




Presented by:  
Keera Godfrey, MBA M.S.

## The Most Important Skills for Supervisors




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**What is your current job role?**

- a. Aspiring Supervisor
- b. Supervisor
- c. Manager
- d. Director or above
- e. L&D / Training

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## Agenda

1. A Proven Supervisory Skills Model
2. Five Key Supervisory Skills
3. Application Scenarios: Situation and Best Action
4. Supervisory "Do's and Don'ts"
5. Skill Improvement Tips
6. How to Identify a Supervisor's Strengths and Weaknesses
7. Question and Answer

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# Effective Supervision

You have just been given an award for **Excellence in Supervision for 2017**. The award was created and voted on by employees.

*What makes excellence in supervision?*

- A. Technical Expertise
- B. Excellent Relationships



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# Effective Supervisors

## The Balancing Act



Goals of the Organization	Needs of the Work Group
Increase production	Training
Increase sales	Paid Time Off
	Conflict resolution

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# Supervisory Skills Model

The Supervisor



Direction from the Business → Workgroup

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# Guiding the Work





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# Guiding the Work

**Application: Scenario**

A project your group received about three weeks ago seems stalled even though your group knows it's important to your best customer. You decide to have a talk with your group about what the problem is.



*How would you start the discussion?*

- Tell your group that you need to know what's going on with the project. Tell them you will accept whatever changes they suggest.
- Start by stating clearly that this project must be completed. Then discuss their expectations for completion and yours.
- Tell the group that the project is now a top priority and give them a completion date.

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# Guiding the Work

**Application: Best Action**

*How would you start the discussion?*

- Tell your group that you need to know what's going on with the project. Tell them you will accept whatever changes they suggest.
- Start by stating clearly that this project must be completed. Then discuss their expectations for completion and yours**
- Tell the group that the project is now a top priority and give them a completion date.

**Why?**

- Clear expectations from start
- Discussion includes team commitment

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## Guiding the Work

Understand the needs of the organization and plan your group's work effectively to meet those needs.

Do	Don't
<ul style="list-style-type: none"> <li>Support organizational goals</li> <li>Get your employees involved in the planning process</li> <li>Act decisively</li> <li>Make plans with specific progress review dates</li> </ul>	<ul style="list-style-type: none"> <li>Tell employees that you disagree with management positions</li> <li>Consistently prepare detailed plans without consulting your employees</li> <li>Put off making decisions until you are sure that they are perfect</li> <li>Fail to assign responsibility for tasks</li> </ul>

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## Guiding the Work

**Skill improvement tips:**

- Make it clear to your workgroup that you support the organization and its goals.
- Provide direction even when in unfamiliar areas
- Balance asking for information and acting decisively
- Plan in advance – what, who, and how
- Create specific and realistic plans
- Gain commitment by actively involving your workgroup

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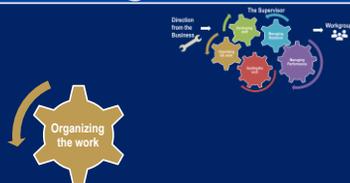
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## Organizing the Work



The diagram illustrates the relationship between 'Organizing the work' (a central gear), 'The Organization' (a cluster of gears), and 'Workgroup' (a group of people icon). Arrows indicate a flow from the organization to the workgroup and back, with 'Organizing the work' acting as a central hub.

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## Organizing the Work

**Application: Scenario**

You have appointed one of your people as the leader for a project, but it is clear that another employee is really seen as the leader by the group. The project is progressing well, but it worries you that the leadership is not where you want it to be.

**What would you do?**

- A. Make it clear to the group who the leader is and who you support. Don't tolerate other sources of leadership.
- B. Appoint the leader who has the group's support as the formal project leader.
- C. Don't interfere.

