for group problem solving.
5. Creative and lateral thinking for problem solving.

DECISION MAKING

The aim of this module would be to enhance the supervisor's ability to handle the day-to-day decisions that they have to make at work. The content would focus on:

1. The nature and source of effective decisions.
2. Five step decision making process.
3. Situational analysis.
4. Identifying constraints.
5. Evaluating alternative solutions.
6. Taking responsibility for their solutions.

PLANNING

The aim of this module would be to help the supervisor to grow their planning skills so as to better plan their time, activities and resources thereby ensuring that both they, and their departments, achieve the results required of them. The content would focus on: -

1. An overview of the planning function.
2. Planning and prioritising
3. Distinguishing between urgent and important.
4. How to prepare and execute a plan.
5. Personal planning, e.g. time, energy and resource management.
6. Identify time wasters - personal effectiveness.

DELEGATING FOR RESULTS

The aim of this module will be to develop the supervisor's skill in delegating daily tasks to their team in the most effective manner and in using a developmental approach in delegating.

1. Understanding what delegation is and the nature of delegation.
2. Matching team members to the tasks to be delegated.
3. Preparing a member of staff for delegation.
4. A discussion structure for effective delegation.
5. Developing team members through delegation.
6. The supervisor's accountability.

CONTROLLING FOR RESULTS

The aim of this module is to ensure that the supervisor develops the skill to monitor and control activities in order to optimise results. This will also include the sensitive issue of dealing with non-performance in a way that will avoid creating labour problems. The content will focus on:

1. An overview of the controlling function.
2. Control systems.
3. Handling non-performance.
4. Feedback as a control system.
5. The value of effective discipline

6. Approaches to dealing with disciplinary problems.

BUILDING A TEAM

The aim of this module is to give the supervisor the skills to build a team, encourage teamwork and enhance team performance through synergy and supportive team dynamics. The content should focus on:

1. The characteristics of an effective team.
2. Diagnosing the team and its needs.
3. Running team meetings.
4. Handling team dynamics.
5. Facilitating team processes.
6. Understand the value of recognition and praise
7. Identify accomplishments that are worthy of praise and recognition
8. Demonstrate ways to give praise and recognition.

TAKING RESPONSIBILITY

The aim of this module is to consolidate the learning from previous modules and to plan for ongoing implementation of skills and knowledge gained and the continuous improvement of these skills and knowledge. The content should focus on:

1. Exploring the vision, values, processes and paradigms in the company and department.
2. Self-evaluation process with feedback from the facilitator, group and manager.
3. Model desired behaviour to the team and identify situations that can be addressed by modelling the desired behaviour.

At the end of the process assessment can be conducted (for eg. against Unit Std # 242821) to ensure that skills are implemented.

Identify responsibilities of a team leader in ensuring that organisational standards are met

This programme is intended for supervisors, junior to mid-level managers of the organization.

The qualifying learner is capable of:

- Explaining the role of a team leader.
- Explaining the purpose of a team.
- Contracting with a team to obtain commitment.
- Monitoring the achievement of team objectives
- Applying the practical hands-on skills required to work with and achieve results through other people.