Supervisory Training

Blended Learning Course

Workbook and Resources

Name: _____

Table of Contents

Supervisory Training Blended Learning Course Overview

Welcome to the Supervisory Training course for the Zim-TTECH programme. This course uses a blended-learning model that consists of short classroom sessions at the beginning and end of the course combined with self-study eLearning (using a tablet). The self-study portion has been organised into seven practical sessions with content that you can directly use in your work. Additional resources are provided to support you in being a successful supervisor to your teams, and to help make this aspect of your work rewarding. The self-study material on the tablet is user-friendly, developed with the recognition that Zim-TTECH supervisors have many roles and responsibilities. We hope that this will be an enjoyable learning experience for you!

Whether you are a new supervisor or have been working in this field for a while, this training can support your work by refreshing your memory on the basics, giving you new ideas and encouragement, and providing tools for you to use and share with on-site teams.

The sessions are designed to help guide you in your role as a supervisor working with facility teams and individuals. The sessions are presented in a specific sequence; we recommend you proceed through each session in order. Afterwards, you can revisit sessions, or parts of sessions, as desired.

How to Use this Workbook

This workbook is intended to accompany the Supervisory Training blended learning course; it provides pages to write notes as well as structured spaces for you to respond to questions and activities throughout the training—for both the in-person and the self-study portions.

Each tablet session includes pre- and post-session assessments, and activities with written responses. Use the corresponding pages in this workbook to write responses to questions during the session and to jot down any notes or questions you have. Tools introduced through the training have been included as resources for you to use.

Course Aim and Objectives

The aim of this course is to build your supervisory skills, to help you successfully manage your teams, and to help make supportive supervision a rewarding aspect of your work.

By the end of this course, you will be able to:

- Recognise and utilise your personality and leadership styles to help you work more effectively with your teams
- Describe and demonstrate key skills needed to effectively perform supportive supervision
- Communicate effectively with teams and individuals in a variety of situations
- Help both individuals and teams assess and solve problems

Session Outline

Session 1: Supervision Basics
Session 2: Communication in Supervision
Session 3: Coaching and Mentoring
Session 4: Understanding Team Dynamics
Session 5: Providing and Receiving Feedback
Session 6: Solving Problems as a Supervisor
Session 7: Self-Care and Collective Care in the Workplace

Course Material and Structure

All of the learning materials for the self-study portion of this course have been loaded on your tablet, so you will not need an internet connection. You will have this paper workbook, in which to fill in answers and take notes. Additional resources are included at the end of each session on the tablet, with tools and worksheets at the end of this workbook.

Note that there are some diagrams that may be easier to read if you rotate your tablet for landscape view.

You will need about 1–2 hours to complete all of the learning activities for each session. Short pre- and post-session assessments are included with each session. These are for your use only; you will not be turning them in. However, you can use them to identify content areas that you may need to review further.

Remember to have your workbook and a pen or pencil handy as you go through the session activities.

Special Thanks

Throughout the training you will hear from experienced supervisors, who will share information, tips, and inspiration. We would like to thank them all for providing their wisdom and motivation (listed in order of appearance):
- Alleta Makatore, Zim-TTECH Programme Coordinator
- Abisha Jonga, Zim-TTECH Senior Programme Manager
- Edias Mandere, Zim-TTECH Programme Coordinator
- Blessing Mushangwe, Zim-TTECH Senior Programme Manager
- Lawrence Mutewuki, Zim-TTECH Programme Coordinator
- Romana Katekwe, Zim-TTECH Quality Improvement Officer

And an extra thanks to:
- Happiness Chaputsira, for allowing us to use his image as Takudzwa in the case study.
- Mariel Mtombeni, for lending a voice to the Communications session.

