

USAID/MSI-Iraq  
Tarabot Project  
The Civil Service Reform Program (CSR Program)  
Human Resources Management Unit  
Training and Development

**EFFECTIVE SUPERVISORY SKILLS  
For The TRAINING CENTERS  
In The MINISTRIES AND GOVERNORATES-IRAQ  
TRAINER`S GUIDELINE**

June, 2012  
Baghdad-Iraq

**EFFECTIVE SUPERVISORY SKILLS  
TRAINING OF TRAINERS GUIDE  
(TRAINER`s GUIDELINE)**

# TRAINING OF TRAINERS (TOT) EFFECTIVE SUPERVISORY SKILLS TRAINER GUIDELINE

## **The Main Subjects:**

- I. SUPERVISOR ROLE AND RESPONSIBILITIES
- II. SUPERVISOR AS LEADER
- III. SUPERVISOR IN COMMUNICATION IN WORKPLACE.
- IV. SUPERVISOR AS COACH
- V. SUPERVISOR MAKE GOOD DELEGATATION
- VI. SUPERVISOR AS MOTIVATOR
- VII. SUPERVISOR ESTABLISH TEAM WORK

## **Aim:**

This course provides participants with strategies for effective supervision, and the skills and knowledge required to communicate with and lead a team and work group in a work environment. The course includes providing leadership, communication, coaching, delegation, motivation, and team work skills.

## **Training Objectives:**

- Understanding good Leadership Behaviors
- Learning the difference between Leadership and Management
- Gaining insight into your Patterns, Beliefs and Rules
- Defining Qualities and Strengths
- Determining how well you Perceive what's going on around you
- Polishing Interpersonal Skills and Communication Skills
- Learning about Commitment and How to Move Things Forward
- Making Key Decisions
- Handling Your and Other Employees' Stress
- Empowering, Motivating and Inspiring Others
- Leading by Example

## **Target Group:**

This TOT training guide/course has been developed for the training specialists in the training centers in the ministries and governorates in Iraq to providing to them the tool and techniques on the effective supervisory skills to be able to train the new managers and supervisors those are supervising a team of employees in the workplace, i.e. frontline managers, team leaders, supervisors.

**Duration:** 4 Days/2 Sessions/Day/Total 8 Training Sessions

## **Course Outline:**

- Supervisory Roles and responsibilities
- Leadership
- Communicating
- Coaching
- Delegating
- Managing yourself
- Motivating
- Team Work

## **Course Content:**

- Supervisor Roles and Responsibilities
- Principles of Good Leadership:
- Developing Team Communication and Cooperation:
- Developing Team Capacity Be a Coach Team
- Delegating Work Duties with Your Team
- Explain the Supervisor`s in Motivating Others.
- Establish Team Work

## **Methods and Approaches:**

The Training used an interactive and participatory methods and approaches and applying various types of techniques: presentation, group and individual exercises, self-assessment tool and techniques, case studies, open discussion and question and answer, brainstorming and role play methods

## **Course Outcomes:**

1. Supervisor roles and responsibilities
2. Principles of good leadership
3. Participating in team planning.
4. Developing team commitment and co-operation.
5. Managing and developing team performance.
6. Participating in and facilitating work teams.

## **Evaluation Training Course:**

1. Assess Participants Knowledge  
Pre-Test and Post Test
2. Assess Participants Performance: Interactive Discussion, Observe Level of Participation, Valuable Comments and Feedback
3. Evaluation Form for the Overall Training Package

# I. Supervisor's Roles And Responsibilities

## ❖ Trainer Presentation:

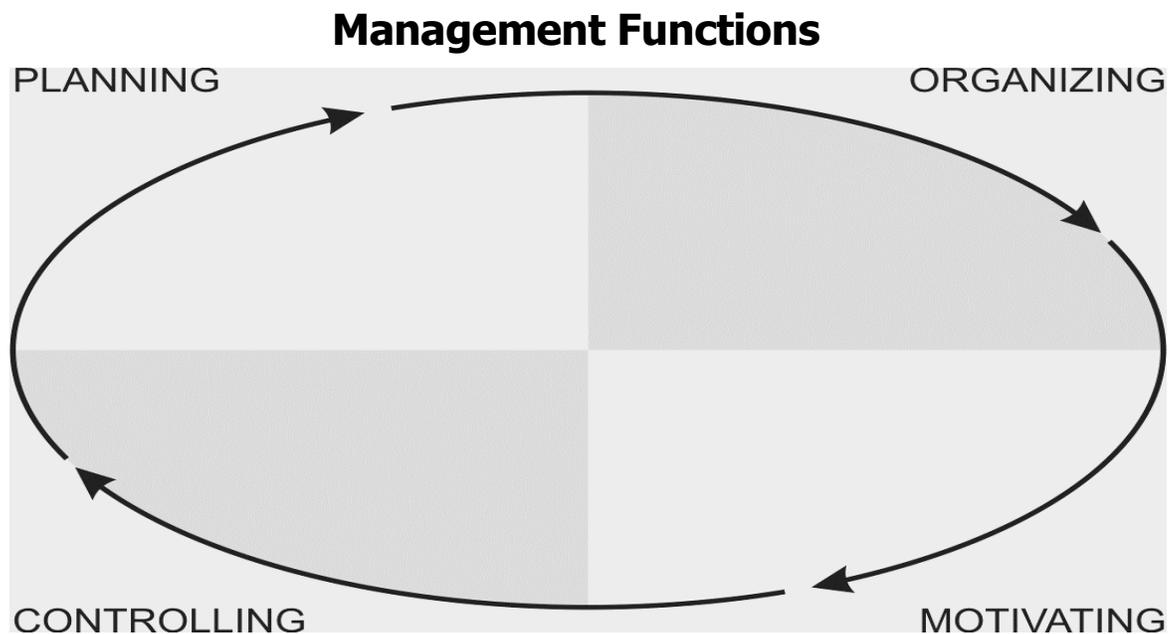
### **Introduction**

Most managers and employees learn by trial and error with varying degrees of success. But **Supervisor job** is far too important to be left to chance and the good news is that you can learn with some help and guidance how to be successful in it.

### **The Four Functions of Management:**

The management process consists of four primary functions:

**Planning, Organizing, Motivating, and Controlling**



### **What Do Supervisors Do?**

Supervision of a group of employees often includes:

1. Conducting basic management skills (decision making, problem solving, planning, delegation and meeting management)
2. Organizing their department and teams
3. Noticing the need for and designing new job roles in the group
4. Hiring new employees
5. Training new employees

6. Employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.)
7. Conforming to personnel policies and other internal regulations

### **Managerial Elements of the Supervisor's Role:**

A successful supervisor with supervisory skills should be able to fulfill the following elements.

1. Setting objectives
2. Forecasting
3. Planning
4. Organizing (Coordinating)
5. Motivating
6. Monitoring and controlling

### **❖ Brainstorming Exercise:**

- ✚ Traditional Definition of Supervision
- ✚ Relational Definition of Supervision

- **Essential functions of supervision;** Management, education, And support
- **Old Style of Supervision**
  - Hierarchical
  - Authoritarian
  - Adversarial
  - Punitive

### **❖ Trainer Presentation:**

## **THE ROLE AND RESPONSIBILITIES OF THE SUPERVISOR**

### **Planning**

Planning is the thinking that precedes doing. It means setting goals and objectives for an organization, and preparing plans and schedules to accomplish those goals. Strong managers plan well and effectively communicate that planning to their employees. Everyone within the work unit needs to know what the plan is and how it will affect them.

To see if you are an effective planner, review the following list of the elements of planning. Check (✓) those statements that describe the tasks you always or almost always use in planning.

1. I have a written annual plan and personal performance goals which have been agreed upon by me and the person to whom I report
2. I work with my team regularly to help them set SMART goals that support their workplace development
3. I break down my annual goals into shorter-term goals
4. I review the progress of my goals regularly
5. I have a method for measuring and keeping track of my goal achievement
6. I ensure that the members of my team know on a regular basis the status of the Organization's goal achievement
7. My goals for myself as a Foreman and for my team tie into the Organization's goals
8. I set goals that stretch and challenge me
9. I achieve a high proportion of the goals I set
10. I enjoy challenges, and see them as opportunities for growth

### ❖ Individual Exercise

#### **Supervisor's Role**

In one sentence, write down

What You Think Your Main Role As A Supervisor Is?

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#### **Definition:**

A role is a main activity or two that you are charged with undertaking.

#### **The Answers Could Be:**

- *Provide Leadership And Collaborative Direction To My Staff;*
- *To Be A Team Leader;*
- *To Ensure My Staff Have The Human and Physical Resources To Undertake Their Work In An Efficient Manner.*

## Learning Activity

### ❖ Group Working Exercise

#### **Questions and Steps:**

- ✚ What are your main supervisory responsibilities in your present job?
- ✚ List them on a separate piece of paper (you should have 5 to 7).
- ✚ Once you have a list; then rank them in order of importance
- ✚ When you have completed this activity, look at the examples other examples of Supervisory responsibilities that you have listed before.

**It is sometimes easier to think of these under two main headings:  
Job related & (b) Employees related:**

<b>Job Related</b>	<b>Employees Related</b>
<ul style="list-style-type: none"><li>✓ Cost Control</li><li>✓ Equipment</li><li>✓ Goals</li><li>✓ Materials</li><li>✓ Plans</li><li>✓ Procedures</li><li>✓ Productivity</li><li>✓ Quality</li><li>✓ Standards</li><li>✓ Training</li></ul>	<ul style="list-style-type: none"><li>✓ Coaching</li><li>✓ Communicating</li><li>✓ Delegating</li><li>✓ Disciplining</li><li>✓ Leadership</li><li>✓ Managing yourself</li><li>✓ Motivating</li><li>✓ Supervising others</li></ul>

## Learning Activity:

### ❖ Working Group Exercise

#### **Current Obstacles & Challenges**

What obstacles do you personally face now that makes it difficult for you to fulfill some of these responsibilities?

#### **Current Obstacles & Challenges** **They May Stem:**

- ✚ From you
- ✚ From your division/section or
- ✚ From the organization as a whole.

#### **Group Presentation**

List Them, Presented and Then Rank Them in Order of Importance.

### ❖ Trainer Presentation

#### **New Ways of Supervising**

Over the years, the role of a supervisor has changed significantly from being a top down, autocratic order-giver to a team leader, coach and motivator.

- ✚ From ordering to asking; and consulting.
- ✚ From telling to listening and asking questions.
- ✚ From policing to coaching.
- ✚ From each person for himself to teamwork.
- ✚ From fear to mutual respect.

This change has come about, not because employees are becoming "soft-hearted," but because it is now very clear that employees are more productive if they are happy, motivated and upbeat.

This takes place in an employee-friendly environment. The change is one of enlightened self-interest on the part of managers who decide what training is appropriate for their supervisors.

## **Guidelines for Supervisory Behavior**

You have to have a clear idea of what is acceptable behavior for a supervisory. This could be good; but it could be disastrous if any of these employees is dictatorial and demanding, or weak and indecisive.

A major benefit of this supervisory training program is that it provides you with guidelines about what is acceptable supervisory behavior, and what is not.

### **❖ Individual Exercise**

#### **Personal Productivity**

- ✚ I clearly understand my priorities
- ✚ I spend only a small portion of my time in crisis management
- ✚ I delegate work to others in an effective manner
- ✚ My area of responsibility runs smoothly when I am not there
- ✚ I accept personal responsibility when I make a mistake
- ✚ I ensure that meetings I run have a clear agenda and start and finish on time
- ✚ I plan my work in advance and work the plan
- ✚ I rarely procrastinate or leave things to the last minute
- ✚ I keep others informed, in advance, when I cannot meet their deadlines

#### **Conclusion:**

Group/s Understand Properly the Roles and Responsibilities of the Supervisor

## **II. Supervisor As Leader:**

### **Leaders Make Things Happen**

#### **Introduction:**

This training session is to develop Participant's Leadership Skills so they have the confidence and authority to make a real difference in their organizations.

Leadership is one of those things that are often awfully hard to define but you know when you see it, and you definitely know when it's missing. You may need them to demonstrate the kind of leadership behaviors that others aspire to.

#### **Objectives**

By the end of this training participants will be able to:

1. Define leadership.
2. Explain what is meant by dynamic and effective leadership.
3. Identify and describe a minimum of four leadership styles.
4. Discuss the scope of leadership theories.
5. Tell how to determine the most appropriate leadership style, using Leadership models.

#### **Training Sessions:**

##### **Session1:** 2 Hrs.

#### **Objective:**

- Opening and introduction
- Defining Effective supervision
- External and internal supervision
- Knowledge, skills and attitudes of effective supervisors
- Process of supervision
- Define leadership and explain
- What is meant by dynamic and effective leadership

## **Methodology: Brainstorming – Questions & Answers**

### **Subjects:**

#### **❖ . The Importance of Leadership:**

- Leadership is the process of influencing other toward the achievement of organizational goals.
- Successful organizations have a dynamic and effective leadership.
  - Dynamic: Responsive to the changing needs of their followers.
  - Effective: Accomplishing organizational goals through competent and committed followers

#### **❖ . Leadership Style (the way you supervise):**

- Types of leadership styles with which you are familiar:  

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- Most leadership styles you know represent an either/or approach:
  1. Either the task is most important;
  2. Or the employees are most important.
- Either/Or approaches don` t work
- Dynamic and effective leaders vary their leadership style according to the situation and the needs of the follower in the specific situation!

#### **❖ Four Basic Leadership Styles:**

**Directing – Coaching – Supporting – Delegating**

**High Supportive Behavior**

<p><b>Supporting</b></p> <p>Low Direction High Support</p> <p>S-3</p>	<p><b>Coaching</b></p> <p>High Direction High Support</p> <p>S-2</p>
<p><b>Delegating</b></p> <p>Low direction Low support</p> <p>S-4</p>	<p><b>Directing</b></p> <p>High Direction Low support</p> <p>S-1</p>

**Low**

**Directive Behavior**

**High**

❖ **Leadership Theories and Principles**

**Session 2:**

**Objectives:**

- Discuss in brief the scope of leadership theories.
- Discuss how to determine the most appropriate leadership style

**Methodology: Presentation – Working group**

**Subjects:**

- Scope of leadership theories
- Principles of good leadership
- Quick review on leadership style

**Overview of Leadership Theories:**

- o There are many theories and models of leadership
- o Doing leadership: while fundamental theories of leadership are relatively easy to understand the actual practice of leadership can be “complex and difficult”
- o Summary of leadership theories

**Principles of good leadership:**

- ✓ Understanding what makes employees tick: Open Discussion
- ✓ Handling difficult employees effectively: Presentation and Open Discussion
- ✓ Motivating and inspiring team members: Open Discussion
- ✓ Maximizing your own leadership style: Presentation

**DEFINE LEADERSHIP MODEL**

❖ **GROUP EXERCISE**

1. Define leadership.

\_\_\_\_\_

2. Briefly describe the following styles of leadership:

✓ Authoritative: \_\_\_\_\_

✓ Participatory: \_\_\_\_\_

✓ Delegating: \_\_\_\_\_

✓ Laissez faire: \_\_\_\_\_

3. Briefly comment on these above leadership models:

- Three Positive Skills: \_\_\_\_\_
- Three Negative Behaviors: \_\_\_\_\_

c. The four development levels of followers:

D-1: \_\_\_\_\_

D-2: \_\_\_\_\_

D-3: \_\_\_\_\_

D-4: \_\_\_\_\_

## **Self-Assessment Survey Directions**

### **❖ Individual Exercise**

Read through the list below without marking it up, then the second time around, Put a YES, NO or MAYBE to record what you think your skill or knowledge level is.

This will give you good idea where your strengths and weaknesses are.

