

# Supervisory Leader Course

## Five Roles of the Supervisory Leader

*“The most immutable barrier in nature is between one man’s thoughts and another’s.”*

*–William James*

Effective leadership performance depends on a blend of appropriate skills, knowledge, attitudes, and behaviors coupled with relevant experience. This program helps supervisors gain the skills they need to become more effective leaders in your organization. The truly successful leader is one who is able to come to terms with his or her strengths and weaknesses. He or she practices self-discipline, manages his or her own emotions, and objectively administers the job. Supervisory leaders must expertly handle disruptive behavior and difficult people from time to time. This course identifies five roles of a supervisory leader: influencing people, supervising work, communicating effectively, coaching and managing through conflicts. Participants will learn to excel in these roles and are given tools to help them back at work.

## Learning Objectives

Participants will:

- ◆ Learn to choose between effective and ineffective leadership styles.
- ◆ Understand the relationship between their styles and the motivation and behavior of others
- ◆ Understand and learn to implement the four steps to active supervision
- ◆ Discover a proven process for problem solving
- ◆ Learn five steps for effective decision-making
- ◆ Understand the need for delegation and how to delegate effectively
- ◆ Discover ways to communicate more effectively and vividly
- ◆ Learn a technique for coaching performance
- ◆ Understand the difference between coaching and discipline
- ◆ Find out how to convert conflicts into problem solving sessions
- ◆ Learn effective tools for dealing with difficult people
- ◆ Discover ways to help groups in conflict
- ◆ Develop a personal action plan

## Audience

This course is designed for supervisors, managers, and all employees on a management track.

## Course Outline

### ***Module One: Leading People***

- ◆ What supervisory leaders do
- ◆ How do leaders influence people?
- ◆ Leading, supervising and managing
- ◆ Choosing effective leader styles
- ◆ Leader styles triangle
- ◆ How beliefs influence leader styles
- ◆ How personalities influence leader styles
- ◆ Consequences and motivation

### ***Module Two: Supervising Work***

- ◆ Creating a positive environment
- ◆ Indicators of a positive environment
- ◆ Supervising work
- ◆ Alignment
- ◆ Four steps to active supervision
- ◆ Five steps to problem solving
- ◆ Team brainstorming
- ◆ Five steps to process improvement for busy supervisors
- ◆ Five steps to effective decision-making
- ◆ Five guidelines to common sense delegating

### ***Module Three: Communicating Effectively***

- ◆ Interpersonal communications and emotional inferences
- ◆ Using your emotional intelligence
- ◆ Communication tools for the speaker
- ◆ Communication tools for the listener
- ◆ More advanced communication tools
- ◆ Stating expectations and building agreement
- ◆ Organizational culture and communication

### ***Module Four: Coaching for Improved Performance***

- ◆ Coaching for improved performance
- ◆ Performance expectations
- ◆ Assessing performance and planning
- ◆ The MUSE Assessment – a 3-minute assessment tool
- ◆ Basic coaching techniques
- ◆ Coaching or discipline?
- ◆ Three coaching techniques
- ◆ Avoid Communication Blocks

### ***Module Five: Managing through Conflict***

- ◆ Effective and ineffective responses to conflict
- ◆ Converting conflict to problems solving
- ◆ Three steps for conflict problem solving
- ◆ Handling difficult people
- ◆ Helping groups in conflict

### **Program Format – 5 Days**

This intensive five-day course is built around practical skills that make the difference between effective and ineffective supervisors. In teaching each skill, we present the learning point, illustrate its advantages and give examples and demonstrations. Then, each participant practices and gains confidence in using the skills. We use videotaped role-play, exercises and case studies to give participants “hands-on” skills practice. Participants receive instructor and peer feedback to improve their skills. All participants leave this training course with a Study Guide, packed with tools to help on the job, a website with relevant readings and other items to help participants further their learning and a specialized action plan for on-the-job reinforcement of the newly learned skills. The maximum class size is 18, but for optimum results 12-16 participants is ideal.

### **Customer Service Features**

Cornelius & Associates offers two excellent customer service features to compliment this course:

#### ***Conference Call with Participants’ Supervisors***

The course instructor will participate in a conference call with the participant’s supervisors. The purpose of this call is to ensure the participant’s supervisors understand the goals and objectives for the training course and the importance of the participant’s Personal Action Plan. The instructor reviews simple items their supervisors can do to reinforce and enhance the training on the jobsite. Also, participant’s supervisors will have the opportunity to ask questions and clarify information. This feature is particularly useful when training participants each have different supervisors or come from different locations.

#### ***Follow-up Conference Call with Participants***

The course instructor will participate in a conference call with the participants 90-days after the training has ended. The purpose of this call is to ensure participants are working on their Personal Action Plan and to clarify any issues that arose once they returned to work. This platform also gives participants an opportunity to ask questions and monitor their development against other course participants.

## Optional Assessment Tools

Cornelius & Associates offers two excellent assessment tools to compliment this course for an additional fee:

### *The Leader Tasks Questionnaire*

This tool is a brief questionnaire that assesses the participants' strengths and weaknesses along forty-seven factors which all relate to the learning points taught in this training course. It is filled out ahead of class by the participant and the participant's manager and then tabulated. The participant gets a chart showing their responses and their manager's responses. The purpose of this tool is to show gaps in perception and for use as a conversational tool for the participant to discuss improvements with their manager. If this option is added on, the instructor spends time in class reviewing the charts and relating the information to learning points in the course.

### *The Myers-Briggs Type Indicator® (MBTI®) Online Assessment*

This tool is one of the most widely used personality inventories in the world. The MBTI® assesses personality preferences on four dichotomies, creating 16 distinct personality types. If this tool is added on to this course, participants take the assessment online and participate in a 1/2-hour phone debriefing with our MBTI® certified consultant to ensure they have a full understanding of their type before the course begins. Then, the instructor spends time in class in an interactive exercise that demonstrates personality differences and how to work with others with different types.