



Module 4 Management skills



NAME :

Objectives:

- Apply supervising tools that allow participants to delegate activities, authority, and responsibility to their collaborators.
- Develop personal management skills that allow goal achievement in challenging environments.
- Develop planning and organization skills to improve results.

Content

1. Introduction to supervision

- 1.1. Concept, objectives, and benefits of supervising
- 1.2. Premises of the new talent management
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Application commitments

1. Introduction to Supervision

1.1. Concept, objectives, and benefits of supervision

Today, more than ever, there is a need for people who can create a motivating environment for their reports and collaborators.

To supervise you need: planning, organizing, directing, implementing and constant feedback, as well as steadiness, perseverance, dedication, and interpersonal skills.

Supervision is the ongoing observation, recognition, analysis and recording of all the activities that take place in a specific working area, assuring correct progress towards the established objectives.

Supervision objectives:

1. Improve employee's productivity.
2. Develop an optimal use of resources.
3. Achieve adequate profitability in every given activity.
4. Constant employee development in an integrated manner.
5. Monitor attitudes of employees.
6. Contribute to improve labor conditions.

Supervision benefits:

1. Analysis of the company's situation and progress.
2. Determine whether the company's resources are used correctly.
3. Recognition of problems and opportunities in the system and finding proper solutions.
4. Assure that all activities are executed properly and on time by those responsible.
5. Take advantage of day-to-day lessons and experience.
6. Determine if the way the program was raised, is the best to solve problems and reach the expected projection.

Quality of work, job performance, team member's personal motivation and their attitude towards internal and external clients, are the responsibility of the supervisor.

1.2. Premises of the new talent management

Was	Is
<ul style="list-style-type: none"> • "The power of people" as a slogan 	<ul style="list-style-type: none"> • "The power of people" as a strategy
<ul style="list-style-type: none"> • Hire to fill a position 	<ul style="list-style-type: none"> • Hire to position the company in a level of greatness.
<ul style="list-style-type: none"> • "Training" is a department 	<ul style="list-style-type: none"> • "Training" is an obsession
<ul style="list-style-type: none"> • Fill in the holes with "diversity" 	<ul style="list-style-type: none"> • Feel the need for inclusion.
<ul style="list-style-type: none"> • Women are left behind 	<ul style="list-style-type: none"> • Women lead

<ul style="list-style-type: none"> • A safe job position with "promotion opportunities " 	<ul style="list-style-type: none"> • ¡A great place to work!
<ul style="list-style-type: none"> • Human Resources, Staff, Employees, Collaborators, Personnel 	<ul style="list-style-type: none"> • ¡Talent!

Behaviors that a good supervisor avoids:

- Not knowing how to delegate or delegating responsibilities in a confusing manner.
- Not clarifying the important issues.
- Not sharing information with the team.
- Imposing authority thru punishment.
- Discouraging collaborators and direct reports.
- Weak decision making or insecure attitude when deciding.
- Not knowing how to effectively manage collaborators and direct reports.
- Ignoring team members skill and/or motivation level.
- Overlooking novice collaborators or direct reports.
- Stopping team member's development.
- Keeping a low motivation level in competent collaborators.
- Being inconsistent and a bad example for the team.

Success factors:

- Maintain a positive attitude in stressful situations.
- Organize your time to teach what you know.
- Build and foster gratifying relationships amongst team members.
- Learn to establish coherent and reasonable authority guidelines.
- Learn to delegate.
- Establish high quality rules and always set the example.
- Be an effective communicator.
- Gather the team's efforts to reach high productivity.