## **Supervisor's Self-Assessment Survey**

### **Leadership**

- I have a clear understanding of the organization's goals and objectives

- I understand how my role fits into the goals of the Organization
- I have a clear vision of the objectives of my area
- I communicate the organization and area goals to the employees under my supervision (my team) on a regular basis
- I give frequent feedback to the employees in my team to encourage their development and the achievement of their goals and objectives
- I recognize and celebrate the successes of those in my team
- I feel that the employees in the organization are our most important assets
- I believe that I treat others as I would like to be treated myself
- I consciously work at setting an example of effective leadership
- I am actively working on developing a positive self-image
- My own enthusiasm is increasing the desire of my team to do better

### **III. Supervisor Communication In Workplace**

#### **Communication in the Workplace**

Developing Relationship to Help You, Your Team  
and Your Division Achieve More.

**Session:** 2 sessions and 2 Hrs. for each session

**Objective:** -Supervisor communicating effectively  
-Practicing skills and attitudes: communication

**Methodology:** Presentation – Working Group – Role Play

**Subject:**

- Knowing and Reading Others
- Listening; active listening
- Feedback
- Presenting

**Introduction:** Presentation

- ❖ Communication Cycle; Sender – Method – Message - Communication Environment – Receiver
- Verbal Communication
- Non-Verbal Communication

**Main Points for WGs:**

- Communication Models
- Participants communication experience
- Communication Obstacles

- ❖ Think about a time when you have a difficult or frustrating time communicating with someone at work.

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- ❖ Briefly describe the situation:

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- ❖ What assumptions were made that might have had an impact on the situation?
- ❖ What feeling were you experiencing as you were going through the situation?
- ❖ How did the situation end or get resolved?

**Group will give feedback about this above situation**

❖ **Individual Exercise**

- How would you describe your general communication style?
- What communication style is more satisfied to you?
- How do you think others would describe your communication style?

**Communications and Building Relationships**

- I listen to understand the other person's perspective before I give mine

- I always wait until others have finished talking before I speak; I don't interrupt
- I spend time planning important communications, written or oral
- I develop strong business relationships with the employees on my team as well as with suppliers and customers
- When employees bring to my attention my own negative performance issues, I respond in a non-defensive manner
- I speak calmly to employees, not raising my voice, regardless of the issue at hand
- If I have an issue with someone, I always deal directly with them, I do not talk behind their back
- I observe others' non-verbal communication to assess how they are really feeling
- I maintain an open mind in most discussions
- I seek and consider other employees' opinions

### **Conclusion:**

Who Are You and Who We Are

## **IV. Coaching Skills** **Supervisor Coaching for Success**

The Coaching Leadership Style is used with more established team and staff members who have certain basic skills, but still have too much to learn.

The style is well suited to teams who need support in solving problem and gaps in performance. in this style the effective supervisor takes the initiative in directing and monitoring the performance needs.

With a very simple **coaching strategy** consisting of just **5 Basic Steps**;

you can help your employees achieve what they think are impossible outcomes.

### ❖ **Group Exercise**

#### **A Simple 5 Step Coaching Strategy:**

Step 1 – Clarify the goal

Step 2 – Make the goal real

Step 3 – Strategize the action steps for achieving the goal

Step 4 – Your coaching strategy must include accountability for your employee  
step 5 – Celebrate each step toward the goal

### ❖ Detailed Information: Trainer Presentation

1. Specify your employee 's goal in an objective and measurable way
2. Have your employee imagine in detail what it will be like when he meets his goal. Where will they be? What are their surroundings? Who are they with? What are they doing?
3. What are the first things they need to do develop a plan to reach their goal and what is the timeframe it needs to be completed?
4. Keep track of employee`s commitments and make sure they stick to them. Being accountable for their actions will make your client feel empowered by their progress
5. Celebrate "impossible goals are being achieved everyday".

### ❖ Brainstorming Exercise:

What Skills Supervisor Needs To Be A Good Coach in Workplace?

#### Skills:

- Spend time with each staff member
- Identify topics of common interest
- Assess individual characters and needs
- Communicate intensively
- Be directive when necessary
- Reward positive behavior
- Be strict to maintain standards

Development of the Team and increasing the motivation of the staff members to maintain work standards requires that they take more responsibility for their work. Staff members are encouraged to tackle and solve the problems at their division/section.

## **Coaching Is Effective When The Supervisor Will:**

- Be clear about standards
- Be clear what is expected
- Instruct extensively
- Develop individual`s technical skills
- Check performance
- Point out errors
- Be considerate but firm
- Help learning by showing interest in learning problems

### **❖ Individual Exercise**

#### **Supervisor Self-Assessment:**

- *I coach my employees to help them achieve success in what they do*
- *I provide one-on-one sessions with each person who reports to me*
- *I ensure that during coaching sessions the other person(s) talk more than I do*
- *I really listen to understand the concerns of others.*
- *I help others to be self-aware of the areas in which they need to improve or develop.*
- *I support the goals set by individuals on my team.*
- *I help members of my team to be accountable for their goals and performance.*
- *I deal openly, constructively and promptly with any negative performance issues.*
- *I encourage and ask for feedback on my own performance from my team*

## **Enhancing Future Results**

- ◆ I am continually upgrading my skills
- ◆ I am aware of areas I need to improve
- ◆ I ask advice from employees with more experience
- ◆ I admit when I do not know something
- ◆ I invest time in training or coaching others
- ◆ I spend time weekly to study or read
- ◆ I ask others regularly how they think I could improve

## **V. Supervisor Good Delegation**

### **DELEGATION SKILLS FOR LEADERS**

#### **The Learning Objectives:**

- Understand the role of delegating as part of the management process
- Identify delegation strengths and remove the obstacles that may get in the way of successful delegation
- Determine the appropriate tasks to delegate and select the right people to do them
- Learn the important management skills required to successfully delegate
- Acquire an understanding of how delegation can help employees develop, grow, and become even more responsible

#### **How-To Aspects of Delegating:**

You can delegate for some of the planning process to direct reports.

#### **For now, we will do it in a general way.**

- ✚ It is important in any organization to get employees to buy into the plan.

- # One way to do this effectively is to get them involved in developing the plan in the first place.
- # Employees will be more enthusiastic and accepting of a plan they helped create than one that is just delivered in a top-down fashion.
- # This can be accomplished through delegation.
- # Having decided to have team members participate in the planning process.
- # Because you have overall responsibility for the planning, it is very unlikely that you are going to delegate all the responsibility.
- # But there are activities that can be delegated that will help you complete the planning process.
- # Of the seven planning elements listed earlier, which ones do you think your employees could be involved in?
- # Write the numbers of those planning elements here:  
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- # Depending on your creativity, you might list any or all of the seven planning elements.
- # But the most likely ones are #2, #3, #4, and #6.
- # Let's work through an example using element #3:
- # Formulating and establishing policies and procedures to accomplish goals and objectives.
- # Making certain that new policies don't interfere with subordinate performance.

- ✚ Policies and procedures tend to help or hinder performance, so they have a direct effect on your team.
- ✚ Since you are an enlightened manager, you would like to have employee input as to what policies and procedures will help their work process.
- ✚ Let's examine a case study of what might be delegated.

## How Well Do I Delegate?

Self-assessment is an ongoing management skill. Strong leaders continually assess their skills; this allows them to continue to develop and become even stronger performers.

### **You can do the same thing.**

The self-assessment exercises in this section will provide you with considerable insight into your willingness and ability to delegate. These exercises can also help you identify areas of concern regarding how you currently delegate.

## **❖ Individual Exercise**

### **Identify Your Strengths**

This exercise is an opportunity to identify your strengths and determine where improvement would be beneficial. Read each statement and circle the number that best describes you. The higher the number, the more the statement describes you. When you have finished, total the numbers circled in the space provided.

Each of my employees knows what I expect of them.    7 6 5 4 3 2 1

I involve employees in goal setting, problem solving, and other important issues confronting my work unit.    7 6 5 4 3 2 1

I place my personal emphasis on planning, organizing, motivating, and controlling, rather than completing tasks others could do.    7 6 5 4 3 2 1

When assigning work, I select the assignee thoughtfully. 7 6 5 4 3 2 1

When problems occur on projects I have delegated, I give the employees a reasonable chance to work them out for themselves. 7 6 5 4 3 2 1

When I delegate work to team members, I make certain they understand what to do and what is expected. 7 6 5 4 3 2 1

I see delegation as one way to help employees develop their skills, and I assign work accordingly. 7 6 5 4 3 2 1

I support and help employees in emergencies, but I do not permit them to leave work for me to do. 7 6 5 4 3 2 1

When I assign work, I stress the results desired but also show my willingness to help the employee where needed. 7 6 5 4 3 2 1

When I delegate a project that affects others, I make sure everyone concerned knows who is in charge. 7 6 5 4 3 2 1

When delegating work, I grant the authority to do the job based on an employee's experience level. 7 6 5 4 3 2 1

I hold my employees responsible for results of delegated tasks and projects. 7 6 5 4 3 2 1

## **Total:**

A score between 72 and 84 suggests you are on target. A score between 48 and 71 indicates you are getting by, but could improve. Anything below 48 means you need to make changes.

## **❖ Individual Exercise**

### **Selecting the Right People**

Listed below are some critical elements in employee selection and placement. Indicate how well you perform by checking the appropriate item with ✓.

**Do Well**   **Should Improve**

- I analyze job requirements thoroughly before beginning the selection process.
- I always probe for objective evidence of a candidate's skills, knowledge, past successes and failures, dependability; and attitude toward work, co-workers, supervisors, and customers.
- I determine the type of project and task responsibility the applicant has had in previous positions, and how he or she has handled authority.
- I make sure each applicant understands the job requirements and expected standards of performance.
- I describe my idea of teamwork to applicants and ask them to assess how they would work under team conditions.
- In making a selection decision, I evaluate facts carefully and avoid coming to premature conclusions or stereotyping.
- People I hire are placed in positions where there is potential for success.

## ❖ Group Exercise

### Common Barriers to Delegation

Ineffective delegators often rationalize their inadequacies. They may face or create obstacles (real or self-imposed) that hold them back from becoming more effective.

In the following list of statements, indicate those that affect your delegation practices by checking (✓) yes. If they do not affect you, check no. For accurate results, think about each statement carefully and be totally honest.

#### **Yes No SELF-IMPOSED OBSTACLES**

I prefer to perform operating tasks, not management functions, because I understand those tasks better and know how to do them.

I do not have time to train my direct reports.

I do not know how to delegate.

### Often I Do Not Know When to Delegate.

- I do not completely trust my employees, even my strong performers.
- My employees will not like me if I expect too much of them.
- Often I am not certain to whom I should delegate.
- It is easier and quicker to do things myself.
- We just cannot afford to make any mistakes.
- I am fearful about delegating too much.
- I am concerned about losing control.

- I am not very interested in the development of any of my current employees.

**Yes No EMPLOYEE-IMPOSED OBSTACLES**

I cannot delegate because my employees lack experience and competence.

My employees cannot adequately handle what they have.

My team members resist responsibility.

My employees fear my criticism and therefore avoid risk.

My employees are not smart enough for me to safely delegate anything to them.

**Yes No SITUATION-IMPOSED OBSTACLES**

- My manager expects me to handle the really important tasks personally
- My employees cannot be trusted to work on their own.
- The success of my work unit is totally my responsibility.
- I have no one to whom I can safely delegate.
- Most of my decisions are made under crisis conditions.

If you have checked # for every statement; **Congratulations** that is a perfect score.

Most likely, however, you have a few statements marked yes, indicating obstacles that affect your ability to delegate.

Keep in mind that as the leader you have the authority to make the changes needed. Note here the obstacles that you see as priorities to work on as you further develop your delegation skills:

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Encourage participants to prepare case studies about their experience in different types of obstacles in delegation process

## How to Removing Obstacles to Delegation

It is easy to allow these obstacles to get in the way. Let's briefly look at some ideas on how to remove them.

### ➤ Self-Imposed Obstacles

The self-imposed obstacles are the easiest to deal with. You can often eliminate them by changing your attitudes. Perhaps you need to look at your team members in a more positive light. Place emphasis on what they can do rather than on what they cannot do. Become willing to give them a chance to get involved and to develop.

### ➤ Employee-Imposed Obstacles

If you checked yes to obstacles in the employee-imposed obstacle category, you still have considerable control to make positive changes. Again, a more positive attitude toward your employees will be a big first step. If your team members do not have much experience, set up a plan to train and develop them.

Let your goal be to turn those inexperienced employees into experienced ones. Every employee deserves a chance to develop and gain experience.

Delegating tasks and projects, with your involvement, will help them develop.

Do you have a developmental plan for each one of your employees?

If not, it is time to get started it will be a win-win situation for everyone.

### ➤ Situation-Imposed Obstacles

- Attitude also plays an important role with situation-imposed obstacles.
- Keep in mind that you are the leader and leaders take charge.
- The situation-imposed obstacles are under your control as much as anything else.
- Step up to the challenge and begin the process of eliminating them.
- If needed, develop a written action plan.
- Keep it simple by listing the positive steps you are willing to take to eliminate these obstacles.
- Maybe another manager or your own manager can help.
- Do not be afraid to ask.
- Find the most successful leaders in your organization and ask how they manage these challenges.
- Remember, strong leaders are willing to act and make changes; they never give up.

You Can Do the Same Thing

## **VI. The Supervisor as Motivator**

**Session: 2 Hrs.**

### **Objectives:**

Upon completion of this module, participants will be able to:

- Define motivation
- Explain the supervisor`s role in motivating others.
- Identify three determinants of behavior and your role in relationship to them
- Explain why giving deserved recognition and rewards to employees who have earned them is important.

### **Definitions of Motivation:**

Work motivation is a set of energetic forces that originate both within as well as beyond an individual`s being, to initiate work-related behavior, and to determine its form, direction, intensity and duration.

### **Motivating:**

Motivation, along with planning and organizing, plays an important part in the level of performance achieved in any endeavor. Effective delegation can be a powerful motivating factor.

### **❖ Individual Exercise**

To check your views on motivation, review the following statements and indicate which are true and which are false.

### **True False:**

1. The needs and desires of employees have little bearing on motivation.
2. It is important to create an environment in which employees can meet their needs while meeting the needs of the organization.
3. Results generally improve when people are able to participate in deciding what the results should be.

4. Motivation to achieve results improves when employees are recognized for their contributions.
5. Studies have shown that communication has very little to do with motivation.
6. Coaching and training tend to raise personal levels of motivation.
7. Motivation to achieve results usually increases as employees are given authority to make decisions affecting those results.
8. Good managers pay close attention to the way employees responds when they assign work.
9. Compare your answers with the trainer's suggested responses.

## **Supervisor`s Self-Assessment Survey:**

### **❖ Individual Exercise**

#### **Motivating Others**

- I give feedback on a timely basis
- I know the employees on my team well enough to understand their needs
- I believe in the abilities of my team and communicate my confidence in them
- I provide training for the employees on my team that they need to develop the skills necessary to do their job well
- I ensure clear goals and expectations are set with those employees who report to me
- Morale in my division/section (team) is high
- I always share credit for success
- I ensure that employees on my team are clear about what their responsibilities are
- I ask questions and encourage employees to find out answers to their concerns
- I listen carefully to the ideas of others
- I am flexible in how things get done, providing the results are satisfactory
- When things go wrong, I question what I could have done differently.
- I share responsibility.

## ❖ Five Minute Follow Up

- Explain why giving deserved recognition and rewards to those who deserve them is important?

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- Describe your role as a supervisor in relation to the work motivation definition?

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## VII. Supervisor Establish Team Work

### ❖ Individual Exercise

#### Team Building and Synergy

- ◆ I see my position as Foreman as being a team leader and that those I supervise are all members of my team
- ◆ I ensure that my team and it's members have clear goals and expectations
- ◆ I am willing to delegate responsibility to team members
- ◆ I give regular feedback to the members of my team; not just about negative issues but I
- ◆ I regularly tell members of my team when they have performed well
- ◆ Others see me as a team player
- ◆ I follow through on commitments I make to team members
- ◆ The results of team efforts are shared with members of the team (e.g. I do not take all the credit for my team's successes)
- ◆ I actively promote team spirit and positive interpersonal relationships amongst the members of my team
- ◆ As team leader, I move promptly to discourage behavior by individual(s) in my team when such behavior has a negative impact on team-building.

