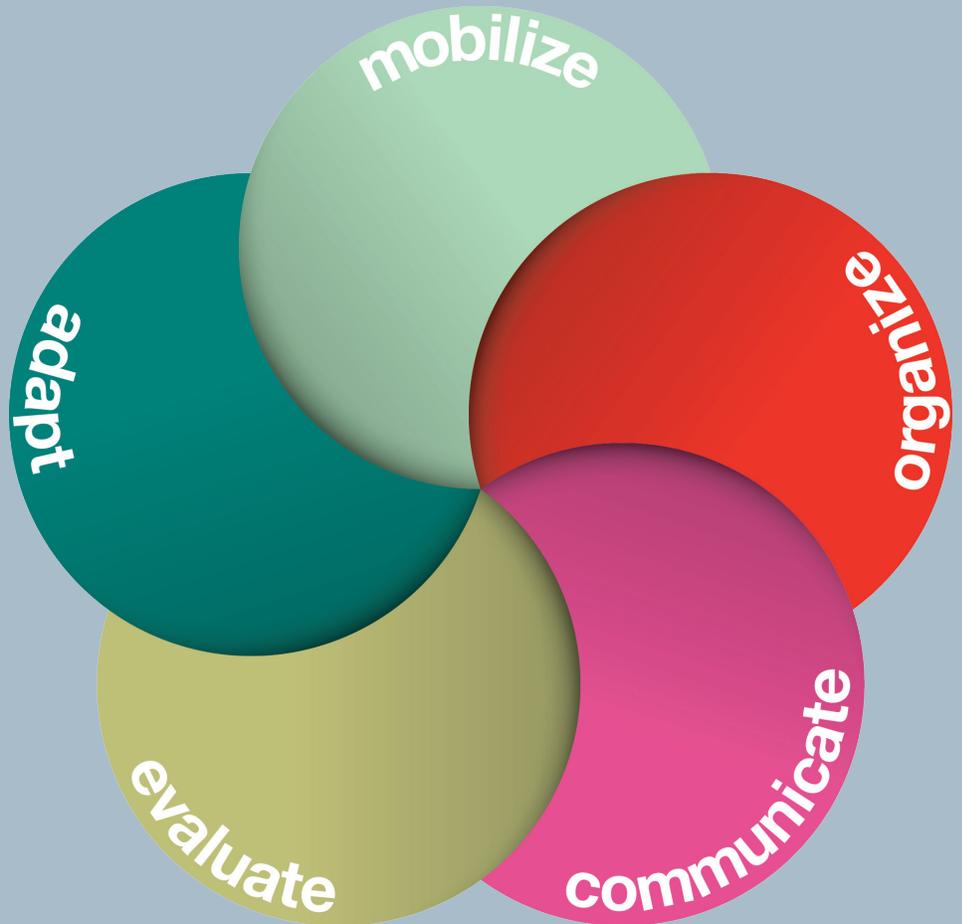




Integrated program
for the development of
human resource management skills
through a focus on daily supervision

Context, Outcomes and Contents

MANAGING
SUPERVISION
ISSUES
IN A MORE
HUMAN WAY





LEVELS

ISSUES

8 days



- SA.1 People and Their Motivations
- SA.2 Team and its Behaviours
- SA.3 Role of the Leader / Coach
- 3 days Provide leadership that meets both the needs of individuals and the team
- Coaching 7-D Profile (4 hours)



- SA.4 Efficient Day-to-Day Management
- SA.5 Delegating and Empowering
- 2 days Share daily workloads equitably in function of each person's individual capacity.
- Coaching 7-D Profile (2 hours)



- SA.6 Communicating, Listening and Giving Feedback
- 1 day Understand the messages coming from team members, communicate and react in an appropriate way.



- SA.7 Assessing Work Done
- 1 day Assess the quality of completed work and recognize the contribution of each individual.



