



final report

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Addressing the cost of poor supervision in the Meat Processing Industry

Stage 2 report

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1 Background

The focus of this project is on the role, responsibilities and training of first line supervisors, such as leading hands, floor supervisors, section supervisors, and team leaders.

The objectives of the project are to:

- identify the skills and knowledge required of supervisors
- identify gaps in the current skill levels of supervisors
- identify strategies for companies to support supervisors
- develop a suitable training program for supervisors
- provide companies with strategies for improving the level of supervision

1.1 Materials developed

From the report a request for tenders was put out to industry (**Attachment 1**) requesting quotations for development of three supervisor induction training models, a workshop based program, a self-paced CD model, and an e-learning model. Also distributed was the research report, and those who tendered were asked to include the main recommendations and findings that came out of the report. Four quotes were received, and the consultant with the quote that most met MINTRAC's needs was Louise Kovacs of Inform Professional coaching. Louise then developed the following training programs, which she has called *Essential Skills for Supervisors* (sometimes referred to as *ESS*).

1.2 Two-day workshop training kit

This consists of a PowerPoint presentation for use by the presenter (**Attachment 2**), and a training guide for the facilitator (**Attachment 3**), which also includes a workbook for students. These materials will also be included in the kit on a CD both as pdf documents, and as customisable Word documents. This training model is specifically designed for face-to-face interaction, and includes a number of activities throughout the materials to encourage student participation. Supervisors complete two full days of training, including the activities, and depending on the company training requirements, facilitators may ask students to complete tasks outside of the two-days as part of their assessment. Assessment is not compulsory, as the training is not accredited.

1.3 Self-paced CD

This interactive program requires students to have access to a computer, and to work through the training program at their own pace. There are six modules, and it is recommended that students complete one module per week. The materials also include a facilitator guide (**Attachment 4**), and a student work book (**Attachment 5**) both of which are to be downloaded from the materials CD, and the workbook completed by the student. The materials have clear instructions about how to use the program, and also provide strategies for students to seek the support of their facilitator or training manager. Students are to complete the workbook to the facilitator/training manager's satisfaction to complete the training program.

1.4 E-learning program

The materials for this program are exactly the same as the self-paced version, except that the student must use the internet to access the materials. The temporary location for this program is:

<http://www.protoген.com.au/projects/mintrac/index.html>

Supervisors use the materials in the same way as the self-paced CD, and also have the same instructions and support strategies, as well as the same facilitator's guide and student workbook. This development was funded through the E-learning project. **(Attachments 4 and 5 respectively)**

2 Material trials

2.1 Industry reference group

Once the materials were developed a reference group was established to ensure the materials were relevant to industry needs and relatively free of errors/and or omissions. The reference group was made of four industry representatives:

- Ken McKell, Human Resource Manager, AMIC, New South Wales
- Angela Flett, Human Resource Manager, CRF (Colac Otway), Victoria
- Tony Whittaker, Training Manager, Kilcoy Pastoral Company, Queensland
- John Michel, Safety and Training Manager, Cargill Beef Wagga Wagga, NSW

The materials were sent to each participant along with three feedback forms **(Attachment 6)**.

The feedback received was very informative and included:

- the PowerPoint presentation contained too much text in some slides – *Louise then re-wrote some of the slides, and turned one slide into two on occasion*
- some spelling errors were picked up – *Louise corrected these*
- there needed to be more information about Return to Work requirements – *Louise included some brief and general information about Return to Work in the materials, a detailed, or separate section devoted to this was considered beyond the initial requirements of new supervisors*
- Some photographs in the PowerPoint slides showed people wearing incorrect PPE – *This comment was made by one company who had more stringent requirements for PPE than most plants, i.e. safety glasses for all employees, Kevlar gloves on both hands. The slides are customisable, so photographs can easily be removed or replaced by individual companies or RTOs.*

3 Pilot training programs

The training programs were trialled at the following four plants:

- CRF (Colac Otway), VIC – twelve supervisors and employees undertook and completed two days of **workshop** training, facilitated by Louise Kovacs, and also the HR Manager Angela Flett.
- Southern Meats, NSW – fourteen supervisors and employees began using the **self paced CD**, facilitated and supported by the OH&S and Training Manager Claire Dykes.
- Stanbroke Meats, QLD – eight supervisors and employees began using the **self-paced CD**, facilitated and supported by the HR Manager Wi Marino
- Cargill Beef Australia, both the Tamworth and Wagga plants – fifteen supervisors and employees began the **e-learning program**, facilitated and supported by Safety and Training Manager John Michel, and Tamworth HR Manager Glenn Learmont.

3.1 Participant evaluation outcomes

Participants were provided with pre- and post-course evaluation questionnaires. Training managers were also asked to evaluate the program and its impact upon supervisor performance. (the questionnaires are included as **Attachment 7**, note that the e-learning questionnaires are slightly modified to align with the separate MINTRAC *E-learning* project) It is estimated that in total around 50 supervisors and employees have taken part in the pilot training.

Not all the participants have completed their training, and not everyone has returned a pre-course questionnaire. A summary of the pre-course questionnaires received so far is included as **Attachment 8**, and a summary of the available post-course questionnaires is included as **Attachment 9**. This attachment also includes the post-course evaluation from the CRF HR Manager.

3.2 Workshop pilot

The workshop pilot at CRF is complete and all feedback and evaluations from this company have been received. 100% of participants at CRF felt that their communication skills had improved as a result of undertaking the workshop. 100% of the same group also indicated that they would recommend the program to others. Conflict resolution skills were also a major area of improvement, as well as the skill in which the most participants would like further coaching in. One suggestion for improving the course was to add more activities, and/or role plays, a suggestion which has been addressed by adding an introduction to the training (**Attachment 10**) which encourages facilitators utilising the workshop model to use plenty of activities, activities that they might come up with themselves as well as the activities suggested in the materials. Feedback received from the HR Manager included suggesting a follow-day be included in the program, whereby the facilitator re-visits the plant to collect assigned tasks from students, and to check transfer of learning to the workplace, and anything else that needs to be followed up. CRF are considering independently contracting Louise Kovacs to conduct a follow-up session with the program participants.

3.3 Self-paced CD pilots

As yet only one participant of the 14 Southern meats employees, and none of the 8 Stanbroke Beef employees have completed the program. Available pre-course and post-course evaluations are included in the summaries in **Attachments 8 and 9**. The one participant who had completed found the course very helpful and would recommend it to others. The participant indicated that he had improved his communication skills, and conflict resolution skills as a result of the training. The self paced participants were advised that upon satisfactory completion of their workbook (the training manager would indicate to the MINTRAC project officer if the tasks were completed) MINTRAC would issue them with a certificate of participation. The participant who completed the program has since received a certificate, which MINTRAC is informed was presented to him at the workplace in front of co-workers. Claire Dykes, the OH&S and Training Manager reported that he was very pleased about receiving the certificate, and that it also encouraged the other participants to finish their training.

Feedback was received from one of the participants, who said she would have like the materials to be in print based form as well as a CD. As a result of this feedback, the self-paced and e-learning program final products will have the PowerPoint slides from the workshop included, so that companies are able to print this resource for participants.

Stanbroke Beef employees have begun the training course and so far it is going well according to the HR Manager, Wi Marino. Wi reported that due to participants being quite busy, they are having trouble finding time outside of work hours to complete the training. Wi has negotiated the provision of a computer on-plant for the participants, as well as allowing them half an hour per day to work through the program. He has promised to forward the post-course evaluations to MINTRAC once participants have completed.

3.4 E-learning pilot

This pilot is also a part of the MINTRAC E-learning project, which is due to finalise June 2007. Cargill Beef, both Wagga Wagga and Tamworth plants have commenced the program, but as yet no one has completed.

Some initial feedback that arose from a meeting between MINTRAC and Cargill Beef at the beginning of the pilot included:

- Colour blind supervisors would have difficulty reading the material, as most of the text is on red or green backgrounds – *MINTRAC considered changing the background colours, but felt that the likelihood of a colour-blind supervisor participating in the training would be minimal. Although, colour-blind people can not usually be trimmers or MSA graders, there is no legal requirement that prohibits colour-blind supervisors, nor any specific reason why they shouldn't be in the role. The introduction to the Essential skills for supervisors training program recommends that anyone who is colour-blind should not take part in the self-paced CD, or e-learning version of the training.*
- As with Southern Meats, Cargill Beef thought that the e-learning program should also have print based materials – *MINTRAC will include the PowerPoint slides from the workshop version in the e-learning and self-paced versions.*

3.5 Strategy for company follow-up

MINTRAC Project Officer, Sharon Fitzgerald has been in regular contact with pilot participant companies, and this contact will continue until each program is finished. A final evaluation will be

conducted at the end of December 2006, as per the project objective to follow-up six months after the pilot. The results of this will be used to update the supervisor induction training programs if needed (all three models if necessary and to report back the impact the training has had on supervisor performance and their interpersonal and communication skills.

4 Strategy for program roll-out

4.1 Current activities

Recently the project was presented as a workshop session at the 2006 MINTRAC conference, in March. The workshop was very well attended and much discussion generated.

A copy of the draft materials was recently provided to Kerry Smith of the South Australian Food Tourism and Hospitality Industry Skills Advisory Council, who presented the material to plants that she and her colleagues are visiting as part of the current South Australian Meat Industry retention project.

From 21 April to 8 June 2006 the materials have been included on the agenda of the 2006 Training Manager Network meetings being held in each state. Sharon Fitzgerald has attended these meetings to present the materials, as well as outcomes of the *Workforce retention* project.

There have been two articles featured in the MINTRACker newsletter, in the January 2006, and the March 2006 issue.

4.2 Planned activities

The supervisor induction training programs will again be on the agenda for state Training Manager Network meetings, advertising the product as being available for purchase. It is not anticipated that Sharon Fitzgerald will attend all these meetings, however, other MINTRAC staff members will be on hand to speak to industry about the product.

There are also plans for an article to be developed for publication in the *MINTRACker* newsletter and submitted to *Feedback* magazine. There are also plans to include MINTRAC articles in branch magazines and journals published by the AMIEU, so there may be an opportunity to include an article about this project.

4.3 Conclusion

All three models of the supervisor induction training, or *Essential skills for supervisors*, are now ready to be developed into final products. Arrangements are being made to have the final product available to industry by the end of the financial year.

5 Attachments

5.1 Attachment 1

- Request for Quotation

Scope of work

Develop training materials for an induction program for staff members new to a supervisory role (including leading hands and team leaders) in meat processing companies. The training materials should be based on findings and recommendations from the Stage One research report for the project *Addressing the cost of poor supervision in the Meat Processing Industry*. The materials will need to be adaptable to suit a variety of delivery methods, including a two-day face-to-face trainer facilitated workshop, a self-paced model, and an on-line e-learning model.

The training materials would be required to cover the following content:

- a general overview of the supervisor role in meat processing plants, key responsibilities and duties, and skills and knowledge required for the role
- training in interpersonal and communication skills, particularly focusing on dealing with employees from varying backgrounds, cultures, and educational levels.
- strategies for management to support supervisors, and materials for managers themselves to understand the importance of communication and interpersonal skills
- clear links between components of the induction program to units from the Certificate IV Meat Processing (Leadership) in order to develop qualification pathways. It may also be worthwhile to identify pathways in Certificate IV Frontline Management also, as this qualification appears to be used extensively by industry to train front-line supervisors

By way of support and preparation MINTRAC will provide the following:

- a hard-copy and electronic version of the Stage One research report *Addressing the cost of poor supervision in the Meat Processing Industry*
- copies of the qualification structure and current units from the Certificate IV Meat Processing (Leadership)
- details of relevant industry contacts as consultants during the development of the materials

Project deliverables

- Print-based training materials covering the content outlined above for use in a two-day workshop.
- CD-based training materials covering the content outlined above for use in a self-paced training program model.
- A training program model suitable for use in an on-line, e-learning environment.
- Written materials are to be submitted in Word 2000 or later format, and according to MINTRAC style guides.

Timeline

1. First draft of the training materials should be ready for submission to MINTRAC for editing and distribution to industry for approval by 30 March 2006.
2. Final draft should be ready for trial by 30 April 2006.
3. **Closing date for quotation tender: Wednesday February 15 2006**

Funds available

The maximum funds available for development of these training materials are \$20,000.

5.2 Attachment 2

Essential Skills for Supervisors

Facilitator's guide for 2 day workshop



These materials have been prepared for MINTRAC, by Inform Professional Coaching

Funding for these materials was provided by Meat and Livestock Australia and the Australian Meat Processor Corporation

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Information for facilitator or workplace training mentor

Why are these materials needed?

The Australian meat industry has funded these materials to ensure supervisor skills training provided to the industry is relevant and current.

The industry believes that application and implementation of the skills and knowledge developed through this material will help the industry achieve its goals for a healthy and competitive industry with a highly skilled and productive workforce.

This supervisor skills training has been developed as part of the MINTRAC project: *Addressing the cost of poor supervision in the Meat Processing Industry*. One of the primary findings to come out of the research stage of that project was that an induction programme for new supervisors was necessary. This programme should develop the essential skills and knowledge required for the role. A further finding indicated that industry considered that communication and interpersonal/people skills were the most important skill for the role. However, these were the skills that supervisors most often lacked, or were areas which could be significantly improved.

These training materials have been developed to address these requirements.

Who are the materials for?

These materials provide the underlying knowledge and information for the *Essential Skills for Supervisors* workshop. This guide provides the facilitator or workplace trainer with the information needed to conduct the 2 day workshop.

What are the materials for?

The materials are for the *Essential Skills for Supervisors* training programme.

How are the materials organised?

Learning strategies

These materials provide the following information for the facilitator:

- A summary of the underpinning knowledge and skills that are required to be an effective supervisor in the meat industry. This information forms the basis of the content to be delivered during the workshop
- Ideas for learning activities that can be used during the workshop, interspersed in the underpinning knowledge section and marked by the symbol ➤
- A proposed workbook that can be used by the learners in the workshop
- Proposed session plans for the 2 day workshop

Assessment

Although this training is not part of a formal meat industry Training Package, some organisations may still wish to conduct an assessment of the supervisors once they have completed the course. This section provides ideas and advice on appropriate assessment tools and activities that may be used to assess competence.

Can I customise the material?

Every meat processing company is different. The training and any assessment should match the operations of your company.

You can customise the content and assessment to best suit the needs of your organisation and the learners you are working with.

Essential Skills for Supervisors

These materials provide the objectives and key learning points for each module of the *Essential Skills for Supervisors* training. There are 6 subject areas that should be covered in the 2 day course:

1. Your role as a supervisor
2. Technical aspects
3. Good communication
4. Using communication skills
5. Managing your team
6. Managing yourself

Your role as a supervisor

What are the learning objectives for this module?

After completing this module the learner will:

- Understand the key duties and responsibilities that they have as a supervisor, foreman, or leading hand in your company
- Understand what key skills they need to be successful in this role

What are the key learning points for this module?

These are the key learning points that you should cover in this subject.

The importance of the supervisor's role

The supervisor plays an important role in the running and success of the operation. They are the liaison point between the workers and the managers and are responsible for the smooth running of their section. Therefore their performance is critical to the success of the business.

What are the key responsibilities of a supervisor?

The responsibilities of a supervisor can be divided into categories; the 4 P's of the supervisory role

- Process and Procedure
- Production
- People

The responsibilities under each area are:

| Process and Procedure | Production | People |
|--|---|--|
| <ul style="list-style-type: none"> • Ensuring food safety and hygiene procedures are followed • Ensuring Quality Assurance (QA) measures are followed • Ensuring that all OHS policies and procedures are followed • Completing management reporting and all required paperwork • Ensuring other relevant company policies and procedures are followed in your area, e.g. anti-discrimination or anti-harassment policy, drug and alcohol policy, environmental policy or rehabilitation policy. <p>Dealing with and reporting breaches of policy or procedures</p> | <ul style="list-style-type: none"> • Ensure the smooth running of your section • Maximising profit and yields for your section • Deciding on team composition and assigning employees' tasks • Making sure people are doing their jobs properly • Plan and control production in your area • Managing budgets | <ul style="list-style-type: none"> • Communicating with your team • Mentoring, motivating and leading your team • Reducing absenteeism, workcover and turnover in your team • Resolving conflict between team members • Creating a positive work environment for your team • Ensuring the safety of your employees • Inducting and training employees • Disciplining employees • Communicating with the company management • Modelling appropriate workplace behaviours to employees |

What are the key skills of a supervisor?