Ask the Participants about their Experience in the Following Supervisory Skills

**Participating In Team Planning:**

- ✓ Identifying strategies for setting goals
- ✓ Discussing and agreeing on goals and responsibilities
- ✓ Identifying resources required
- ✓ Establishing standards of performance required by the team
- ✓ Determining task reporting requirements

**10 COMPETENCIES MOST IMPORTANT FOR SUPERVISORY WORK**

❖ **Trainer Presentation**

<b>Accountability</b>	Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.
<b>Customer Service</b>	Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.
<b>Decisiveness</b>	Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.
<b>Flexibility</b>	Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
<b>Integrity/Honesty</b>	Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.
<b>Interpersonal Skills</b>	Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.
<b>Oral Communication</b>	Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

<b>Problem Solving</b>	Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
<b>Resilience</b>	Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
<b>Written Communication</b>	Writes in a clear, concise, organized, and convincing manner for the intended audience.

## **TECHNICAL REQUIREMENTS**

Many supervisory positions have specific subject-matter knowledge and skills requirements (i.e., technical requirements) candidates must meet.

When the supervisory position has technical requirements, the employing organization must use an occupation-specific qualification standard.

The Supervisory Qualification listed above should be used in conjunction with the occupation-specific qualification standard.

### **❖ Individual Exercise**

#### **Supervisor Assess His/Her Personal Productivity:**

- ✚ I clearly understand my priorities
- ✚ I spend only a small portion of my time in crisis management
- ✚ I delegate work to others in an effective manner
- ✚ My area of responsibility runs smoothly when I am not there
- ✚ I accept personal responsibility when I make a mistake

- ✚ I ensure that meetings I run have a clear agenda and start and finish on time
- ✚ I plan my work in advance and work the plan
- ✚ I rarely procrastinate or leave things to the last minute
- ✚ I keep others informed, in advance, when I cannot meet their deadlines

Select Supervisory Style Examples and Discuss Participant`s Experience.

## **❖ Briefing on Effective Supervisory Skills**

### Supervisor Essentials

Supervisor Essentials' top skills and knowledge that a supervisor needs to learn:

- *Describe supervisory skill qualities and how it applies to today's work environment.*
- *Use an understanding of communication styles to develop strategies for applying effective personal and interpersonal skills to relationships in the workplace.*
- *Apply motivational insights to formulate a plan to maximize the achievement and contribution of each employee to become a top performer.*
- *Use behavior based questions during the hiring interview.*
- *Help employees set goals, objectives, strategies and means of measurement for effective planning and decision-making.*
- *Recognize and reward performance that meets expectations.*
- *Counsel with employees to implement developmental performance improvement plans to improve weak areas.*
- *Overcome resistance to counseling.*
- *Use modern coaching skills to maximize performance.*
- *Apply the trust equation: credibility + reliability + intimacy / self-promotion.*

- *Recognize and use the six channels of persuasion.*
- *Mentor top performers for career development.*
- *Describe different sources of conflict and the advantages and disadvantages of five varying responses to conflict.*
- *Implement disciplinary actions within the context of legalities.*
- *Listen, learn and understand*
- *Appraise performance and reward performance that meets expectations by giving and receiving feedback*

# **Training of Training Course**

## **Draft Agenda**

### **Day 1**

Welcome and Opening  
Participants` Introduction and Expectation  
Overview of Training; Objective, Definitions and Principles of Effective Supervision  
Pre-Course Test  
Importance of Effective Supervision for Government Performance and Results  
Lunch  
Knowledge, attitudes and Skills of Effective Supervision  
Group Exercise: Process of Supervision  
Evaluation of the Day

### **Day 2**

Overview of the Elements of Process of Supervision  
Supervisors` Skills: Leadership  
Objective, Definition, Styles, Principles of Leadership  
Lunch  
Group Exercise and Presentation  
Evaluation of the Day

### **Day 3**

Supervisor Skills; Communication  
Objective, Definition, Principles and Styles  
Individual Assessment Exercise  
Open Discussion  
Lunch  
Supervisors` Skills: Coaching  
Group Exercise and Presentation  
Supervisors`s Skills; Team Work; Individual Assessment Exercise  
Evaluation of the Day

### **Day 4**

Supervisors` Skills; Delegation  
Objective, Definition, Principles and Styles  
Group Exercise and Presentation  
Lunch  
Supervisors Skills; Motivation  
Objective, Definition, Principles and Styles  
Individual Exercise and Discussion  
Post Training Test  
Final Evaluation

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USAID/Tarabot Program  
The Civil Service Reform Program (CSR Program)  
Human Resources Management Unit  
Training and Development

**Effective Supervisory Skills Guideline  
For The Training Centers  
In Iraq Ministries and Governorates  
Participant`s Guideline**

May, 2012  
Baghdad-Iraq

## **Table of Contents**

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  - Communication Skills
  - Coaching and Learning
  - How to Delegate
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- The Three R in Business Ethics
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## **Introduction:**

A lack of leadership often causes confusion with civil servant employees and destroys the effectiveness of the chain of command. With proper and effective supervision, organization productivity is raised, thus helping the organization to thrive, directly contributing to its bottom line. Supervisors can also bring vital experience to the table that is needed to accomplish goals or avoid failures or mistakes that can cripple a organization system.

The Supervisor Job carries a lot of responsibility. Supervisors are known as the "front-line managers" as they are responsible for all of completed work. Becoming the major link between the upper managers and the employees who are doing the work requires depending on and trusting others to get work done. These supervisors are responsible for doling out tasks and making sure that deadlines are reached. They are also given a more inside perspective to the inner workings of the organization and its vision.

Middle to upper management supervisors oversee other supervisors and direct reports. The role of a supervisor may vary, but effectiveness and goal-oriented functionality are what make them the leaders in their organizations.

Supervisors are more than just a "boss" but also serve to oversee the various processes on different levels of organization production. Line supervisors, for instance, are usually responsible for day to day activity planning such as schedules and keeping daily logs. The team leader and line supervisors generally work closest with workers and have a more hands-on role in production. High quality supervision is one of the most important drivers in ensuring positive outcomes for organizations and employees. It has a crucial role to play in the development, retention and motivation of the workforce.

The Tarabot Project-CSR Program developed this Effective Supervisory Skills Guideline; Tool Techniques and Approaches for the Training Centers (TCs) in Iraq Ministries and Governorates, to train them on how to use this guideline in learning the new managers and supervisors in their organizations on effective supervisory skills; knowledge, methods and approaches to enabling them to perform their management, leadership and supervisory roles and responsibilities effectively and efficiently.

This Guideline will also assist the new managers and supervisors in the ministries and governorates in Iraq to learn in practical methods how to assess their personal strengths and weaknesses in the supervisory role and then identify ways in which they can develop their skills in key areas.

The Tarabot Project-CSR Program in the effective supervision guideline is clarifying that the effective supervision training program for new managers and supervisors will play an important part in the development of consistently high quality supervision practice with consequent improvements in supervisors practices which is in turn led to performance improvement and outcomes for their respective organizations.

## Effective Supervisory Skills

- ❖ What is "Supervision"?
- ❖ What Do Supervisors Do?

### **What is "Supervision"?**

There are several interpretations of the term "supervision", but typically supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to the supervisors. For example, first-level supervisors supervise entry-level employees.

Depending on the size of the organization, middle-managers supervise first-level supervisors; chief executives supervise middle-managers, etc. Supervision is a management activity and supervisors have a management role in the organization.

### **Comparison of Traditional and Effective Supervision**

Traditional Supervision	Relational Supervision
Identify issues to be addressed	Create a relationship with the worker
Explain the rules clearly	Clearly present the problem
Explain consequences of breaking the rules	Gather information about the worker`s perspective
Request or direct the worker to comply with work rules	Help the worker commit to action steps
Offer possible solutions to the problem	Engage in problem-solving with the worker
Supervisors make most of the decisions; reactive problem solving by supervisor; little feedback or discussion of supervisor observation	Observation of performance and comparison to standards; provision of corrective and supportive feedback on performance; discussion with clients; provision of technical updates or guidelines; onsite training; use of data to identify opportunities for improvement; joint problem-solving; follow-up on previous identified problems
No or irregular follow-up	Actions and decisions recorded; ongoing monitoring of weak areas and improvements; follow-up on prior visits and problems
Supervision happens during periodic visits by external supervisors	Continuously; during routine work; team meetings; and visits by internal or external supervisors
External supervisors designated by the service delivery organization	External and or Internal Supervisors designated by the service delivery organization; staff from other facilities; staff themselves through self- assessment

## What Do Supervisors Do?

Supervision of a group of employees often includes:

1. Conducting basic management skills (decision making, problem solving, planning, delegation and meeting management)
2. Organizing their department and teams
3. Noticing the need for and designing new job roles in the group
4. Hiring new employees
5. Training new employees
6. Employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.)
7. Conforming to personnel policies and other internal regulations

## Managerial Elements of the Supervisor's Role:

A successful supervisor with supervisory skills should be able to fulfill the following elements.

1. Setting objectives
2. Forecasting
3. Planning
4. Organizing (Coordinating)
5. Motivating
6. Monitoring and controlling

In conclusion, supervisory skills include the management of different roles, managing the individuals or group differences and effective communication. These are therefore assessed by the performance of the team. Good supervisory skills would mean good results from the team.

Good supervisors are a role model for their subordinates and direct reports. A goal-oriented supervisor helps to meet assigned deadlines through delegation and instruction. Supervisors at times must be knowledgeable and experienced when it comes to directing those they are in charge of.

## Theory and Development:

while no two workplace environments are the same, the need for strong leadership and effective supervisors exists in every organization. A numerous skills that a supervisor should be possess.

## **The Main Five Categories of the Supervisory Skills Are:**

1. Guiding the Work; Taking the direction of the organization and translating it into actionable plans for the work group.
2. Organizing the Work; Assigning people, equipment, and tasks to meet work goals.

3. Developing Your Staff; Knowing and proactively working to increase the skill level of each employee being supervised.
4. Managing Performance; Removing the obstacles to better performance so employees can meet their own and the organization's objectives.
5. Managing Relations; Developing and maintaining good relationships with other groups so that all employees and the organization meet their goals.

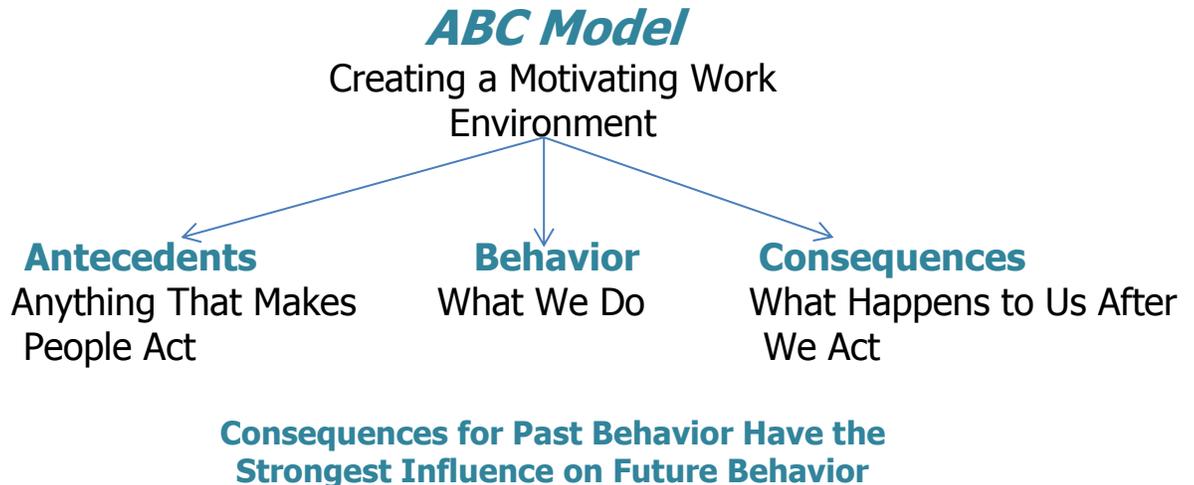
The ability to balance the goals of the organization with the needs of the work group is the common thread that runs through all of the skill dimensions.

### **How It Works:**

Supervisors should learn how to plan, delegate, and create more productive relationships with their work groups. Extensive interpretive information, optional peer feedback, and action planning provide further guidance, helping supervisors learn how to do these above functions in their work and with their work groups.

### **Daily Supervisory Practices:**

- Continual assessment of personal strengths and weaknesses.
- Practice effective communication skills.
- Familiarity with your policies, procedures and disciplinary continuum.
- Use of the supervisory duties and skills as a management tool.



### **Why Consequences?**

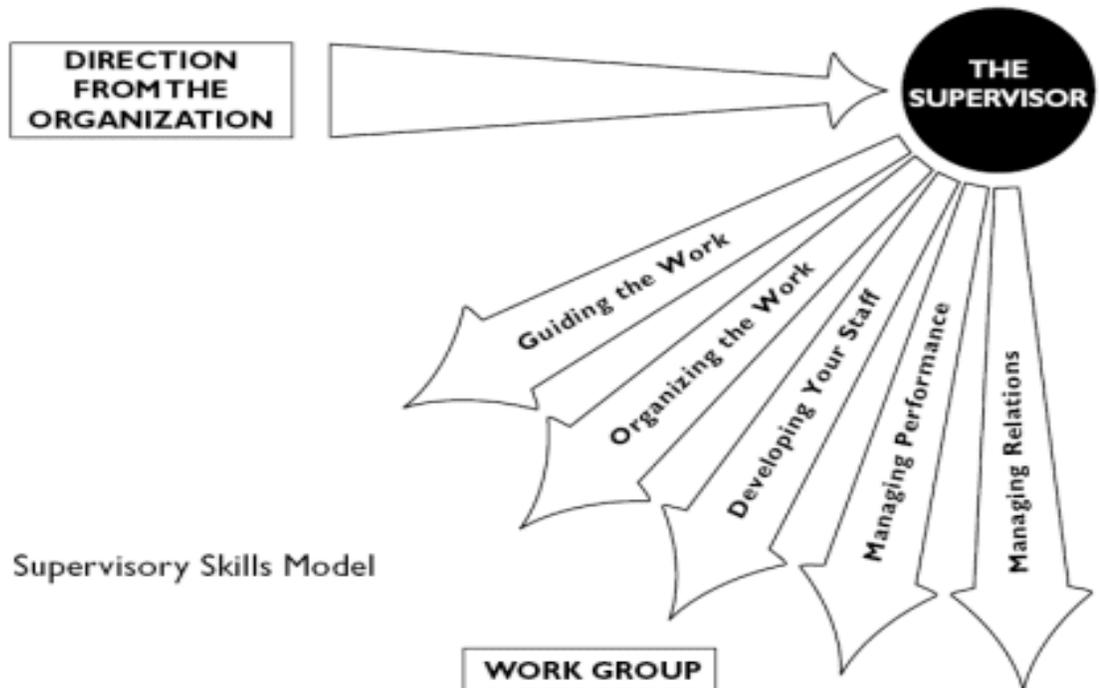
- Align behavior to organization goals & objectives
- Make people feel appreciated
- Make people winners
- Create good work ethics
- Avoid punishment

## Why Is Supervision So Important?

All too often, employees are promoted to the role of supervisor because of their strong technical expertise. However, an effective supervisory relationship requires that the supervisor not only be a content expert, but that they also accept the enormous responsibility of mentorship. Unfortunately, poor supervision has an enormous impact and cost for both the individual employee, as well as the organization as a whole:

### *Employees Reasons for Leave Jobs*

<b>Manager`s Reasons</b>	<b>Employee`s Reasons</b>
Managers believe employees leave for more money	Employees actually leave for reasons having to do with the job, the culture, the manager or the work environment
Workers report that they do not feel valued by their employers	Workers in most of the country rate themselves as either "Not Engaged" or "Actively Disengaged"
	Employees leave their jobs for reasons that related to factors that are controllable by the supervisor
	Workers do not identify to do their employer's business goals & objectives
	Employees don`t feel motivated to drive their employer's business goals & objectives
	Few employees leave for compensation issues
	Employees leave jobs is a poor relationship with their immediate supervisor
<b>Two Reasons</b>	<b>Seven Reasons</b>



**Why Should You Care Why Employees Leave Or What Impact Supervision Has On Employee Morale And Turnover?**

- The cost of turnover is high; it can vary depending on the industry.
- Employee turnover’s greatest cost is lost business and productivity.

