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## Program Recommendations — Supervisors

The process needed to arrive at program recommendations is time-consuming and should not be rushed. However, it's made easier by the process of observation writing, which naturally draws attention to program needs identified by participants in the process. It is also necessary to examine other information sources; for example, I looked to the workplace tour document I created and the company's core statements for hints as to what the recommended training programs would need to accomplish.

In order to ensure that I considered the data from all angles, I created this table to guide my analysis. Here's the completed table for supervisors. You can easily create such a table to suit your own particular TNA.

Document	Need Identified
Play Magic's Core Statements	Used for cross reference with workplace tour and focus group and individual interview data
Workplace Tour	Used for cross reference with focus group and individual interview data
Senior Management's Collated Tables & Observations	<ul style="list-style-type: none"><li>• communication (see the list in the collated table of needs)</li><li>• collaboration</li><li>• adaptability</li><li>• supervisory skills</li></ul>
FG1 Supervisors' Tables & Observations	<ul style="list-style-type: none"><li>• mentoring</li><li>• communication</li><li>• conflict management</li><li>• motivation of workers</li><li>• change management</li><li>• team-building skills</li><li>• problem solving</li><li>• thinking skills</li><li>• decision making</li><li>• document use</li><li>• adaptability</li><li>• reading</li><li>• collaboration</li></ul>

FG2 Union's Tables & Observations	<ul style="list-style-type: none"> <li>• writing</li> <li>• digital</li> <li>• problem solving</li> <li>• communication</li> <li>• collaboration</li> <li>• adaptability</li> <li>• creation &amp; innovation</li> </ul>
FG3-7's Collated Tables & Observations	<ul style="list-style-type: none"> <li>• oral communication</li> </ul>

As you can see, I highlighted skills that occur frequently across the various data sets. This helped me identify promising topics for courses.

From my examination of the needs, I identified five areas where courses would be appropriate. Here are the five courses I recommend for supervisors.

Program Recommendations — Supervisors
Supervisory Skills
Adaptability
Collaboration
Communication
Problem Solving

Since there are only five supervisors, I recommend that each of the programs be opened to up to five production workers. This should enhance the interactions and be of benefit to both supervisors and the production workers. This would also be consistent with the process of succession planning in the event that the particular production workers showed interest in moving into supervisory roles in the future.

I recommend the following for each course:

- 13 weeks duration
- 3 hours per week

- 2 sessions per week (either Monday and Wednesday OR Tuesday and Thursday; this separation of sessions is important to give participants time to process and experiment with new ideas before coming back to them in the following session)
- each session: 1.5 hours

I suggest the following:

- that courses meet in the evening
- that there be some level of remuneration for participants

These programs can have an important spin-off effect. If a “lunch and learn” program is implemented, program participants will be well equipped to take a leadership role, since many of the topics in the courses would be excellent for sharing and discussion with other company personnel.

Possible topics for the courses are given in the following tables.

Supervisory Skills	
Possible Topics	
<ul style="list-style-type: none"> <li>• Priority management</li> <li>• Time management</li> <li>• Performance management</li> <li>• Ethics in the workplace</li> <li>• Emotional intelligence</li> <li>• Conflict resolution -- win-win (how to handle “attitude”)</li> <li>• Supporting coworkers</li> <li>• Observational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of performance</li> <li>• Performance reviews</li> <li>• Implementing organizational objectives</li> <li>• Motivating the team</li> <li>• Conducting a successful toolbox talk</li> <li>• Team building</li> <li>• Leading by example</li> </ul>

Adaptability — Supervisors	
Possible Topics	
<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Responsiveness</li> <li>• Experimentation</li> <li>• Resilience</li> <li>• Learning to accept change</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting alternative ideas</li> <li>• Learning from mistakes</li> <li>• Developing your curiosity</li> <li>• Asking the right questions</li> <li>• Welcoming opportunities to learn</li> </ul>

Collaboration — Supervisors	
Possible Topics	
<ul style="list-style-type: none"> <li>• Awareness and appreciation of diversity</li> <li>• Understanding group dynamics</li> <li>• Fostering unity</li> <li>• Active listening</li> <li>• Open discussion</li> <li>• Closed discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Constructive conflict</li> <li>• Collaborative decision making</li> <li>• Collaborative goal setting</li> <li>• Brainstorming</li> <li>• Mixed-skill teams</li> <li>• Cross-functional collaboration</li> </ul>

Communication — Supervisors	
Possible Topics	
<ul style="list-style-type: none"> <li>• “Charged” (hot-button) language</li> <li>• Asking the right questions</li> <li>• Barriers to effective communication</li> <li>• Body language/paralinguistics</li> <li>• Clear explanations</li> <li>• Communication process</li> <li>• Communication styles</li> <li>• Confirming/checking the message</li> <li>• Eliminating negative exchanges</li> <li>• Giving &amp; receiving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Empathic/active listening (sensitivity &amp; awareness)</li> <li>• Generational differences</li> <li>• Giving clear directions</li> <li>• Looking at the “facts,” not the personality (“don’t shoot the messenger”)</li> <li>• Respectful employee handling (<u>not</u> negative)</li> <li>• Slowing down &amp; acting thoughtfully</li> </ul>

Problem Solving — Supervisors	
Possible Topics	
<ul style="list-style-type: none"> <li>• Being proactive</li> <li>• Identifying the problem</li> <li>• Doing the research</li> <li>• Looking for possible solutions</li> <li>• Making a decision</li> <li>• Putting the decision into action</li> <li>• Awaiting results</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Dependability</li> <li>• Brainstorming</li> <li>• Learning from mistakes</li> </ul>