There are three areas of skills:

- **Technical:** includes knowledge of all the tasks in their area, OHS, QA and food safety, SOPs and Work Instructions
- **People :** includes communication skills, motivation, coaching their team, resolving conflict and providing feedback
- **Management skills:** includes managing budgets, time management, organisational skills, understanding yields and profitability and applying company strategy.

➤ *In pairs, the workshop participants are to interview each other to find out what their title is, their key roles and responsibilities, and how long they have been in a supervisory role. They should take notes so that they can introduce their partner to the rest of the group.*

As well as getting the participants to think about their role and responsibilities, this activity also gets the learners to start using their communication skills and is a good icebreaker to get people talking.

Technical Aspects

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand their responsibilities as a supervisor for OHS, food safety and hygiene, and quality assurance.
2. Identify any gaps in their skills or knowledge in these areas which require further training.

What are the key learning points for this module?

These are the key learning points that you should cover in this subject. This is not intended to provide full training in this area but just to emphasise that they are now responsible, not just for their own health and safety, but also those that they supervise.

OHS

This section reviews the key OHS responsibilities of a supervisor and emphasises that they are now responsible for the health and safety of workers in their team and that they have a role to play in implementing the plant's return to work policies.

This is a subject that you will need to customise, providing additional information regarding your organisation's OHS policy and processes.

You should also briefly refresh the learners on identifying hazards, controlling risks, the hierarchy of controls and discuss relevant PPE.

If further training is required regarding return to work procedures a course for supervisors and leading hands has been developed by AMIEU: *Building skills and knowledge for effective workplace return to work plans*

Food Safety and Hygiene

The key point is that supervisors need to ensure that their team are following all SOPs for their area and ensuring that all work carried out is to the appropriate standards. You should ensure that your learners are familiar with your company's policies and procedures for food safety and hygiene.

Quality Assurance

This section considers the key aspects of the QA process including SOPs, work instructions/task descriptions and HACCP. You should also customise this area to cover the key elements of your QA system for your company and to check that your learners are familiar with all the relevant processes for their areas.

➤ *The learners complete the check list in their workbook to evaluate if they have skills or knowledge gaps in the areas of OHS, food safety, hygiene or QA. If they have identified that they need further training in any area they should write down the actions that they will take to address these training needs.*

Good Communication

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand what effective communication looks like
2. Develop some essential communication skills
3. Be able to apply these communication skills to their job.

What are the key learning points for this module?

These are the key learning points that you should cover in this subject.

Effective Communication

What do we mean by effective communication? Effective communication means that the message sent and the one that is received are the same. There are many ways that communication can break down and the message received is not the one that was sent or the meaning understood is not what was intended.

➤ *Set up a game of Chinese whispers to demonstrate how communication can break down.*

Effective communication is assertive but not aggressive. Assertive communication states your point of view but also respects the other person's view. Aggressive communication does not demonstrate any respect for the other person.

There are three key types of communication:

- Written: Memo, fax, email, letter, SMS
- Verbal : Face to face, phone, radio
- Non-verbal: body language, tone of voice, facial expression

Up to 90% of what is communicated is via non-verbal cues. This means that the most effective form of verbal communication is face to face where these non-verbal cues are more easily interpreted. There is a greater chance of a break down in communication using phone or radio.

In addition, written communication needs to be clearly and concisely expressed so that there is only one interpretation of our intentions. Poorly written correspondence will confuse a person as much as a garbled conversation.

Key communication skills

The key communication skills that your supervisors will find useful are:

- **Active listening:** reflecting and paraphrasing to demonstrate understanding
- **Questioning:** asking questions to check understanding and to draw out more information
- **Non-verbal communication:** paying attention to non-verbal communication such as body language and tone of voice.

Listening

There are a number of different types of listening including:

- selective listening - just hearing the pieces of a conversation that you are interested in
- active listening - making sure that you have really understood what the person was saying, and that they know you have heard and understood them.

The key aspects of active listening are:

- look interested – think about body language and facial expression
- Re-state or paraphrase what someone has said to check that you have understood their meaning. This also demonstrates to the speaker that you are listening and builds rapport
- Ask questions to check understanding or to get more information

HEAR model

The HEAR model is a good process to help supervisors use active listening.

H = help the person who is talking to you get their message across. Show your interest through your body language and don't interrupt.

E = explore: when someone is talking, think about the following questions:

- Do I have enough information?
- Do I understand what they are saying?

If not, ask some questions to find out more information.

A = acknowledge: to check your understanding, summarise and re-state what the person has said. e.g. "So what you're saying is...." or "So what I'm hearing is...."

R = Once you've understood the message you have to decide how to respond.

➤ *Demonstrate how the HEAR model works. Ask someone to tell you about something that annoyed them recently and demonstrate active listening using the HEAR model.*

➤ *In pairs, the learners practise using the HEAR model. One person tells the other about something that has annoyed them recently and the listener uses the HEAR model. Swap over and then discuss how it went as a group. What worked well and how could they improve?*

Asking questions

Another key skill for effective communication is asking questions. Asking the right sort of questions will help supervisors draw out the information they need to understand a situation or problem so they don't jump to wrong conclusions. They also need to ask questions to check understanding; this could be to check understanding of what someone is telling them, or what they are telling others. You'll find that most good managers ask lots of questions.

There are two main types of questions:

OPEN QUESTIONS

These are useful for getting more detailed information and exploring issues.

Use open questions when you want more information, to understand an issue or to check someone has understood an instruction

- What can you tell me about....?
- What do you think happened there?
- How could you do better?
- Tell me what you're going to do next.
- How are you going to do...?

If you're checking for understanding of an instruction don't just ask 'Understand?' or 'Got it?' If they just say yes you'll have no idea if they really did understand you or not

CLOSED QUESTIONS

Use closed questions to confirm facts and check your understanding.

You want us to do x amount of production today?

So you're saying....

So you're telling me you won't be able to do what I'm asking.

➤ *Revisit the interview exercise. This time try out a short interview asking lots of closed questions; that is questions that get a yes or no answer. Then try the interview asking open questions. Which one gets you more information? Swap roles and discuss as a group.*

Non-verbal communication

Some studies show that we get up to 90% of the meaning from communication from non-verbal cues. By non-verbal cues we mean things like body language, facial expression, the tone of voice and gestures. This means that we should consider these things when we are communicating at work or at home. Most of what we read in non-verbal cues is sub-conscious and we have learned from experience. It is useful to become more conscious of non-verbal communication in yourself and in others.

You might be saying one thing but your expression and tone of voice could be conveying a totally different message. This can lead to people not trusting what you are saying. Try and consider the following things:

- **Body language:** you want to look relaxed and confident when communicating. Keeping your arms relaxed by your side gives a relaxed impression. Crossed arms will give the signal that you are defensive; hands on your hips is quite an aggressive stance.
- **Facial expression:** if you're listening to someone, make eye contact, and think about how to show you're interested through your facial expression. Watch other people's faces when they are talking to you? What message are they communicating?
- **Tone of voice:** Think about the number of ways you can say the word 'no'. Different tones of voice can express different emotions; you could express mild doubt, terror, amazement, or anger just by changing your tone of voice. Try and consider the most appropriate tone of voice for the message you are giving.

Using communication skills

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand how to apply communication skills in different situations

2. Be confident in handling different situations
3. Understand the importance of providing positive and constructive feedback.

What are the key learning points for this module?

These are the key learning points that you should cover in this subject.

Giving instructions

Giving clear instructions is a major part of a supervisor's role. This module provides a 4 step model to giving instructions.

1. Consider the task: what is the task and who is going to do it? Do they have the necessary skills to do it?
2. Give the instruction: use clear concise language to tell the person what you want them to do. Think about answering the questions: what do you want them to do? When? Why? And how?
3. Check for understanding: ask questions to check that the person understands. You could ask, can you repeat that back to me? Can you tell me how you are going to do that? Just asking 'OK?' or 'Got it?' does not tell you if they have really understood the instruction.
4. Follow up: Check back with the person later on to see that they are completing the task are you instructed. Don't leave it until the end of the day to find they haven't done it or have done it incorrectly.

What if someone refuses to do a task? Here are some tips for handling this situation.

- Stay calm
- Ask questions: What is the problem? How can you help them? They may have a legitimate concern about safety or some other issue.
- If they still refuse and there is no legitimate reason, then confirm their refusal 'so you are refusing to do?'
- State the consequences: this may include reporting them, disciplinary action, written warning, meeting with the manager or whatever your company policy is. "Do you understand that the consequences of that are?"

➤ *Think about the instructions that you will have to give in your work this week. Consider the task and write out how you will give the instructions. Also write out some possible questions that you can use to check understanding. How you will follow-up on the instruction?*

Holding meetings

There may be times when you want to hold a meeting with your team. For example, you may need to discuss OHS issues, set goals or discuss changes to their normal routine or the company's operation.

Below are some tips to help you run a successful meeting.

- Preparation is crucial: make sure you are very clear on the messages you want to give and the best way to communicate these messages
- Practise: if you are presenting some information, do a run through with a mate or colleague and get their feedback to make sure your key messages are getting through
- Set an agenda: be clear on what you will cover the time allowed for each area; try to keep the meeting on track but be prepared to be flexible to allow discussion
- Allow time for questions and discussion: leave time in your meeting for people to ask you questions and for discussion of the information you are presenting
- Try and anticipate questions and concerns: prepare some answers to what you think your team might ask you
- Encourage feedback: like other forms of communication don't assume that everyone has got the message. Ask questions to check understanding and to encourage feedback from your team

If you feel nervous about speaking in front of people and holding meetings, following these guidelines will help you. Many people get nervous when speaking in public but you can help yourself by making sure you are well prepared and have a plan for your meeting.

Giving positive feedback

We spend a lot of time correcting employees and often, giving positive feedback is neglected. Providing positive feedback regularly can increase performance and motivation. Positive feedback should be specific and should tell the person why it's important they are doing well. The supervisor should also encourage the person to do more of the same.

Part of a supervisor's role in managing people is to **notice people doing things right** and to give them positive feedback.

Follow these steps to giving positive feedback:

1. Tell your team that you are going to let them know how they are doing.
2. Give people praise immediately if possible.
3. Tell people what they did right – be very specific.
4. Tell them why it's important that they did it right and how it helps the team.
5. Encourage them to do more.
6. Don't forget your positive tone of voice and positive body language.

If you do this on a regular basis you will notice that team motivation and performance are improved.

➤ *In groups of two or three talk about a few of the tasks that people in your team have to do. When might you give them positive feedback? What will you say? Write down some positive feedback that you can use on sheets of butcher paper. Remember to be specific, tell the person why it's important and encourage them to do more.*

Each group reports back with their feedback ideas to the whole group.

Giving constructive feedback

As well as giving positive feedback supervisors need to give employees constructive feedback. There will be times when you need to correct actions, pull someone up for their behaviour or address poor performance. If not handled well these situations can cause ongoing problems and conflict. The key to giving constructive feedback without triggering defensive or aggressive responses is in the way that it is delivered. This means that the feedback needs to be:

1. Clear and concise
2. Unemotional in tone and content
3. Factual
4. About behaviours and consequences: don't attack the person. In sporting terms, play the ball not the person.

There are two approaches you can use, depending on the situation. The first follows similar steps as Giving Positive Feedback. This can be useful for situations where you want to address an issue immediately. For example if you see unacceptable behaviour or someone not following the correct process.

1. Tell the people in your team that you are going to let them know how they are doing.
2. Give the feedback immediately if possible but only if you can stay calm. Otherwise wait until you have cooled off.
3. Tell people what they did wrong – be very specific; talk about behaviour.
4. Tell them why it's important that they don't do things like that and the effect on the team.
5. Before you continue, leave a few seconds silence for your message to sink in, then
6. Make a general positive statement that tells the person you still think well of them but not their behaviour in this circumstance. Tell or show them what the correct procedure is.

This second approach can be useful when supervisors want to discuss someone's performance. For example, if someone is constantly late for work, if they don't follow one of the key procedures, or if they are making a lot of errors.

Remember the aim of this type of feedback is to encourage improvement, rather than blame or discipline the employee. Of course, each situation is going to be different but here are some steps that will help you handle the situation:

1. Set aside an appropriate time and place to have the conversation
2. Plan ahead what you want to say and make sure you have all the facts that you need.
3. Start by asking a question about the person's performance in this specific area;
4. Wait for their response.
5. If they think they are doing well don't openly disagree with their statement. You might say something like "Well it is good some of the time but I can see some things that would make it even better"
6. Give them the specifics of what you are expecting them to do and in what time frame.
7. Ask some more questions to find out how they'll go about the task and to check if there is any reason why they won't be able to do it. Do they need more training? Is there something they don't understand? How do you think you'll go about that? Together work out how you will deal with any issues.
8. End with a general positive statement about their performance.

➤ *Here are two case studies. In pairs or groups discuss each one and decide which approach is best. Work out how you will give the feedback and write it in your workbooks.*

Case study 1

Jan has just arrived back from the lunch break and you happen to be next to her in the wash-up area. You notice that she doesn't follow the correct procedure for washing her hands. What feedback will you give?

Case study 2

Dean has been late for his shift three times this week already. You have also noticed that he is working more slowly than normal. How will you handle this situation?

Dealing with conflict

In the plant environment there can be occasions when supervisors have to deal with conflict between employees. Conflict can't always be avoided but you can learn to deal with it so it doesn't affect team performance.

It can be easy to think that most conflict comes from personality conflict and that there's not much you can do about it. Some times that might be true but there is generally an underlying reason for conflict.

There is no set way of dealing with conflict but in general you need to use your communication skills to try and uncover the issue and then resolve it if you can.

The key is to get the two parties communicating:

1. Get both people together and state that you have noticed that there seems to be a problem. Ask each person to explain what the problem is while you listen, using the HEAR model. Ask the other person to remain quiet; they will get their turn.
2. Ask more questions to try and get the two people to identify the underlying problem.
3. Ask them to come up with a solution.

➤ *Demonstrate how this would look using a role play. Ask two of your participants to play the part of the workers and you play the part of the supervisor. Develop your own case study or adapt the one below*

Case study

Worker1 has an issue with worker 2 because he is working too slowly today. Instead of just raising this he starts shouting at him and calling him an idiot. Use questioning skills to draw out this information and to find out what is the reason that worker 2 is working slowly (he doesn't feel well). Work out a solution.

Disciplining employees

There will be occasions when it's necessary to discipline employees. For example when an employee's performance is not improving despite feedback and coaching.

The basic rules for giving feedback are the same as for giving constructive feedback. You should be:

1. Clear and concise
2. Emotionally controlled in tone and content
3. Factual
4. Talk about behaviours and consequences, don't attack the person

Customise this section to present your organisation's disciplinary process and procedures.

Managing your team

What are the learning objectives for this module?

After completing this module the learner will be able to

1. Encourage their diverse team to work well together
2. Set goals that will help them motivate their team
3. Coach team members to improve their work skills

What are the key learning points for this module?

These are the key learning points that you should cover in this subject.

Managing a diverse team

The workforce is becoming increasingly diverse and so it is important that your supervisors can encourage their team to work together regardless of background, gender, cultural background or age.

If you look around your workplace you will probably see a mix of people of different ages, men and women, and people from different cultures and countries. Even people who are from similar backgrounds still have many differences. As a supervisor you need to be able to help your team co-operate and work together effectively. So how can you do that?

Using your communication skills is the key to helping your team work together. Here are some ways to use your communication skills in managing a diverse team.