As researches clearly demonstrate; it is not only in the best interest of the employee, but also the business to pay close attention to the supervisor/supervisee relationship. This relationship is critical to the success of an individual and ultimately the organization.

Organizations need to have well trained supervisors who are prepared to provide the necessary and appropriate guidance, structure, and encouragement to their staff.

**The Developmental Approach To Supervision And The 10 Keys To Effective Supervision.**

Based on this critical understanding that supervision is learned and performed in various levels and varies from supervisor to supervisor, it is important to explore necessary skills and characteristics of supervision. In the following section, we will explore the 10 Keys to Effective Supervision.

## The 10 Keys to Effective Supervision:

With this developmental perspective in mind, the following are the 10 keys to effective supervision:

- 1. Support Growth - Provide support for employees development through:**
  - Professional Development Plans
  - Strength Based Performance Appraisal Systems
- 2. Unite Your Team - Building a culture of care and concern by maintaining:**
  - Open door policy
  - Regular one-on-one supervisory meetings
- 3. Praise Others - Provide praise and encouragement through:**
  - Formal recognition systems
  - Informal compliments - Catching them doing things right
- 4. Expect Excellence - Set high expectations for employees through:**
  - Clear position descriptions
  - Regular feedback sessions with staff
- 5. Require Accountability - Uphold individual responsibility by:**
  - Creating a culture where staff holds each other accountable
  - Creating a culture where staff holds themselves accountable
- 6. Value What You Believe – Linking actions and behaviors to values by:**
  - Ensuring understanding and buy-in to a shared mission and vision
  - Continuously reminding team of goals and desired outcomes
- 7. Instill Independence - Allow autonomy of employee through:**
  - Appropriate delegation
  - Encouraging risk taking
- 8. Share Continuously - Establish two-way communication through:**
  - Active listening
  - Being transparent
- 9. Optimize Ownership - Create opportunities for employees to contribute by:**
  - Participatory strategic planning sessions
  - Encouraging risk taking
- 10. Realign Your Efforts – Evaluate personal strengths and weaknesses by:**
  - Evaluating yourself as a supervisor on a daily basis
  - Asking for Input – Reflect on areas of growth that would help staff

## Summary/Conclusion

Taken all together, the information presented describes a more positive and strength based approach to supervision. From this perspective, supervision has to do his role with teaching and evaluation and more to do with establishing an environment which encourages individual growth and development.

What discretionary effort can you apply to create high performance in your organization?

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## Recommendations for Supervisory Behaviors to Use and to Avoid; Supervision Ideas

Do	Don't
Openly discuss the goals and process of supervision with each staff member	Treat supervision as a routine administrative task
Include advancement of staff member's personal and professional goals in the supervisory process	Establish supervisory structure without genuine input from supervisor
Show concern and interest in staff member's personal concerns	Attempt to become a staff member's therapist
Work at establishing friendly relationships with staff	Allow romantic or special caring to develop with persons supervised
Treat staff members equitably	Show or appear to show favor to some staff members
Confront problems and issues when first realized	Confuse the value of the person with his or her behaviors
Support the decisions of superiors with subordinate staff and students	Hide disagreement from supervisor during decision making process
Publicly admit when wrong or mistaken	Criticize correct staff members publicly
Deal with staff members face to face	Discuss a staff member's problem behavior with another subordinate or coequal staff member
Keep confidences	Hesitate to consult with supervisors or other professionals
Be direct, open, and honest	Try to send indirect message or message through a third party to a staff member about his or her conduct
Keep records of supervisory contacts	Rely on memory for details of supervisory sessions
Establish specific performance objectives or program outcomes periodically (at least biannually)	Fail to follow up on accomplishment of objectives periodically
Recognize and reward achievement	Assume that a good job is the norm and does not require acknowledgment
Make realistic assignments based on a knowledge of the staff member's experience and skill level, personal maturity, and current life situation	Assume that everyone on a staff or in an office should do the same thing at the same time
Make explicit connection between supervision and staff development activities	Assume that staff members can always identify the areas in which they need to develop skills or acquire knowledge.
Listen and learn from staff supervised	Assume final knowledge about supervision or about a supervisory relationship

## Core Skills in Management and Supervision:

- I. Effective Leadership Skills
- II. Effective Communication Skills; Basics of Internal Communications
- III. Coaching, Counseling and Learning
- IV. How to Delegate
- V. Decision Making and Problem Solving
- VI. Team Work
- VII. Motivation

## I. Effective Leadership Skills

### Leadership Skills for Managers and Supervisors

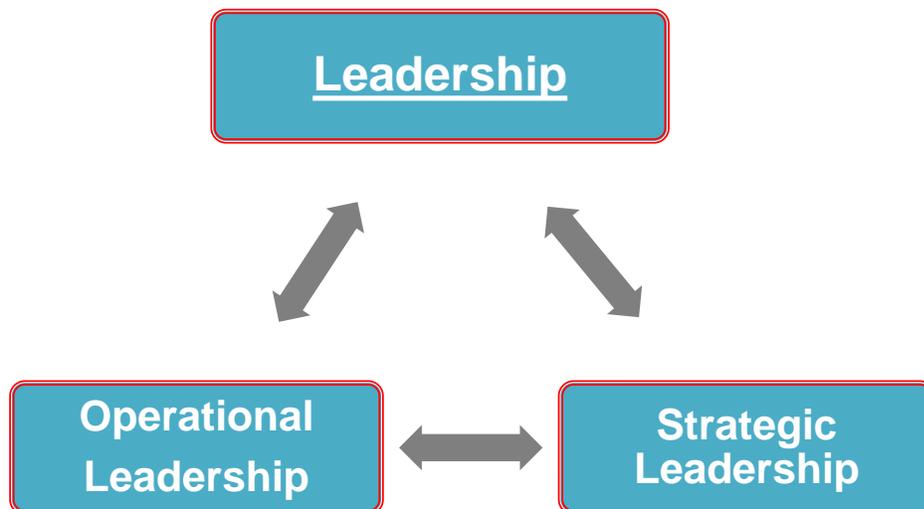
#### **Overview:**

Perhaps nothing has as much impact on an organization as how well it is led. Leadership is not solely the responsibility of those who reside at the higher levels of the hierarchy. Instead, it is an activity in which anyone who's interested in the success of an organization can take part.

#### **Leadership Performance Problems:**

Managers and Supervisors aren't assertive in dealing with employee issues. Newer managers and supervisors promoted without leadership training and managers and supervisors do too much individually without delegating responsibility. In addition, Employees don't respect their newer managers and supervisors and managers unable to effectively motivate and lead their employees because they might be haven't benefited from any of management skills training

Managers and Supervisors need to think out-of-the-box in dealing with employee problems and Employees don't take the extra step to get things done well instead of just done and the Personality conflicts cause unnecessary stress in the workplace environment and finally, most leadership training doesn't include information on management skills training



- **Strategic Leadership Involves:**

- Defining the overall vision and mission of an organization.
- Developing strategies, systems and structures to achieve the vision and mission
- Creating both technical and social systems that are effectively integrated, and which address the needs of both customers and employees.

- **Operational Leadership Involves:**

- Ensuring that organizational processes are effectively carried out on a day to day basis.
- Monitoring performance.
- Addressing constraints
- Ensuring that employees understand what is to be done and are provided with the authority, knowledge and skills to do it.

The culture that results from how work is carried out shapes the way members of an organization relate to each other and to the outside world. The levels of employee motivation and empowerment, and how conflict is resolved, both shape and are a measure of – organizational cultures.

Leadership must effectively manage these issues because they also affect organizational performance.

### **Nine Principles of Effective Leadership:**

The principles and characteristics that organization leaders Jobs, seem to have in common. Look for these and support them in your own context to improve the probabilities of success for your own startup:

**1. Clarity of Vision and Expectations.** You must be able and willing to communicate to everyone your vision, goals, and objectives. Just as importantly, you have to be absolutely clear about who you are, what you stand for, and what you expect from everyone around you. People won't follow you if they are in the dark or confused.

**2. Willingness to Make Decisions.** It is often said that making any decision is better than making no decision. Even better than "any decision" is a good decision made quickly? Business decisions always involve risk, at times a great deal of it. Smart managers and supervisors always balance the threat with facts, when they have them, rather than their gut.

**3. Experience and Knowledge in Your Business Area.** Effective leaders set a personal standard of competence for every person and function in the startup. It must be clear that you

have the knowledge, insight, and skill to make your new organization better than your very best competitor.

**4. Commitment and Conviction for the Venture.** This commitment must be passionate enough to motivate and inspire people to do their best work, and put their heart into the effort. Behind the passion must be a business model that makes sense in today's world, and a determination to keep going despite setbacks.

**5. Open to New Ideas and Creativity.** In business, this means spending time and resources on new ideas, as well as encouraging people to find faster, better, cheaper, and easier ways to produce results, beat competition, and improve customer service. Be a role model and guide others to excel.

**6. Courage to Acknowledge and Attack Constraints.** An effective leader is willing and able to allocate resources to remove obstacles to the success of the startup, as well as removing constraints on individuals on the team. It believes that where there is the will, there will be a way.

**7. Reward Continuous Learning.** You have to encourage everyone to learn and grow as a normal and natural part of business. That means no punishment for failures, and positive opportunities for training and advancement. Personally, it means upgrading your own skills, listening, and reading about new developments and approaches.

**8. Self-Discipline for Consistency and Reliability.** An effective leader is totally predictable, calm, positive, and confident, even under pressure. People like to follow someone when they don't have to "walk on eggshells" to avoid angry outbursts, or assume daily changes in direction.

**9. Accept Responsibility for All Actions.** Everyone and every organization make mistakes. Good Supervisors don't want to be seen as perfect, and they have to be seen as willing to accept the fact that "the buck stops here." No excuses or putting the blame on the economy, rules, competitors, or team members.

*The **Good** News Is That All of These Principles of Leadership Are Learnable.  
The **Bad** News Is That It's Not Easy.*

*Don't Assume That Success As A Leader Is Only About Great Presentations,  
Killing Competitors, Or Having Insanely Great Ideas.*

*It's Really More About Leadership, Understanding The Needs of Your  
Prospective Clients, And Communicating Your Solutions With Clarity.*

## Leadership Skills for Managers and Supervisors:

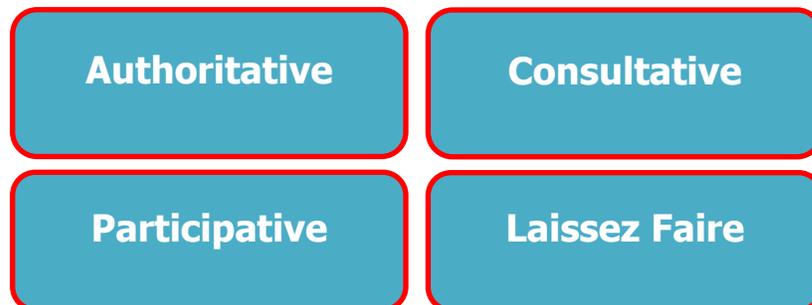
- **Developing the Foundation for Constructive Leadership;** Establishing confidence and trust with your employees; Understanding the influence of leadership styles on employee behavior; Leadership Styles-Common Traits of Successful Off-Site Leaders; Dealing with different personalities; Using common sense motivating factors and Leadership styles needed to be a positive role model
- **Leading Employees for Maximum Performance;** Creating a team vision; Effective delegation skills; Making employees accountable and responsible; Giving effective positive and negative feedback; Using feedback to change employee behavior; Choose the right words for more constructive criticism; Gain their commitment to improve and A 5-step leadership plan.
- **Leading Employees to Improve Performance with Emotional Intelligence;** Develop an effective leadership communication network; Understand the importance of emotional intelligence in leadership skills; Identify your emotional intelligence strengths and weaknesses; Utilize emotional intelligence to maximize people's performance; Recognize the emotional intelligence factors of your employees; Using performance appraisals to drive improvement; Using constructive versus destructive communication to lead; Issuing and documenting formal and informal verbal warnings; A 5-step coaching plan; Developing a performance improvement plan that works and Use incentives and reinforcements successfully

## Leadership Styles

***Leadership is.....getting people to do a job willingly and well.***

Leadership may involve a group of two or more people working together to complete a task It involves having a person responsible for completing the task and others willing to follow the directions of the leader.

### **Basic Leadership Styles** **The Fyour Basic Styles of Leadership**



## The Authoritative Style

Someone that would use the authoritative style of supervision would tell his or her employees the action that needed to be done, and then tell them how to do it--similar to a drill sergeant that shouts orders and you respond without question.

**"Just do it"**, said the supervisor. **"Why?"** Asked the employee. **"Because I said so!"** Came the reply.

What happens when the supervisor leaves the work site?  
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How do the employees react while this supervisor is at the job site?  
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## Consultative

Someone who uses consultative style will ask the opinion of the employees on the best way to complete a task and then make a decision on how to proceed.

**"What do you think?"** Asked the supervisor. **"Remove the broken part first"**, said one employee. **"Call the organization representative"**, said another. The supervisor said, **"I will call to make sure that there is a replacement part is available, and then we will proceed."**

One thing worth noting here. If you obtain input from your employees and decide that a different direction is required, tell your employees before implementation of the new idea or process.

Tell them what the opinions were, the final decision that was made and why some of the opinions were not used. If they are really to feel like they are a part of the decision making process, they need to be involved all the way through to the end.

What happens to this type of interaction during an emergency situation?  
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## Participative

The Participative style will allow the employees to help make the decisions but the supervisor remains responsible for the decisions.

**"These are your options in getting the job completed on time"**, said the supervisor. **"I believe this is the best option"**, said one employee and the others agreed. **"Well, let's do it that way"**, said the supervisor.

What happens if the employee disagrees?  
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## Laissez Faire

The Laissez Faire style will allow the employees to do their own thing and they may or may not accept responsibility for the action.

**"We need to lift it and move it to the right"**, said one employee. **"Slide it to the left"**, said another.

**"Any way you want to do it, just don't hurt the machine"**, said the supervisor.

A new supervisor may not know which leadership style he or she may be expressing or which style may be best to fit the job situation. It is often a good idea to model your behavior after a successful supervisor you know and respect.

Identify a supervisor that you respect and the management style or styles this person uses to supervise.

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Once the individual understands the organization system; he will apply its principles in every kind of relationship with other people. He will have a basis for judgment of his own decisions and for transformation of the organizations that he belongs to.

## The individual, Once Transformed, Will:

- Set an example;
- Be a good listener, but will not compromise;
- Continually teach other people; and
- Help people to pull away from their current practices and beliefs and move into the new philosophy without a feeling of guilt about the past."

## Difficult Leadership Situations:

- Employees bringing personal problems to work
- Handle difficult or explosive personalities and behaviors
- Safely terminate employees who don't improve
- Coach or counsel employees who are personal friends or former peers
- Deal with chronic complainers and gripers
- Learn the keys to leadership

## How to Manage Conflict

- ✓ *Acknowledge the situation.*
- ✓ *Get all the Information.*
- ✓ *Take your Time.*
- ✓ *Focus on the Problem, not the Individual.*
- ✓ *Keep Talking; keep Listening.*
- ✓ *Act Decisively.*
- ✓ *Do not try to resolve conflict by Intimidation.*

## Supervisor Know How To Manage Conflict

Steps to Follow to Manage Conflict	
<b>Step 1 – Recognition</b>	<i>What are the signs and symptoms of the employee with a problem?</i>
<b>Step 2 – Documentation</b>	<i>Which forms of documentation highlight patterns that are clues?</i>
<b>Step 3 – Action</b>	<i>Which methods of approaching an employee are most effective?</i>
<b>Step 4 – Referral</b>	<i>How can you maximize the chances that your employee will seek help?</i>
<b>Step 5 – Follow-Up</b>	How can you and the organization work together to get your employee back to an acceptable level of work?