- SA.8 Managing Difficult Behaviours
- 1 day Take the proper actions with team members who behave inappropriately.
- Coaching 7-D Profile (2 hours)

mobilize

PEOPLE AND THEIR MOTIVATIONS

MODULE SA.1

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CONTEXT, OUTCOMES AND CONTENT

CONTEXT

As human beings, we all have the capability for imagination, reason, emotion and action. Each individual is made up of varying degrees of these four ingredients –these are the individual’s driving forces. These factors are reflected in an individual’s overall personality, and they explain why the people we meet have such different ways of reacting.

Our past experiences and successes with certain behaviours lead us to prefer a specific behaviour pattern. This is why some individuals are rational while others are constantly looking for new opportunities. This strong preference for one behaviour pattern often limits our ability to see a situation from a different perspective. For example, it might be difficult for a rational and analytical person to understand the perspective of an emotional or imaginative individual. This explains why it seems easier to spend time with certain individuals rather than others.

To improve our relationships with our clients, colleagues and team members, it is important to live up to our full potential and develop skills that will help us integrate seamlessly the reflexes, reactions and behaviours of each personality type. This way, we can better understand an individual who is imaginative, rational, emotive or action-oriented.

**“FOR ANY INDIVIDUAL, THE OTHERS ALWAYS
PLAY THE ROLE OF A MODEL, AN OBJECT,
AND ASSOCIATE OR AN OPPONENT.”**

SIGMUND FREUD

**“JUDGING MEN’S DISCOURSES ON THE
EFFECTS THEY PRODUCE IS OFTEN
WRONGLY APPRECIATING THEM.”**

JEAN-JACQUES ROUSSEAU

TARGETED OUTCOMES

1. **Better know oneself in order to better know other people.**
2. **Discover the mechanisms of motivation.**
3. **Use the appropriate strategies that take into account every people’s specificities.**

ELEMENTS OF CONTENT

My Usual Behaviour Style
Data Gathering
Major Driving Forces in All Human Behaviours
Major Driving Forces in All Human Behaviours
Main Personality Traits
A Model Explaining Human Functioning
Interpreting Your Results
Characteristics of Each Personality Dynamic
What Best Describes...
Interpersonal Relationships
Different Reactions
Typical Verbs Associated with
Each Personality Dynamic
General Attitudes and Behaviours of
Each Personality Dynamic
Attitudes to Take with Each Personality Dynamic
Strategies to Deal With Each Personality Dynamic
What Motivates Them?
“Unmotivated, and Impossible to Motivate!”
From Perception to Action
“Everyone Is Different!”
Evaluating Your Preferences
What Motivates Each Personality Dynamic:
“What Each One Likes”
What Motivates Each Personality Dynamic:
“What Each One Looks For”
What Motivates Each Personality Dynamic:
“What Each One Fears or Hates”
Management Skills Important for
Each Personality Dynamic
Evaluation and Action Plan

mobilize

TEAM AND ITS BEHAVIOURS

MODULE SA.2

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SUPERVISION
ESSENTIAL

CONTEXT, OUTCOMES AND CONTENT

CONTEXT

The value of a team lies in a shared common interest and the pursuit of a common objective that is accepted by everyone.

When a team unites for a common cause and sparks up the creative flame, the team's accomplishment will always surpass the original idea of the project's instigator.

Each team member has different ideas, opinions, values and emotions that vary according to their life experiences. Giving them opportunities to share these perspectives can strengthen team dynamics.

The outcome of a team effort will always be greater than that of individual effort. The synergy created by the team members leads to accomplishments that will always surpass the sum of all individual efforts.

Translated and adapted from:
OUIMET, D., *Maîtriser l'art du leadership*, Les éditions BUREFOR Inc., 2007, p. 90-91.

"ANY HUMAN GROUP TAKES ITS RICHNESS IN THE COMMUNICATION, THE MUTUAL AID AND SOLIDARITY AIMING AT A COMMON GOAL: THE BLOOMING OF EACH ONE IN THE RESPECT OF THE DIFFERENCES."

FRANÇOISE DOLTO

"THE SPEED OF THE BOSS IS THE SPEED OF THE TEAM."