Here are some key points for managing a diverse team.

| | |
|-----------------------------|---|
| Lead by example | <p>Take an interest in the people in your team and find out something about them, their background and their interests.</p> <p>Be aware of your own prejudices and question why you have them.</p> <p>Put aside your own prejudices and stereotypes and treat everyone in your team equally and with respect.</p> |
| Encourage discussion | <p>Encourage people to discuss their backgrounds and look for the things your team members have in common.</p> |

| | |
|--|---|
| | For example, are they interested in the same sports, TV programmes, computer games etc? |
| Reinforce company policy | <p>All companies have a non-discrimination policy and Australia has laws against discrimination. It is part of the supervisor's role to ensure that the law and company policy is upheld.</p> <p>If you notice someone in your team acting or speaking in a discriminatory way you will need to take action.</p> <p>Unacceptable behaviour includes: making comments or telling jokes about someone's religion, race or sex; bullying, such as deliberately excluding people from activities or conversations, or being aggressive in their dealings with a particular person.</p> |
| Deal with incidents immediately | <p>Take the person aside and question them about their behaviour. For example 'I notice you did or said Do you have an issue with Mary?'</p> <p>Make it clear that if people have issues they should come to you rather than behave in that way.</p> <ol style="list-style-type: none"> 1. Reinforce the company policy and let the person know that they have breached it. 2. Make it clear that it's not acceptable behaviour in your team; we all have to work together. 3. Be consistent. Don't let some people get away with it and then pull someone else up. <p>Work with the people involved to resolve the conflict or deal with the issue.</p> |

This is not just being 'politically correct'. These issues can cause a lot of tension and conflict in your team if you don't deal with it immediately. In the end this will cause more problems, such as absenteeism and turnover, that as a supervisor you will have to deal with. This will become increasingly important as more companies look to migrants and overseas workers to meet the demand for labour.

Working with people from non-English speaking background

As more companies are employing migrant and overseas workers it's more likely that you will have people in your team whose first language is not English. Here are some tips that will help you help people work effectively in your team. In fact, many of these tips apply for working with all the people in your team, but are particularly important in working with people who speak English as a second language.

| Do | Don't |
|--|---|
| <ul style="list-style-type: none"> • Speak clearly and slowly • Repeat instructions • Check for understanding • Remember that they will be very keen to fit in with the team • Learn some basic words in their language and encourage your team to do the same • Ask them about where they come from and learn about their culture • Talk about Australian culture and your own experiences • Provide lots of positive feedback • Remember their English is a lot better than your ability in their language! | <ul style="list-style-type: none"> • Speak loudly or shout; they're not deaf! • Use slang words that are hard to translate • Give an instruction and not check for understanding • Forget to follow up with them during the day and check that they understand their tasks • Make comments or jokes that may be offensive to them, their culture or religion • Speak negatively about them to other team members. |

Managing Generation Y

There is also an increasing number of younger workers in the workforce and they have different expectations and motivators to previous generations.

People in generation Y were born between 1980 and 1994. To people from older generations it can appear that they are from a different planet! Each generation has different attitudes, expectations and motivators and as a supervisor you need to consider what makes Gen Y tick; they're in your team too! Again communication is key; find out what they are interested in and what motivates them.

As with any group each person is different but here are some pointers to get you started:

- **Money:** they earn to spend now not to save. Money is not a prime motivator. If they really enjoy their job they won't worry about the money. On the other hand, they won't put up with poor management or not feeling a valued member of the team, even if the money is good. They won't worry about getting another job, they know the job market is on their side at the moment.
- **They are impatient:** they are not interested in long term goals, climbing the ladder or paying their dues. They want it all now.
- **They want to learn:** how to do their job better, as well as skills that will be useful in the future. To keep them interested think about how you can provide them with some variety in their duties; job rotation, moving them between sections. What other training can the company provide them?
- **Don't try and pull the wool over their eyes** (to be polite about it!) They are very sceptical and they value honesty. Tell them how it is in plain language.
- **They like to know what is expected of them** and how what they're doing fits in with the bigger picture. Tell them why you want them to do something in that way, why it's important and what's in it for them.
- **They like constant informal feedback.** During the day think about what feedback you can give them; praise them for what they are doing or look to improve their skills as they work. Some of these things are difficult to do in the meat processing industry but if you want to retain Gen Y employees, you have to work out ways to keep them interested.

➤ *Discussion: ask the group to think about their team. What can they do to help their team work effectively together? Discuss in small groups first and then as the larger group.*

Motivation

Motivation is a complex subject. Consider someone who plays sport; they play to win but winning is probably not the only or even the main reason for playing.

We work to earn money, but that is not the only or even the main reason for working for many people. In order to motivate your team you need to understand them. You need to ask them questions that help you understand why they come to work. Here's an example from a supervisor.

'Talking to Henry while I was working with him I found out that he really wanted to buy a new Holden SS Ute. Later, I worked out the costs, what the repayments would be and what hours he needed to work to be able to pay for it.

The next day I showed him the figures and that it was achievable as long as he showed up to work all his shifts. We also found a picture of the car for him to put up at home. The next time he didn't show up I called him and reminded him about the ute. He started showing up most of the time from then on.'

This example of Henry and his ute is a good example of how a specific goal can be a good motivator. It gives you something to aim for and then you can work out an action plan for getting the goal. Taking action creates even more motivation. Good goals are SMART goals. Vague goals lead to vague attempts to achieve them and are not effective.

A SMART goal is:

- **S**pecific
- **M**easurable
- **A**tttractive
- **R**ealistic
- **T**ime framed

Here's how we can make Henry's goal a SMART goal:

- Specific: to buy the new Holden SS Ute;
- Measurable: he needs to earn \$500 per week
- Attractive: yes he really wants the car
- Realistic: Yes, he can achieve it if he works his shifts and saves \$3,000 for a deposit
- Time framed: We can give him a timeframe of 3 months

So Henry's smart goal is **'To earn \$500 per week so I can save \$3,000 and buy the Holden Ute by the end of June'**. He can then develop some actions he needs to take to achieve his goal. For example, he needs to turn up for all his shifts, save the money for the deposit and then make the monthly repayments

You can use the same process to set team goals at work. For example 'We are going to hit our production target of 8 carcasses per minute today' or 'We are going to have zero lost time due to injuries this week'.

Once you have set a goal you talk to your team about it and work out what you and they need to do to achieve the goal and develop your action plan.

➤ *Working in pairs, develop a SMART goal for each of you. One person asks the other questions to try and find out what motivates them and what their aspirations are. Do they want to be promoted? Do they have a particular financial goal? Write down your goals in your workbook. What actions will they have to take to start moving towards the goal?*

Coaching your team to improve their skills

There will be many occasions when a supervisor needs to coach an employee in improving a skill or teaching them a new skill. The following 5 step coaching model is a useful process that they can use.

| | |
|----------------------------|---|
| Step 1: Preparation | When will you do the coaching? What do you need to do it? Where will you do it? What equipment will you need? What could stop you doing it and how will you overcome these obstacles? |
|----------------------------|---|

| | |
|--|---|
| <p>Step 2: Explain the skill</p> | <p>First you should tell the person you are coaching :</p> <ul style="list-style-type: none"> • What the skill is • When to use it • Why it's important • Why it's important to do it this way |
| <p>Step 3: Demonstrate and practise</p> | <p>You demonstrate the skill in the following way:</p> <ul style="list-style-type: none"> • Show the skill without talking and at normal speed • Show the skill again, doing it slowly and talking them through what they have to do and how it should be done • Now it's their turn: They do the skill with you talking them through it or helping/guiding them • They do it on their own with you watching. |
| <p>Step 4: Give feedback</p> | <p>Give feedback on the practice:</p> <p>Applying the ideas on giving feedback in the <i>Using communication skills</i> section, your feedback should:</p> <ul style="list-style-type: none"> • Be specific. • Positively phrased. • Identify areas for improvement. <p>Express confidence in the person's ability.</p> |
| <p>Step 5: Follow-up</p> | <p>It's important to provide ongoing coaching and feedback to encourage further improvement so:</p> <ul style="list-style-type: none"> • Follow-up with the person throughout the day and observe how they are doing. • Give additional feedback. |

| | |
|--|---|
| | <ul style="list-style-type: none">• Identify any problems that are stopping the person successfully completing the task. How can you address these problems?• Check with the people around them for feedback too.• Continue this process until the skill is mastered. |
|--|---|

You will need some props for this exercise. Think about what skills they might be able to coach in a classroom environment and arrange the appropriate props. In pairs, they coach each other in a skill. When they have completed the coaching, review how it went with the group. What went well? What could they improve?

Manage yourself

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand a model for prioritising their tasks and managing their time
2. Know some good ways to ask for support
3. Be able to assert themselves in their role as a supervisor

What are the key learning points for this module?

These are the key learning points that you should cover in this subject.

Time Management

There are many competing demands on the time of the supervisor and this can be overwhelming for a new manager.

There are three key steps that you need to follow to manage your time effectively:

List

The first step is to make a list of all the tasks that have to be completed. This list should contain the task description, when it has to be completed by and how long it will take you to complete it.

Prioritise

Now you need to prioritise your tasks using the importance/urgency grid.

| | Urgent | Not Urgent |
|---------------|--|-------------------------|
| Important | A Do It Now | B Do It Soon |
| Not Important | C Do I really need to do this? | D Don't do it |

Write an A, B, C or D next to your tasks depending where they fit in the grid.

Schedule

Now look at your list and decide when you are going to do each item.

Start with those items prioritised **A** or **B**. These are the things that are important. Important non-urgent things are generally those that will stop other things happening and becoming urgent.

Focus on these two areas as these are the ones that are going to make you successful in your job.

Develop your schedule for when you are going to do these items. Of course you are going to have interruptions so leave some gaps in your schedule. As soon as you can, get back to your schedule.

➤ *Use the process above to plan your next week at work. Write a list of things that you will have to do next week, prioritise them and develop your schedule.*

Do this as a group exercise first and then as an individual exercise.

Asking for support

So you've looked at your list and prioritised it and everything is A's and B's and you don't have enough time to do everything. Perhaps you can negotiate on some deadlines? Even if you can, one of the things to consider at this point is to ask for support.

Who can you ask? Well that depends on your company but it could be your boss, a fellow supervisor, one of your team members or another manager in the plant. Everyone needs help at

some time or other and you will be able to return the favour in the future so don't worry about asking for support.

Here are some general guidelines for asking for support:

1. Think about the best person or persons for the job. Have a back-up plan if your first person is too busy themselves.
2. Don't leave it to the last minute. Don't wait until the plant is burning down to ask someone to install a fire alarm! Make sure you give people enough time to be able to help you.
3. Be specific about what you need help with. Provide as much detail and information as you can including what you are trying to do, how much time it will take and what's been done before. If you're going to your boss, go with potential solutions to problems, not just the problem.
4. Don't dump the problem on someone else and not put in your share of the work; they won't help in you in the future if they get burnt putting out your fires now.
5. Show your appreciation. Thank them personally for their help and let others, (such as their boss) know that they supported you.

Being the boss

It can be a difficult time when you first start out in a supervisory role, particularly if you are now running the team that you used to be part of. You need to maintain your relationships with your team but you also need to be able to assert your authority too. This can be a difficult balancing act. As with most of these situations the key is good communication. Bring the issue out into the open with people that you feel might have a problem with your new position.

➤ *Discussion: ask if anyone has experienced a situation like this. Discuss the situation; how they handled it and how they could improve the way they handled the situation. Alternately, discuss a situation where someone is now supervising their mates or someone who wanted their job. What could they say? How could they handle the situation?*

Managing stress

There may be times in your job when you feel that you can't cope. This is a sign that you are becoming stressed. Some pressure in your work is good and can help you perform. When this pressure becomes too much, you become stressed. This can have an effect on your health and well-being and so you should take steps to reduce your stress.

Stress can be caused by one major life event, such as a relationship break-up or a death of a family member. But stress can also be caused by the build-up of every day hassles. Stress is not just in your mind. Your body actually produces a physical response releasing stress hormones. Without a release of the stress hormones they can build up and cause health problems.

We can't always avoid stress but we can do things to relieve it or reduce it:

1. Focus on managing your time more effectively; prioritise and schedule your work. Be realistic about what you can achieve in one day.
2. Ask for support, before it's too late
3. Evaluate your lifestyle: Exercise is proven to reduce the long term effects of stress on your body. Exercise releases "happy hormones" that can burn up the stress hormones. If you are doing a physical job, that can help but you should also consider exercising at least 30 minutes 4 to 5 times per week. You should consult your doctor before starting on a new exercise programme. You should also look at reducing alcohol consumption, cigarettes and caffeine which all increase the effects of stress hormones.

➤ *Now it's time to consider all the skills and knowledge contained in this course and review how well you think you do in each area. Complete the checklist in the workbook.*

Are there any areas where you scored under 5 or 6 out of 10? What is your action plan for improving your skills in this area?

Look at the learning pathways to see what other training you might be able to complete to improve your skills? Do you need to practise more? If so what will you do and when? What other help do you need?

Assessment

The workbook tasks are designed to assist the learner in applying the skills and knowledge to the workplace. They also provide a way for the facilitator or training mentor to monitor their progress and can be used as evidence for assessment. You may also wish to conduct an assessment once the training has been completed and this section contains 3 assessment tools that you could use to assess the competence of your supervisors.

Assessment tool one: Assignment

Describe your role and responsibilities as a supervisor, leading hand or foreman.

The supervisor will produce a short report that outlines the key responsibilities and duties of their role. This report should include:

- the functions that they supervise
- their key duties and responsibilities
- their OHS responsibilities
- identify the SOPs for their area
- identify the work instructions or task descriptions for their work area
- identify the HACCP plan for their area including any critical control points
- any other relevant food safety, hygiene or QA responsibilities they have.

This report can be a verbal report, a presentation or a written report.

Resources

The supervisor will need access to the relevant people and documents such as QA manager, workplace policies and processes, SOPs, task description, QA plan and HACCP plan.

Suggested evidence

Has the supervisor outlined all the responsibilities and duties of their role?

Does the report state the OHS responsibilities of the supervisor?

Have the relevant SOPs, work instructions/task descriptions been identified?

Has the relevant information from the HACCP plan been identified?

Has the supervisor identified all other relevant food safety, hygiene and QA responsibilities?

Assessment tool two: Workplace project

Develop the skills of two team members

The supervisor will identify two team members whose skills they wish to develop. In order to do this the supervisor will:

- identify the skills that require further development
- identify when and where the supervisor will complete coaching sessions
- plan and deliver coaching sessions
- provide ongoing feedback
- write a short report that outlines what was done, what were the results and a review of their own performance
- provide a third party report from an observer (this could be a manager or the training facilitator/mentor)

Suggested evidence

Has the supervisor identified appropriate people to coach?

Has the supervisor managed their time effectively to fit in the coaching sessions?

Has the supervisor made effective use of both positive and constructive feedback during the coaching sessions?

Did the supervisor follow the appropriate coaching process?

Has feedback been provided on an ongoing basis?

Were suitable communication skills used such as listening, questioning to check understanding and giving instructions?

Assessment tool three: Workplace referee report

Managing their team

This part of the assessment requires a third party report from either a manager or the workplace facilitator/training mentor who observes the supervisor as they manage their team. This observation should continue for at least half a day.

Suggested evidence

Has the supervisor ensured all OHS, food safety, hygiene and QA policies and procedures are followed?

Are all relevant SOPs, task descriptions/work instructions followed in their area?

Are appropriate communication skills used to encourage the team to work together effectively?

Does the supervisor use effective listening and questioning skills to resolve conflict?

Has the supervisor used effective time management skills to list, prioritise and schedule their tasks?

Does the supervisor ask for support when needed, and within a suitable time frame?

Does the supervisor provide appropriate positive feedback to their team members?

Is appropriate constructive feedback given?

Are appropriate goals set for the team for the day?

Are employees disciplined appropriately, if necessary?

Does the supervisor use appropriate coaching skills to improve performance?

Session Plans

The following session plans provide an outline that can be used for the training workshop. Each organisation should customise the training to suit the needs of the company and the learners. These session plans should be adapted accordingly. There are four session plans, one for morning and afternoon of a two day workshop.

