Essential skills for supervisors
Facilitator’s guide for self paced training
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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: Supervisor skills. 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 program 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 accredited, 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:

- Help your learner make the material relevant to their experience and your organisation
- Ensure that your supervisors are developing the key skills and knowledge described in each section
- Assist your learner put the skills and knowledge into practice in the workplace
- 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 CD material 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 on 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 that the learners 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 the 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 learner/s 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 the learners develop.

At the end of each meeting agree the next steps that the 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 an 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:

- understand their responsibilities as a supervisor for OHS, return to work programmes, food safety and hygiene, and quality assurance
- 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 checklist 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:

- understand what effective communication looks like
- develop some essential communication skills
- 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 breakdown 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** = respond: 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.

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**Using communication skills**

**What are the learning objectives for this module?**

After completing this module the learner will:

- understand how to apply communication skills in different situations
- be confident in handling different situations
- 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 four-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 will you 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 four-step model for giving instructions in the workplace, assist them to review how it went. Ask questions such as:

- when did you use the four-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 the 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:
Essential skills for supervisors

- encourage their diverse team to work well together
- set goals that will help them motivate their team
- 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 supervisors 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 background 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 Y? 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?
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 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 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 the 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:

- Understand a model for prioritising their tasks and managing their time
- Know some good ways to ask for support
- 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 three 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?
Essential skills for supervisors

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*
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. The 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 qualification.

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

The following table shows the content of the *Essential skills for supervisors (ESS)* 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.*

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<tr>
<th>ESS course topic/s</th>
<th>Certificate IV in Meat processing (Leadership) Unit name</th>
<th>Elements</th>
</tr>
</thead>
</table>
| Good communication | 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 |
| Using communication Skills | | |
| Manage your team | MTMCOR401B Manage own work performance | Set and achieve personal goals  
Establish and achieve work priorities  
Maintain and update |
| Manage yourself | | |

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

The following table shows the content of the *Essential skills for supervisors (ESS)* 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.*

<table>
<thead>
<tr>
<th>ESS course topic/s</th>
<th>Certificate IV in Meat processing (Leadership) Unit name</th>
<th>Elements</th>
</tr>
</thead>
</table>
| Good communication | 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 |
| Using communication Skills | | |
| Manage your team | MTMCOR401B Manage own work performance | Set and achieve personal goals  
Establish and achieve work priorities  
Maintain and update |
| Manage yourself | | |
## Essential skills for supervisors

<table>
<thead>
<tr>
<th>Good communication</th>
<th>MTMPSR405B</th>
<th>Build productive and effective workplace relationships</th>
<th>Gather and present information and ideas to do the job</th>
<th>Develop trust and confidence</th>
<th>Build and maintain business networks</th>
<th>Manage difficulties to achieve positive outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using communication skills</td>
<td>MTMP69C</td>
<td>Lead communication in the workplace</td>
<td>Engage in complex verbal communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage your team</td>
<td>MTMP407A</td>
<td>Supervise new recruits</td>
<td>Communicate work requirements and expectations</td>
<td>Provide regular and timely feedback on performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage yourself</td>
<td>BSBFLM412A</td>
<td>Promote team effectiveness</td>
<td>Plan to achieve team outcomes</td>
<td>Develop team cohesion</td>
<td>Participate in and facilitate work team</td>
<td>Liaise with management</td>
</tr>
</tbody>
</table>

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

## Certificate IV in Business (Frontline Management)

<table>
<thead>
<tr>
<th>Core</th>
<th>BSBFLM403B</th>
<th>Implement effective workplace relationships</th>
<th>BSBFLM405B</th>
<th>Implement operational plan</th>
<th>BSBFLM412A</th>
<th>Promote team effectiveness</th>
<th>BSBCMN402A</th>
<th>Develop work priorities</th>
<th>BSBCMN411A</th>
<th>Monitor a safe workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional (Select 3 1 must be a BSBFLM unit)</td>
<td>BSBFLM406B</td>
<td>Implement workplace information system</td>
<td>BSBFLM409B</td>
<td>Implement continuous improvement</td>
<td>BSBCMN404A</td>
<td>Develop teams and individuals</td>
<td>BSBCMN410A</td>
<td>Coordinate implementation of customer service strategies</td>
<td>BSBCMN412A</td>
<td>Promote innovation and change</td>
</tr>
<tr>
<td></td>
<td>BSBCMN413A</td>
<td>Implement and monitor environmental policies</td>
<td>BSBCMN416A</td>
<td>Identify risk and apply risk management processes</td>
<td>BSBCMN419A</td>
<td>Manage Projects</td>
<td>BSBEBUS403A</td>
<td>Communicate electronically</td>
<td>BSBEBUS409A</td>
<td>Lead and facilitate e-staff</td>
</tr>
</tbody>
</table>
To gain this qualification you need to complete all 4 compulsory core units and then select three 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 supervisors* course.

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