LEE IACocca

TARGETED OUTCOMES

1. Precisions regarding a team's behaviour.
2. Assessment of the requirements needed to mobilize people.
3. Identification of behaviours allowing the development of team synergy.

ELEMENTS OF CONTENT

Elements to Consider in Optimizing Team Dynamics
Teamwork
Team Evolution
Guiding Principles
Explaining Different Team Profiles
Evaluating Your Appreciation of Different Behaviours
Thresholds to Cross
Behaviours of Each Personality Dynamic According to the Evolution Levels of a Team
"Morning Meetings"
The Team Leaders' Influence
What Characterizes a Mobilizing Project
Mobilization Requirements
The Reality of Competition
Analyzing Reactions According to each Dominant Personality Dynamic
Competition or Cooperation
The Benefits of Cooperation
What Each Personality Dynamic Thinks of the Benefits of a Cooperative Environment
The "Winner-Loser" System
What Each Personality Dynamic Thinks of the Repercussions of a Competitive Environment
Some Last Thoughts
Some Last Questions
Evaluation and Action Plan

mobilize

ROLE OF LEADER / COACH

MODULE SA.3

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CONTEXT, OUTCOMES AND CONTENT

CONTEXT

It is no longer sufficient to just be in a position of authority to be a leadership figure for your team members. Today's world encourages sharing responsibility, taking charge, and self-driven independence and involvement.

In order to lead team members who want to do more, leaders need to discover ways of behaving and doing things that will get others to accept their leadership and influence.

Mastering the art of leadership requires that a leader take a good look at himself or herself – this involves understanding the way of perceiving surroundings, one's philosophy on human nature, one's values, and also an individual's own priorities and ambitions.

The leader also acts as a coach. This role requires from the coaches to possess a certain tact, which allows them to help the persons they are in contact with to solve the problems on their own and to improve their performance.

The coaches know how to touch both heart and reason. The coaches are able to inspire the willingness to learn and also the desire for progress and improvement.

Thanks to their interpersonal skills, the coaches succeed in having their assistance recognized and accepted; they are able to encourage, to motivate, to confront and to challenge for the purpose of enabling the learner to improve.

**"LEADERSHIP IS THE ART OF
GETTING SOMEONE ELSE TO DO SOMETHING
YOU WANT DONE
BECAUSE HE WANTS TO DO IT."**

DWIGHT D. EISENHOWER

**"THE GOOD LEADER
IS SOMEONE PEOPLE RESPECT.
THE GREAT LEADER
IS SOMEONE TO WHOM THEY SAY,
'WE DID THIS OURSELVES'"**

LAO TZU

TARGETED OUTCOMES

1. **Discovery of the many aspects of the leader's role.**
2. **Identification of one's profile as a leader.**
3. **Development of strategies to increase the support offered by the coach to his or her team members.**

ELEMENTS OF CONTENT

Things to Consider
Some Paradoxes in Leaders' Life
Leadership Styles
Workers' Attitudes
Leadership – Efficiency – Satisfaction
"I'm a 'Tryer'!"
The Mobilizing Leader
What Means to Me...
Mobilization, an Ongoing Process
Measurement of my Ability Level in Exercising Leadership
Keys to Mastering the Art of Leadership
How a Leader Fulfills Our Needs
What Each Personality Dynamic Expects from a Leader
Analyzing a Leader's Behaviour
My Strengths to Assume a Leadership Role
Requirements of Each Personality Dynamic Related to the Use of Influence
Definitions
Self-Evaluation
Each Personality Dynamic's Support Needs Expected from a Coach
Each Personality Dynamic's Problem-Solving Needs Expected from a Coach
Measures for Successful Coaching Interventions
Suggestions
Procedure
Some Last Thoughts
Some Last Questions
Evaluation and Action Plan

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CONTEXT, OUTCOMES AND CONTENT

CONTEXT

Demands coming from every direction create pressure, which in turn can make it difficult to properly assess the actions that need to be taken.