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## Organizing the Work

**Application: Best Action**

*What would you do?*

- A. Make it clear to the group who the leader is and who you support. Don't tolerate other sources of leadership.
- B. Appoint the leader who has the group's support as the formal project leader.
- C. Don't interfere.**

**Why?**

- Informal leadership in most cases is not harmful

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## Organizing the Work

**Assign people and allocate resources to accomplish work goals.**

Do	Don't
<ul style="list-style-type: none"> <li>▪ Set schedules to meet the organization's goals</li> <li>▪ Use others' expertise to organize when necessary</li> <li>▪ Keep track of what's going on in the information organization</li> <li>▪ Involve others if you have to reorganize</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accept work changes without question</li> <li>▪ Show favoritism or fail to assign unpleasant tasks</li> <li>▪ Fail to assign responsibility for necessary tasks</li> <li>▪ Try to have complete knowledge of all aspects of work</li> </ul>

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# Organizing the Work

## Skill Improvement Tips:

- Handle shifting priorities
- Quickly investigate unforeseen problems and solve them
- Consult employees to gain complete knowledge of the work
- Follow the rules, regulations, and guidelines of the organization
- Accommodate the needs of your work group when they are not in direct conflict with the organization's needs

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# Developing Direct Reports




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# Developing Your Staff

## Application: Scenario

You believe that one of the people you supervise has the potential to be promoted, but that person lacks confidence in his or her abilities.



*How would you build his or her confidence?*

- Give the employee a challenging assignment that you are sure he or she can complete with some effort.
- Give the employee an easy assignment and then praise him or her when the assignment is completed.
- Praise the employee publicly each time he or she completes an assignment.

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## Developing Your Staff

### Application: Best Action

*How would you build his or her confidence?*

- A. Give the employee a challenging assignment that you are sure he or she can complete with some effort.
- B. Give the employee an easy assignment and then praise him or her when the assignment is completed.
- C. Praise the employee publicly each time he or she completes an assignment.

### Why?

- Creates more engagement
- Greater self-esteem on completion

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## Developing Your Staff

Increase the skill level of each employee by learning his or her strengths and assign tasks according to development need.

### Do

- Delegate work that develops your employees' skills
- Get to know employees on an individual basis
- Keep employees informed about the status of their requests
- Make your expectations for results clear when you delegate tasks

### Don't

- Complete tasks yourself because they require effort to teach others
- Treat employees as a group rather than as individuals
- Forget to tell employees about the status of their requests
- Delegate only to people who already have the skill for the task

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## Developing Your Staff

### Skill Improvement Tips:

- Take the time to delegate
- Delegate work that develops employees skills and does not require your formal authority
- Delegate to employees who need development - and are willing to be developed
- Provide clear expectations and follow up regularly
- Set challenging and realistic goals for your work group

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# Managing Performance

Decision from the business

The Supervisor

Managing Performance

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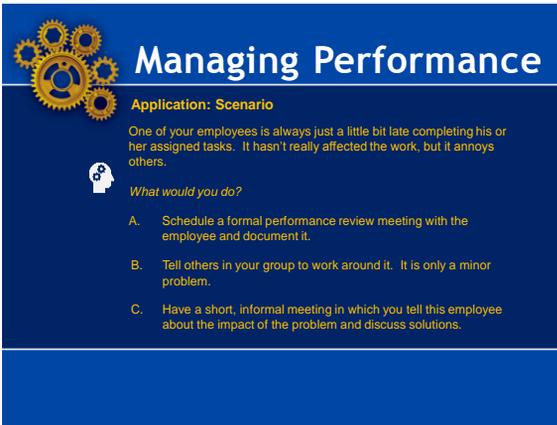
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# Managing Performance

**Application: Scenario**

One of your employees is always just a little bit late completing his or her assigned tasks. It hasn't really affected the work, but it annoys others.

**What would you do?**

- Schedule a formal performance review meeting with the employee and document it.
- Tell others in your group to work around it. It is only a minor problem.
- Have a short, informal meeting in which you tell this employee about the impact of the problem and discuss solutions.

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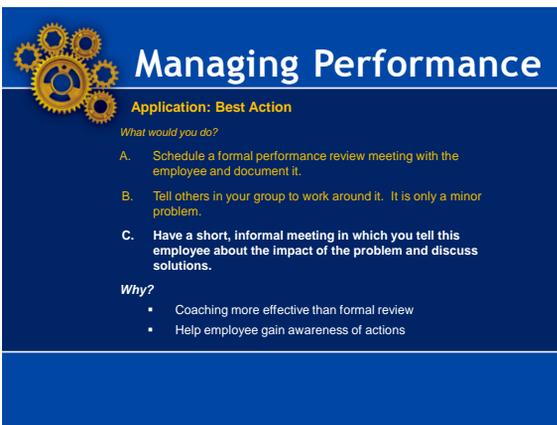
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# Managing Performance

**Application: Best Action**

**What would you do?**

- Schedule a formal performance review meeting with the employee and document it.
- Tell others in your group to work around it. It is only a minor problem.
- Have a short, informal meeting in which you tell this employee about the impact of the problem and discuss solutions.