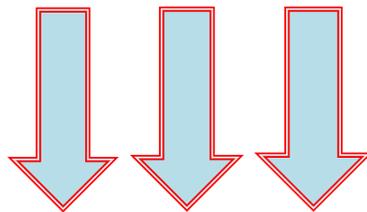
## *How To Be A Good Leader:*

- 1. Be A Leader, Not A Victim:** *Do not blame others or look for scapegoats. Your ability to be a leader starts with mastering yourself. Shun the victim paradigm.*
- 2. Beware Of Your Blind Spots:** *The key to teamwork is valuing others' perspectives, and encouraging them to fill in where you have gaps.*
- 3. Take Care Of Important Relationships:** *Treat others as though they are the most important thing. A Chinese proverb says: If you want one year's prosperity, grow grain. If you want ten years' prosperity, grow trees. If you want 100 years' prosperity, grow people.*
- 4. Balance Short- And Long-Term Results:** *The 'golden egg' or the 'golden goose;' which do you protect? Both, but with balance.*
- 5. Know And Live Your Mission:** *Create a personal mission statement that is short, memorable, passionate, measurable and for which you become accountable.*
- 6. Do What Matters Most – Now:** *Do things that will make your personal life more meaningful, and do what it takes to move to a higher level of professional success.*
- 7. Be A Master Communicator:** *Practice the 2:1 rule; listen twice as much as you speak. From listening comes wisdom.*
- 8. Be A Great Team Player:** *When you have disagreements or conflicts with others, try this approach: "you see it differently, help me understand."*
- 9. Commit One Hour Per Day To Personal Renewal:** *Take time for spiritual, physical, and professional growth. A great leader takes care of him/her self.*
- 10. Live With Integrity:** *Live and lead in honesty and forthrightness; be true to your word*

## Outstanding Leaders

- ✓ *Think Systemically And Act Long Term*
- ✓ *Enables A Strong And Shared Sense Of Purpose*
- ✓ *Apply The Spirit Not The Letter Of The Law*
- ✓ *Grow People Through Performance*
- ✓ *Are Self-Aware And Authentic To Leadership First*
- ✓ *Understand That Talk Is Work*
- ✓ *Give Time And Space To Others*
- ✓ *Put 'We' Before 'Me'*
- ✓ *Take Deeper Breaths And Hold Them Longer*

## Details



## Outstanding Leaders...How?

### **1. Think Systemically And Act Long Term:**

Outstanding leaders achieve through a combination of systemic thinking and acting for the long term benefit of their organization. They recognize the interconnected nature of the organization and therefore act carefully.

### **2. Bring Meaning To Life:**

Outstanding leadership enables a strong and shared sense of purpose across the organization. They emphasize emotional connection for people with a focus on passion and on ethical purpose.

### **3. Apply The Spirit Not The Letter of The Law:**

Outstanding leadership focuses on the few key systems and processes which help provide clarity, give structure, enable feedback, give time for discussion and enable the development of vision. They use them to achieve outcomes rather than focus on the process and put flexibility and humanity first.

### **4. Grow People Through Performance:**

Outstanding leaders passionately and constantly invest in their people and use the challenges presented every single day to encourage growth, learning and engagement.

### **5. Are Self-Aware And Authentic To Leadership First, Their Own Needs Second:**

Outstanding leaders unite a deep understanding of others, high levels of self-awareness and a systemic appreciation of their symbolic position to become a role model for others.

### **6. Understand That Talk Is Work:**

Outstanding leadership depends on trusting and positive relationships that are built over time for the long-term benefit of the people and their organization. They spend huge amounts of time talking with people to understand what motivates and how they can support and enthuse others.

### **7. Give Time And Space To Others:**

Outstanding leaders both give significantly more time to people than non-outstanding leaders and allow their people considerably more freedom and influence over the work they do & how they do it.

### **8. Put We Before Me:**

Outstanding leaders work hard on issues such as team spirit, shared decision making, collaborative working and a strong bond within and between teams. Sustainable performance comes from collective wisdom and intent, encouraging people to get involved, and giving them voice and autonomy.

### **9. Take Deeper Breaths And Hold Them Longer:**

Outstanding leaders actively build trust by delivering on promises and acting with consistency, which in turn, leads to a sense of security and greater freedom of expression. They understand the power of trust to speed up interactions, enable people to take risks, diminish arguments and disputes and underpin innovation.

## *Leadership Behaviors and Practices*

<b><i>Key Skill Set</i></b>	<b><i>Aligned Competency Units</i></b>
<b>Organizational Culture</b>	<ul style="list-style-type: none"> <li>• <i>Foster and promote an inclusive learning environment</i></li> </ul>
<b>Coaching and Mentoring</b>	<ul style="list-style-type: none"> <li>• <i>Provide coaching/ mentoring in the workplace</i></li> <li>• <i>Support workplace coaching and mentoring</i></li> </ul>
<b>People Management</b>	<ul style="list-style-type: none"> <li>• <i>Manage people performance</i></li> <li>• <i>Show leadership in the workplace</i></li> </ul>
<b>Leads and Develops Teams</b>	<ul style="list-style-type: none"> <li>• <i>Show leadership in the workplace</i></li> <li>• <i>Lead and manage people</i></li> <li>• <i>Participate in, lead and facilitate work teams</i></li> <li>• <i>Provide personal leadership</i></li> </ul>
<b>Decision Making</b>	<ul style="list-style-type: none"> <li>• <i>Manage the decision making process</i></li> </ul>
<b>Promotes and Implements change</b>	<ul style="list-style-type: none"> <li>• <i>Manage organizational change</i></li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• <i>Manage personal work priorities and professional development</i></li> </ul>
<b>Implements Improvement</b>	<ul style="list-style-type: none"> <li>• <i>Facilitate continuous improvement</i></li> <li>• <i>Promote continuous improvement</i></li> </ul>

## Test Your Supervision – Leadership Skill

Are you a leader of a division? Do people work harder because you supervise them? You can find out by taking this short quiz.

**1) The role of the supervisor is best described as a:**

- A. Duty
- B. Responsibility
- C. Right of the position

**2) Discipline is:**

- A. Punishment
- B. Revenge
- C. Behavior Correction

**3) An employee is best described as:**

- A. Expendable
- B. A organization asset
- C. A unit of labor

**4) The best way to resolve conflict is to:**

- A. Tell the employee you will not tolerate back talk
- B. Wait until things get serious
- C. Act immediately and do not avoid it

**5) A job description:**

- A. Describes the work that needs to be done
- B. Describes the skills, education and ability a person needs for the job
- C. Neither of the above

**6) Maslow's Hierarchy of Needs says:**

- A. Workers are very greedy
- B. The motivational value of something is determined by how much you already have.
- C. As people get older they tend to lose sight of goals

**7) The two basic theories of supervision are:**

- A. Formalist and Humanistic
- B. Logical and Behavioral
- C. Both of the above

**8) Productivity is measured by \_\_\_\_\_ and \_\_\_\_\_**

- A. Work
- B. Inputs
- C. Moderators
- D. Outputs
- E. Throughputs
- F. Quantifiers

**9) Supervisor Walid had given Nour daily instructions for 10 months. Nour had continually done less work than the rest of the crew. Walid decided to do something about it. "I've been watching your work for months and there is very little of it!" said Walid, "You're Fired!"**

**The best analysis of the above is \_\_\_\_\_**

- A. Walid is correct even if he is a little late
- B. Neither Walid nor Nour are doing their job
- C. Nour deserves a second chance because Nour didn't write things down

**10) When motivating employees the single best thing you can do is \_\_\_\_\_**

- A. Give them more money for more work
- B. Listen to their complaints
- C. Tell them when they have done a good job

**11) When terminating an employee it is best to \_\_\_\_\_**

- A. Pay them and escort them out of the building with minimal communication
- B. Wish them well and tell them that you hope things go better for them
- C. Let them know you feel for them

**12) When hiring a new employee it is best to \_\_\_\_\_**

- A. Check references

- B. Match ssn with name
- C. Check for criminal records
- D. All of the above

**13) One of the most effective mechanisms for controlling work is:**

- A. Group norms
- B. Weekly meetings
- C. Periodic raises

**14) Supervision is supposed to \_\_\_\_\_**

- A. Keep workers in line
- B. Increase productivity
- C. Make workers responsible

**15) The supervisor represents:**

- A. The organization
- B. The employee
- C. Good work practices

## II. Effective Communication Skills

Being a good supervisor requires that you know, and respect, the abilities of the people under you and that you encourage them to excel; however, you must be willing to step in with a cool, dispassionate approach when there is trouble. You will have an easier time keeping things running smoothly if you treat your employees with respect.

Good verbal and written communication is essential in becoming a good supervisor. To communicate effectively, understand that communication does not automatically occur when a discussion happens between two people. Most people engage in communication on some emotional basis. It is important for the supervisor to tailor the communication based on the specific employee and establish effective relationship. Not all employees can be communicated to in the same way. If you invoke positive emotion in the conversation, the result most likely will be positive. If fear or rejection is communicated, the message may be lost on the employee.

### Basic and Internal Communications Skills

In the effective relational approach to supervision, there are four primary communication skills:

- **Active Listening;** Using skills such as body language, paraphrasing and asking clarifying questions to listen attentively and ensure understanding.
- **Self-Management;** Setting aside emotional reactions and other listening blocks that can get in the way of hearing a worker's perspective.
- **Self-Awareness;** Being conscious of assumptions and biases that lead to prejudging workers accountable.
- **Presenting the Problem;** Using objective language to identify performance problems and hold workers accountable.

By utilizing the relational approach to supervision through these four skills, you will improve the working relationship and retain employees longer.

## Effective Communications Skills:

1. *Feedback*
2. Listening
3. Presenting

### 1. Feedback

(Giving and Receiving Feedback); *Feedback: Negative, Positive or Just Right?*

Some of supervisors are really good at giving positive feedback. Others are really good at giving negative feedback. Not many seem skilled in providing both,

What is called a balanced feedback. Occasionally a client will tell you, "Just tell it like it is. Be brutally honest." Or, "you are just being nice." This makes me wonder if my feedback is too polite, or too subtle, even though you try to give it honestly and in a balanced fashion.

*Why? please take a look at what can happen when you give feedback, Either too positive or too negative.*

- **Too Little Positive Feedback:**

While working recently with a manager, you may noticed that he tended to give mostly negative feedback, and very little positive. This manager stated that he had been taught that giving negative feedback would be more motivational. He also thought positive feedback seemed "too soft" and unnecessary. As he added: "Why should we praise people for just doing their jobs?"

When most or all feedback is negative, people know what you don't like, but they often have to guess at what you do like or want from them. They may feel overwhelmed and discouraged by the criticism, and they may take it personally.

They don't ready minds, and so are often confused about what you really want. They may lose confidence, since everything they do seems wrong. In addition, if the only time they hear from you is when you have a complaint, they may soon begin to feel defensive, or try to avoid interactions with you.

That said, negative feedback has its place. To be effective it needs to be specific and non-judgmental. Compare these two comments on a written report:

1. "I can't believe you turned in such shoddy work. Don't you know any better?"
2. "One of your conclusions was faulty and you had 3 typos on the report."

The first comment is shaming and demotivating. I feel bad, but I don't know what I should do differently. The second comment seems deliberately unemotional, so it takes the shame out of it. It also gives me specific information about what I can do to improve.

- **Too Much Positive Feedback:**

If you are a big believer in positive feedback, or if you don't want to hurt people's feelings, you may be relying too much on positive feedback and fail to deliver the bad news. We have all heard about employees who received glowing performance reviews right up to the day they were let go for "performance issues." Obviously, there were problems that should have been addressed.

If all you give is positive feedback, people can have an unrealistically high view of their worth and performance levels. Because they receive unbalanced feedback, they can have confidence above and beyond their actual performance levels.

Positive reinforcement certainly has its place, and to be effective it also needs to be specific and clear. Consider these two examples:

1. "Good job. Keep it up."
2. "Your report was clear, your conclusions were on target, and the writing was crisp and accurate."

The first comment may make you feel good, but you are not really sure what was right about your work. It might make you feel bad because you didn't even take time to notice what you did. In other words, the easy compliment seems canned and can come across as insincere.

The second comment is all positive, but it tells me what you valued, and clearly shows you read my report.

- **Balanced Feedback:**

Balanced feedback provides feedback on what is being done well as well as what could be improved. The positive feedback builds confidence and reinforces the "good" behavior you want to see more of. It clarifies expectations. It feels good.

The negative feedback is given factually and preferably with suggestions for improvement. Consider this example of balanced feedback:

1. "your report was clear, your conclusions were on target, and the writing was crisp and accurate. There were several typos, and for that I suggest more careful proofing. And one of your conclusions wasn't clear to me. Let's talk it over this afternoon and compare notes. Overall, great job!"

If you lead, coach or develop people, I suggest aiming for balanced feedback that builds confidence, shows the direction you want the performance to take, and highlights areas for improvement in a clear, non-punishing way.

At the same time, note that people react differently. Some crave the honest feedback, and some crave the “feel good” aspects of positive feedback. Some remember and take to heart any criticism, and some live for it. So adjust accordingly, but always strive to be honest, sincere and matter-of-fact. By being honest and straightforward, and by offering balanced feedback, the people you influence can build skills and confidence at the same time.

- **How to Share Useful – and Respectful – Feedback**

Feedback to employees is information regarding their performance and also is information they can act on. Feedback must be shared in a manner that is understandable to them and is perceived by them as being provided in a highly respectful manner. Sharing feedback involves skills in effective listening, verbal and non-verbal communications, and working in multi-cultural environments. Consider the following guidelines, as well.

**1. Be Clear About What You Want To Say Before You Say It.**

You might have already sensed what feedback you want to convey. However, you should be clear to yourself about what you want to convey and how you want to convey it.

**2. Share Your Feedback In A Concise And Specific Manner, Then You Can Embellish.**

People often lose specificity when they speak because they say far too much, rather than not enough. Or, they speak about general themes and patterns. When giving feedback, first share what you saw or heard, what you want instead, and how the person can achieve it. Then you can add more descriptive information if necessary.

**3. Avoid Generalizations.**

Avoid use of the words “all,” “never” and “always.” Those words can seem extreme, lack credibility and place arbitrary limits on behavior. Be more precise about quantity or proportion, if you address terms of quantities, at all.

**4. Be Descriptive Rather Than Evaluative.**

Report what you are seeing, hearing or feeling. Attempt to avoid evaluative words, such as “good” or “bad.” It may be helpful to quickly share your particular feeling, if appropriate, but do not dwell on it or become emotional.

**5. Own The Feedback.**

The information should be about your own perception of information, not about the other’s perceptions, assumptions and motives. Use ‘I’ statements as much as possible to indicate that your impressions are your own.

**6. Be Careful About Giving Advice.**

When giving feedback, it is often best to do one thing at a time – share your feedback, get the person’s response to your feedback, and then, when he/she is more ready to consider additional information, share your advice with him/her.

## What Type of Feedback Should A Leader Seek?

There are a multitude of types of feedback and also methods used to collect, formulate/interpret, and distribute feedback.

These include, but shouldn't be seen as limited to, *assessments, multi-rater feedback, experiential activities, and personal and direct input from key stakeholders.*

### **Assessments**

The assessment category is comprised of feedback that comes from various tools that provide normative data on areas such as *personality, cognitive ability, learning style, interpersonal tendencies, and values*. The use of the term *normative* indicates that these assessments compare a person's answers to norm groups and uses this information to draw tentative conclusions about an individual in the previously mentioned categories. These tools are often available online and are most often accessed through a consultant or psychologist certified in the administration and interpretation of the instruments.