It is imperative to specify the rules of conduct, which will ensure employee efficiency and effectiveness in the achievement of daily tasks. This will also be a way to ensure a proactive attitude.

In balancing perfectly the need to establish rules of functioning while continually focusing on the targeted outcomes, the managers will adequately satisfy the requirements of efficiency, while retaining the interest and motivation of their team members whose actions are triggered by very diversified imperatives.

In establishing a clear distinction between the need for autonomy of their team members and their responsibility related to the clarification of the expected results, the managers will ensure that the liberty of action allowed to each of their team member is appropriate to the needs of the situation.

An effective management of priorities will make someone able to predict the arrival of events rather than always be at the mercy of what is around. Priority management also reduces the risk of crises and emergencies in everyday life.

**“WHEN SOMEONE SAYS
'I DO NOT HAVE ENOUGH TIME'
DOES NOT MEAN THAT AT SOME POINT
MORE TIME WILL BECOME AVAILABLE.”**

DENIS OUIMET

**“THERE IS NOTHING SO USELESS
AS DOING EFFICIENTLY THAT WHICH
SHOULD NOT BE DONE AT ALL...”**

PETER DRUCKER

TARGETED OUTCOMES

1. Questioning of work habits.
2. Discovery of methods and techniques, which constitute a source of effectiveness and efficiency in the workplace.
3. Development of techniques and skills to organize work simply and effectively.

ELEMENTS OF CONTENT

Maximize One's Time
Smart Use of Time
Mastering Time
“He Lost His Balance”
High Efficiency at Work
Low Efficiency at Work
Check-Up on My Organizational Skills
Inclinations of Dominant Personality Types in Regards to the Organization of Work
Think Ahead
The Potential of Planning
Efficiency at Work... It Is a Matter of Planning
A “Recipe” for Planning
Necessity of Daily Activities Analysis
Analysis of Daily Activities
Where Does Wasted Time Come From?
Waste of Time
Interruptions
To Minimize the Impact of Unexpected Visitors
A Logical and Accepted Control
Inability to Say “No”
How to Feel Comfortable Saying “No”
Crises and Emergencies
To Ban Indecision
Why Procrastinate?
Tendencies to Procrastinate
Philosophy of Life
The Price of Procrastination
To Succeed in Managing Daily Activities
Taking Notes
Evaluation and Action Plan

CONTEXT, OUTCOMES AND CONTENT

CONTEXT

Confidence is the cornerstone of delegation. Confidence in the others is a reflection of self-confidence. To delegate implies the recognition and the acceptance of the results of the work performed by somebody else.

Success in delegation requires from the person holding a management position a passage, a transition, concerning the perception of his or her role in the work to be done, requires also the need to overcome some of the pitfalls associated with the necessity to let somebody else do the work in his or her place and the use of discernment to know exactly when, what and who to delegate to for the greater good of everyone.

Success in the delegation is not only measured by the realization of the work according to plans, but also by the serenity of the superior, the optimization of human potential within the company, the satisfaction of every employee involved in the achievement of a collective project.

**“YOU SEE THINGS; AND YOU SAY ‘WHY?’
BUT I DREAM THINGS THAT NEVER WERE;
AND I SAY ‘WHY NOT?’”**

GEORGE BERNARD SHAW

**“MAN CANNOT DISCOVER NEW OCEANS
UNLESS HE HAS THE COURAGE TO
LOSE SIGHT OF THE SHORE.”**

ANDRÉ GIDE

**“WHEN I LET GO OF WHAT I AM,
I BECOME WHAT I MIGHT BE.”**

LAO TZU

TARGETED OUTCOMES

1. **Analysis of certain patterns and habits related to delegation.**
2. **Precision of the steps and process for obtaining better results when delegating.**
3. **Discovery of strategies to avoid the traps linked to delegation.**
4. **Development of skills and techniques to delegate with success and make team members more responsible.**