For the purposes of these session plans there are 6 hours of training allocated per day. These session plans start at 0900hrs but you should adjust your times to suit your training schedule.

| | | |
|-------|---|---|
| 1. | Session: Day 1 AM | |
| 2. | Objectives and outcomes | |
| 3. | | |
| 4. | At the end of this session the learner will be able to: | |
| 1. | Understand the key duties and responsibilities that they have as a supervisor, foreman, or leading hand in your company | |
| 2. | Understand what key skills they need to be successful in this role | |
| 3. | Understand what effective communication looks like | |
| 4. | Develop some essential communication skills | |
| 5. | Be able to apply these communication skills to their job | |
| 5. | Time | Topic |
| 6. | Main points/ Activity | |
| 9.00 | 7. Introduction and objectives | <i>Introduce the course, the key objectives and assessments if applicable</i> |
| 9.10 | Role and responsibilities of a supervisor | Present slides for this section |
| 9.15 | Interview exercise | In pairs the learners interview each other to find out the key responsibilities and role. Then they briefly introduce each other to the group |
| 9.40 | Technical Aspects | <i>Present slides and any customised information in this subject area</i> |
| 10.30 | Workbook exercise | <i>Learners complete the self assessment in their books</i> |
| 10.50 | Break | 20 minute break |
| 11.10 | Good communication | <i>Introduce topic and objectives</i> |
| 11.15 | Effective communication | Present slide on communication process. Set up a round of Chinese Whispers or other activity to demonstrate how communication can break down |
| 11.30 | Listening skills | Present slides on listening skills and HEAR model |
| 11.35 | HEAR model | Demonstrate the HEAR model |
| 11.40 | HEAR model | In pairs, the group practises active listening using the HEAR model. |
| 12.00 | Asking questions | Discuss why asking questions is important and present slides on open and closed questions. Give examples of open and closed questions. |
| 12.10 | Asking questions and listening | Repeat the interview exercise and first ask lots of closed questions, then open questions. What works best? |
| 12.30 | Break for lunch | |

| | | |
|------|---|---|
| 8. | Session: Day 1 PM | |
| 9. | Objectives and outcomes | |
| 10. | | |
| 11. | At the end of this session the learner will be able to: | |
| 1. | Understand the importance of non-verbal communication. | |
| 2. | Understand how to give clear and effective instructions | |
| 3. | Understand the importance of giving positive feedback | |
| 4. | Develop an effective way of giving positive feedback | |
| 5. | Develop effective feedback skills for providing constructive feedback | |
| 12. | Time | Topic |
| 1.15 | 14. Non-verbal communication | <i>Present and discuss slides. Demonstrate some positive body language and the effect of tone of voice on meaning</i> |
| 1.25 | Giving instructions | Present slides for this section |
| 1.35 | Workbook exercise on preparing instructions | Group completes the workbook exercise |
| 1.50 | Giving feedback | <i>Introduce topic and explain its importance</i> |
| 1.52 | Giving positive feedback | <i>Present slides and discuss</i> |
| 1.57 | Group activity | <i>Prepare some ways of giving positive feedback, write on butcher paper and present it back to the group.</i> |
| 2.30 | Break | 15 minute break |
| 2.45 | Constructive feedback | <i>Present slides on the two different approaches and discuss.</i> |
| 2.55 | Feedback case studies | Present case studies and explain activity. Learners complete exercise |
| 3.25 | Dealing with conflict | Present slides on dealing with conflict |
| 3.35 | Dealing with conflict role play | Demonstrate how to deal with conflict through role play and discuss |
| 3.50 | Wrap up day | Answer questions and review any key learning points |
| 4.00 | Close | |

| | | |
|-------|---|--|
| 15. | Session: Day 2 AM | |
| 16. | Objectives and outcomes | |
| 17. | | |
| 18. | At the end of this session the learner will be able to: | |
| 1. | Encourage a diverse team to work together | |
| 2. | Set goals that motivate themselves and their team | |
| 3. | Demonstrate their ability to coach someone in a skill | |
| 19. | Time | Topic |
| 20. | Main points/ Activity | |
| 9.00 | 21. Introduction and objectives | <i>Review what was completed yesterday and introduce today's subjects and how they relate to the previous subjects</i> |
| 9.10 | Disciplining employees | Present slides for this section, and customise with your internal disciplinary process and procedures |
| 9.20 | Managing your team | Introduce this topic and the key objectives |
| 9.25 | Managing a diverse team | <i>Present the information on managing a diverse team, dealing with people who speak English as a second language and managing generation Y.</i> |
| 9.45 | Discussion | <i>Facilitate discussion about the learners' teams and how they could apply some of the ideas presented. Discuss in small groups first and then in the larger group.</i> |
| 10.15 | Motivation and goals | <i>Present slides on motivation and goal setting. Give examples of SMART goals.</i> |
| 10.25 | Goal setting exercise | In pairs, the group sets SMART goals. |
| 10.45 | Break | 20 minute break |
| 11.05 | Coaching skills | Present the information from the slides and the five step coaching model. |
| 11.15 | Demonstrate the 5 step model | Chose a person and demonstrate how you would coach a skill using the 5 step model |
| 11.25 | Coaching skills practice | The group practises coaching each other in skills. Swap partners so each person does at least 2 coaching sessions |
| 12.20 | Coaching skills review | Review the exercise with the group and discuss the process. |
| 12.30 | Break for lunch | |

| | | |
|------|--|--|
| 22. | Session: Day 2 PM | |
| 23. | Objectives and outcomes | |
| 24. | | |
| 25. | At the end of this session the learner will be able to: | |
| 1. | Plan and effectively manage their time. | |
| 2. | Understand how to ask for support | |
| 3. | Understand how to deal with stress | |
| 4. | Evaluate their performance and develop a personal development plan | |
| 26. | Time | Topic |
| 27. | Main points/ Activity | |
| 1.45 | 28. Introduction and objectives | <i>Introduce the afternoon's topics and objectives.</i> |
| 1.50 | Time Management | Present the slides on time management. |
| 2.00 | Time Management | Group exercise. Develop a list of a day's activities with the group and demonstrate how to use the grid to prioritise and schedule |
| 2.15 | Time Management | <i>Individual exercise in time management.</i> |
| 2.30 | Asking for support | <i>Present slide and discuss. Ask for examples of when and how you would ask for support.</i> |
| 2.40 | Being the boss | <i>Present slide and complete activity. Ask for examples and then discuss as a group how they could be handled</i> |
| 3.00 | Break | 15 minute break |
| 3.15 | Dealing with stress | Present the information on dealing with stress and discuss |
| 3.25 | Self assessment | Explain self assessment exercise and assist learners in completing the process. Present learning pathways |
| 3.50 | Review and answer any questions | |
| 4.00 | Close | |

Workbook

The following pages provide a workbook that contains the worksheets needed to complete the suggested activities provided in this facilitators guide. You can customise these work sheets to suit the needs of your organisation.

Technical Aspects



Task 2.1

Complete the check list below to see if you have any skill or knowledge gaps in the areas of OHS, food safety and hygiene or QA. Tick the column that best applies to you now.

| | Yes | No | Not 100% |
|---|-----|----|----------|
| I know the OHS policies and procedures for my areas | | | |
| I understand my responsibilities for OHS | | | |
| I understand the process to identify hazards in my areas | | | |
| I understand how to assess the risks of hazards in my areas | | | |
| I am familiar with the hierarchy of control for controlling hazards | | | |
| I know the policy and procedures for reporting OHS incidents, what forms, who to report to etc. | | | |
| I understand the return to work policy and procedures that are followed at my plant, and my responsibilities for supervising return to work programmes. | | | |
| I understand my responsibilities in implementing return to work programmes with my team | | | |
| I know the emergency procedures for my the plant and my area | | | |
| I know all the Standard Operating Procedures for my areas | | | |
| I know all the Task Descriptions/Work Instructions for my area | | | |
| I understand the HACCP plan for my area | | | |
| I know all the QA monitoring and how to do it for my area | | | |
| I know the process for dealing with contaminated meat | | | |
| I know all the personal hygiene processes and procedures and follow them all myself | | | |
| I know what PPE all my workers should be wearing and conduct regular checks | | | |

Task 2.2

If you have ticked either no or not 100% in the checklist in task 2.1 you should write down the actions that you will take to address the skill or knowledge gap. For example, you might ask to attend specific OHS training, meet with the QA manager or have access to the Task Descriptions and Standard Operating Procedure documents. Next to each action write the date of when you will have completed these actions by. When you return to your workplace complete your action list and tick off each one when it is complete.

| Area to address | Action | By when | Done? |
|------------------------|---------------|----------------|--------------|
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Good Communication

Listening skills



Task 3

In pairs, the learners practise using the HEAR model. One person tells the other about something that has annoyed them recently and the listener uses the HEAR model. Swap over and then discuss how it went together before contributing to the group discussion.

What worked well?

What could I improve next time?

Asking questions



Task 4

In pairs, interview each other again to try and find out more about your partner. Interview them once using just closed questions; questions that they can only answer yes or no to. Then interview them again asking only open questions. Swap over and discuss with the group: which works best?

Using communication skills

Giving instructions



Task 4

Think about the instructions that you will have to give in your work this week. Consider the task and write out how you will give the instructions. Also write out some possible questions that you can use to check understanding. How you will follow-up on the instruction?

What are the instructions?

Giving positive feedback



Task 5

In groups of two or three talk about a few of the tasks that people in your team have to do. When might you give them positive feedback? What will you say? Write down some positive feedback that you can use on sheets of butcher paper. Remember to be specific, tell the person why it's important and encourage them to do more.

Each group will report back with their feedback ideas to the whole group so appoint someone as your spokesperson.

Giving constructive feedback



Task 6

Here are two case studies. In pairs or groups discuss each one and decide which approach is best. Work out how you will give the feedback and write it in your workbooks.

Case study 1

Jan has just arrived back from the lunch break and you happen to be next to her in the wash-up area. You notice that she doesn't follow the correct procedure for washing her hands. What feedback will you give?

Case study 2

Dean has been late for his shift three times this week already. You have also noticed that he is working more slowly than normal. How will you handle this situation?

Managing your team

Managing a diverse team



Task 7

Think about your team. What can you do to help your team work effectively together? Discuss in small groups and then present your ideas to the larger group.

Motivation and goals



Task 8

Working in pairs, develop a SMART goal for each of you. One person asks the other questions to try and find out what motivates them and what their aspirations are. Do they want to be promoted? Do they have a particular financial goal? Write down your goals in your workbook. What actions will you need to take to start moving towards your goal?

My SMART goal

Actions:

My partner's SMART goal

Actions:

Manage yourself



Task 9

Use the time management process to plan your next week at work. Then put this plan into action at work when you return to your workplace.

| <i>Task or action</i> | <i>How long it will take?</i> | <i>Priority</i> | <i>When</i> |
|-----------------------|-------------------------------|-----------------|-------------|
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Final Workbook Task

Now it's time to consider all the skills and knowledge presented in the workshop and to review how well you think you do in each area. Complete the checklist below.

Score yourself out of 10, with 1 meaning you are not good at this skill at all, 5 being average and 10 being an expert. For example you could score yourself as 7 out of 10 meaning that you are above average but not an expert.

| | Score |
|---|-------|
| I regularly make checks with my team for OHS, hygiene and QA | |
| I can coach my team in the skills they need to do the job well | |
| My team tell me I am a good listener | |
| I am good at asking questions to encourage discussion | |
| I always make sure my non-verbal communication matches what I am saying | |
| I am an assertive communicator | |
| I give clear instructions that people understand | |
| I always follow up when I give an instruction | |
| I am confident in dealing with conflict | |
| I regularly give my team positive feedback | |
| I give clear constructive feedback that helps people improve | |
| I work well with people from all backgrounds, gender and generation | |
| My team members work well together to meet our goals | |
| I set clear goals for my team on a regular basis | |
| I am good at managing my time | |
| I manage my stress levels well | |
| I ask for support when I need it | |

Are there any areas where you scored under 5 or 6 out of 10? What is your action plan for improving your skills in this area?

Look at the learning pathways to see what other training you might be able to complete to improve your skills. Do you need to practise more? If so, what will you do and when? What other help do you need?

Areas I need to improve:

For each area write an action plan to improve your skills or knowledge. Continue over the page if necessary.

Additional resources

These resources may be useful to provide additional information to your learners or for additional content for your workshop.

Texts

K. Blanchard & S. Johnson: *The One Minute Manager*

M. Runion 2005: *Perfect Phrases for Managers and Supervisors*, McGraw-Hill.

A. Grant & J. Greene 2005: *Coach yourself at work*, ABC Books

Company documents

Strategic and business plans, vision and mission statements, policies

Disciplinary and grievance procedures, behaviour code, SOPs and work instructions

Industrial agreements, performance appraisal system documentation

Performance monitoring data, including KPIs.

Learning pathways

The modules in this Supervisor training are predominantly people management skills as well as essential OHS, QA and food safety responsibilities. Both the Certificate IV qualifications listed above have a number of units that build on the skills in this course. Your learners can study to complete the whole certificate or select some Units that interest them and they will be given a Statement of Attainment that will be recognised at a later date if you wish to complete the full Certificate course.

| Certificate IV in Meat Processing (Leadership) | | |
|--|--|---|
| Core units | Level II MTMMP1C MTMMP2C MTMMP3C MTMMP4C MTMMP5C MTMMP6C | Maintain personal equipment Apply hygiene and sanitation practices Apply Quality Assurance practices Follow safe work policies and procedures Communicate in the workplace Overview of the meat industry |
| | Level IV MTMMP70C MTMCOR402B MTMMP72C MTMCOR401B | Participate in OH&S risk control processes Facilitate Quality Assurance processes Facilitate hygiene and sanitation performance Manage own work performance |
| Technical | BSBMKG405A BSBFLM405B BSBHR404A MTMPSR401B MTMPSR402B | Implement and monitor marketing activities Implement operational plan Co-ordinate human resource services Co-ordinate contracts Prepare and evaluate resource proposals |

| | | |
|--|---|---|
| | MTMPSR403B MTMPSR404B MTMPSR405B MTMPSR406B WRRF48 WRR14B WRR05B THHGLE13B BSBFLM406B MTMMP69C BSBFLM412A BSBCMN404A MTMMP77C BSBCMN418A BSBFLM409B BSBCMN412A TAAASS401A TAAASS402A MTMP407A MTMP414A | Facilitate achievement of enterprise environmental policies and goals Foster a learning culture in a meat enterprise Build productive and effective workplace relationships Manage and maintain a food safety plan Prepare payroll Buy merchandise Control inventory Manage finances within a budget Implement workplace information system Lead communication in the workplace Promote team effectiveness Develop teams and individuals Participate in product recall Address customer needs Implement continuous improvement Promote innovation and change Plan and organise assessment Assess competence Supervise new recruits Monitor and overview the product of Uncooked Comminuted Fermented Meat (UCFM) |
|--|---|---|

To gain this qualification you need to complete all 10 compulsory core units and then select 8 units from the technical units.

The following table shows the content of the Essential Skills for Supervisors course is mapped to specific units and elements of the Certificate IV in Meat Processing (Leadership). Recognition of Prior Learning (RPL) against these units/elements may be given for completion of the Essential Skills for Supervisor course.

| ESS course topic/s | Certificate IV in Meat processing (Leadership) Unit name | Elements |
|--|---|---|
| Good communication Using communication Skills | MTMMP5C Communicate in the workplace | Contribute to maintenance and improvement of workplace operations and requirements Identify key personnel in the workplace Contribute to positive workplace relations |
| Manage your team Manage yourself | MTMCOR401B Manage own work performance | Set and achieve personal goals Establish and achieve work priorities Maintain and update professional skills and knowledge |

| | | |
|---|--|--|
| | | Review own work performance |
| Good communication Using communication Skills Manage your team Manage yourself | MTMPSR405B Build productive and effective workplace relationships | Gather and present information and ideas to do the job Develop trust and confidence Build and maintain business networks Manage difficulties to achieve positive outcomes |
| Good Communication Using communication skills | MTMMP69C Lead communication in the workplace | Engage in complex verbal communication |
| Good communication Using communication skills Manage your team | MTMP407A Supervise new recruits | Communicate work requirements and expectations Provide regular and timely feedback on performance |
| Using communication skills Manage your team Manage yourself | BSBFLM412A Promote team effectiveness | Plan to achieve team outcomes Develop team cohesion Participate in and facilitate work team Liaise with management |

The second qualification that you could consider is the Certificate IV in Business (Frontline Management).

| Certificate IV in Business (Frontline Management) | | |
|---|--|---|
| Core | BSBFLM403B BSBFLM405B BSBFLM412A BSBCMN402A BSBCMN411A | Implement effective workplace relationships Implement operational plan Promote team effectiveness Develop work priorities Monitor a safe workplace |
| Optional (Select 3 1 must be a BSBFLM unit) | BSBFLM406B BSBFLM409B BSBCMN404A BSBCMN410A BSBCMN412A | Implement workplace information system Implement continuous improvement Develop teams and individuals Coordinate implementation of customer service strategies |

| | | |
|--|--|--|
| | BSBCMN413A BSBCMN416A BSBCMN419A BSBEBUS403A BSBEBUS409A | Promote innovation and change Implement and monitor environmental policies Identify risk and apply risk management processes Manage Projects Communicate electronically Lead and facilitate e-staff |
|--|--|--|

To gain this qualification you need to complete all 4 compulsory core units and then select 3 units from the optional ones. One of these optional units must start with the code BSBFLM.

