

INTRODUCTION TO SUPERVISION

OVERVIEW

The single most important need usually voiced by organisations is for effective leadership. And yet a formal analysis of competencies, as well as practical experience in numerous organisations invariably reveals a deficiency, often serious, in supervisory and management skills.

The reality of this deficiency is usually endorsed both by staff and by supervisors/managers themselves. Often it reflects the promotion or appointment of people to supervisory or management positions on the basis of their technical competency, with little or no thought given to their new, most important task – to manage other people!

The Introduction to Supervision program has been developed to address this need.

Of course, supervision and management skills are not acquired overnight through the wave of one magic wand. The skills and competencies are developed and grown through experience. This program, however, provides a framework around which the experience can be given structure and value.

AIMS

The aim of the Introduction to Supervision program is to ensure that participants understand and are committed to the expectations which their home organisation has of them as a manager/supervisor, and to introduce them to new and improved management styles, practices and tools which will support and sustain them in their role.

LEARNING OUTCOMES

At the conclusion of the program participants will:

1. Understand their home organisation's expectations of them as supervisors.
2. Be committed to deliver on those expectations.
3. Know and understand different management/supervisory styles and the respective advantages and deficiencies of each.

4. Know and be able to use various practical and contemporary management tools which will help them in their job.
5. Have the confidence to actually use these tools on the job.

PROGRAM CONTENT

The program is structured generally around five key areas described hereunder. Note that although these areas are identified separately for convenience, the program stresses that they are inextricably interwoven, and need to be considered as a whole.

The Role of the Supervisor

- Defined
- Expectations
- Responsibility, Authority, Accountability
- Effectiveness
- Knowing the Organisation
- Setting Priorities

Working with People

- Selection & Interviewing/Induction
- Training/Learning
- Motivation
- Communication
- Giving Instructions
- Feedback
- Appraisal
- Conflict/Grievances/Counselling

The Supervisor as a Leader

- Leadership Styles
- Self-improvement

- Presentation Skills
- Managing Meetings
- Delegation

Teamwork

- Teams
- Teambuilding
- Trust

Doing the Actual Job

- Mission/Goals
- Objectives and Planning
- Time Management
- Problem Solving and Decision Making
- Management Information Needs
- Negotiating and Bargaining

The program uses a blend of classroom sessions, interactive group work and experiential learning activities. At least one personal awareness tool will be used, including the “management style inventory”, polling participants’ subordinates, and/or a BelBin Team Role process (which offers some additional useful team insights).

Participants will be asked to commit themselves to specific “Action Plans” to be put into effect following the program and to be reported and monitored, through the use of workplace “mentors” (senior managers) and/or during the subsequent follow up days (see below).

Note that the actual structure and content will necessarily vary depending on the duration selected for the program (see “Duration” hereunder).

EVALUATION

In the short to medium term, our approach is to involve participants themselves in identifying certain parameters against which the outcomes of the course can be judged.

In the longer term, success will be reflected in improved goal achievement and a more highly motivated, committed and effective management team and workforce. The participant, or a nominated manager or supervisor, will be provided with an evaluation instrument for completion

several weeks after conclusion of the program. This is essentially an in-house tool for use by the client.

However, we encourage organisations to return a copy of the instrument for use in the future review, development and general improvement of the program.

On some occasions we have conducted the “management style inventory” twice - as a “before” and “after” measure - with useful and revealing results.

ACCREDITATION

The Course covers many aspects which are Core or Optional Units of the Frontline Management (FLM) program at various Certificate, as well as Diploma levels.

The Course does not, in and of itself, deliver specific Units of Competency under FLM. However, participants who satisfactorily complete the program will be well-situated to develop the Competencies explored more completely over following weeks and months which will enable subsequent assessment and accreditation by in-house (or if preferred external) Workplace Assessors, should their home organisation choose to adopt this approach.

Units of the FLM which fall within the scope of the Introduction to Supervision program include, for example:

National Code	Competency	Standard
BSBFLM501A	Manage personal work priorities and professional development	
BSBFLM502A	Provide leadership in the workplace	
BSBFLM503A	Establish effective workplace relationships	
BSBFLM504A	Facilitate work teams	
BSBFLM510A	Facilitate and capitalise on change and innovation	

Participants receive a Certificate of Completion, usually at a special social function such as a post-course dinner.

DURATION

The program was initially developed for, and is usually conducted as, either of two residential versions.

- A six-day program conducted through a three day (two night) residential course, followed by three, one day programs spaced from themselves and the residential program by about six weeks. The one day programs provide a focus for follow-up and support of work-place assignments designed and committed to by participants during the residential phase. They offer a highly effective mechanism to bridge the "Workplace/ Workshop Gap".

A three day/three night residential program, with subsequent follow up on the job.

Other variations of this program have been successfully conducted, however. These have included two, three and four day non-residential programs, and a series of shorter two or three hour sessions held weekly over a period of months.

In terms of value and benefit, however, we strongly recommend either of the two residential versions.