Skills of an effective supervisor

Capabilities profile of a supervisor

Intrapersonal	Interpersonal
<ol style="list-style-type: none"> 1. Planning 2. Organizing 3. Controlling 4. Result orientation 5. Responsibility 6. Problem solving and decision making 7. Business insight 	<ol style="list-style-type: none"> 1. Mentoring 2. Staff management 3. Effective communication 4. Negotiation and conflict management 5. Emotional intelligence

Assess your level of efficiency of each one of the capabilities, being honest with yourself and using the next rating scale:

1	2	3	4	5
Extremely low	Low	Average	High	Extremely high

Capability	Auto Assessment	As. 1	As. 2	As. 3
1. Planning				
2. Organizing				
3. Controlling				
4. Result orientation				
5. Responsibility				
6. Problem solving and decision making				
7. Business insight				
8. Mentoring				
9. Staff management				
10. Effective communication				
11. Negotiation and conflict management				
12. Emotional intelligence				

Strengths	Weaknesses

Management Tools

1.3. Disney's effective management tools

Strategies and tactics	Notes
<ol style="list-style-type: none"> 1. Everyone is important <ol style="list-style-type: none"> a. Make sure that everyone matters and that everyone knows it. b. Treat your colleagues with respect and cordiality. c. Know your team and let them get to know you. 2. Burn the free fuel <ol style="list-style-type: none"> a. Make ARE (Appreciate, Recognize, Encourage), part of your daily shift habit. b. Spend meaningful time with employees, call them by name and include their families. c. Watch your language. 3. Break the mold <ol style="list-style-type: none"> a. Anyone can take responsibility for change. Be prepared to take risks. b. Power your team to share improvement ideas. c. Implement the operation management system. 4. Make your people your brand <ol style="list-style-type: none"> a. Select by talent, not by resumé. b. Don't settle for a clone. Search for great people inside and outside the company. c. Constantly evaluate performance, and when underperforming, act. 5. Eliminate hassles <ol style="list-style-type: none"> a. Learn firsthand what's working and what's not. b. Ask what rather than who. c. Harvest process solution from employees. 6. Learn the truth <ol style="list-style-type: none"> a. Get a ground level view. b. Meet regularly with direct reports and assemble small groups. c. Answer the tough questions. 	

- | | |
|---|--|
| <p>7. Create magic thru training</p> <ul style="list-style-type: none"> a. Give people a purpose, not just a job. b. Teach them how and where to spend their time and motivate them constantly. c. Become a coach, prepare them for the unexpected. | |
| <p>8. Stay ahead of the pack</p> <ul style="list-style-type: none"> a. Be a knowledge sponge. Learn from the best. b. Fill in your gaps. c. Expand your horizons. | |
| <p>9. Be careful what you say and do</p> <ul style="list-style-type: none"> a. Demonstrate a passionate commitment to your role and model personal ownership. b. Be a full time professional even when the curtain is down. c. Stay humble. | |
| <p>10. Develop character</p> <ul style="list-style-type: none"> a. Live your values and those of the company. b. Train for character, not just skill. c. Teach your values and those of the company, anticipate ethical dilemmas. | |

Implementing exercise

According to the above tactics, write 5 which you would like to implement with your team.

1. _____
2. _____
3. _____
4. _____
5. _____

1.4. Key Management Models

The following are a few management models.

Skill practice

Rating scale

0	1	2	3
Didn't do it	Low impact	Average impact	High impact

Name: _____

To reinforce effective performance	Evaluation	Evaluation
1. Describes the situation		
2. Inquires for good practices		
3. Listens and empathizes		
4. Indicates the action to be maintained and reinforced		
5. Strengthens trust in collaborator		
6. Establishes commitments		

Name: _____

To improve performance	Evaluation	Evaluation
1. Describes the situation cordially		
2. Communicates worries		
3. Inquires and listen to reasons		
4. Reinforces the need for change and asks for solutions		
5. Analyzes and decides on specific ideas		
6. Establishes commitments		
7. Reinforces trust in collaborators		

Learning notes

2. Change management

2.1. Managing change

What is it?

Directing, coordinating, and implementing the changes needed by the company.

Behaviors:

- Support and implement change processes in the company.
- Coordinate collaborators to become change agents.
- Adapt the changes to the company's needs, using the leadership style according to the situation.
- Coordinate necessary resources to implement the planned changes in your work area.
- Set up systems and indicators that will help monitor progress and results of change implementation in your work area.