In-Person Session

Session Activities and Notes

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My Leadership Badge
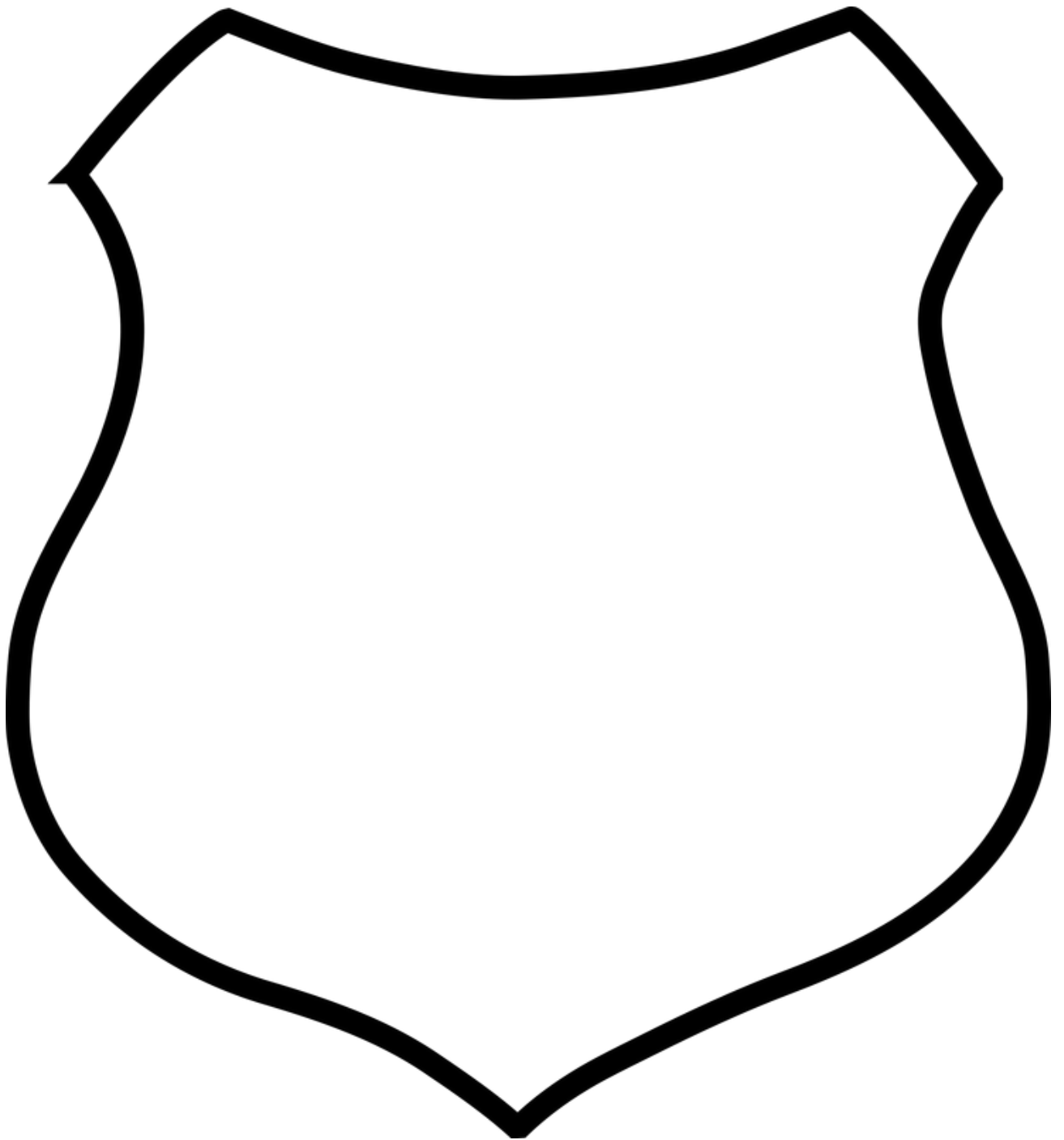
Session One: Supervision Basics

Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. Which of the following words describe supportive supervision?
   Score_____

2. Which of these essential skills must a supervisor have?
   Score_____

3. Which activities should supportive supervision focus on?
   Score_____

4. The supervisee's role in supportive supervision includes self-assessment and providing feedback to the supervisor.
   Score_____

Session 1 Pre-session assessment Total Score_____

Self-Reflection: Reflecting on Supervision.