### **Multi-Rater Feedback**

It could be argued that *multi-rater feedback*, such as *360 surveys*, is a type of assessment. I view these as distinct from the aforementioned assessments in that the data is *subjective* and *observed* versus *normative*. That is, the data is typically derived by asking for the observations and ratings of a leader's behaviors by his or her boss, peers, subordinates, and other key stakeholders such as clients and vendors. This information is typically gathered by having the stakeholders read a variety of competency-based statements and then rate how well the individual in question reflects these competency statements. Most multi-rater feedback data is collected online using different software or consulting services.

### **Experiential Activities**

These activities can be highly structured and facilitated, such as *simulations, case studies, or planned and facilitated experiential exercises*. They can also be much less structured, anchored in actual work, fall under the umbrella of *action learning* activities. The more structured activities are typically facilitated by a consultant and the feedback consists of the consultant's observations and interpretation of the leader's performance in these activities. In contrast, action learning often involves leaders working on actual work tasks or projects and then reporting back to others (peers, coaches, mentors, etc.) on actions taken and progress made. The leaders then receive feedback from on the progress and are encouraged to identify lessons learned from this data ways that these lessons will be applied to future efforts on the task or project.

### **Direct Input from Key Stakeholders**

The data collected in *multi-rater feedback* and *experiential activities* is obviously comprised of input from others. The difference with *direct input* is that the feedback is typically received straight from a person as and received in a *conversational setting*. And most often one of the primary objectives for these conversations are to receive developmental and performance

feedback from key stakeholders or trusted others. The most common examples of this type of relationship are *executive coaching and mentoring relationships*. But it isn't limited to these contexts, and there is also some interesting and worthwhile work being done in such areas as peer coaching circles and feedback via social media methodologies.

## 2. Listening

### How to Improve Your Listening Skills

- *How to Really Listen to Others*
- *How to Make Sure Your Employees Really Listen to You*
- *Habits to Differentiate Good Listening from Poor Listening*

#### • How to Really Listen to Others:

Listening is a critical skill for all adults to have, to learn about others. Also, it is one of the most valuable tools for you to establish a strong rapport with employees.

The following are a common guidelines can help you to accomplish effective listening in the vast majority of situations.

- 1. Be Sure You Can Hear The Speaker.** It is surprising how often people do not really listen to other people. It is just as surprising how often people do not realize that they cannot even hear other people. So always make this your first guideline in any situation for effective listening.
- 2. Overall, Attempt to Listen 75% of Time – Speak 25% of Time.** This is one of the most powerful guidelines. Use of the guideline depends on your situation. For example, if you are making a presentation, you will speak more. Otherwise, ensure that the other person speaks more than you do – and listen to them.
- 3. Adopt A Culturally Compatible Physical Posture to Show You Are Interested.** This can be a powerful means to show others that you are interested in hearing them. For example, you might lean forward and maintain eye contact. Whatever physical gestures you make, be sure they are compatible to the culture of the speaker.
- 4. Do Not Think About What to Say While You Are also Trying to Listen to The Speaker.** Your brain goes four times faster than a speaker's voice. Thus, your brain can easily leave the speaker behind. Instead, trust that you will know how to respond to the speaker when the speaker is done.
- 5. Notice The Other's Speaking Style.** Different people have different speaking styles. Do they speak loud or soft? Slow or fast? Are there disconnects between what they say versus what their body language conveys? Some people convey the central idea first and

then support it with additional information. Other people provide information to lead the listener to the same conclusion as the speaker.

- 6. Listen For The Central Ideas, Not For All The Facts.** Experienced leaders develop a sense for noticing the most important information conveyed by their people. They hear the main themes and ideas from their employees. If you notice the major ideas, then often the facts “come along” with those ideas.
  - 7. Let The Speaker Finish Each Major Point That He/She Wants To Make.** Do not interrupt – offer your response when the speaker is done. If you do have to interrupt, do so to ensure you are hearing the other person. Interrupt tactfully. For example, put up your hand and say, “Might I interrupt to ask you to clarify something?”
  - 8. Reflect Back And Ask If You Are Hearing Accurately.** This is also one of the most powerful guidelines. Start by asking if you can reflect back, or summarize, to the other person after he/she has spoken. Then progress to where you can ask the person to summarize back to you what you have just said to him/her.
  - 9. Regularly Share Indications That You Are Listening To Them.** Those indications can be, for example, nodding your head, saying, “Yes” to short points that you agree with.
  - 10. Learn the art of supportive questioning.** Coaching involves the use of powerful questions to understand yours and other’s perceptions, assumptions and conclusions. The coach must practice effective questioning skills to really understand others.
  - 11. Ask Others to Provide You Feedback About Your Communication Skills.** Often, people do not know what they do not know about themselves.
  - 12. One Example.** is the leader who prizes him/herself on strong listening skills, yet regularly interrupts others when they are speaking. Another is the leader who speaks only in conclusions, but does not share how he/she came to those conclusions. Thus, others do not understand the leader’s rationale.
- **How to Make Sure Your Employees Really Listen to You**  
Usually, your most frequent form of communication is spoken words. As with non-verbal communication, spoken communication is highly dependent on the particular culture in which you are working. For example, culture can affect how people speak about conflict, use humor, are honest and direct with each other, use silence and use certain wording. Consider the following general guidelines, which might be useful in a wide variety of cultures.
- 1. Know The Main Point That You Want To Convey.** Sometimes, people begin speaking with the hope that if they talk long enough, they are bound to say what they

want to say. Before you speak, take the time to think about the main points that you want to convey.

2. **Convey One Point At A Time.** That approach ensures that the listener is more likely to continue to understand you, rather than being overwhelmed with too many ideas delivered at too fast a rate. You might even find that you understand your own thoughts more completely.
3. **Speak Too Slowly, Rather Than Too Quickly.** A good way to practice this guideline is to speak along with a news anchor when you are watching television. You will likely find that they speak much more slowly than you realize. They are professionals who have learned an effective rate of speaking.
4. **Vary Your Voice.** Always avoid monotone. A monotone voice might convey to the listener that you are bored or controlled. It is likely to lull you and/or the listener into a stupor. Varying your voice takes practice, but it is well worth the effort.
5. **State Your Conclusion Before Describing How You Came To That Conclusion.** Some speakers convey their recommendations or advice by conveying the necessary information to lead the listener to the same conclusions as the speaker's. Instead, it is often more reliable to first state your point and then explain it.
6. **People Speak More Frequently And Completely When They Are Comfortable.** Therefore, get comfortable with the person to whom you are speaking. Skills in authentic expression can be useful in these situations. For example, if you are uncomfortable or confused, simply say so.
7. **Ask The Listener To Repeat The Main Points Of What You Just Said To Them.** This guideline ensures that the listener is indeed hearing what you wanted to convey. Be tactful when asking the listener to repeat what you said. For example, say "I want to be sure that I made sense to you just now, so I would appreciate if you could tell me what you heard me say."
8. **Ask Others To Provide Feedback About Your Spoken Communication.** One of the most powerful ways to learn about yourself is to ask others for feedback. Therefore, ask others about how you might improve your speaking skills.

- **Habits to Differentiate Good From Poor Listening:**

**To Improve Listening Skills, Consider The Following:**

Poor Listener	Effective Listener
Tends to "wool-gather" with slow speakers	Thinks and mentally summarizes, weighs the evidence, listens between the lines to tones of voice and evidence
Subject is dry so tunes out speaker	Finds what's in it for me
Distracted easily	Fights distractions, sees past bad communication habits, knows how to concentrate
Takes intensive notes, but the more notes taken, the less value; has only one way to take notes	Has 2-3 ways to take notes and organize important information
Is overstimulated, tends to seek and enter into arguments	Doesn't judge until comprehension is complete
Inexperienced in listening to difficult material; has usually sought light, recreational materials	Uses "heavier" materials to regularly exercise the mind
Let's deaf spots or blind words catch his or her attention	Interpret color words, and doesn't get hung up on them
Shows no energy output	Holds eye contact and helps speaker along by showing an active body state
Judges delivery -- tunes out	Judges content, skips over delivery errors
Listens for facts	Listens for central ideas

### 3. Presenting

#### Guidelines for Public Speaking and Presentations

Leaders make presentations to a wide variety of audiences, for example, Board members, employees, community leaders and groups of customers. Usually there is a lot that can be quickly gained or quickly lost from a presentation.

#### Making A Highly Effective Presentation

Note that meeting management skills are often helpful in designing an effective presentation. Also note that the following guidelines are intended for general presentations, not for training sessions where your presentation is to help learners to gain specific knowledge, skills or attitudes in order to improve their performance on a task or job.

#### Why Supervisors Communicate:

- Make assignments
- Give instructions
- Provide job information
- Plan work schedules
- Solve work problems
- Evaluate performance
- Receive directions

#### In addition to these, why do you communicate?

There are barriers that prevent supervisors from accurately and effectively communicating with employees, other supervisors, and management: Perception; Language; Semantics; Preconceived notions; Wordiness; Personal interest; Inflections; Attention and Emotions

#### Short Guidelines for Good Communications:

- ✓ Seek to clarify your ideas before speaking.
- ✓ Examine the true purpose of each communication.
- ✓ Consider the total physical and human setting whenever you communicate.
- ✓ Consult with others, where appropriate, in planning communications.
- ✓ Be mindful of the overtones as well as the basic content of your message.
- ✓ Take the opportunity to convey something of help or value to the receiver.
- ✓ Communicate for tomorrow as well as today.
- ✓ Be sure your actions support your communications.
- ✓ Lastly, seek to not only be understood but also to understand – be a good listener.

### III. COACHING, COUNSELING AND LEARNING

#### Coaching, Counseling and Learning;

As a good supervisor, emphasize coaching and developing your employees. Coaching involves working with the employee to develop their professional goals. This, in turn, will help your professional goals. Supervision can be taught. However, unlike many simple or basic skills, supervision is best understood as a “process” – requiring both knowledge and experience.

Perhaps even more important, however, developing effective supervision skills requires the availability of effective supervision. In other words, in order for an individual to develop the knowledge and skills to become an effective supervisor of others, they must first go through the process of effective supervision themselves – particularly in terms of being supervised and mentored in the role of supervision.

By setting an action plan and a timetable to achieve goals, you will be partnering in your employee's growth as a professional. If your employee knows you are taking an active interest in his or her development, he or she most likely will maintain a higher sense of loyalty to you and your organization. As the supervisor, you should understand his or her job and the organization better than they do. Consequently, you are the best

#### Definitions:

##### **Coaching:**

A directive process by a manager and supervisor to train and orient an employee to the realities of the workplace and to help the employee remove barriers to optimum work performance

##### **Counseling:**

A supportive process by a manager and supervisor to help an employee define and work through personal problems or organizational changes that affect job performance

##### **Learning:**

The cognitive process of acquiring skill or knowledge; a learning process which is encouraging and assisting staff in reflecting on their own performance, identify their own learning and developing needs and develop plans or identify opportunities to address those needs. The learning and development function will be achieved through:

- ✓ Helping supervisees identify their preferred learning style and barriers to learning;
- ✓ Assessing development needs and identifying learning opportunities

- ✓ Giving and receiving constructive feedback on performance
- ✓ Encouraging the supervisee to reflect on learning opportunities undertaken and applying that learning to the workplace

Developmental learning - learning that takes place as a normal part of cognitive development;  
 digestion - learning and coming to understand ideas and information.

## **The Difference between Coaching and Mentoring:**

### *Coaching*

- *Improving skills and performance*
- *Instructive*
- *Working towards a pre-defined goal*
- *Usually the Supervisor's Manager*

### *Mentoring*

*Guiding and encouraging through issues*  
*Personal and supportive*  
*Confidante - discuss issues and problems*  
*Not the Supervisor's Manager, usually another competent Supervisor*

### *A Simple 5 Step Coaching Strategy:*

Step 1 – Clarify the goal

Step 2 – Make the goal real

Step 3 – Strategize the action steps for achieving the goal

Step 4 – Your coaching strategy must include accountability for your client

Step 5 – Celebrate each step toward the goal

### *The Reasons for The lack of Workplace Coaching and the Lack of Appropriate Supervisor Skills:*

#### *The Reasons: Why Were Numerous:*

- Time restrictions
- Pressure of production
- Supervisors lack of understanding:
  - that coaching is within their role
  - how to implement it
  - how to do it

### *How Supervisors Can Help Employees Learn in the Workplace*

The supervisor's attitude and knowledge about learning has a tremendous impact on the development of employees.

*These are Suggestions for a Useful Ways for Supervisors and Learners to Turn the Workplace Into a Learning Work-Place:*

1. Encourage adult learners to view knowledge and truth as contextual and that they can act on their world individually or collectively to transform it
2. Create a partnership with the learner by negotiating a learning contract for goals, strategies and evaluation criteria
3. Be a manager of the learning experience rather than an information provider
4. Teach inquiry skills, decision making, personal development, and self-evaluation of work
5. Help learners develop positive attitudes and feelings of independence relative to learning
6. Recognize learners' personality types and learning styles
7. Use techniques such as field experience and problem solving that take advantage of adults' rich experience base
8. Encourage critical thinking skills by incorporating ... such activities as seminars
9. Create an atmosphere of openness and trust to promote better performance
10. Behave ethically, which includes not recommending a self-directed learning approach if it is not congruent with the learner's needs
11. Obtain the necessary tools to assess learner's current performance and to evaluate their expected performance
12. Provide opportunities for self-directed learners to reflect on what they're learning
13. Promote learning networks, study circles, and learning exchanges, self-managed teams of self-directed learners)
14. Provide staff training on self-directed learning and broaden the opportunities for its implementation
15. Help the learner identify the starting point for a learning program, methods and reporting.

SELF-DIRECTED LEARNING IS MORE THAN A FORM OF EDUCATION  
IT IS A COMPONENT IN HUMAN DEVELOPMENT

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**What Supervisors Can Do To Support Their Employees in Training and Development:**

➤ **Include Learners in Training and Development Planning:**

The learner will get the most out of the plan if he or she feels strong ownership in the plan. Ownership comes from taking part in developing the plan. Also, professional development rarely includes only gaining knowledge and skills about a job role. Professional development often includes self-development. Therefore, learners should be involved in as much as possible in developing the plan.

➤ **Have Human Resources Representative Play Major Role:**

A trained human resources professional can be a major benefit in employee development. The representative usually has a good understanding of the dynamics of training and development. The representative often has strong working knowledge of the relevant policies and procedures

related to training and development. In addition, the representative can be an impartial confidant for the learner.

➤ **Provide Ongoing Feedback and Support:**

Even if things seem to be going fine, be sure to stop in and visit the learner on a regular basis. Some learners may not feel comfortable asking for help. Supervisors should provide any feedback, that is, timely and useful information for the learner. Provide ongoing affirmation and support.

➤ **Maximize Feedback About Performance; When Assessing Results of Employee's Learning:**

Consider getting feedback from the learner's peers and subordinates about the learner's needs and progress to meet those needs. A 360-degree performance review is a powerful practice when carried out with clarity and discretion. When first carried out, it may be wise to get the help of an outside professional.

➤ **Budget Necessary Funds for Resources Learner Will Need:**

Funds may be required, e.g., for course tuition and materials, self-study materials, videos, training fees, labor to attend courses, etc.

➤ **Supervisor and Learner Should Set Aside Regular Times for Meetings:**

Scheduling meetings beforehand makes it much more likely that regular, ongoing feedback will occur between the supervisor and learner.



## Successful Orientation Program:

- Say and Send a welcome message.
- Have a HR rep call and answer questions about benefits etc.
- Insure they know how to get information on how to do their jobs.
- Have a group of key employees discuss with the new person what is like to work here.
- Have the new-hire meet the senior person in charge.
- Give them a copy of the organizational values/ mission/vision statement.
- Make sure they have a phone/E-mail directory of everyone in the organization.
- Pick an employee who enjoys working with team/people.