The following table shows the content of the Essential Skills for Supervisors course is mapped to specific units and elements of the Certificate IV in Business (Frontline Management). Recognition of Prior Learning (RPL) against these units/elements may be given for completion of the Essential Skills for Supervisor course.

| ESS course topic/s | Certificate IV in Business (Frontline Management) Unit name | Elements |
|---|--|---|
| Good communication Using communication Skills | BSBFLM403B Implement effective workplace relationships | Collect, analyse and communicate information and ideas Develop trust and confidence Develop and maintain networks and relationships Manage difficulties into positive outcomes |
| Using Communication Skills Manage your team Manage yourself | BSBFLM412A Promote team effectiveness | Plan to achieve team outcomes Develop team cohesion Participate in and facilitate work team Liaise with management |
| Manage your team Manage yourself | BSBCMN402A Develop work priorities | Plan and complete own work schedule Monitor own work performance Coordinate professional development |
| Using Communication Skills Manage your team | BSBCMN412A Promote innovation and change | Lead team to foster innovative work practices Facilitate commitment to workplace change |

5.3 Attachment 4

Essential Skills for Supervisors Facilitator's guide for self paced and e-learning models



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Information for facilitator or workplace training mentor

Why are these materials needed?

The Australian meat industry has funded these materials to ensure supervisor skills training provided to the industry is relevant and current.

The industry believes that application and implementation of the skills and knowledge developed through this material will help the industry achieve its goals for a healthy and competitive industry with a highly skilled and productive workforce.

This supervisor skills training has been developed as part of the MINTRAC project: *Addressing the cost of poor supervision in the Meat Processing Industry*. One of the primary findings to come out of the research stage of that project was that an induction programme for new supervisors was necessary. This programme should develop the essential skills and knowledge required for the role. A further finding indicated that industry considered that communication and interpersonal/people skills were the most important skill for the role. However, these were the skills that supervisors most often lacked, or were areas which could be significantly improved.

These training materials have been developed to address these requirements.

Who are the materials for?

These materials accompany the self-paced and e-learning versions of the supervisor skills training. Many of the skills presented in the training material are communication or people management skills. These skills are difficult to learn just from reading information. To help the supervisors put these skills into practice a workplace facilitator or training mentor is required. The role of this person is to support the supervisor as they work through the material. This means being familiar with the content of the training materials, practising the skills with the learner and helping them review their application in the workplace.

These materials have been developed to provide the information needed by the workplace facilitator or training mentor to perform this role.

What are the materials for?

The materials are for the *Essential Skills for Supervisors* training programme.

How are the materials organised?


Instructions for use

This section provides information on how to use the e-learning and self-paced models. It also provides some ideas on how the facilitator or training mentor can work with the new supervisor to help them get the most from the training.

Skills and knowledge

This material contains information for trainers. It provides:

A summary of the key learning points for each section in the material

The activities that the learner needs to complete at the end of each section. These are marked with a  symbol

Information on how to help you learner complete the workbook tasks

Some ideas for learning strategies, and additional exercises that you can complete with your supervisors if they require additional practice or help.

Assessment

Although this training is not part of a formal meat industry Training Package, some organisations may still wish to conduct an assessment of the supervisors once they have completed the course. This section provides ideas and advice on appropriate assessment tools and activities that may be used to assess competence.

Can I customise the material?

Every meat processing company is different. The training and any assessment should match the operations of your company.

You can customise the task and assessment to best suit the needs of your organisation and the learners you are working with.

How do I facilitate the *Essential Skills for Supervisors* training materials?

Your role

There are four key elements to your role as the workplace facilitator or training mentor:

1. Help your learner make the material relevant to their experience and your organisation
2. Ensure that your supervisors are developing the key skills and knowledge described in each section
3. Assist your learner put the skills and knowledge into practice in the workplace
4. Help your supervisor reflect on their experiences in trying out these skills with their team.

Preparation

The following steps will help you perform effectively in your role as a workplace facilitator or training mentor.

1. Read through this guide
2. Read through the e-learning or self-paced material CD so you are familiar with the layout and content
3. Print off a copy of the learner's workbook
4. Read through the workbook tasks
5. Meet with the learners you are assisting and discuss the training
6. Agree some short term goals for the amount of time they will be spend on the training and a provisional schedule for completing each module. Ensure that this is a realistic timetable for your learners based on their workload and other commitments
7. Go through the materials with them on the computer and ensure that they are comfortable navigating through the system
8. Check that they understand the correct sitting position on the computer to avoid any potential strains or stresses from sitting awkwardly
9. Check with your learners that they have read the instructions and study tips sections of the material and that they understand how to use the material
10. Agree a time to next meet to discuss the first module and the first workbook task

Ongoing support

Before each meeting with your learners you should read through the relevant sections in the course material and this guide. Familiarise yourself with the content and consider how you can help make this content and the workbook task relevant to your organisation.

When you meet with your learners discuss the content and ask questions to check their understanding of the material. Review the workbook tasks together and then practise the necessary skills and help your supervisor work out how to apply them.

Some of the workbook tasks require the supervisor to reflect on their experiences in applying the skills in the workplace. You will find some questions in the relevant sections that you can ask to help this process. Being able to reflect on their performance and to consider how to improve is a key part of being an effective supervisor. This is a skill that you should help your learners develop.

At the end of each meeting agree the next steps that your learner will take, the timescales for completing tasks, and schedule your next meeting. It's a good idea to make notes of any actions agreed so that you can follow up in your next meeting.

Here are some key points for supporting learners in a e-learning environment that you could consider:

- Consider ways of getting the learners' interest
- Remind learners of how what they are learning links to previous learning
- Be prepared to explain new ideas, concepts and vocabulary
- Try to provide links to learners' experience
- Prompt learners to think about new concepts and consider how to apply them to their work context
- Encourage them to practise
- Review and summarise what they have just learnt and how this relates to the next steps

This list has been adapted from the Australian Flexible Learning Framework website. This and other strategies for supporting your learners can be found at <http://designing.flexiblelearning.net.au/gallery/support.htm>

Other support strategies that you might consider for your learners might include:

- Setting up peer to peer groups or pairs of learners to enable them to discuss ideas and practise skills together.
- Encouraging them to discuss the course with other learners through email or online chat, such as MSN
- Setting up a blog (web log) where students can post their experiences and others can read and comment

Modelling skills and behaviours

To assist your learners to apply the skills it is useful if you also consider how you can model the skills, knowledge and behaviours covered in the course. It can be a useful exercise to review our own communication skills and to ensure that when you are dealing with your supervisors that you are modelling the behaviours that this course is developing. This will increase your learners' understanding of to how to apply the skills with their own teams.

Essential Skills for Supervisors

These materials provide the objectives and key learning points for each module of the *Essential Skills for Supervisors* training. You should also read through the materials for each section that are contained on the self-paced or e-learning models.

Your role as a supervisor

What are the learning objectives for this module?

After completing this module the learner will:

- Understand the key duties and responsibilities that they have as a supervisor, foreman, or leading hand in your company
- Understand what key skills they need to be successful in this role

What are the key learning points for this module?

These are the key learning points that are contained in this module. These are the areas that you should focus on when discussing the material with your learners.

The importance of the supervisor's role

The supervisor plays an important role in the running and success of the operation. They are the liaison point between the workers and the managers and are responsible for the smooth running of their section. Therefore their performance is critical to the success of the business.

What are the key skills of a supervisor?

There are three areas of skills:

- technical: includes knowledge of all the tasks in their area, OHS, QA and food safety, SOPs and Work Instructions
- people : includes communication skills, motivation, coaching their team, resolving conflict and providing feedback
- management skills :includes managing budgets, time management , organisational skills, understanding yields and profitability and applying company strategy.



Workbook Task 1.1

Discuss your role with your manager and develop a list of your key responsibilities.

The aim of this activity is to ensure that the supervisor has a clear understanding of their role and what is expected of them. Once they have discussed their role with their manager, review and discuss their role and responsibilities and ensure their understanding of the key points and what it means to be successful in that role.

Technical Aspects

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand their responsibilities as a supervisor for OHS, return to work programmes, food safety and hygiene, and quality assurance
2. Identify any gaps in their skills or knowledge in these areas which require some further training.

What are the key learning points for this module?

These are the key learning points that are contained in this module. These are the areas that you should focus on when discussing the material with your learners.

OHS

This section reviews the key OHS responsibilities of a supervisor and emphasises that they are now responsible for the health and safety of workers in their team as well as their role in return to work procedures.

This is a subject that you may need to customise, providing additional information regarding your organisations OHS policy and processes.

Food Safety and Hygiene

This section emphasises the importance of following all SOPs for their area and ensuring that all work carried out is to the appropriate standards. You should ensure that your learners are familiar with your company's policies and procedures for food safety and hygiene.

Quality Assurance

This section considers the key aspects of the QA process including SOPs, work instructions/task descriptions and HACCP. Make sure your supervisors are familiar with the relevant policies and procedures in their area.



Workbook Task 2.1

Complete the check list in your workbook to see where you have skills or knowledge gaps in the areas of OHS, food safety and hygiene or QA.



Workbook Task 2.2

If you have identified that you need further training in any area write down the actions that you will take to address these training needs.

Review the skills checklist with your supervisor and discuss any skill or knowledge gaps that they have identified. Review their intended actions to improve their skills or knowledge in these areas. If necessary, you should help them access any appropriate additional training that is required.

Good Communication

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand what effective communication looks like
2. Develop some essential communication skills
3. Be able to apply these communication skills to their job.

What are the key learning points for this module?

These are the key learning points that are contained in this module. These are the areas that you should focus on when discussing the material with your learners.

Effective Communication

What do we mean by effective communication? Effective communication means that the message sent and the one that is received are the same. This applies to written documents as well as verbal and non-verbal communication.

Effective communication is assertive but not aggressive. Assertive communication states your point of view but also respects the other persons. Aggressive communication does not demonstrate any respect for the other person's point of view.

There are three key types of communication:

- Written: Memo, fax, email, letter, SMS
- Verbal : Face to face, phone, radio

- Non-verbal: body language, tone of voice, facial expression

Up to 90% of what is communicated is via non-verbal cues. This means that the most effective form of verbal communication is face to face where these non-verbal cues are more easily interpreted. There is a greater chance of a break down in communication using phone or radio.

The skills outlined in this module will help supervisors be effective communicators.

Key communication skills

The key communication skills that your supervisors will find useful are:

- Active listening: reflecting and paraphrasing to demonstrate understanding
- Questioning: asking questions to check understanding and to draw out more information
- Non-verbal communication: paying attention to non-verbal communication such as body language and tone of voice.

HEAR model

H = help the person who is talking to you get their message across. Show your interest through your body language and don't interrupt.

E = explore: when someone is talking, think about the following questions:

- Do I have enough information?
- Do I understand what they are saying?

If not, ask some questions to find out more information.

A = acknowledge: to check your understanding, summarise and re-state what the person has said. E.G. "So what you're saying is....." or "So what I'm hearing is...."

R = Once you've understood the message you have to decide how to respond.



Workbook Task 3.1

If you have a workplace training mentor, get them to tell you about something they are interested in. Use the HEAR model to show you're listening and understand what they're interested in.

This is a practical exercise that you will conduct with your supervisors. You should review the HEAR model and then work with your supervisor so that they can practice using the model in conversation. When they are comfortable they will complete the next exercise.



Workbook Task 3.2

Now try it out at work. Each time someone comes to talk to you think about putting the HEAR model into practice. Make note of what you did, what worked well and what you could improve on in your workbook.

Now the supervisor is trying out the skill in the workplace. They will need to practise this over a period of time until it becomes natural. Encourage them to review their progress by asking questions such as:

- What happens when you listen using the HEAR model?
- What works well?
- What could you improve?
- What will you do differently next time?

Questioning

Asking the right sort of questions will help supervisors draw out the information they need to understand a situation or problem so they don't jump to wrong conclusions. Asking questions will help them check understanding. Discuss with your learner the difference between open and closed questions and get them to practice asking questions with you. A good exercise to do is to get them to interview you twice, once asking only closed questions and once with open questions and then discuss what is most effective.

Non-verbal communication

Up to 90% of the meaning we get from communication is non-verbal cues. It is useful to become more conscious of non-verbal communication. It's important that your non-verbal communication is consistent with the verbal communication otherwise this can lead to people not trusting what you are saying.

Using communication skills

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand how to apply communication skills in different situations
2. Be confident in handling different situations
3. Understand the importance of providing positive and constructive feedback.

What are the key learning points for this module?

These are the key learning points that are contained in this module. These are the areas that you should focus on when discussing the material with your learners.

Giving instructions

Giving clear instructions is a major part of a supervisor's role. This module provides a 4 step model to giving instructions.

1. Consider the task
2. Give the instruction
3. Check for understanding
4. Follow up



Workbook Task 4.1

Think about the instructions that you will have to give in your work this week. Consider the task and write out how you will give the instructions. Also write out some possible questions that you can use to check understanding. How you will follow-up on the instruction?

Now try this out in your workplace. Review how it went; what worked well, what can you improve?

Once your learners have tried the 4 step model for giving instructions in the workplace, assist them to review how it went. Ask questions such as:

- When did you use the 4 step model?
- What was the result?
- What worked well?
- What could be improved?
- What could you do differently next time?

Giving positive feedback

We spend a lot of time correcting employees and often giving positive feedback is neglected. Providing positive feedback regularly can increase performance and motivation. Positive feedback should be specific and should tell the person why it's important they are doing well. The supervisor should also encourage the person to do more of the same.



Workbook Task 4.2

This week it is your task to make sure you have given each of your team positive feedback. It doesn't take long, a minute each, so you'll have plenty of time to get round everyone. Be alert for when people are doing things right.

At the end of the week answer the review questions in your workbook. What worked well? How did people react? What could you improve?

Once the supervisors have tried this out with their team, you should review their progress. Encourage them to consider the questions in their workbook and discuss their answers with them. Encourage them to continue giving positive feedback in the future and to monitor its effect.

Giving constructive feedback

When you want to improve someone's performance it is useful to give constructive feedback. The material provides two different approaches that your supervisors can try. The key points to both these approaches are that the feedback should be clear and specific, and should talk about specific actions and behaviours that are unacceptable rather than attacking the person.



Workbook Task 4.3

This week you will be focusing on giving constructive feedback. Select one or two people whose performance you want to improve. Which form of constructive feedback is appropriate? Prepare your feedback in your workbook and then try it out at work. Complete the review section in your workbook.

Work with your supervisor to identify the people whose performance they want to improve and help them construct the feedback using the guidelines in the material. Once they have put this into practice, discuss their experience with them. You could ask questions such as:

- What was the reaction of the person?
- What worked well?
- What could you improve?
- What would you do differently next time?

Dealing with conflict

This section puts the communication skills learned in the previous module to use in dealing with conflict. The supervisor should use the HEAR model to find out what the issues are and to help the two parties communicate.

Disciplining employees

There will be occasions when it's necessary to discipline employees. Each company has different disciplinary procedures. You should work with your learners to complete the workbook task in this section to ensure that they understand your company's procedures. Review the guidelines for giving verbal warning contained in the materials and check that they are in line with your company policy.