Take a moment to visualize an ideal work setting, in which team members work together effectively and deliver service impeccably. Visualize documentation being thorough and clear. Clients are satisfied and maintain good health habits. Team roles are clear. You recognize that you as the supervisor have played a part in creating this ideal setting.

How do you feel when you see this?

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Self-Reflection: What I have learned.

Using your own experience as a supervisor (or supervisee), list a few examples of when you felt that supervision went well. What was the context? What elements stood out as contributing to the positive experience?

Have you had an experience that you felt the supervision did not go well? What elements stood out as contributing to the negative experience?

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Case Study: Takudzwa

1. What should Takudzwa discuss with the team in his initial conversations at these site visits?

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ACTION PLAN

List 2-3 skills that you would like to improve as a supervisor. Write a few sentences about how you are currently practicing those skills, and how you would like to develop them further.

Essential Skill to Improve	What I am doing now	How I will develop further

Post-session assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Which of the following words describe supportive supervision?
   Score_____

2. Which of these essential skills must a supervisor have?
   Score_____

3. Which activities should supportive supervision focus on?
   Score_____

4. The supervisee's role in supportive supervision includes self-assessment and providing feedback to the supervisor.
   Score_____

Session 1 Post-session assessment Total Score_____

NOTES

Session Two: Communication in Supervision

Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. Which of the following are benefits of effective communication for supervisors?
    Score_____

2. List in your workbook at least three characteristics of *Active Listening*.

    _____

    _____

    _____

    Score_____

3. List in your workbook at least three common barriers to effective communication.

    _____

    _____

    _____

    Score_____

4. Non-verbal communication is at least as important as verbal communication.
    Score_____

Session 2 Pre-session assessment Total Score_____

Communication Skills

Take a moment to consider how we communicate with one another. List the skills that you think are needed in order to communicate effectively so that the message sent is the message received.

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Active Listening Activity

For each of the communications below (audio recordings and text message), write down the following in the space below:
    A. What was being communicated to you?
    B. What was the tone?
    C. How did it make you feel as the receiver?

1. Recording 1:
    A. What was being communicated to you?

_____

    B. What was the tone?

_____

    C. How did it make you feel as the receiver?

_____

2. Recording 2:
    a. What was being communicated to you?

_____

    b. What was the tone?

_____

    c. How did it make you feel as the receiver?

_____

3. **Text Message:**
    A. What was being communicated to you?

    _____

    B. What was the tone?

    _____

    C. How did it make you feel as the receiver?

    _____

Overcoming Barriers to Communication

How do you communicate in the following areas?

1. **Greetings (formal, casual, proper names, etc.)**
    a. Facility management

    _____

    _____

    b. Clients in their homes

    _____

    _____

    c. Nurses

    _____

    _____

    d. Doctors

    _____

    _____

2. **Giving verbal feedback**
    a. Facility level supervisees

    _____

    _____

    b. Colleagues

    _____

    _____

    c.   Your supervisor

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3. Emails
    a.   Who to copy

_____

    b.   Tone

_____

    c.   Formality

_____

    d.   Salutations

_____

Clearly Communicating with Your Team

After listening to the recording, write down how you would respond as their supervisor to what they have said.

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Case Study: Takudzwa's Clinic Visits

    1.   What should Takudzwa be aware of with regards to her communication?

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2. If you were Kuda, what feedback would you give to Takudzwa?

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3. Based on what Takudzwa observed, what should he do next??

ACTION PLAN

List 2-3 communication skills that you would like to improve as a supervisor. Write a few sentences about how you are currently practicing those skills, and how you would like to develop them further.