ELEMENTS OF CONTENT

Basic Framework
Reasons for Delegating
Opportunities Resulting from Delegation
“Pierre’s Troubles”
Transition for Successful Delegation
Analysis of Your Ability to Delegate
Comments
Reasons for the Failure of Delegation
Remedies for Inefficient Delegation
“Hurray for Autonomy!”
Tasks to Delegate
What Would You Have to Say to Him?
Fears in Relation to Delegation
How Does Each Personality Type Delegate?
Choosing the Right Person to Delegate to
My Team Members’ Behaviours
What Can be Delegated and to Whom?
Delegation Process
Preparation Grid for an Appropriate Delegation
Some Factors to Take into Consideration as a Supervisor Who Delegates
My Attitude Toward Delegation
Delegation Pitfalls
False Accountability
Some Last Thoughts
Some Last Questions
Evaluation and Action Plan

communicate

COMMUNICATING, LISTENING AND GIVING FEEDBACK

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MODULE SA.6

CONTEXT, OUTCOMES AND CONTENT

CONTEXT

Communication is a complex process, which refers to values, experiences, culture and also to intentions and state of mind. It would be very restrictive to stick to the message as expressed by words, particularly when this message is transmitted only by graphical symbols.

The interpretation of a message has little value and is very incomplete if we do not take account the context and the expression manifested by the person who transmits it. Words alone have a very little influence in the understanding of a message.

The quality of reception of a message results from the ability to listen. Listening allows to verify to what point the transmitted message has been heard, received and accepted.

The feedback is an essential tool to enable the supervisors to give a “retro-information” following the original message that they have given to the members of their team.

Therefore, to give an appropriate feedback requires the supervisors to pay special attention both, at the way they make their comments and also at their ability to meet the various needs of their team members.

TARGETED OUTCOMES

1. Verification of attitudes and behaviours related to communication.
2. Discovery of the personal requirements to achieve active listening.
3. Development of the skills necessary to give an appropriate feedback in any circumstances.

ELEMENTS OF CONTENT

What Can We Understand from These Pictures?
Modes of Communication
Factors that Influence Communication
How Are each Personality Dynamic's Working Relationships?
Interpersonal Relationships of each Personality Dynamic
Social Relationships of each Personality Dynamic
Profile of Someone Who Is Skilled in Interpersonal Relationships
Obstacles to Effective Communication
Essential Elements
“A Smooth-Running Organization!”
Structured Thinking
Quality of Information on Request
Characteristics of Effective Communication
Evaluating the Quality of Communication
Listen Before Speaking
Ensure Receptivity
Recognizing Others as Well as Ourselves
Express Your Opinion
Requirements for Listening
Benefits of Feedback
Evaluating Feedback Quality
Give an Appropriate Feedback
How Do They React to Criticism?
Establishing Rules of Behaviour for Oneself
Effectiveness at Work... A Question of Operational Communication
For Successful Transmission
Evaluation and Action Plan

**“WE WILL NEVER FIND A BETTER
MESSENGER THAN OURSELVES.”**

FRENCH PROVERB

**“LISTENING WELL
IS ALMOST ANSWERING.”**

PIERRE CARLET DE CHAMBLAIN DE MARIVAUX

CONTEXT, OUTCOMES AND CONTENT

CONTEXT

Performance assessment is a delicate operation, which has implications on work motivation, promotion opportunities and salary; furthermore, it spurs a lot of emotions. This assessment is judgement-based, it is an evaluation. Generally, performance assessment covers the work, the behaviour or an estimate of an employee's potential; it can easily become a source of conflict between managers and their subordinates.

Concerning the evaluation process, the challenge consists, on the one hand, from the standpoint of the organization to ensure that the work done and the way to complete it are consistent with established goals and that the employees who are entrusted with certain tasks are able to do so correctly.

On the other hand, the employees want to know if their work is adequate, while seeking to gain rewards and promotions. At the same time, they wish to preserve their pride and a positive image of themselves and, despite the fact that errors committed, difficulties encountered and detrimental attitudes must be noted.

People –both the manager and the team members– are at the heart of the evaluation process. Without their implication and personal satisfaction with this process, any effort, even the best structured ones, will be futile. Establishing a “win-win” dynamic constitutes the essential condition for the success of such an approach.

