NATIONAL ADMINISTRATIVE REGISTER · JUNE 1, 1993

ADOPTION OF THE DESIGN FOR A BASIC SUPERVISORY DEVELOPMENT COURSE AS PART OF THE MIDDLE MANAGEMENT DEVELOPMENT PROGRAMS

CSC MEMORANDUM CIRCULAR NO. 25, s. 1993, June 01, 1993

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Section 7, Rule VIII of Executive Order No. 292 entitled Career and Personnel Development states that "each department, agency or local government unit shall design, implement and evaluate in-service training and development programs solely or in coordination with the commission and/or other government agencies and institutions." One of the eight programs identified is the "Middle Management Development Program - which refers to a set or series of planned human resource intervention and training courses designed to provide division chiefs and other officials of comparable ranks with management and administrative skills to prepare them for greater responsibilities."

In this regard, the CSC has designed a Basic Supervisory Development Course as an introductory course to the Middle Management Development Program. It is aimed at helping supervisors to become efficient, effective and accountable in the operationalization of management goals, programs. plans and policies.

You are hereby enjoined to adopt the attached design.

This MC shall take effect immediately.

Adopted: 1 June 1993

(Sgd.) PATRICIA A. STO. TOMAS
Chairman
PROGRAM PROPOSAL
Introduction
First line supervisors represent a critical segment in the work force. Strategically and psychologically, they are expected to respond to the demands of management to be efficient and to produce outputs, as well as negotiate for higher compensation and better working conditions for employees. The attainment of a happy balance, besides establishing a smooth working relationship satisfactory to both management and rank and file, is a tall order. It might even spell the rise and fall of the organization.

In response to these challenges, the Civil Service Commission is recommending a Basic Supervisory Development Course for soon-to-be and new supervisors, to equip themselves with knowledge, skills and attitudes needed to make their efforts productive.

Course Content
The Course will have seven (7) modules that will be presented progressively in terms of "learning blocks" for supervisor's competency and skills' building. The modules will follow the following sequence:

1. Nature of Supervisory Roles and Functions ;

2. Managing the Supervisory Job;

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3. Understanding Human Behavior at Work;

4. Helping Employees Meet Organizational Standards and Goals;

5. Preventing and Resolving Counterproductive Situations;

6. Self and Personnel Development Strategies;

7. Development of An Action Plan.

Methodologies
While the usual didactive method like lecture cum discussion will be used, a shift in the facilitator's role will be more in the nature of being a guide and a resource person. Thus, some behavior modelling techniques will be adapted. Other participants-centered learning strategies, such as caselettes, workshops and action planning will be used to complement the aforecited methodologies.

Benefits Derived
Supervisors faced a variety of interesting and challenging situations. Upon completion of this Basic Supervisory Development Course, the supervisor will be able to improve and carry out his functions better. The benefits that will be derived are the following:

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Enable the supervisor to clarify his/her role/ position in the organizational structure;

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Keep abreast with the latest development and technological changes relevant to their work;

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Equip the supervisor with management skills, e.g. basic tools and techniques, necessary for productivity;

-

Describe mechanisms on the management of organizational conflict to include coping with change, time, resources and stress management;

-

Discuss the mechanics for self and employee development strategies, and

-

Identify, describe and develop an action plan which may be applied in his job.

Basic Supervisory Development
Course Design

Rationale
The supervisor is a vital person responsible for providing a critical link between the high-level policy making group or management and employees/subordinates who operationalize policies into workplace realities. In short, he provides the link between management and rank and file, in terms of motivating them to cooperate in translating management mission/vision, plans, programs, and policies, achieve its goals and objectives.

The supervisor's role and function is very crucial in the life of an organization. Hence, management should give

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full, essential and continuous support for their training and development. Aware of these demands, a Basic Supervisory Development Course is recommended to update the supervisor's knowledge and skills in responding to the requirements of their job.

Course Objectives
The focus of this Course is the supervisors, performing managerial roles. The term supervisors and managers will interchangeable be used. In general, an employee who finishes this course will be able to:

1. examine the enormous resources available in managing employees, and

2. measure concrete ways of attaining results.

Through these universal measures of supervisory performance, more specifically, the employees will be able to:

1. explain the supervisor's position/role in the organizational structure;

2. apply principles, basic tools and techniques of supervision and management;

3. enumerate ways of improving human behavior essential to effective supervision;

4. identify supervisor roles to meet organizational standards and goals;

5. examine basic skills and competencies attendant to the areas of management, i.e. task, people, self and career, needed in supervision;

6. discuss strategies for self and personnel development;

7. prepare an action plan required for a prioritized and identified area of improvement.

Course Content
I. Nature of supervisory work

people as implementors

roles and responsibilities to higher management, to co-workers, to staff departments and in labor matters
self- awareness
sensitivity assessment
balancing work and people concern
employee-management relationship

II. Managing the supervisory job

planning

controlling

leading

coordinating

organizing

III. Understanding human behavior at work

motivation
organizational rewards and incentives
conditions in the internal and external environment

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IV. Helping employees to meet organizational standards and goals

leadership styles
communications — organizational and interpersonal flow
work simplification

V. Confronting and resolving counterproductive situations

conflict and stress resolution/management
time and resources management
coping with change

performance deficiencies e.g. absenteeism, alcoholism, habitual tardiness, etc.

VI. Self and Employee Development Strategies

employee development strategies
supervisory career enhancement

VII. Action plan on an area of improvement

At the course outset, the participant will be oriented to focus their awareness on the knowledge and skills necessary to promote effective supervision. These knowledge and skills learned will be operationalized thru an action plan, based on an identified problem area. Ways for improving the operation/productivity will be outlined following this simplified format:

Objectives

Activities/

Person

Resources

Targetted

Strategies

Responsible

Needed

Time

Target Participants
It is necessary to define the participants targeted to attend this Course. They could fall into any of the following categories:

1. entering supervisors — employees who are on deck, by virtue of position, for promotion to supervisory position

2. new supervisors — employees without background in supervision or are inexperienced supervisors but who are

occupying supervisory functions for the past six (6) months

3. incumbent supervisors — employees who have one to over five years doing supervisory functions but who have not availed of any basic training on supervision.

Training Methodology and Faculty
The effectivity of the Course will depend on the expertise and competencies of the resource persons - in terms of ability to transfer learning/training. A variety of behavior-modelling techniques will be used, such as:

provisions of sample (model) designs

behavioral analysis — like saying what to do, what not to do, how to do it effectively

role play, as in initiating model so as to get a feel of the how to's

observation/feedback

case letters analysis

action plan

The expertise of the in-house or internal faculty human resources will be tapped especially for on-the-job activities.

Duration
This one week (5 days) Course will cover all the activities stated in the design.

Accreditation

A Certificate of Training will be given to participants who have completed the course requirements: such as attendance, class participation, tests, readings and projects.

Evaluation
A pre- and post-test will be given to measure learning at the reaction and theoretical level. A short questionnaire will also be given after every module, as basis for the attainment of its objectives.

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