Workbook Task 4.4

Find out what the disciplinary process and policies are for your company and write the main points in your workbook

Managing your team

What are the learning objectives for this module?

After completing this module the learner will be able to

1. Encourage their diverse team to work well together
2. Set goals that will help them motivate their team
3. Coach team members to improve their work skills

What are the key learning points for this module?

These are the key learning points that are contained in this module. These are the areas that you should focus on when discussing the material with your learners.

Managing a diverse team

The workforce is becoming increasingly diverse and so it is important that your supervisors can encourage their team to work together regardless of background, gender, cultural background or age. The key points to review with your learners are that they must lead by example, act quickly if they find out about any discriminatory behaviour, and that they must reinforce company policy. You should check that your supervisors are familiar with the company policy and what constitutes discriminatory behaviour.

You supervisor may also have people in their team who are from a non-English speaking language and they should apply the approaches suggested in the material.

Managing Gen Y

There are an increasing number of younger workers in the workforce and they have different expectations and motivators to previous generations. Encourage your supervisor to consider the material and consider how they can apply some of the ideas to their teams.



Workbook Task 5.1

Thinking about the three areas of managing a diverse team, working with people from a non- English speaking background and managing Gen Y what are three things that you will try out this week with your team? Discuss these with your training mentor or manager. What did you do and what was the result? What worked well and what could you improve?

Work with your learner to identify three things that they could do to improve the way they work with their team. Can they try out a new approach to working with non-English speaking workers, or Gen Yers? Do they need to crack down on discriminatory behaviour or bullying in their team?

Once they have implemented the agreed changes, review their progress. You could use the following questions?

- What did they do?
- What was the result?
- What worked well?
- What could be improved?
- What else needs to change?

Motivation

Motivation is a complex topic and this material covers some basic information on motivation. The main learning point in this section is how to set goals for their team on a group and individual basis.

Good goals should be SMART goals: specific, measurable, attractive, realistic and time-framed.



Workbook Task 5.2

Think about what motivates you. Is it money and if so, do you have some specific financial goal in mind? What do you find satisfying about your job? What do you like about being a supervisor or leading hand? Write down your three key motivators for work.



Workbook Task 5.3

Set a SMART goal for yourself. This can be a work related or personal goal. For example, “I will be promoted to supervisor within 12 months”, or “To complete the supervisor skills training course within 3 months”. Think about how you will measure your progress and what you will have to do to achieve your goal. Now develop an action plan that you can complete in the next few weeks.

Work with your supervisors to come up with some SMART goals for themselves and then to make an appropriate action plan. Review the action plan with them in a couple of weeks to see if they have completed the actions.

Coaching your team to improve their skills

Part of the supervisor’s job is to help their team improve their skills, particularly those who are new to the job. The material contains a model that they can use to improve their coaching skills.



Workbook Task 5.4

Think of someone in your team that you need to coach in a particular skill. This can be any skill that they are currently doing that you want to improve, or a new skill that you need to teach them. Plan your coaching and follow the steps to coach the skill. In your workbook, evaluate how the coaching session went. What worked well, what could be improved?

A good way to assist your supervisors improve their coaching skills is to observe them coaching an employee and then give feedback. Remember to model the feedback skills contained in the material. You can also assist your learner to complete the review of their coaching session in their workbook.

Manage yourself

What are the learning objectives for this module?

After completing this module the learner will:

1. Understand a model for prioritising their tasks and managing their time
2. Know some good ways to ask for support
3. Be able to assert themselves in their role as a supervisor

What are the key learning points for this module?

These are the key learning points that are contained in this module. These are the areas that you should focus on when discussing the material with your learners.

Time Management

There are many competing demands on the time of the supervisor and this can be overwhelming for a new manager. The key points to time management that are presented in this material are: make lists, prioritise and schedule.



Workbook Task 6.1

Use the process above to plan your next week at work. Once you have completed that week's tasks, complete the review. What worked well? What could you improve next time?

This task asks your supervisor to develop a list of the things that they need to complete that week and to prioritise them based on importance and urgency and then to review how well this worked. Help them complete the review by asking questions such as:

- Did you complete all your tasks?
- If not, what happened?
- How could you handle that better?
- What went well?
- What would you do differently next time?

Asking for support

When everything is a priority it can be useful to ask for assistance from other people. The material provides some tips on asking for support.

Being the boss

If the supervisor has been promoted from within the team that they are now supervising there can be some people who resent this. Perhaps they wanted the job themselves or don't like being told what to do by someone they used to work with. This section provides some ideas on how to handle these situations using the communication skills learned in the earlier modules.



Workbook Task 6.2

Think about someone in your team who you think has a problem with you being a supervisor. Write out how you will approach the subject with them. Consider what their reaction will be and how you will handle it. When will you put this into practice? When you have tried it out, complete the review. What worked well, what would you do differently next time?

Work with your supervisor to develop an approach that they can use if they have a situation like this in their team.

Once they have used the approach in the workplace, review how it went asking questions to help them reflect on their performance.

Managing stress

Managing other people can increase the amount of stress that your supervisors feel. Some pressure can be useful and helps performance but there comes a point when pressure turns into stress which can be harmful to their well-being. This section reviews some tips on helping them reduce their stress such as improving time management, asking for assistance and making changes to their lifestyle.



Final Workbook Task

Now it's time to consider all the skills and knowledge contained in this course and review how well you think you do in each area. Complete the checklist in the workbook.

Are there any areas where you scored under 5 or 6 out of 10? What is your action plan for improving your skills in this area?

Look at the learning pathways to see what other training you might be able to complete to improve your skills? Do you need to practise more? If so what will you do and when? What other help do you need?

This final task asks the learner to evaluate how well they are doing in applying the skills they have learned during this course.

Once they have completed the checklist it would be useful to review their self-assessment. Do you agree with their scoring?

Work with your learner to develop an appropriate action plan that helps them continue to develop their supervisory skills. This might include doing further skills practice with them, observing them in the workplace and giving feedback or helping them access further training. Review the learning pathways and encourage your supervisors to consider further formal training.

Assessment

The workbook tasks are designed to assist the learner in applying the skills and knowledge to the workplace. They also provide a way for the facilitator or training mentor to monitor their progress. You may also wish to conduct an assessment once the training has been completed and this section contains 3 assessment tools that you could use to assess the competence of your supervisors.

Assessment tool one: Assignment

Describe your role and responsibilities as a supervisor, leading hand or foreman.

The supervisor will produce a short report that outlines the key responsibilities and duties of their role. This report should include:

- the functions that they supervise
- their key duties and responsibilities
- their OHS responsibilities
- identify the SOPs for their area
- identify the work instructions or task descriptions for their work area
- identify the HACCP plan for their area including any critical control points
- any other relevant food safety, hygiene or QA responsibilities they have.

This report can be a presentation, a verbal report or a written report.

Resources

The supervisor will need access to the relevant people and documents such as QA manager, workplace policies and processes, SOPs, task description, QA plan and HACCP plan.

Suggested evidence

Has the supervisor outlined all the responsibilities and duties of their role?

Does the report state the OHS responsibilities of the supervisor?

Have the relevant SOPs, work instructions/task descriptions been identified?

Has the relevant information from the HACCP plan been identified?

Has the supervisor identified all other relevant food safety, hygiene and QA responsibilities?

Assessment tool two: Workplace project

Develop the skills of two team members

The supervisor will identify two team members whose skills they wish to develop. In order to do this the supervisor will:

- identify the skills that require further development
- identify when and where the supervisor will complete coaching sessions
- plan and deliver coaching sessions
- provide ongoing feedback
- write or give a verbal report that outlines what was done, what were the results and a review of their own performance
- provide a third party report from an observer (this could be a manager or the training facilitator/mentor)

Suggested evidence

Has the supervisor identified appropriate people to coach?

Has the supervisor managed their time effectively to fit in the coaching sessions?

Has the supervisor made effective use of both positive and constructive feedback during the coaching sessions?

Did the supervisor follow the appropriate coaching process?

Has feedback been provided on an ongoing basis?

Were suitable communication skills used such as listening, questioning to check understanding and giving instructions?

Assessment tool three: Workplace referee report

Managing their team

This part of the assessment requires a third party report from either a manager or the workplace facilitator/training mentor who observes the supervisor as they manage their team. This observation should continue for at least half a day.

Suggested evidence

Has the supervisor ensured all OHS, food safety, hygiene and QA policies and procedures are followed?

Are all relevant SOPs, task descriptions/work instructions followed in their area?

Are appropriate communication skills used to encourage the team to work together effectively?

Does the supervisor use effective listening and questioning skills to resolve conflict?

Has the supervisor used effective time management skills to list, prioritise and schedule their tasks?

Does the supervisor ask for support when needed, and within a suitable time frame?

Does the supervisor provide appropriate positive feedback to their team members?

Is appropriate constructive feedback given?

Are appropriate goals set for the team for the day?

Are employees disciplined appropriately, if necessary?

Does the supervisor use appropriate coaching skills to improve performance?

Additional resources

Here are some additional resources that you might recommend for your supervisors to access. This includes the learning pathways that your learners could pursue to further develop their skills.

Texts

K. Blanchard & S. Johnson: *The One Minute Manager*

M. Runion 2005: *Perfect Phrases for Managers and Supervisors*, McGraw-Hill.

A. Grant & J. Greene 2005: *Coach yourself at work*, ABC Books

Company documents

Strategic and business plans, vision and mission statements, policies

Disciplinary and grievance procedures, behaviour code, SOPs and work instructions

Industrial agreements, performance appraisal system documentation

Performance monitoring data, including KPIs.

Learning pathways

The modules in this Supervisor training are predominantly people management skills as well as essential OHS, QA and food safety responsibilities. Both the Certificate IV qualifications listed above have a number of units that build on the skills in this course. Your learners can study to complete the whole certificate or select some Units that interest them and they will be given a Statement of Attainment that will be recognised at a later date if you wish to complete the full Certificate course.

| Certificate IV in Meat Processing (Leadership) | | |
|--|---|--|
| Core units | Level II MTMMP1C MTMMP2C MTMMP3C MTMMP4C MTMMP5C MTMMP6C | Maintain personal equipment Apply hygiene and sanitation practices Apply Quality Assurance practices Follow safe work policies and procedures Communicate in the workplace Overview of the meat industry |
| | Level IV MTMMP70C MTMCOR402B MTMMP72C MTMCOR401B | Participate in OH&S risk control processes Facilitate Quality Assurance processes Facilitate hygiene and sanitation performance Manage own work performance |
| Technical | BSBMKG405A BSBFLM405B BSBHR404A MTMPSR401B MTMPSR402B MTMPSR403B MTMPSR404B | Implement and monitor marketing activities Implement operational plan Co-ordinate human resource services Co-ordinate contracts Prepare and evaluate resource proposals Facilitate achievement of enterprise environmental policies and goals |

| | | |
|--|---|--|
| | MTMPSR405B MTMPSR406B WRRF48 WRR14B WRR05B THHGLE13B BSBFLM406B MTMMP69C BSBFLM412A BSBCMN404A MTMMP77C BSBCMN418A BSBFLM409B BSBCMN412A TAAASS401A TAAASS402A MTMP407A MTMP414A | Foster a learning culture in a meat enterprise Build productive and effective workplace relationships Manage and maintain a food safety plan Prepare payroll Buy merchandise Control inventory Manage finances within a budget Implement workplace information system Lead communication in the workplace Promote team effectiveness Develop teams and individuals Participate in product recall Address customer needs Implement continuous improvement Promote innovation and change Plan and organise assessment Assess competence Supervise new recruits Monitor and overview the product of Uncooked Comminuted Fermented Meat (UCFM) |
|--|---|--|

To gain this qualification you need to complete all 10 compulsory core units and then select 8 units from the technical units.

The following table shows the content of the Essential Skills for Supervisors course is mapped to specific units and elements of the Certificate IV in Meat Processing (Leadership). Recognition of Prior Learning (RPL) against these units/elements may be given for completion of the Essential Skills for Supervisor course.

| ESS course topic/s | Certificate IV in Meat processing (Leadership) Unit name | Elements |
|---|--|---|
| Good communication Using communication Skills | MTMMP5C Communicate in the workplace | Contribute to maintenance and improvement of workplace operations and requirements Identify key personnel in the workplace Contribute to positive workplace relations |
| Manage your team Manage yourself | MTMCOR401B Manage own work performance | Set and achieve personal goals Establish and achieve work priorities Maintain and update professional skills and knowledge Review own work performance |
| Good communication Using communication Skills Manage your team Manage yourself | MTMPSR405B Build productive and effective workplace relationships | Gather and present information and ideas to do the job Develop trust and confidence Build and maintain business networks |

| | | |
|--|---|---|
| | | Manage difficulties to achieve positive outcomes |
| Good Communication Using communication skills | MTMMP69C Lead communication in the workplace | Engage in complex verbal communication |
| Good communication Using communication skills Manage your team | MTMP407A Supervise new recruits | Communicate work requirements and expectations Provide regular and timely feedback on performance |
| Using communication skills Manage your team Manage yourself | BSBFLM412A Promote team effectiveness | Plan to achieve team outcomes Develop team cohesion Participate in and facilitate work team Liaise with management |

The second qualification that you could consider is the Certificate IV in Business (Frontline Management).

| Certificate IV in Business (Frontline Management) | | |
|---|--|---|
| Core | BSBFLM403B BSBFLM405B BSBFLM412A BSBCMN402A BSBCMN411A | Implement effective workplace relationships Implement operational plan Promote team effectiveness Develop work priorities Monitor a safe workplace |
| Optional (Select 3 1 must be a BSBFLM unit) | BSBFLM406B BSBFLM409B BSBCMN404A BSBCMN410A BSBCMN412A BSBCMN413A BSBCMN416A BSBCMN419A BSBEBUS403A BSBEBUS409A | Implement workplace information system Implement continuous improvement Develop teams and individuals Coordinate implementation of customer service strategies Promote innovation and change Implement and monitor environmental policies Identify risk and apply risk management processes Manage Projects Communicate electronically Lead and facilitate e-staff |

To gain this qualification you need to complete all 4 compulsory core units and then select 3 units from the optional ones. One of these optional units must start with the code BSBFLM.

The following table shows the content of the Essential Skills for Supervisors course is mapped to specific units and elements of the Certificate IV in Business (Frontline Management). Recognition of Prior Learning (RPL) against these units/elements may be given for completion of the Essential Skills for Supervisor course.

| ESS course topic/s | Certificate IV in Business (Frontline Management) Unit name | Elements |
|--|--|--|
| Good communication Using communication Skills | BSBFLM403B Implement effective workplace relationships | Collect, analyse and communicate information and ideas Develop trust and confidence |

| | | |
|--|--|--|
| | | <p>Develop and maintain networks and relationships</p> <p>Manage difficulties into positive outcomes</p> |
| <p>Using Communication Skills</p> <p>Manage your team</p> <p>Manage yourself</p> | <p>BSBFLM412A</p> <p>Promote team effectiveness</p> | <p>Plan to achieve team outcomes</p> <p>Develop team cohesion</p> <p>Participate in and facilitate work team</p> <p>Liaise with management</p> |
| <p>Manage your team</p> <p>Manage yourself</p> | <p>BSBCMN402A</p> <p>Develop work priorities</p> | <p>Plan and complete own work schedule</p> <p>Monitor own work performance</p> <p>Coordinate professional development</p> |
| <p>Using Communication Skills</p> <p>Manage your team</p> | <p>BSBCMN412A</p> <p>Promote innovation and change</p> | <p>Lead team to foster innovative work practices</p> <p>Facilitate commitment to workplace change</p> |

**Workbook:
Essential Skills for Supervisors
e-learning and self paced material**



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Corporation

Information for learners

How do I use this workbook?

This workbook accompanies the material found in either the self-paced CD or the e-learning version of the Essential Skills for Supervisors course.

Throughout the material you will find workbook tasks that help you put into practice in the workplace the skills and knowledge learned in the course.

As you work through the material, complete the tasks in this workbook.

If you are working with your workplace training facilitator or mentor you will be able to discuss and review your workbook tasks with them.

Complete the workbook tasks for each section before moving on to the next subject or module.