**“IT IS QUITE EASY TO CRITICIZE...
BUT IT IS DIFFICULT TO EVALUATE.”**

VAUVENARGUES

**“EVERYMAN HAS ENOUGH POWER LEFT
TO CARRY OUT THAT OF WHICH
HE IS CONVINCED.”**

JOHANN WOLFGANG VON GOETHE

TARGETED OUTCOMES

1. Identification of issues related to the performance assessment.
2. Precision of the role of the person who assesses the performance of another, both in a hierarchical as well as a functional relationship.
3. Discovery of means for making the performance assessment an opportunity for recognizing the achievements and also identifying improvement avenues.

ELEMENTS OF CONTENT

Evaluation: Basic Notions
 Verification of Required Resources
 What Is Evaluation?
 Why Is it So Important?
 Monitoring
 Evaluating...
 Evaluating What?
 Evaluating Why?
 “How to React?”
 Analysis of the Current Method
 Performance Diagnosis
 Quality and Pertinence of Information
 Behavioural Factors Related to Performance
 Consistency in Consequences
 Determination of the Pertinence of Consequences
 What Do They Think About it?
 Reactions to Errors
 Handling Errors
 “Your Choice Will Be Mine!”
 Opinions About Errors
 Performance Assessment Chart
 Some Last Thoughts
 Some Last Questions
 Evaluation and Action Plan

CONTEXT, OUTCOMES AND CONTENT

CONTEXT

All workers, in their work environment, are faced with various situations with which they must deal with more or less easily. Evidently, we live in a period of rapid changes that requires a great interdependence between the members of a work team. The supervisors must then assist people under their responsibility to adapt regularly to a wide variety of requirements.

On occasion, a team member is likely to experience difficulties to adapt to a situation or to a particular context. Some behaviours and attitudes can be inappropriate, preposterous and downright reprehensible and must be eliminated.

By intervening rapidly and decisively, the supervisors will prevent other members of the team, the production and the equipment, as well as the productivity, from being affected by the negative consequences of some difficult behaviours. Furthermore, acting that way, the supervisors will preserve their own emotional and physical balance.

Managing, while taking account of the whole person, this is managing with H.E.A.R.T. –through attitudes, words and actions that demonstrate that people are the essential ingredient in every project.

“EVERYTHING WHICH ARISES, GROWS; AT BIRTH A CREATURE IS VERY SMALL AND YOU, MUCH BIGGER. YOU WILL BE EASILY ABLE TO INTERVENE AND TO MODIFY IT, BUT WHEN IT WILL HAVE GROWN UP, IT WILL OFTEN BE STRONGER AND BIGGER THAN YOU, THEN YOU WILL NOT BE ABLE TO DO ANYTHING TO CHANGE IT.”

EASTERN WORDS OF WISDOM

TARGETED OUTCOMES

1. Recognition of reprehensible behaviours.
2. Estimate of one’s required skills level to deal with employees who manifest difficult behaviours.
3. Development of strategies to manage difficult behaviours, while taking into account the needs of the team members and the requirements of the situation.

ELEMENTS OF CONTENT

Why Get Involved?

Recognizing Difficult Behaviours

Typology of Difficult Behaviours

Causes of Dysfunctional Behaviours

Behaviour Type Inventory

Expressions Likely to Generate Reprehensible Behaviours

Inappropriate and Dysfunctional Behaviours

“Pulling in I.O.U’s”

Reprehensible Conducts Associated with Each Personality Dynamic

The Champions and Their Influence

The Dependents and Their Influence

“Z-E-R-O Mistakes”

The Excessives and Their Influence

“Each Man for Himself”

The Solitaries and Their Influence

The Depressed and Their Influence

Intervention Process

Different Ways of Recognizing

Weigh the Consequences

Weigh the Consequences – Worksheet

Action Plan Form

Strategies to Be Used According to the Type of Difficult Behaviour

Prevention

Manage with H.E.A.R.T.

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