**Why?**

- Coaching more effective than formal review
- Help employee gain awareness of actions

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## Managing Performance

Track the performance of your employees and help them meet their own objectives and those of the organization.

Do	Don't
<ul style="list-style-type: none"> <li>Track performance and provide feedback on a continual basis</li> <li>Judge performance by how it affects the organization</li> <li>Remain objective</li> <li>Get commitment from employees to improve their performance</li> </ul>	<ul style="list-style-type: none"> <li>Review performance only once a year</li> <li>Judge employees before you talk with them about their performance</li> <li>Allow yourself to become emotional</li> <li>Try to fix every problem, no matter how small</li> </ul>

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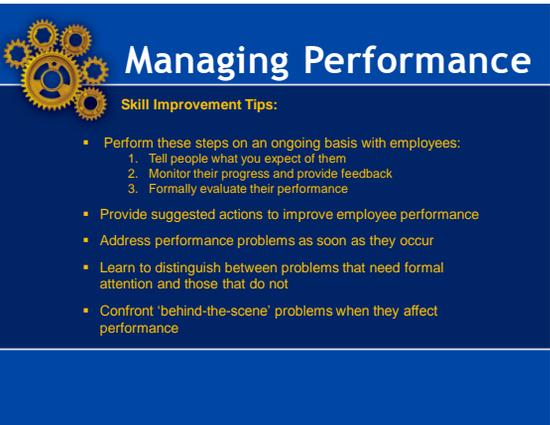
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## Managing Performance

**Skill Improvement Tips:**

- Perform these steps on an ongoing basis with employees:
  - Tell people what you expect of them
  - Monitor their progress and provide feedback
  - Formally evaluate their performance
- Provide suggested actions to improve employee performance
- Address performance problems as soon as they occur
- Learn to distinguish between problems that need formal attention and those that do not
- Confront 'behind-the-scene' problems when they affect performance

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## Managing Relations




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## Managing Relations

**Application: Situation**

You have been blindsided quite a few times recently by changes in the organization that you didn't know about but other supervisors did know. Your group is starting to get upset.

 *What would you do?*

- A. Ask your boss to keep you better informed about what is happening.
- B. Make an effort to get to know other supervisors and talk to them about what is happening.
- C. You'll never know everything. Teach your people how to react quickly to unexpected things.

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## Managing Relations

**Application: Best Action**

*What would you do?*

- A. Ask your boss to keep you better informed about what is happening.
- B. Make an effort to get to know other supervisors and talk to them about what is happening.**
- C. You'll never know everything. Teach your people how to react quickly to unexpected things.

**Why?**

- Other supervisors are a good source of information and support.

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## Managing Relations

**Work closely with others to ensure that your work group is effective and the organization's goals are met.**

<b>Do</b>	<b>Don't</b>
<ul style="list-style-type: none"> <li>▪ Keep other groups informed about your plans</li> <li>▪ Consider others' requests for help based on the needs of the organization</li> <li>▪ Become generally familiar with other groups' work</li> <li>▪ Develop relationships with other supervisors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Try to acquire resources by complaining about your group's situation</li> <li>▪ Try to have complete knowledge of other groups' work</li> <li>▪ Turn down all requests for help that inconvenience your group</li> <li>▪ Accept work from other groups without question</li> </ul>

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## Managing Relations

### Skill Improvement Tips:

- View other work groups as partners
- Acquire resources by framing requests according to what is good for the organization, rather than your work group
- Know how and when to ask for support from other work groups
- Respond to requests from other work groups by understanding the organization's goals
- Network with other supervisors for help and information

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## The Five Supervisory Skills



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## Effective Supervisors

Develop strengths of effective supervisors by assessing and identifying:

**WHAT** they do well

**HOW** they need to be developed

**WHERE** are the performance gaps

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## Question?

**Additional Questions:**  
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