Workbook tasks

Your role as a supervisor



Workbook Task 1.1

Discuss your role with your manager and develop a list of your key responsibilities. For example, what are the key duties and tasks that you have to complete each day? What are your responsibilities, such as people management, staffing, paperwork, OHS, QA etc. Write your list in the space below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Technical Aspects



Workbook Task 2.1

Complete the check list below to see if you have any skill or knowledge gaps in the areas of OHS, food safety and hygiene or QA. Tick the column that best applies to you now.

| | Yes | No | Not 100% |
|---|-----|----|----------|
| I know the OHS policies and procedures for my areas | | | |
| I understand my responsibilities for OHS | | | |
| I understand the process to identify hazards in my areas | | | |
| I understand how to assess the risks of hazards in my areas | | | |
| I am familiar with the hierarchy of control for controlling hazards | | | |
| I understand the return to work policy and procedures that are followed at my plant, and my responsibilities for supervising return to work programmes. | | | |
| I know the policy and procedures for reporting OHS incidents, what forms, who to report to etc. | | | |
| I know the emergency procedures for my the plant and my area | | | |
| I know all the Standard Operating Procedures for my areas | | | |
| I know all the Task Descriptions/Work Instructions for my area | | | |
| I understand the HACCP plan for my area | | | |
| I know all the QA monitoring and how to do it for my area | | | |
| I know the process for dealing with contaminated meat | | | |
| I know all the personal hygiene processes and procedures and follow them all myself | | | |
| I know what PPE all my workers should be wearing and conduct regular checks | | | |



Workbook Task 2.2

If you have ticked either no or not 100% in the checklist in task 2.1 you should write down the actions that you will take to address the skill or knowledge gap. For example, you might ask to attend specific OHS training, meet with the QA manager or have access to the Task Descriptions and Standard Operating Procedure documents. Next to each action write the date of when you will have completed these actions by. Complete your action list and tick off each one when it is complete.

| Area to address | Action | By when | Done? |
|------------------------|---------------|--------------------|--------------|
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Good Communication



Workbook Task 3.1

If you have a workplace training mentor, get them to tell you about something they are interested in. Use the HEAR model to show you're listening and understand what they're interested in. If you don't have a workplace training mentor then grab a mate and practise with them.



Workbook Task 3.2

Now try it out at work. Each time someone comes to talk to you think about putting the HEAR model into practice. Make note of what you did, what worked well and what you could improve on below.

What I did?

What worked well?

What could I improve next time?

Using communication skills



Workbook Task 4.1

Think about the instructions that you will have to give in your work this week. Consider the task and write out how you will give the instructions. Also write out some possible questions that you can use to check understanding. How you will follow-up on the instruction?

Now try this out in your workplace. Review how it went; what worked well, what can you improve?

What are the instructions?

What questions will I ask to check understanding?

How will I follow up on the instruction? Think about when and how you will follow up.

Review

What worked well?

What could I improve?

What would I do differently next time?



Workbook Task 4.2

This week it is your task to make sure you have given each of your team positive feedback. It doesn't take long, a minute each, so you'll have plenty of time to get round everyone. Be alert for when people are doing things right. Try and remember to do this consistently for at least a week.

At the end of the week answer the review questions below.

What did I do?

What worked well?

How did people react? Have you noticed a difference in team morale or motivation?

What could I improve?



Workbook Task 4.3

This week you will be focusing on giving constructive feedback. Select one or two people whose performance you want to improve. Which form of constructive feedback is appropriate? Prepare your feedback below and then try it out at work. Complete the review section on the following page.

Who will I provide constructive feedback to?

Write out your feedback below. Review the process in the material and consider these questions: What do I want them to change about their performance or behaviour? What have I observed them doing? What specifically do I want them to do in future? What questions will I ask to check understanding or to see if there is any reason they can't do what I am asking?

[illegible]

Managing your team



Workbook Task 5.1

Thinking about the three areas of: managing a diverse team, working with people from a non- English speaking background, and managing Gen Y, what are three things that you will try out this week with your team? Discuss these with your training mentor or manager. Now try them out at work and complete the review below.

Three things I will try:

1.

2.

3.

Review:

What did you try?

What worked well?

What could you improve next time?



Workbook Task 5.2

Think about what motivates you. Is it money? If so, do you have some specific financial goal in mind?

What do you find satisfying about your job? What do you like about being a supervisor or leading hand?

Write down your three key motivators for work below

1.

2.

3.



Workbook Task 5.3

Set a SMART goal for yourself. This can be a work related or personal goal. For example, 'I will be promoted to supervisor within 12 months', or 'To complete the supervisor skills training course within 3 months'. Think about how you will measure your progress and what you will have to do to achieve your goal. Now develop an action plan that you can complete in the next few weeks.

My SMART goal is:

My actions to achieve this goal will be (continue over the page if necessary):

1.

2.

3.

Workbook Task 5.4

Think of someone in your team that you need to coach in a particular skill. This can be any skill that they are currently doing that you want to improve, or a new skill that you need to teach them. Plan your coaching and follow the steps to coach the skill.

Coaching plan:

When will you do it? What will you need? What could stop you doing it? How will you overcome this obstacle?

Once you have completed your coaching session, complete the review below.

What worked well?

What could you improve?

Manage yourself



Workbook Task 6.1

Use the time management process in the materials to plan your next week at work. Then put this plan into action at work.

| <i>Task or action</i> | <i>How long it will take?</i> | <i>Priority</i> | <i>When</i> |
|-----------------------|-------------------------------|-----------------|-------------|
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Review

Once you have completed that week's tasks, complete the review.

What worked well?

Did you complete all your tasks? If not what happened?

What could you improve next time?



Workbook Task 6.2

Think about someone in your team who you think has a problem with you being a supervisor. Write out how you will approach the subject with them. Consider what their reaction will be and how you will handle it. When will you put this into practice? When you have tried it out, complete the review. What worked well, what would you do differently next time?

Plan your approach:

Review:

What worked well?

What could I improve?



Final Workbook Task

Now it's time to consider all the skills and knowledge contained in this course and to review how well you think you do in each area. Complete the checklist below.

Score yourself out of 10, with 1 meaning you are not good at this skill at all, 5 being average and 10 being an expert. For example you could score yourself as 7 out of 10 meaning that you are above average but not an expert.

| | Score |
|---|-------|
| I regularly make checks with my team for OHS, hygiene and QA | |
| I can coach my team in the skills they need to do the job well | |
| My team tell me I am a good listener | |
| I am good at asking questions to encourage discussion | |
| I always make sure my non-verbal communication matches what I am saying | |
| I am an assertive communicator | |
| I give clear instructions that people understand | |
| I always follow up when I give an instruction | |
| I am confident in dealing with conflict | |
| I regularly give my team positive feedback | |
| I give clear constructive feedback that helps people improve | |
| I work well with people from all backgrounds, gender and generation | |
| My team members work well together to meet our goals | |
| I set clear goals for my team on a regular basis | |
| I am good at managing my time | |
| I manage my stress levels well | |
| I ask for support when I need it | |

Are there any areas where you scored under 5 or 6 out of 10? What is your action plan for improving your skills in this area?

Look at the learning pathways to see what other training you might be able to complete to improve your skills. Do you need to practise more? If so, what will you do and when? What other help do you need?

Areas I need to improve:

For each area write an action plan to improve your skills or knowledge. Continue over the page if necessary.

Additional resources

If you are interested in doing further reading or study the following books and documents may be useful.

Texts

K. Blanchard & S. Johnson: *The One Minute Manager*

M. Runion 2005: *Perfect Phrases for Managers and Supervisors*, McGraw-Hill.

A. Grant & J. Greene 2005: *Coach yourself at work*, ABC Books

Company documents

Strategic and business plans, vision and mission statements, policies

Disciplinary and grievance procedures, behaviour code, SOPs and work instructions

Industrial agreements, performance appraisal system documentation

Performance monitoring data, including KPIs.

Learning pathways

The modules in this Supervisor training are predominantly people management skills as well as essential OHS, QA and food safety responsibilities. Both the Certificate IV qualifications listed above have a number of units that build on the skills in this course. You can study to complete the whole certificate or select some units that interest you and you will be given a Statement of Attainment that will be recognised at a later date if you wish to complete the full Certificate course.

| Certificate IV in Meat Processing (Leadership) | | |
|--|--|---|
| Core units | Level II MTMMP1C MTMMP2C MTMMP3C MTMMP4C MTMMP5C MTMMP6C | Maintain personal equipment Apply hygiene and sanitation practices Apply Quality Assurance practices Follow safe work policies and procedures Communicate in the workplace Overview of the meat industry |
| | Level IV MTMMP70C MTMCOR402B MTMMP72C MTMCOR401B | Participate in OH&S risk control processes Facilitate Quality Assurance processes Facilitate hygiene and sanitation performance Manage own work performance |
| Technical | BSBMKG405A BSBFLM405B BSBHR404A MTMPSR401B | Implement and monitor marketing activities Implement operational plan Co-ordinate human resource services Co-ordinate contracts |

| | | |
|--|---|--|
| | MTMPSR402B MTMPSR403B MTMPSR404B MTMPSR405B MTMPSR406B WRRF48 WRR14B WRR05B THHGLE13B BSBFLM406B MTMMP69C BSBFLM412A BSBCMN404A MTMMP77C BSBCMN418A BSBFLM409B BSBCMN412A TAAASS401A TAAASS402A MTMP407A MTMP414A | Prepare and evaluate resource proposals Facilitate achievement of enterprise environmental policies and goals Foster a learning culture in a meat enterprise Build productive and effective workplace relationships Manage and maintain a food safety plan Prepare payroll Buy merchandise Control inventory Manage finances within a budget Implement workplace information system Lead communication in the workplace Promote team effectiveness Develop teams and individuals Participate in product recall Address customer needs Implement continuous improvement Promote innovation and change Plan and organise assessment Assess competence Supervise new recruits Monitor and overview the product of Uncooked Comminuted Fermented Meat (UCFM) |
|--|---|--|

To gain this qualification you need to complete all 10 compulsory core units and then select 8 units from the technical units.

The following table shows the content of the Essential Skills for Supervisors course is mapped to specific units and elements of the Certificate IV in Meat Processing (Leadership). Recognition of Prior Learning (RPL) against these units/elements may be given for completion of the Essential Skills for Supervisor course.

| ESS course topic/s | Certificate IV in Meat processing (Leadership) Unit name | Elements |
|--|---|---|
| Good communication Using communication Skills | MTMMP5C Communicate in the workplace | Contribute to maintenance and improvement of workplace operations and requirements Identify key personnel in the workplace Contribute to positive workplace relations |
| Manage your team Manage yourself | MTMCOR401B Manage own work performance | Set and achieve personal goals Establish and achieve work priorities Maintain and update professional skills and knowledge |

| | | |
|---|--|--|
| | | Review own work performance |
| Good communication Using communication Skills Manage your team Manage yourself | MTMPSR405B Build productive and effective workplace relationships | Gather and present information and ideas to do the job Develop trust and confidence Build and maintain business networks Manage difficulties to achieve positive outcomes |
| Good Communication Using communication skills | MTMMP69C Lead communication in the workplace | Engage in complex verbal communication |
| Good communication Using communication skills Manage your team | MTMP407A Supervise new recruits | Communicate requirements and expectations Provide regular and timely feedback on performance |
| Using communication skills Manage your team Manage yourself | BSBFLM412A Promote team effectiveness | Plan to achieve team outcomes Develop team cohesion Participate in and facilitate work team Liaise with management |

The second qualification that you could consider is the Certificate IV in Business (Frontline Management).

| Certificate IV in Business (Frontline Management) | | |
|---|--|--|
| Core | BSBFLM403B BSBFLM405B BSBFLM412A BSBCMN402A BSBCMN411A | Implement effective workplace relationships Implement operational plan Promote team effectiveness Develop work priorities Monitor a safe workplace |
| Optional (Select 3 1 must be a BSBFLM unit) | BSBFLM406B BSBFLM409B BSBCMN404A BSBCMN410A BSBCMN412A BSBCMN413A | Implement workplace information system Implement continuous improvement Develop teams and individuals Coordinate implementation of customer service strategies Promote innovation and change |

| | | |
|--|--|---|
| | BSBCMN416A BSBCMN419A BSBEBUS403A BSBEBUS409A | Implement and monitor environmental policies Identify risk and apply risk management processes Manage Projects Communicate electronically Lead and facilitate e-staff |
|--|--|---|

To gain this qualification you need to complete all 4 compulsory core units and then select 3 units from the optional ones. One of these optional units must start with the code BSBFLM.

The following table shows the content of the Essential Skills for Supervisors course is mapped to specific units and elements of the Certificate IV in Business (Frontline Management). Recognition of Prior Learning (RPL) against these units/elements may be given for completion of the Essential Skills for Supervisor course.

| ESS course topic/s | Certificate IV in Business (Frontline Management) Unit name | Elements |
|---|--|---|
| Good communication Using communication Skills | BSBFLM403B Implement effective workplace relationships | Collect, analyse and communicate information and ideas Develop trust and confidence Develop and maintain networks and relationships Manage difficulties into positive outcomes |
| Using Communication Skills Manage your team Manage yourself | BSBFLM412A Promote team effectiveness | Plan to achieve team outcomes Develop team cohesion Participate in and facilitate work team Liaise with management |
| Manage your team Manage yourself | BSBCMN402A Develop work priorities | Plan and complete own work schedule Monitor own work performance Coordinate professional development |
| Using Communication Skills Manage your team | BSBCMN412A Promote innovation and change | Lead team to foster innovative work practices Facilitate commitment to workplace change |

Attachment 6

Feedback Response Sheet – **DRAFT Supervisor induction training materials, first draft, Workshop mode**

| | |
|----------------------|--|
| Your name: | |
| Organisation: | |

This is the first draft for this resource. It is based on the recommendations and research findings from the *Supervisor skills* research report including:

- Focusing on communication and interpersonal skills
- Giving an overview of the supervisor role
- Being practical and user-friendly
- Providing strategies for management support

Please read the accompanying DRAFT resource for:

| Title | Resource type |
|---|---|
| Essential skills for supervisors | Self paced training program: Powerpoint presentation training materials as well as facilitator's guide and student workbook. |

1. Does the resource meet the needs of industry for content and useability?
_____ (Yes/No)

If _____ not, please suggest improvements:

2. Are there any errors and/or omissions that must be addressed? _____

Please provide details of improvements (mark up on the draft pages and list the affected pages here):

Responses required by 21 April 2006

[Please return feedback by mail, fax or e-mail to Sharon Fitzgerald, contact details below]

Feedback Response Sheet – **DRAFT Supervisor induction training materials, first draft, E-learning model**

| | |
|----------------------|--|
| Your name: | |
| Organisation: | |

This is the first draft for this resource. It is based on the recommendations and research findings from the *Supervisor skills* research report including:

- Focusing on communication and interpersonal skills
- Giving an overview of the supervisor role
- Being practical and user-friendly
- Providing strategies for management support

Please read the accompanying DRAFT resource for:

| Title | Resource type |
|---|--|
| Essential skills for supervisors | <p>Internet based training program: http://www.protogen.com.au/projects/mintrac/index.html</p> <p>Web-based training materials as well as downloadable facilitator and student guides.</p> |

3. Does the resource meet the needs of industry for content and useability?
 _____ (Yes/No)

If _____ not, please suggest improvements:

4. Are there any errors and/or omissions that must be addressed? _____

Please provide details of improvements (mark up on the draft pages and list the affected pages here):

Responses required by 21 April 2006

[Please return feedback by mail, fax or e-mail to Sharon Fitzgerald, contact details below]

Feedback Response Sheet – DRAFT Supervisor induction training materials, first draft, Self-paced model

| | |
|----------------------|--|
| Your name: | |
| Organisation: | |

This is the first draft for this resource. It is based on the recommendations and research findings from the *Supervisor skills* research report including:

- Focusing on communication and interpersonal skills
- Giving an overview of the supervisor role
- Being practical and user-friendly
- Providing strategies for management support

Please read the accompanying DRAFT resource for:

| Title | Resource type |
|---|--|
| Essential skills for supervisors | Self paced training program: CD-based training materials as well as facilitator's guide and student workbook. |

5. Does the resource meet the needs of industry for content and useability?
_____ (Yes/No)

If _____ not, please suggest improvements:

6. Are there any errors and/or omissions that must be addressed? _____

Please provide details of improvements (mark up on the draft pages and list the affected pages here):

Responses required by 21 April 2006

[Please return feedback by mail, fax or e-mail to Sharon Fitzgerald, contact details below]

5.5 Attachment 7

Supervisor pre-course questionnaire

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

How long have you been a supervisor? (including leading hand, team leader etc) *If you are not yet a supervisor you can write down your current job and how long you have been doing it*

What training have you had before? (please tick)

- | | |
|--|--|
| <input type="checkbox"/> OH&S | <input type="checkbox"/> Cert IV Meat Processing |
| <input type="checkbox"/> HACCP/Food safety | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Auditing | |

What do you think are your strongest skills? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What do you think are your weakest skills? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What skills or areas of your job would you most like to improve?