Communication Skill to Improve	What I am doing now	How I will develop further

Post-session assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Which of the following are benefits of effective communication for supervisors?
   Score_____

2. List in your workbook at least three characteristics of *Active Listening*.

   _____

   _____

   _____

   Score_____

3. List in your workbook at least three common barriers to effective communication.

   _____

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   Score_____

4. Non-verbal communication is at least as important as verbal communication.
   Score_____

Session 2 Post-session assessment Total Score_____

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Session Three: Coaching and Mentoring

Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. Coaching and mentoring involve which of the following activities?
   Score_____

2. Which qualities are important to consider as you set goals?
   Score_____

3. You should never tell a mentee that you do not know something.
   Score_____

4. How can you provide encouragement to someone you are mentoring?
   Score_____

Session 3 Pre-test assessment Total Score_____

Good Mentors and Coaches

Take some time to think back on the best mentor or coach you have had in your professional life (if you can't identify a professional mentor, then use a personal mentor). What was it that made them stand out for you? List the qualities that made them good mentors and coaches.

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Case Study: Mentoring a Mentor

1. If you were Kuda, how would you respond?

    _____

    _____

    _____

    _____

2. Following the GROWS model, what should Kuda ask next?

3. What are some additional options that you might suggest to Takudzwa to help him think through how he could become more efficient?

    _____

    _____

    _____

    _____

4. Write what you would say if you were Kuda providing support to Takudzwa using the GROWS model.

    _____

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    _____

    _____

Your Mentorship Journey

Now that we have listened to others, and have more formally considered the elements of good coaching and mentoring, what thoughts do you have about your own mentorship journey? Take a few minutes to write your thoughts in the space below. Consider what success looks like, how you define positive moments, and what you look forward to implementing

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ACTION PLAN

List 2-3 skills that you would like to improve as a mentor. Write a few sentences about how you are currently practicing those skills, and how you would like to develop them further.

Skill to Improve	What I am doing now	How I will develop further

Post-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Coaching and mentoring involve which of the following activities?
   Score_____

2. Which qualities are important to consider as you set goals?
   Score_____

3. You should never tell a mentee that you do not know something.
   Score_____

4. How can you provide encouragement to someone you are mentoring?
   Score_____

Session 3 Post-test assessment Total Score_____

NOTES

Session Four: Understanding Team Dynamics

Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. Match the term to their contribution to effective team dynamics.
   Score_____

2. Why is it important for a supervisor to regularly celebrate team achievements?

   _____

   _____

   _____

   _____

   _____

   _____

   Score_____

3. When supervising a team, you always witness Bruce Tuckman's Five Stages of Team Development in the following order: Forming, Storming, Norming, Performing, Adjourning.
   Score_____

4. How do effective team dynamics contribute to overall project success?
   Score_____

Session 4 Pre-test assessment Total Score_____

Reflecting on Team Dynamics

What does the term 'team dynamics' mean to you? Consider describing this concept in three words, or drawing an image that comes to mind.

Team Development

Take a moment to consider the following question: What strategies do you use to create well-functioning teams? If you have not yet supervised a team, think back to the teams you have been part of. What strategies were used to facilitate the development of a well-functioning team?

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Creating and Improving Positive Team Dynamics

Now that you have finished watching the video, take a moment to think about what was shared. Think about a time when you were not comfortable sharing your thoughts in a meeting. What could the meeting leader have done to create an atmosphere of trust?

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Personal Strength

Take a moment to identify one personal area of strength from this list of strategies listed below from the video. Then identify one area that you would like to practice more and mark it by underlining it.

- Encourage open participation and active listening
- Ensure the use of open-ended questions
- Acknowledge that you as a leader can also make mistakes
- Address problems right away

Your Teams

How many teams do you support? In terms of the Five Behaviors:

- How are the teams similar?
- How are they different?
- How do you conduct yourself similarly or differently with each team?

Case Study: Takudzwa

1. Design an agenda that Takudzwa could use for this meeting. In addition to establishing team norms and identifying roles and responsibilities, Takudzwa plans to create space for a training debrief and a discussion about the pilot programme.

