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 DELEGATION
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

Management Functions

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

**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

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**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:*

<table>
<thead>
<tr>
<th>Job Related</th>
<th>Employees Related</th>
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<tbody>
<tr>
<td>✓ Cost Control</td>
<td>✓ Coaching</td>
</tr>
<tr>
<td>✓ Equipment</td>
<td>✓ Communicating</td>
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<td>✓ Goals</td>
<td>✓ Delegating</td>
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<td>✓ Materials</td>
<td>✓ Disciplining</td>
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<td>✓ Plans</td>
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<td>✓ Procedures</td>
<td>✓ Managing yourself</td>
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<td>✓ Productivity</td>
<td>✓ Motivating</td>
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<tr>
<td>✓ Quality</td>
<td>✓ Supervising others</td>
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<td>✓ Standards</td>
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<td>✓ Training</td>
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</table>
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 having 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:

Session 1: 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:

- 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

<table>
<thead>
<tr>
<th>Supporting</th>
<th>Coaching</th>
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<td>High Support</td>
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<table>
<thead>
<tr>
<th>Delegating</th>
<th>Directing</th>
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<tbody>
<tr>
<td>Low direction</td>
<td>High Direction</td>
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<td>Low support</td>
<td>Low support</td>
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<tr>
<td>S-4</td>
<td>S-1</td>
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</tbody>
</table>

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.

- Briefly describe the situation:

- 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:

--------------------------------------------------------
--------------------------------------------------------

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.  

When problems occur on projects I have delegated, I give the employees a reasonable chance to work them out for themselves.

When I delegate work to team members, I make certain they understand what to do and what is expected.

I see delegation as one way to help employees develop their skills, and I assign work accordingly.

I support and help employees in emergencies, but I do not permit them to leave work for me to do.

When I assign work, I stress the results desired but also show my willingness to help the employee where needed.

When I delegate a project that affects others, I make sure everyone concerned knows who is in charge.

When delegating work, I grant the authority to do the job based on an employee’s experience level.

I hold my employees responsible for results of delegated tasks and projects.

**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 ✓.

<table>
<thead>
<tr>
<th>Do</th>
<th>Should</th>
<th>Well</th>
<th>Improve</th>
</tr>
</thead>
</table>

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23
• 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:

_____________________________________________________

_____________________________________________________

_____________________________________________________

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 respond 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 its 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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>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.</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.</td>
</tr>
<tr>
<td>Decisiveness</td>
<td>Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.</td>
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<tr>
<td>Flexibility</td>
<td>Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.</td>
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<tr>
<td>Integrity/Honesty</td>
<td>Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.</td>
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<tr>
<td>Oral Communication</td>
<td>Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.</td>
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<tr>
<td><strong>Problem Solving</strong></td>
<td>Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.</td>
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<tr>
<td><strong>Resilience</strong></td>
<td>Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Writes in a clear, concise, organized, and convincing manner for the intended audience.</td>
</tr>
</tbody>
</table>

**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` 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
Reference:

- By Richard Sizemore
- Carter McNamara, MBA, PhD, Authenticity Consulting, LLC.
- Gail Zack Anderson
- By Isaiah David, eHow Contributor
- How to Get Good Employees With Supervisor Training | eHow.com http://www.ehow.com/how_5804071_good-employees-supervisor-training.html#ixzz1w9sHEkLA
- Manila Bulletin-Ruben Anlacan, Jr. (President, BusinessCoach, Inc.)
- Thomas D. Fisher, in Self-Directedness in the Workplace: A Re-Examination cites numerous suggestions (from Lowry) in order to better enable self-directed learning in the workplace.