## IV. Effective Delegation

*Good Supervision is Effective Delegation.*

Delegation is when supervisors give responsibility and authority to subordinates to complete a task, and let the subordinates figure out how the task can be accomplished.

### *Effective Delegation*

### *Develops People Who Are Ultimately More Fulfilled And Productive*

Managers become more fulfilled and productive themselves as they learn to count on their staffs and are freed up to attend to more strategic issues.

Delegation is often very difficult for new supervisors, particularly if they have had to scramble to start the organization or start a major new product or service themselves. Many managers and supervisors want to remain comfortable, making the same decisions they have always made. They believe they can do a better job themselves. They don't want to risk losing any of their power and stature; they do lose these if they don't learn to delegate effectively. Often, they don't want to risk giving authority to subordinates in case they fail and impair the organization.

However, there are basic approaches to delegation that, with practice, become the backbone of effective supervision and development.

### Practical Steps to Accomplish Delegation:

- 1. Delegate the whole task to one person;** This gives the person the responsibility and increases their motivation.
- 2. Select the right person;** Assess the skills and capabilities of subordinates and assign the task to the most appropriate one.
- 3. Clearly specify your preferred results;** Give information on what, why, when, who and where. You might leave the "how" to them. Write this information down.

**4. Delegate responsibility and authority -- assign the task, not the method to accomplish it;** Let the subordinate complete the task in the manner they choose, as long as the results are what the supervisor specifies. Let the employee have strong input as to the completion date of the project. Note that you may not even know how to complete the task yourself -- this is often the case with higher levels of management.

**5. Ask the employee to summarize back to you, their impressions of the project and the results you prefer**

**6. Get ongoing non-intrusive feedback about progress on the project;** This is a good reason to continue to get weekly, written status reports from all direct reports. Reports should cover what they did last week, plan to do next week and any potential issues. Regular employee meetings provide this ongoing feedback, as well.

**7. Maintain open lines of communication;** Don't hover over the subordinate, but sense what they're doing and support their checking in with you along the way.

**8. If you're not satisfied with the progress, don't take the project back;** Continue to work with the employee and ensure they perceive the project as their responsibility.

**9. Evaluate and reward performance;** Evaluate results more than methods. Address insufficient performance and reward successes. See the next major section, "Employee Performance Management"

## *How to Delegate*

- ✓ *Determine what you will delegate*
- ✓ *Clarify the results you want*
- ✓ *Clearly define the employee's responsibility*
- ✓ *Communicate the employee's authority over the delegated task*
- ✓ *Be sure the employee understands his or her authority*
- ✓ *Establish a time limit*
- ✓ *Establish a follow-up schedule*
- ✓ *Stick to the delegation program*

## How to Delegate for Growth & Performance of Your Employees

### General Steps to Accomplish Delegation:

#### **1. Delegate the whole task to one person.**

This gives the person complete responsibility for doing the task and increases the person's motivation to do the task, as well. It also provides more focus for the supervisor when working with the person to understand that the desired results should look like.

#### **2. Select the right person to delegate to.**

Assess the skills and capabilities of the person to be sure that individual can actually accomplish the task. Does he/she have the knowledge, skills and abilities to do the task? If not, the person might need training. Or, perhaps the task should be delegated to someone else.

#### **3. Clearly specify your preferred results.**

Provide information on what the results should look like, why those results are desired, when the results should be accomplished, who else might help the person, and what resources the person has to work with. You might leave the "how to accomplish the task" to be decided by the person. It is often best to write this information down.

#### **4. Delegate responsibility and authority – assign the task, not the method to accomplish it.**

Let the person complete the task in the manner that he/she chooses, as long as the desired results are likely to be what the supervisor specifies. Let the person have strong input as to the completion date of the project. Note that you may not even know how to complete the task yourself – this is often the case with higher levels of management. Make sure that others in the organization understand that this person has both the responsibility and the authority to complete the task.

#### **5. Ask the person to summarize back to you, a description of the results you prefer.**

Explain that you are requesting the summary to be sure you effectively described the results to the person, not necessarily to be sure that the person heard you. That explanation helps the person to not feel as if he/she is somehow being treated as if he/she is untrustworthy.

#### **6. Get ongoing non-intrusive feedback about progress on the project.**

This is a good reason to continue to get weekly, written status reports from the person. Reports should describe what he/she did last week, plans to do next week, and any potential issues that might arise. Regular meetings with the person provide feedback, as well.

## **8. Maintain open lines of communication.**

Do not hover over the person to monitor his/her performance, but do sense what he/she is doing and do support the person's checking in with you while doing the task.

## **9. If you are not satisfied with the progress, do not do the task yourself!**

Continue to work with the person to ensure that he/she perceives that the task is his/her responsibility. Look for the cause of your dissatisfaction. For example, is it lack of communication, training, resources or commitment of the person?

## **10. Evaluate and reward the person's performance.**

Evaluate achievement of desired results more than the methods used by the person. Address insufficient performance and reward successes.

### Smart Delegation:

### What Managers Should Not Delegate:

**Smart Delegation: What Managers Should Not Delegate;** Delegation is one of the essential tools of management. Without delegation, it is not possible to run large organization or to find time to do all the essential tasks, even in smaller organizations. There are just so many things to do and so little time. You cannot be present at more than one place at a time to oversee things.

However, there are some situations when delegation is inappropriate. Unfortunately, we have too little time to determine what should and should not be delegated. Sometimes, a manager just does what s/he likes and delegates those tasks s/he finds tedious or uncomfortable, or worse, ends up doing everything herself or himself.

- **Core Functions or Responsibilities.** It is my strong belief that you should not let go of the most important aspects of your position. This is the area where your work adds the most value for the organization. This is true not only for employees, but also for organizations. In the case of employees, if you delegate your core functions or responsibilities, your boss may think you are no longer necessary.

- **Crisis Situations.** If the situation is critical, especially if there is media coverage, you must be hands-on in your style or at least be present to monitor the situation. Failing to do so may leave you vulnerable to criticism as to whether or not your direct supervision has any bearing. A crisis may not be as news worthy as a hostage situation, but if a large account were threatening to find another supplier then it would be wise to be present with your salesperson to try to appease the disgruntled client.

- **Traditions and Etiquette.** Sometimes it does not matter if someone else can do the job; there are events in which only your presence will please people especially in significance social events for key personnel such as in awarding of recognition certificates ceremony.
- **Confidential Matters.** There are certain tasks that require knowledge of sensitive or confidential information. Databases of customers are a specific example of this. Other things that may not be suitable for revealing to subordinates are personal files that may reveal damaging data. So if there is a possibility for leakage, then better do it yourself.
- **When Potential Damage is Intolerable.** While all kinds of delegation carries some risk of failure there are some mistakes that can literally close down the organization or your career. Try to find a way to limit the potential damage.
- **Dispensing Praise and Incentives.** People may doubt your sincerity if you let a subordinate be the one to send the message for a job well done. You can boost their morale better if you yourself show your appreciation. With regards to dispensing incentives, remember that people tend to be more loyal to those whom they perceive is responsible for the benefits they are getting.
- **Discipline.** Many managers are not comfortable about confronting subordinates if they have to impose discipline, especially in cases where they have to suspend or terminate an employee. This is one of the most unpleasant tasks but also a job that you cannot delegate.
- **Rule Setting.** You should be the one to set the standards and policies. For example, if you are the credit manager, you cannot just say to your subordinates to accept a credit application if s/he thinks the applicant is credit-worthy. It is your responsibility to set the rules and so you should be the one to define what "credit-worthy" means.

The rules;

above are not fixed, and sometimes, when there is just no time to do it yourself, you are forced to delegate some of the above when there is little risk.

However;

never forget that there are limits to delegation, and that there are cases where you should not delegate.

## V. Motivate Your Employees

### Ten Ways to Inspire and Motivate Your Employees

One of the challenges of managing a business is how to motivate your employees. Your workers are your key to your business' success, and if properly motivated, they would strive to do their best. It would benefit an organization a lot if the workers were motivated to work. This increases productivity and employees are more likely to stay on the job longer. Evaluate your workforce. Poor morale could indicate poor motivation. This will surely have a negative influence on the operations of your organization. As a boss, it is your responsibility to inspire your employees.

### The Following Are Some Ways to Motivate Your Employees:

- 1. Keep your communication lines open.** Let your employees know that you are available to talk about issues related to their jobs. Be reasonable and objective.
- 2. Recognize performers instantaneously.** If the employee delivers well, praise him or her immediately. Employees are better motivated if they believe that the organization is recognizing their contributions.
- 3. Lead by example.** Show that you yourself follow organization rules and regulations. Arriving late, looking haggard, and moving slow will gravely affect your employee's morale. Start the day right: walk straight, smile, and greet everyone.
- 4. Be honest.** Do not leave them hanging; there are times when employee's requests cannot be accommodated, then promptly say so. Surely, they will appreciate your honesty better than waiting for nothing.
- 5. Have one-on-one meetings with each employee.** This will allow you to be better acquainted with them; there are many things that can only be said confidentially.
- 6. Celebrate accomplishments.** Every notable achievement deserves a celebration. Although celebrations are more commonly associated with sales achievements, there are many other things employees do that deserve recognition. You can prepare parties to reward employees for their loyalty. Acknowledge employees based on the number of years (5, 10, 15+ years) they have stayed with the organization.
- 7. Provide a good working environment.** Your employees are more likely to stay motivated in their tasks if you provide an environment conducive to work. Even a small expense like replacing a broken chair will boost an employee's morale.
- 8. Show that you care.** Remember that employees have a life outside of work. Note the dates of their town fiestas and other important personal events and maybe you could give some consideration on these days.

**9. Minimize office politics.** It is hard to concentrate on work when there is too much backstabbing going on. Try to build a cohesive team by resolving conflicts and emphasizing the benefits of cooperative effort.

**10. Express your gratitude.** Even for simple accomplishments, always remember to thank your employees individually and their role in meeting your organization's objectives. Repeat your appreciation during meetings, to increase your employees' self-esteem.

Applying the ten tips mentioned above would go a long way to inspiring your workforce. However, to sustain good morale, you must never stop looking for ways to inspire. What may be a great motivator last year may be commonplace now. Motivation is always a work in progress!

## VI. Decision Making and Problem Solving

### **Decision Making**

You are making many decisions each day. Experience tells you some decisions have been good, others have proven to be not so good. The question is how can you, as a supervisor, make more right decisions than wrong decisions?

### **Why Is Decision Making So Important?**

Supervisors are evaluated by their employees, their boss and their organization on the decisions made on the job. In many cases, the decisions you make will affect the safety, conveniences, plans and welfare of others inside and outside the organization.

### **The Decision-Making Process**

The basic elements of the decision-making process are establishing goals and objectives, identifying problems, developing and evaluating alternatives, choosing an alternative and implementing it, and evaluating the results. Knowing the elements of the decision-making process can help you avoid feeling frustrated and uncertain when problems arise.

Your decisions are affected by your own personality traits. The following are four personality orientations that may affect how we make decisions:

**1. Ideology vs. Power.** Social reform movements usually have leaders with strong ideological orientations, while politicians are usually influenced by power. The best leaders in organizations usually are ideologically motivated.

**2. Emotionality vs. Objectivity.** Some people make decisions with their hearts, while others decide with their heads, using the facts.

**3. Creativity vs. Common Sense.** Some people try to redefine each problem and come up with a new solution, while others focus on what has worked in the past or what makes the most sense.

**4. Action Oriented vs. Contemplation.** Some people just want to make things happen, while others want to explore possible solutions and their implications.

### How can a supervisor make more of the right decisions?

The five (5) steps outlined below will serve as a guide for making more of the right decisions.

The process looks simple and, in most cases is simple. However, if a step is skipped or completed without logical thinking on the supervisor's part, the results may be a wrong decision. As we review each step, think of a situation that you are facing now. Use that as an aid to learning the steps. Below each step are blanks. Use them to write in your thoughts.

#### **Step 1: Make a list of all the possible courses of action.**

- List all of the things that are possible with the / of the decision-making process situation; even if they seem ridiculous now, put them down on paper.
- 

#### **Step 2: Review the reasons you are making this decision.**

- As you review the reasons for making this decision, do so objectively. Try not to rationalize and defend your own point of view. Look at all your options first and then make your decision.
- 

#### **Step 3: Weigh the good and bad consequences that can happen because of each possible action.**

- The outcome, although it is the proper thing to do at the time, may not always be positive. Think of ways to curb the lack of buy-in from your employees before you announce the decision.
- 

#### **Step 4: Add any new actions that may have come as a result of Steps 2 and 3.**

- After you have made any changes because of this process, make sure the ***Do Nothing***

Choice is one possible action. Sometimes the solution to a problem is to do nothing. Some things are a result of the natural interaction between people and they will work themselves out of it if left alone. What are some things that you thought of in this process that you would need to add now?

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**Step 5: Now, make the decision and make plans to reduce the risks that may show up because of the decision.**

What are some of the risks that may show up after the decision is made and announced to your employees?

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## VII. Team Work

A skillful supervisor can only be successful if his or her employees function as a smooth running team. In this section of the course, the supervisor will learn to identify positive and negative team roles, explore the stages of team development, and analyze team problems and practice team behavior.

### Principles of Good Leadership:

- ✓ Understanding what makes people tick
- ✓ Handling difficult people effectively
- ✓ Motivating and inspiring team members
- ✓ Maximizing your own leadership style

### Participating in Team Planning:

- ✓ Identifying strategies for setting goals
- ✓ Discussing and agreeing on goals and responsibilities
- ✓ Identifying resources required
- ✓ Establishing standards of performance required by the team
- ✓ Determining task reporting requirements

### Developing Team Commitment and Cooperation:

- ✓ Communicating effectively
- ✓ Encouraging team decision-making
- ✓ Supporting team initiative and interaction

### Managing and Developing Team Performance:

- ✓ Allocating tasks and responsibilities
- ✓ Negotiating strategies for goal achievement
- ✓ Identifying training needs
- ✓ Negotiating on task timelines

### Facilitating Work Teams:

- ✓ Reviewing progress against agreed timelines
- ✓ Implementing alternative strategies for task achievement
- ✓ Monitoring and reporting team performance
- ✓ Providing feedback to individual team members

## Group versus Team

Group	Team
Members think they are grouped together for administrative purposes only. Individuals work independently; sometimes at cross-purposes.	Members recognize their interdependence and understand both personal and team goals are best accomplished with mutual support.
Members tend to focus on themselves because they are not sufficiently involved in planning the unit's objectives.	Members feel a sense of ownership for their jobs and unit because they are committed to goals they helped establish
Members are told what to do rather than being asked what the best approach would be	Members contribute to the organization's success by applying their unique talent and knowledge to team objectives.
Members distrust the motives of others because they do not understand the role of other members.	Members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements, and feelings.

### Characteristics of An Effective Team:

- The atmosphere tends to be relaxed, comfortable, and informal.
- The team's task is well understood and accepted by the members.
- The members listen well to each other; there is a lot of task relevant discussion in which most members participate.
- People express both their feelings and ideas.
- Conflict and disagreement are present but are centered on ideas and methods not personalities and people.
- Team is self-evaluating about its own operation.
- Decisions are usually based on consensus, not majority vote.
- When actions are decided upon, clear assignments are made and accepted by the members.

### Practical Exercise:

With these team characteristics in mind, how well can you function in a team:

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Would your employees say that they function as a group or a team:

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Why?

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If they would say that they function as a group, what things could you do as the Supervisor to change this?

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Can you think of other barriers?

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## The Three "R's" of Business Ethics:

Who's responsible for acting ethically? You are! It isn't the "organization." It isn't just the business owner. It isn't only your manager. It is every person. Ultimately, each of us is responsible for your own actions, including being ethical.

**Respect:** The first "R" of business ethics is RESPECT. It is an attitude that must be applied to people, organizational resources and the environment. Respect includes behavior such as:

- Treating everyone (customers, co-workers, vendors, etc.) with dignity and courtesy.
- Using organization supplies, equipment, time, and money appropriately, efficiently, and for business use only.
- Protecting and improving your work environment, and abiding by laws, rules and regulations that exist to protect your world and your way of life.