Change

Different types of change

Planned	Revolutionary	Evolutionary
<ul style="list-style-type: none"> • Adequate timing • Design of desired future • Mankind participates 	<ul style="list-style-type: none"> • Quick • Better result is unknown • Mankind is impacted 	<ul style="list-style-type: none"> • Slow • Result unknown • Mankind is influenced

Attitudes towards change

Reactive

- Prefer past situation rather than the present one.
- Resist change because they believe things will get worse.
- Clear idea of where they have been, but not of where they are heading.
- Identify Technology as the cause of change, and dislike it because of that.
- Search for answers thru own experiences and not thru research.

Inactive

- Satisfied with things just the way they are.
- Survival and stability are their main goals.
- Believe that most changes are superficial and temporary.
- Normally react when their stability or survival is compromised.
- Keep a strong position so that they are not moved by the current.

Active

- Don't want to go back to status quo.
- Believe that the future is better than the present and past.
- Try to move quickly with the current.
- Worry more about losing an opportunity rather than making a mistake.
- Favor scientific research rather than personal experience.

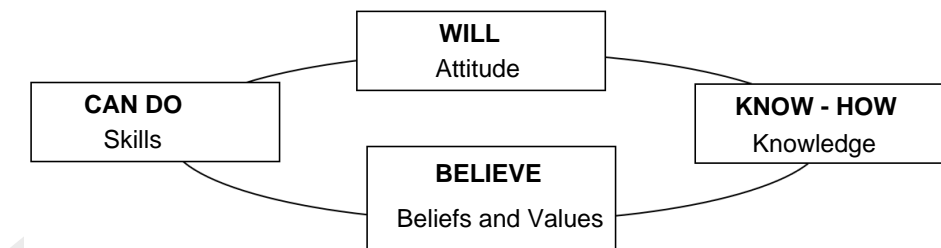
Proactive

- Don't agree with remaining in their current state.
- Try to have more control of the future.
- Believe that planning change is designing their future.
- Take advantage of their experience.
- Learn and adapt quickly due to changing environment they are in.

What attitude do you have regarding the change you are living?

What attitudes does your team have?

2.2. Resistance factors



Resistance to change emerges in diverse forms as shown below:

- Strongly challenging any detail of a project that has to do with change.
- Be doubtful of the need to implement change.
- Mock and tease at the change initiative.
- Submit the project to various committees for approval.
- Pretend indifference towards the Project.
- Postpone the project for a better moment.
- Remember the past nostalgically.
- Bring up the uncomfortable consequences that any kind of change causes.
- Refrain from collaborating in the process.
- Say "I Will let you know" and never engage.
- Use the change process as an excuse of all the setbacks of the system.
- Continuously reschedule implementation.
- Overestimate current situation.

Exercise. What can you do to improve the way your team faces change?

Want (Attitude)	
Know (Knowledge)	
Believe (Values and y beliefs)	
Can (Skills)	

2.3. Steps towards change

Change may seem quite easy on paper, but what happens in real life? You may want to see changes in your life but don't know where to start. There is no magic formula to achieve personal change; each person's process is unique. Here are some ideas that might help you think about it.

Step 1: Awareness and Conviction

Any change starts with a necessity. On an external or personal level, or maybe something that is wrong with our attitude or behavior and is bothering our conscience. And in order to change something, the conviction of wanting and needing it, is essential to take the first step.

Step 2: Clarity

Start by being honest with yourself, your actions, motives, feelings, and desires. Some people find it useful to have silent moments to hear their inner voice or conscience. It also helps to share your thoughts with family or Friends, to have a different perspective of things and get support. What do you need to adjust in your relationship with others or in a specific situation?

Step 3: Determination y Commitment

The only person that can do something to change your life is **you**, even though we all need a little help from the outside. Good intentions are not enough, you must decide what changes you want to make and commit to do whatever it takes.

Step 4: Effects

Once you have started making changes in your life, start thinking beyond the effects those changes will have on you. Ask yourself: What changes can affect my family, community, or workplace? How can I take responsibility to improve the situation?