Do you think this program will be able to help improve these areas? (please tick)

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ I don't know

Supervisor post-course questionnaire

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

Having completed the course, in which areas have your skills improved? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

In which areas of skill were there no changes? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

Which skill areas would you like further training in?

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What skills or areas of your job or career plan did this course help you to improve?

Would you recommend this course to others? (please tick)

- ☐ Yes
☐ No
☐ Maybe
☐ I don't know

What improvements or changes would you make to this course?

Any other comments?

Training manager post-course questionnaire

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

What were the areas/skills supervisors generally needed to improve the most? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What areas/skills did this course help supervisors to improve? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

Has there been any impact on turnover or retention of supervisors and/or employees?

Have you noticed a difference in the way supervisors conduct their duties, or their attitudes toward employees?

Would you recommend this course to other companies or supervisors? (please tick)

- ☐ Yes
☐ No
☐ Maybe
☐ I don't know

What changes or improvements would you make to the training materials?

Supervisor pre-course questionnaire – e-learning

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

How long have you been a supervisor? (including leading hand, team leader etc) *If you are not yet a supervisor you can write down your current job and how long you have been doing it*

What training have you had before? (please tick)

- | | |
|--|--|
| <input type="checkbox"/> OH&S | <input type="checkbox"/> Cert IV Meat Processing |
| <input type="checkbox"/> HACCP/Food safety | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Auditing | |

What do you think are your strongest skills? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What do you think are your weakest skills? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What skills or areas of your job would you most like to improve?

Do you think this program will be able to help improve these areas? (please tick)

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ I don't know

What areas of e-learning concern you most?

- | | |
|--|---|
| <input type="checkbox"/> Ability to use computer | <input type="checkbox"/> Not understanding the program |
| <input type="checkbox"/> Being on my own | <input type="checkbox"/> Reading from a computer screen |
| <input type="checkbox"/> Finding time for training | <input type="checkbox"/> Having access to a computer |
| <input type="checkbox"/> Technological breakdown | <input type="checkbox"/> Getting help or support |

Supervisor post-course questionnaire – e-learning

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

Having completed the course, in which areas have your skills improved? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

In which areas of skill were there no changes? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

Which skill areas would you like further training in?

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What skills or areas of your job or career plan did this course help you to improve?

Would you recommend this course to others? (please tick)

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ I don't know

What improvements or changes would you make to this course?

Having completed the course how do you feel about e-learning?

- ☐ Improved my literacy/reading skills
- ☐ I am more comfortable with computers and technology
- ☐ I would consider undertaking another e-learning program
- ☐ I found it difficult to manage my time
- ☐ I needed more regular support
- ☐ Reading from a screen was not a problem

What suggestions would you make to improve the e-learning aspect of this course?

Any other comments?

Training manager post-course questionnaire – e-learning

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

What were the areas/skills supervisors generally needed to improve the most? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What areas/skills did this course help supervisors to improve? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What areas of supervisors' e-learning concerned you most?

- | | |
|--|---|
| <input type="checkbox"/> Ability to use computer | <input type="checkbox"/> Not understanding the program |
| <input type="checkbox"/> Being on their own | <input type="checkbox"/> Reading from a computer screen |
| <input type="checkbox"/> Finding time for training | <input type="checkbox"/> Having access to a computer |
| <input type="checkbox"/> Technological breakdown | <input type="checkbox"/> Getting help or support |

In what areas of e-learning has there been the most improvement?

- ☐ Ability to use computer
- ☐ Being on their own
- ☐ Finding time for training
- ☐ Technological breakdown
- ☐ Not understanding the program
- ☐ Reading from a computer screen
- ☐ Having access to a computer
- ☐ Getting help or support
- ☐ Learner independence
- ☐ Learner confidence
- ☐ The need for technical support

As a trainer, what skills or knowledge do you need to develop to support e-learning?

- ☐ Providing structured support to e-learners
- ☐ Understanding how learning styles are affected by e-learning
- ☐ Providing technological support
- ☐ Organisational skills
- ☐ Negotiating time out of work for training
- ☐ Managing the demands on my own time

I would like an opportunity to further develop my own training skills in using e-learning?

- ☐ Yes
- ☐ No

Has there been any impact on turnover or retention of supervisors and/or employees?

Have you noticed a difference in the way supervisors conduct their duties, or their attitudes toward employees?

Would you recommend this course to other companies or supervisors? (please tick)

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ I don't know

What changes or improvements would you make to the training materials?

What suggestions would you make to improve the e-learning aspect of this course?

Any other comments?

5.6 Attachment 8

Supervisor pre-course questionnaire summary of responses

How long have you been a supervisor? (including leading hand, team leader etc) *If you are not yet a supervisor you can write down your current job and how long you have been doing it*

- 2 years
- No response x 2
- 1 month
- 3 months
- 5 years
- 3 weeks
- 2 months
- 8 months
- 1 week
- 6 years

What training have you had before? (please tick)

- | | |
|---------------------------|--|
| 5 OH&S | 2 Other: Cert IV Training and assessment |
| 4 HACCP/Food safety | 1 Other: Qualified butcher |
| 1 Auditing | 1 Other: Cert II Meat processing |
| 2 Cert IV Meat Processing | 1 Other: Dip Office Administration |

What do you think are your strongest skills? (please tick)

- | | |
|---|-------------------------------------|
| 10 Communication | 11 Showing people how to do a job |
| 1 Dealing with conflict | 8 Safety knowledge |
| 3 Slaughtering | 10 Hygiene knowledge |
| 5 Boning | 7 Paperwork/filling in forms |
| 10 Working with people | 7 Talking to managers |
| 2 Cleaning | 3 Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What do you think are your weakest skills? (please tick)

- | | |
|---|--|
| <input type="checkbox"/> Communication | 1 Safety knowledge |
| 9 Dealing with conflict | <input type="checkbox"/> Hygiene knowledge |
| 4 Slaughtering | 4 Paperwork/filling in forms |
| 3 Boning | 1 Talking to managers |
| <input type="checkbox"/> Working with people | 5 Time management |
| 1 Cleaning | <input type="checkbox"/> Other_____ |
| 5 Scaring people | |
| <input type="checkbox"/> Showing people how to do a job | |

What skills or areas of your job would you most like to improve?

- 'As I am working in a male dominated workforce, I would like to improve on being stern/strong when conflict arises.'
- 'Dealing with conflict, time management.'
- 'Learning how to work with a group to manage and co-operate. Deal with conflicts.'

- 'Dealing with problem workers, people not willing to cooperate.'
- 'Communication, conflict.'
- 'Time management and dealing effectively with conflict.'
- 'Time management. Filling in paperwork. Bit more time on.'
- 'Improve management skills, paperwork and admin skills.'
- 'Dealing with conflict.'
- 'Dealing with conflict, communications, time management.'
- 'Computer skills, leadership skills, dealing with conflict, paperwork and filling out forms, time management.'
- 'Time management. Trusting someone else to do a job that I would do.'

Do you think this program will be able to help improve these areas? (please tick)6 Yes

☐ No

5 Maybe

1 I don't know

5.7 Attachment 9

Supervisor post-course questionnaire

Number of questionnaire returned: 13

Having completed the course, in which areas have your skills improved?
(please tick)

- | | |
|---|--|
| 12 Communication | 10 Showing people how to do a job |
| 11 Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | 2 Paperwork/filling in forms |
| 10 Working with people | 7 Talking to managers |
| <input type="checkbox"/> Cleaning | 10 Time management |
| <input type="checkbox"/> Scaring people | 1 Other: HEAR |

In which areas of skill were there no changes? (please tick)

- | | |
|-------------------------|--------------------------------------|
| 1 Communication | 2 Showing people how to do a job |
| 2 Dealing with conflict | 6 Safety knowledge |
| 8 Slaughtering | 7 Hygiene knowledge |
| 9 Boning | 6 Paperwork/filling in forms |
| 1 Working with people | 4 Talking to managers |
| 8 Cleaning | 4 Time management |
| 6 Scaring people | <input type="checkbox"/> Other _____ |

Which skill areas would you like further training in?

- | |
|---|
| 4 Communication |
| 6 Dealing with conflict |
| <input type="checkbox"/> Slaughtering |
| <input type="checkbox"/> Boning |
| 1 Working with people |
| <input type="checkbox"/> Cleaning |
| <input type="checkbox"/> Scaring people |
| |
| <input type="checkbox"/> Showing people how to do a job |
| 2 Safety knowledge |
| <input type="checkbox"/> Hygiene knowledge |
| 4 Paperwork/filling in forms |
| 3 Talking to managers |
| 5 Time management |
| 1 Other: Computers |
| 1 Other: tools for stress and ability to cope |

What skills or areas of your job or career plan did this course help you to improve?

- 'My communication, I feel more confident in talking to people in the plant, and working with people will be easier cause of the better communication skills.'
- 'Communication, dealing with conflict, showing people how to do a job.'
- 'Conflict: ways to defuse, handle. Different ways to think about things before taking the first approach.'
- 'Better communication, dealing with poor performance.'
- 'My perception of some management issues.'
- 'Communications, dealing with conflict, time management.'
- 'Refresher, do most of it all the time, just don't realise.'
- 'Time management, communication and conflict problems.'
- 'My training to deal with people and to learn to understand and listen.'
- 'Communication: using the HEAR model, using the closed and open questions, dealing with conflict, giving constructive feedback, motivating people.'
- 'Time management, prioritising, how to handle conflict.'
- 'How to talk to the employees, who to put first – time management, urgent, non-urgent.'
- 'How to deal with problems and support those who answer to you.'
- 'Yes it helps you try and think about other people and how to work with them.'

Would you recommend this course to others? (please tick)

13 Yes

☐ No

☐ Maybe

☐ I don't know

What improvements or changes would you make to this course?

- 'Just more dealing with time.'
- 'Additional reading material.'
- 'More info in workbook, for future reference, i.e, course notes'
- 'More practical tasks'
- 'To put people in role play situations to act out situations.'
- 'PowerPoint information to be printed out for each person.'
- 'Instead of talking about workers from the plant, have a video of a situation or situations that could be discussed instead.'
- 'Getting people to interact on questions or issues was good. In some cases asking others for a resolution to an issue, managers to bring other people in with help from nearby work areas, who may otherwise have had nothing to do with the issue.'
- 'None.'

Any other comments?

- 'Louise was a very good (excellent) person to run this course.'
- 'Group discussions were very helpful.'
- 'It was fun and interesting. Thank you enjoyed it.'
- 'Louise was a very good teacher. The activities were really good especially for those of us who didn't know others in the group.'
- 'Liked being able to write answers in booklet rather than typing.'

Training manager post-course questionnaire

All feedback provided by you will be kept strictly confidential and used only by MINTRAC. This information is used to evaluate the effectiveness of the draft materials and to make any changes or improvements to the final product. Thank you for taking the time to complete this form.

Name:.....

Company:.....

What were the areas/skills supervisors generally needed to improve the most? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

What areas/skills did this course help supervisors to improve? (please tick)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Showing people how to do a job |
| <input type="checkbox"/> Dealing with conflict | <input type="checkbox"/> Safety knowledge |
| <input type="checkbox"/> Slaughtering | <input type="checkbox"/> Hygiene knowledge |
| <input type="checkbox"/> Boning | <input type="checkbox"/> Paperwork/filling in forms |
| <input type="checkbox"/> Working with people | <input type="checkbox"/> Talking to managers |
| <input type="checkbox"/> Cleaning | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Scaring people | <input type="checkbox"/> Other_____ |

Has there been any impact on turnover or retention of supervisors and/or employees?

Have you noticed a difference in the way supervisors conduct their duties, or their attitudes toward employees?

Would you recommend this course to other companies or supervisors? (please tick)

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ I don't know

What changes or improvements would you make to the training materials?

5.8 Attachment 10

Introduction to Essential skills for supervisors

These materials have been designed to train new supervisors and provide them with an overview of their role, and a pathway into further qualification, in particular the Certificate IV in Meat Processing (Leadership).

There are three delivery models for this training, these are:

1. A two-day workshop
2. A (suggested) six week self-paced CD program
3. A (suggested) six-week e-learning program

In each program the materials are virtually the same, however the way students learn will be different for each model. It is important to realise that each model requires a great deal of company and trainer support be provided to learners, particularly the self-paced and e-learning models. Learners should not be given the materials and left alone to complete the tasks in isolation. In all models the facilitator must be approachable and willing to answer questions, and also be capable of mentoring the students. Facilitators may include:

- human resource managers
- training managers
- company or online trainers
- trainers from RTOs
- senior supervisory staff (preferably with training qualifications and good communication skills).

Facilitators need to be aware of the requirements of whichever model they intend to utilise and may want to use the following strategies and suggestions for supporting students throughout the learning process.

(Important note: any students who are colour-blind should not take part in the self-paced or e-learning programs as the materials in these programs have a large amount of text on red and green backgrounds.)

Essential skills for supervisors – workshop version

- Facilitators should make use of the suggested activities throughout the materials, and develop activities of their own. This will prevent learners from getting restless if the training is regularly broken up with interesting and relevant activities.
- Asking learners to complete a task after the program is complete might be a good idea. This reinforces the training, and encourages transfer of learning. After their task is complete and assessed, facilitators may want to issue certificates of participation, to give learners a sense of achievement and something they can add to their resume.

- Make sure any workplace literacy, numeracy, disability, language, and cultural factors are examined before commencing the training, as well as any other factors that may affect the way students learn and interact, and adjust the materials to suit identified needs.
- Facilitators may like to conduct a follow-up day, where any assigned tasks are handed in for comment, transfer of learning is evaluated, and any other issues/developments of the training are discussed.
- If learners feel they need more written material to refer to, facilitators may like to make copies of the PowerPoint slides for distribution to the learners. Customisation the materials is encouraged, to make the materials better suit individual companies. Another alternative is to make copies of the facilitator's guide for the learners, as this guide contains all the materials needed. Providing students with either of the two options will reduce their need for note-taking and be less of a distraction for a facilitator trying to run the workshop. .

Essential skills for supervisors – self-paced and e-learning versions

- It is important that facilitators are aware that their role does not end with handing the CD, or website link, and workbook to the student and asking that they complete the tasks and report back when they have finished. Self-paced programs require significantly more support and coaching than face-to-face training.
- Facilitators should make sure learners are able to access a computer, and in the case of the e-learning version, a computer and internet connection. This can be home access, work access, or access through friends or relatives. The access needs to be regular and consistent however. These versions are **not recommended** for anyone with limited or minimal access to computer and/or the internet. They are also not recommended for participants with little or no computer/internet skills and knowledge unless the company/trainer is prepared to provide up-skilling to students in this area before supervisor training commences.
- Facilitators should be familiar with the materials before learners begin the program. It is a good idea for the facilitator to have completed the workbook tasks themselves so they are able to advise the learner if they have difficulty with any task. The facilitator's guide also provides help with completing the tasks.
- Develop a learning plan for each learner. The suggested timeframe is six weeks, which allows for one week per module. Discuss with learners whether or not they will need more or less time than this and develop a plan accordingly. Regularly monitor the learner's progress against the plan. Facilitators should interact with each learner at least once a week.
- Issue learners with a certificate of participation once they have completed all tasks in the workbook. This gives learners a sense of achievement and something to include in their resume.