**Responsibility:** The second "R" of business ethics is RESPONSIBILITY. You have a responsibility to your customers, your co-workers, your organization and yourself. Included are behaviors such as:

- Providing timely, high-quality goods and services.
- Working collaboratively and carrying your share of the load.
- Meeting all performance expectations and adding value.

**Results:** The third "R" of business ethics is RESULTS. Essential in attaining results is an understanding that the way results are attained--the "means"--are every bit as important, if not more important, than the ultimate goals--the "ends." Using the phrase "The ends justify the means" is an excuse that is too often used to explain an emotional response or action that was not well-planned or carefully considered.

Obviously, you are expected to get results for your organization and for your customers. However, you are also expected to get those results legally and morally, by being ethical. If you lose sight of the distinction, you jeopardize your job, your business and your career.

By considering Respect, Responsibility and Results before taking action, you will avoid the following common rationalizations for not doing what's right: Everyone else does it-They'll never miss it

### **Basic Supervision Course**

Nobody will care; The boss does it; No one will know; I don't have time to do it right; That's close enough; Some rules were meant to be broken and It's not my job.

## Management versus Leadership Managing Things versus Leading People

Management and leadership is not the same thing. One contrast between the two is that managers manage things, while leaders lead people. Managers focus on objects such as budgets, organizational charts, sales projections and productivity reports.

Leaders focus their efforts on people by encouraging, training, inspiring, empathizing, evaluating and rewarding their employees or coworkers.

To manage means to direct, to accomplish, and to have responsibility for. The functions of management are planning, directing, organizing, and controlling. The successful manager is viewed as one who achieves results by following prescribed activities and maintaining behaviors and products within prescribed limits.

To lead, however, is to inspire, to influence, and to motivate. Effective leaders help other pursue excellence, extend themselves, and go beyond their job requirements by generating creative ideas. It has been said that managers are people who do things right, and leaders are people who do the right thing. Effective leaders do a lot of managing, and effective managers need to lead.

**Monitoring Complexity versus Product Change**—Another contrast between management and leadership is maintaining stability versus creating change. Both management and leadership involve influencing others through four roles: Planning, organizing, directing and controlling. However, as they focus on these roles, Managers and leaders behave differently.

**Planning**—managers decide what to do by planning and budgeting, which controls complexity and produces orderly results. Leaders help an organization achieve constructive change by developing a vision of the future and strategies for producing changes to achieve the vision.

**Organizing**—managers perform organizing and staffing activities to create a structure for getting the work done. Leaders communicate a new direction to the relevant people and get them to support the ideas that will move the organization in this new direction.

**Directing**—managers are problem solvers. They negotiate agreements that satisfy worker's expectations and the demands of the organization. For example, bargaining and compromise are used to make an agreement, and reward and punishment are used to enforce it. Leaders rely on empowering people and letting them work on their own, according to the shared vision.

**Controlling**—managers ensure performance by implementing control systems. Leaders ensure performance by motivating and inspiring people to go above and beyond their formal job expectations.

In this leadership theory, leadership is not necessarily better than management. Both functions are necessary in organizations. A successful supervisor can incorporate both functions in his leadership style to have a highly cohesive and successful organization.

## (7) Skills for Supervision Success

### A 7 Core Skills; You Needs to Understand, Practice and Think About All the Time.

Obviously, supervising an intern or entry level employee is very different than supervising a senior level staff person; these skills are the basics that you need no matter who you supervise. All of these skills are simple and basic. For some of these, you're going to think; obviously; what a supervisor should do. However, just because they are simple does not mean they are EASY. If they were, everyone would be a successful supervisor.

### These Are The **7 Skills** For Supervision Success?

- 1. Listening** – This one is simple right? Well simple and easy are not the same thing. Try this: the next time you're talking to someone, try forcing yourself not to speak for 2 full minutes. Really listen to what the person is saying. And know how difficult it is for you to stay quiet.
- 2. Availability** – Availability can mean a lot of things, both tangible and intangible. On the tangible side, it means being physically present at work. Of course, you're not going to be at your desk every second of the day, but being away all day, every day by traveling too much, having too many off-site meetings, etc. isn't productive. That also means keeping your calendar updated regularly.

On the more intangible side, availability means being mentally present and available – and being clear about when you can't be. If you are under a lot of stress for a major project/duties, you need to let your supervisees know that you won't be able to help them think through a project. But don't let the 'can't' times take over the 'can' times or you'll create problems.

- 3. Mission-focus/priority-setting** – Here is what priority setting comes down to: ***Figure out what is most important. Do that first.*** It is that simple and that difficult; in every environment really; it is essential. Prepare a mission-focused supervision plan and everything you do, every-day, should help you and organizations achieve that mission.
- 4. Transparency** – Not every decision needs a full, 360 degree explanation, but lots of secrecy is frustrating and ultimately dis-empowering to those you supervise. Being transparent also means admitting when you're wrong or when you don't know the answer. No one is perfect and if you constantly try to hide behind a perfect image, the downfall will be that much harder.
- 5. Delegation** – Delegation is arguably the hardest of these skills to learn and perfect. Delegation basically means transferring decision-making authority to another employee

for a task not necessarily within one's job description while still retaining ultimate responsibility for the task. There are three key pieces of this:

- Responsibility – setting clear expectations, but not step-by-step instructions on how something should be done
- Authority – the delegatee is given the right to make decisions
- Accountability – delegatee is responsible for the work, but delegator has ultimate responsibility

**6. Taking Responsibility and Giving Credit** – When you delegate authority, you are responsible for what your supervisee does. You must take responsibility for the mistakes. BUT – you must also give credit for the good things.

**7. Realism** – Again, simple: DO NOT make commitments that you and your staff can't keep. Promising is not good especially if you can't deliver. Putting that extra pressure on your employees (not to mention yourself) just creates all kind of unnecessary stress. You also need to be realistic about what you can do as a supervisor – don't be a bottleneck.

So what do you think? Are these skills easy? Difficult? How do you operate as a supervisor?  
Prepare Your Self to Do It

## Effective Supervisory Skills

### Human Relations Self-Checklist

Dealing with people is complicated, to say the least. Here are 30 questions dealing with human relations.

#### Take A Few Minutes And Answer These Questions:

1. Do you know a little bit about the off-the-job interests of each person in your department?
2. Are you generally cheerful?
3. Do you manage to keep calm and even-tempered under the inevitable pressures and strains on the job?
4. Do you make promises only when you know you can keep them?
5. Do you tend to be impatient?
6. Are you apt to violate personal confidence?
7. Do you make an effort to be a good listener?
8. Do you give credit where credit is due?
9. Do you ignore complaints that appear insignificant to you?
10. Are you strict with some employees and lenient with others?
11. Do you believe in the practice of being one of the gang with your workers after hours?
12. Do you praise good work as well as criticize poor work?
13. Do you freely delegate responsibilities to others?
14. Do you cooperate and get along well with other supervisors?
15. Can you refuse an employee's request without creating antagonism?

16. Do you try to see the other person's point of view?
17. Do you think that if you get too friendly with employees they begin to lose respect for you?
18. Are you effective in giving orders?
19. Do you ask employees to do personal chores for you?
20. Do you ever ask for employees' opinions about work improvements?
21. Do you explain reasons for changes in policies and procedures?
22. Do you refrain from making sarcastic remarks; from speaking in a loud-commanding voice?
23. Do you feel that your first impressions of a person are reliable?
24. Have you had many employee turnovers in your department?
25. Do your workers respond when you talk to them about doing a better job?
26. Do you give employees a chance to advance or learn new skills?
27. Do you try to put a new worker at ease?
28. Do you threaten and coerce your employees?
29. Do you believe that a bad habit will iron itself out?
30. Do you usually tell employees the reason behind an order?

- What do the answers to these questions tell you? They will probably tell you many things if you look at them objectively.
- They could tell you that you are a passive type of supervisor, or a very aggressive one.

For example, they may:

- Tell you that you empower your employees to do their job and motivate them along the way, or you tell them what to do every step of the way or leave them out on their own.

Take another look at your responses to these questions. Do you see room for improvement?

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What steps do you need to take personally after looking at these questions?

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### *Supervisory Skills Questionnaire*

#### **Uses for the Supervisory Skills Questionnaire (SSQ)**

Perfect for both individual and group supervisory training, the Supervisory Skills Questionnaire can be particularly helpful in surfacing issues within existing situations.

Some appropriate uses of the SSQ include:

- To prepare new supervisors for their changing roles and responsibilities
- To gauge an individual's degree of readiness for a supervisory position
- A centerpiece of a comprehensive supervisory training program

- A refresher course for more experienced supervisors
- A mentoring tool for experienced supervisors to discuss situations with new supervisors
- A discussion starter in any supervisory training
- A post-training assessment tool

### Supervisory Skills Questionnaire

The Supervisory Skills Questionnaire is an assessment tool that focuses on the most critical aspects of effective supervision. Using a response key, participants decide how they would most likely respond to 30 everyday supervisory situations. Below are 5 sample statements taken from the participant booklet:

**1. Your boss gave you a new project. It seems important to the organization from what you know about it, but it means a lot of work for your group and you're having a hard time seeing a big benefit for them. You are about to meet with your group. How would you handle this meeting?**

- A. Think hard about what might be positive to your employees about the project and sell the project on that basis.
- B. Be honest with your employees about your lack of support for the project, but make it clear that the project must be completed.
- C. Explain the importance and the benefits of the project for the organization and tell your employees it must be completed.

**2. You have decided that you must delegate a task that you have been handling yourself. Now you have to decide who gets the assignment. You are not on a tight deadline for this task, but it is important that it is done right. Who will you delegate it to?**

- A. Give it to the person in your group who is most qualified to get it done & who has the skills to do it.
- B. Ask for a volunteer so you know he/she is willing to do the work.
- C. Assign it to a person whose development would be furthered by completing the task.

**3. You are conducting a performance review of a person you know could be doing better. The employee acts shocked that you are questioning his/her performance. How do you respond?**

- A. Let the employee know that you expect the best from everyone, including him/her.
- B. Give the employee specific examples of where his/her performance could have been better and then move on to how to improve performance.
- C. Make clear to the employee how his/her performance has been lacking. Continue to make this point until the employee admits that he/she needs to improve performance.

## Basic Supervisory Skills Training

### **Overview:**

Supervisory skills training is essential because becoming a supervisor or manager demands new skills, you must now learn how to lead and accomplish tasks through others. This one day seminar is excellent for the new supervisor or manager and also for those who need to have a refresher on their supervision skills. There will be plenty of activities to stimulate participants and to make the lessons more memorable.

### **Objectives**

- To train the new supervisor or manager to be effective in their new position
- To improve the performance of current supervisors and managers

### **Who Should Participate**

- Supervisors
- Businessmen and managers who wish to improve their managerial skills

### **Key Topics**

#### **Module 1: The Supervisor**

- A. The Supervisor Defined
- B. Transition in Roles
- C. The Allen Management Wheel & the Fyour Management Function

#### **Module 2: PLANNING**

- A. Forecasting
- B. Developing Objectives & Strategies
- C. Tasking
- D. Scheduling
- E. Budgeting
- F. Developing Policies, Procedures and Processes

#### **Module 3: Organizing**

- A. Defining Work
- B. Grouping Work
- C. Assigning Work
- D. Integrating Work

#### **Module 4: Leading**

#### **Module 5: Controlling**

- A. Developing Standards
- B. Measuring Performance
- C. Evaluating Performance
- D. Correcting

## **Glossary and Definition:**

**Accountability:** The requirement to perform duties, including financial and operational responsibilities, in a manner that complies with legislation, policies, objectives and expected standards of conduct.

**Activity:** The major tasks performed by an organization to accomplish each of its business functions.

**Aims:** Statements of the ongoing purposes of an organization arising from its mandate.

**Budget:** In a business or government environment, a statement of an organizations financial position over a specified period of time, based on estimates of expenditure and proposals for financing those expenditures.

**Business:** The core functions of an organization, intended to contribute to the achievement of the organization's mission.

**Business process:** A task or a set of coordinated tasks and activities that exist to accomplish a specific purpose.

**Competencies:** In a business or government environment, the levels of knowledge, skills and experience required by an individual or group in relation to the range of jobs he, she or they may be called upon to perform.

**Competitor:** In a business or government environment, anyone outside an organization, project or business process that competes for the same resources (inputs) or provides the same or similar products or services (outputs). Competitors may be external or internal.

**Content management:** The process of establishing policies, systems and procedures in an organization in order to oversee the systematic creation, organization, access and use of large quantities of information, especially in different formats and applications.

**Contract:** In a business or government environment, a legally binding agreement entered into between two parties generally for one or more to receive payment or other benefits in exchange for the supply to the other(s) of goods or services.

**Customer:** Anyone who needs, uses or benefits from the output of a process. Sometimes also known as a consumer.

**Database:** A structured assembly of logically related data designed to be used in various software applications.

**Delegation:** In a business or government environment, the action of granting staff the authority and freedom to perform tasks normally carried out by the manager, while the manager retains accountability for the successful completion of the tasks.

**Description:** In a records and archives environment, the process of capturing, analyzing, organizing and recording information that serves to identify, manage, locate and explain records and the contexts and records systems that produced them.

**Development environment:** Within a computer environment, the establishment, testing, customization and modification of software. Once a software system has been developed, the

system is moved into a production environment, where it goes live and is made available for use. See also Production environment.

**Documentation:** In a computer environment, the information or instructions needed to develop, use or maintain computer hardware and software systems and to permit access to and retrieval of the data contained in those systems.

**Function:** A unit of business activity in an organization or jurisdiction. Functions represent the major responsibilities that are managed by the organization in order to fulfill its goals. Functions are high-level aggregates of the organization's activities.

**Group:** In a records and archives environment, the primary division in the arrangement of records and archives at the level of the independent originating organization.

**Information:** Data or knowledge that is communicated.

**Input:** In a computer environment, any resource required in order to allow a process to take place; the result of the input and the process will be one or more outputs.

**Integration:** The process of combining separate parts into a whole that works together.

**Objective:** In a business or government environment, a specific goal identified to support an organization's mission or functions; the objective is intended to be accomplished within a specified time.

**Process:** In a business or government environment, the means whereby an organization carries out any part its business.

**Project:** A formally established work effort intended to achieve a specific outcome. A project has a well-defined beginning, clear scope and objectives and a specific end product.

**Stakeholder:** In a business or government environment, any person, group or other organization that has a claim on an organization's attention, resources or output or is affected by that output.

**Standard:** A definition, format, specification, procedure or methodology that has been approved by a recognized standards organization or is accepted as a de facto standard by an industry.

**Strategic planning:** In a business or government environment, the process of identifying organization's mission, aims and objectives, determining its needs, capabilities and resources, and then developing strategies to achieve those goals. Also referred to as development planning.

**System:** An arrangement of people, materials, organizations, procedures or other elements associated with a particular function or outcome. A system is made up of inputs, processes and outputs.

**Collaboration:** A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.

**Ethics:** Standards of conduct, moral judgment

**Management:** The achievement of objectives by identifying and utilizing material and human resources.

**Manager:** Anyone who holds a senior level in a particular organization.

**Motivation:** Has a subjective and objective aspect:

Subjective side is a condition in the individual, which is called a need, a drive or a desire; Objective side is an object outside the individual, which may be called the incentive or goal.

When the natures of the need and the incentive are such that obtaining the incentive satisfies the need, we call the situation motivating.

**Strategy:** An ongoing program of activity which is designed to help an organization or an individual achieves goals and objectives.

**Vision:** Long-term goal of strategy. What an organization is and wants to become.

**Outcome:** A description of the intended result, effect, or consequence that will occur from carrying out a program or activity. A long-term, ultimate measure of success or strategic effectiveness.

**Organizational Development:** planned, organization-wide effort, managed from the top, to increase organizational effectiveness through planned interventions in the organization process using behavioral science knowledge.

**Management:** The achievement of objectives by identifying and utilizing material and human resources.

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