Step 5: Continuance and Discipline

Remember, change is lifetime process. So, cheer up, don't stop! Discipline is required for a Deep and long-lasting change.



3. Leading Teams

3.1. Teamwork

Success in companies and in groups of people relies largely on affinity, communication, and commitment among their members. When they work as a team, activities flow more efficiently. But it is not easy for members of a group to get along and understand each other, for the purpose of reaching a final result.

Every one of us has different personalities, thoughts and needs; and we usually believe that “our opinion” rules over the other ones. So, how can we reach an agreement? The key to success is knowing how to perform in a group of people that sometimes have different skills, mindset, and disposition to work than me.

A team involves a group of people whose skills and capabilities will help achieve established objectives, and therefore must be organized, open minded and aligned with the Company’s mission and vision.

Teamwork

A Team is a group of individuals with different skills and different tasks, who work together in a coordinated way, striving towards the achievement of a common goal, project, or service.

Reflecting on the “Flight of the geese” reading

3.2. The Dysfunctions of a Team

Absence of trust.

The first dysfunction is an absence of trust among team members. Essentially, this stems from their unwillingness to be vulnerable within the group. Team members who are not genuinely open with one another about their mistakes and weaknesses make it impossible to build a foundation for trust. Team members should feel comfortable with each other.

Fear of conflict.

This failure to build trust is damaging because it sets the tone for the second dysfunction: fear of conflict. Teams that lack trust are incapable of engaging in unfiltered and passionate debate of ideas. Instead, they resort to veiled discussions and guarded comments.

Lack of Commitment

In a team, commitment is a blending of clarity and support. Without having aired their opinions during passionate and open debate, team members rarely, if ever, buy in and commit to decisions, though they may feign agreement during meetings.

Avoidance of accountability

Without committing to a clear plan of action, even the most focused and driven people often hesitate to call their peers on actions and behaviors that seem counterproductive to the good of the team.

Inattention to Results

Failure to hold one another accountable creates an environment where the fifth dysfunction can thrive. Inattention to results occurs when team members put their individual needs (such as ego, career development, or recognition) or even the needs of their divisions above the collective goals of the team.

3.3. Competition, collaboration, and synergy

The assembly of tools

Once upon a time in a carpentry an assembly was taken place. It was a tool meeting to sort out their differences. Hammer was the president, but the assembly asked for his resignation. Why? Because he was too noisy and banging all the time!

Hammer recognized his guilt but asked the assembly to expel the Screw as well; because you had to go around a lot to make him useful.

Feeling under attack, Screw accepted his guilt, and asked the assembly to expel Sandpaper as well. He claimed that Sandpaper was very rough in dealing with people and always had frictions with others.

Sandpaper agreed as long as the Measuring tape was kicked out the team because he was always evaluating others according to his perfect measure.

And suddenly, the carpenter came in, put his apron on and started working. He used Hammer, Sandpaper, Measuring tape and Screw. Finally, the rough piece of Wood was transformed in a nice piece of furniture.

Once the carpentry was left alone, the assembly began again. The Saw took a stand and said: “Gentlemen, it is clear we all have flaws, but the carpenter works with our skills and strengths. That is what makes us valuable. So, stop thinking about our flaws and let’s concentrate in our strengths”.

The assembly then stated that Hammer was strong, Screw gave strength to others, Sandpaper filed roughness and Measuring tape was precise and exact. They then felt as a team capable of producing high quality furniture. They felt proud of their skills and teamwork.

Competition

Competition arises whenever two or more parties strive for a common goal which cannot be shared: where one’s gain is the other’s loss.

Collaboration

Collaboration is a working practice whereby individuals work together for a common purpose to achieve business benefit, which would be difficult to accomplish individually.

The need to cooperate and work with others is implicit in the human being and therefore in the foundations of societies.

Synergy

Synergy is the concept that the combined value and performance of two companies will be greater than the sum of the separate individual parts. It only occurs when goals are more than achieved, as a result of teamwork.

$$2 + 2 = 5$$

3.4. Effectiveness Factors of a High Performing Team

1	<p>Common Objectives</p> <p>Ensure that each member understands and supports the true meaning and value of the team’s mission and vision and goals.</p>
2	<p>Individual Capabilities</p> <p>Teams must constantly monitor their talent pool to ensure that each person’s skills, knowledge, and gifts meet the needs of the team.</p>
3	<p>Roles and Functions</p> <p>Having a clear understanding in roles, expectations, and interaction. Always Behaving coherently.</p>
4	<p>Work systems and resources</p> <p>Procedures, result oriented processes and efficient resource systems adequate to achieve results.</p>
5	<p>Interpersonal Relationships</p> <p>When strong technical skills are combined with a desire to contribute and an ability to be collaborative, the observable outcome is an elevated sense of confidence, support, loyalty, and trust among team members.</p>
6	<p>Communication</p> <p>Open communication in high performing teams means a focus on coaching instead of directing, where empathy and candid feedback is a continuous practice.</p>
7	<p>Results</p> <p>The degree of results the team achieves, compared to the planned objectives.</p>

Effectiveness Factors of a High Performing Team Assessment

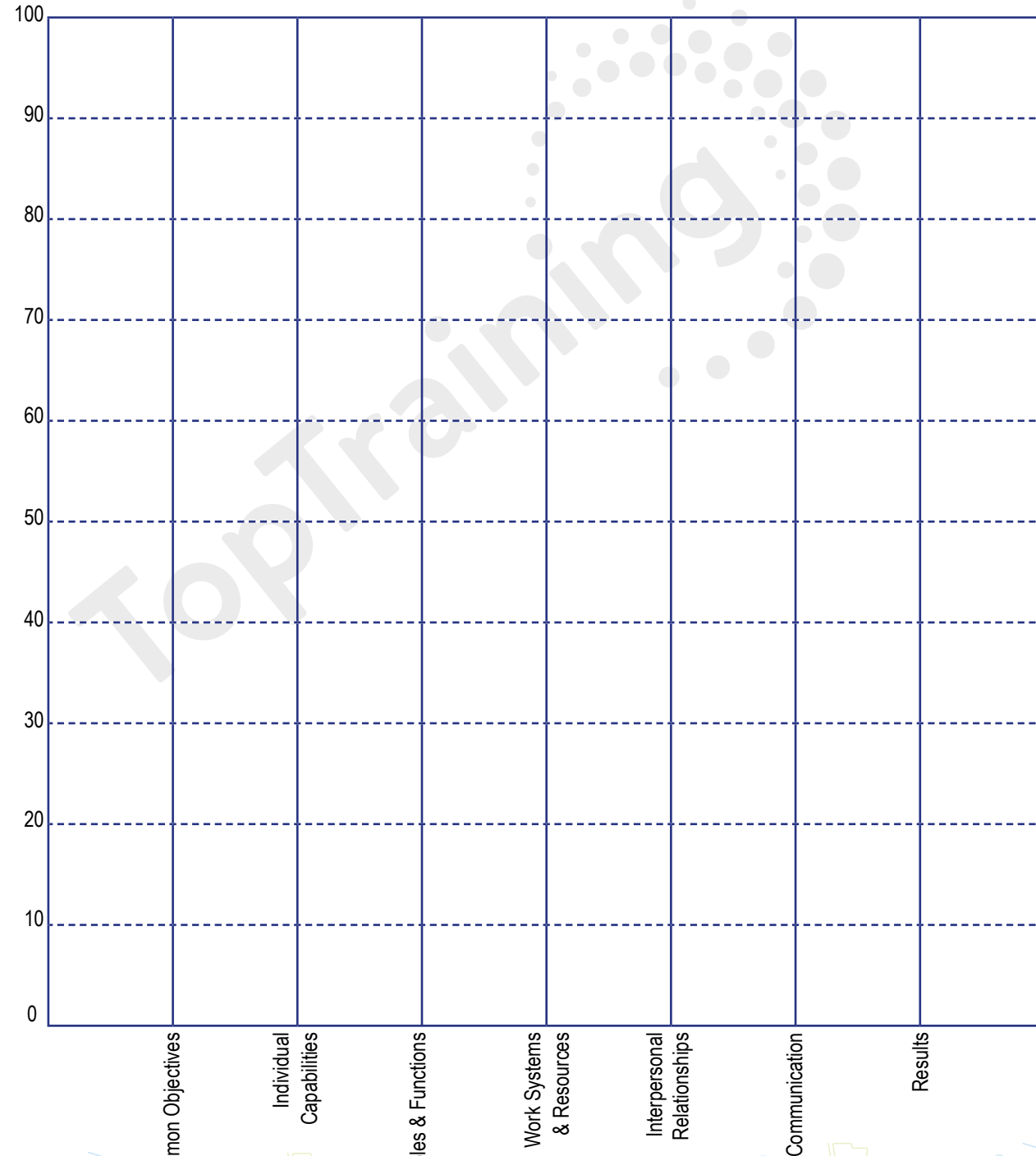
Instructions: Assess each question on a scale from 0-100, where 0 is the worst and 100 is the best.

Concept	Assessment
1. COMMON OBJECTIVES	
1.1 There are shared goals and values.	
1.2 Shared goals and values are properly understood.	
1.3 Goals and values are adopted by team members.	
Average	
2. INDIVIDUAL CAPABILITIES	
2.1 There is knowledge of the talent of team members.	
2.2 The talent of team members is appropriately used for goal achievement.	
2.3 The talent of team members is developed.	
Average	
3. ROLES AND FUNCTIONS	
3.1 Expectations and roles are established.	
3.2 There is understanding of roles and their interactions.	
3.3 There is congruent behavior regarding the defined roles.	
Average	
4. WORK SYSTEMS AND RESOURCES	
4.1 Systems and procedures are result oriented.	
4.2 Meetings are efficient and effective.	
4.3 There are enough adequate resources to do the job.	
Average	
5. INTERPERSONAL RELATIONSHIPS	
5.1 There are constructive ways to manage conflict.	
5.2 Confidence and support is given when facing a challenge.	
5.3 There is loyalty and respect among team members.	
Average	
6. COMMUNICATION	
6.1 Communication between team members is open and honest.	
6.2 There is empathy, and everyone’s ideas and opinions are taken into account.	
6.3 There are systems for giving and receiving feedback.	
Average	
7. RESULTS	
7.1 The team achieves their planned objectives.	
7.2 The levels of profitability and productivity achieved are adequate.	
7.3 Resources are optimally leveraged.	
Average	

Effectiveness Factors of a High Performing Team Graph

Area: _____ Date: _____

Please move the averages of each factor to the following graph, writing each number in the corresponding column and connecting the dots with a line.



Creating psychological safety in the team

Psychological safety

"A sense of confidence that the team will not embarrass, reject nor punish someone for speaking up. It describes a team climate characterized by interpersonal trust and mutual respect in which people feel comfortable being themselves."

Amy Edmondson

Leader's Toolkit to Build Psychological Safety

Category	Setting the stage	Inviting participation	Responding Productively
Leadership Tasks	Frame de work Set expectations about failure, uncertainty, and interdependence to clarify the need for voice.	Demonstrate Situational Humility Acknowledge gaps	Express Appreciation Listen, Acknowledge and Thank
	Emphasize Purpose Identify what is at stake, why it matters and for whom.	Practice Inquiry Ask Good questions Model intense listening	Destigmatize Failure Look forward Offer help Discuss, consider, and brainstorm next steps
		Create forums for input Provide guidelines for discussion.	
	Accomplishes	<i>Shared expectations and meaning</i>	<i>Confidence that voice is welcome</i>

Module implementation commitments

Name: _____ Date: _____

Write down below the commitments you are going to make as part of your learnings in this module.

Implementation commitment	Expected result	Start date



Participant's Signature

Name and signature of immediate boss