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2. If you were Takudzwa, how would you start the conversation about creating norms with the team? Write a script below.

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3. Number the processes according to the order in which you would conduct them if you were Takudzwa.

Conducting Team Assessments

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ACTION PLAN

Review the strategies for creating and improving positive team dynamics presented throughout this session. List two or three strategies that you would like to implement to boost team dynamics and overall team morale.

Skill to Improve	What I am doing now	How I will develop further

Take a moment to look back to the earlier reflection question regarding the strategies you have already used, or successful strategies you have seen used, to promote well-functioning teams. Write about how you will implement a new strategy with your current teams.

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Post-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Match the term to their contribution to effective team dynamics.
    Score_____

2. Why is it important for a supervisor to regularly celebrate team achievements??

    _____

    _____

    _____

    _____

    _____

    _____

    Score_____

3. When supervising a team, you always witness Bruce Tuckman's Five Stages of Team Development in the following order: Forming, Storming, Norming, Performing, Adjourning.
    Score_____

4. How do effective team dynamics contribute to overall project success?
    Score_____

Session 4 Post-test assessment Total Score_____

NOTES

Session Five: Providing and Receiving Feedback

Session Activities and Notes

Pre-session assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. In your own words, define 'feedback' as it relates to the workplace.

   _____

   _____

   _____

   _____

   Score_____

2. Take some time to reflect on your own feedback-giving skills and experiences. Rate how confident you currently feel about giving feedback to your team members.
   Score_____

3. There are several types of feedback. Match each type of feedback to its correct description.
   Score_____

4. Empathy is an important supervisory skill for giving feedback.
   Score_____

5. What are some best practices for receiving corrective feedback?
   Score_____

Session 5 Pre-test Self-assessment Total Score_____

Reflecting on Feedback in Your Life

In your career, you probably have received corrective feedback from your colleagues and supervisors. Take time to recall your most recent experience receiving this form of feedback from a supervisor or colleague.

Once you have the experience in mind, write your answers to the following questions:

1. Did you feel prepared for the feedback conversation? If yes, what made you feel comfortable receiving feedback? Try to recall some of the details, such as:
   - Awareness of the meeting topic
   - Time and place
   - Severity or gravity of the issue

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2. How did you feel:
   - Before receiving feedback
   - During the feedback conversation
   - After receiving feedback

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3. What is one thing the person giving you feedback did well? Consider specific phrases used, as well as eye contact and body language.

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4. What is one thing you wish the feedback giver had done differently?

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Knowledge Check on Feedback

1. What are the reasons why it is vital to provide quality positive and corrective constructive feedback?

2. Providing corrective feedback typically involves team members listening intently, asking clarifying questions, and, often, defending their actions in some way. Here are some examples of what that can sound like:

   - "You're wrong."
   - "I was given unclear directions."
   - "I had no chance to do it right."
   - "You have different expectations for me compared to others."

   Take a moment to think about how you would respond to defensive comments like the examples given above.

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Providing constructive feedback is a skill that requires frequent practice. In this section, you will read two different scenarios and write a feedback statement for each.

Scenario 1: You co-lead a weekly clinic team meeting with the nurse-in-charge. Over the past month, one of your team members has been showing up late to the meetings or not coming at all. The team member has not given any notice or shared any reasons for missing the meetings. You have identified this pattern and organised a discussion with this team member. Write the feedback you would provide below.

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Scenario 2: You are supervising a team in a facility that has failed to meet performance targets for the last three quarters. You have been discussing strategies for improvement over the months; although targets are not being met across the board, there has been improvement in defaulter tracing and index testing. Write down how you will give feedback to the team at the next meeting.

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Self-Awareness and Empathy

1. Take a moment to describe self-awareness in your own words.

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2. Now, use three words to describe empathy.

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Case Study: Mwenzi Clinic HIV Index Testing

1. If you were Takudzwa, what would you say to prepare your team for this discussion?

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2. Takudzwa organises the meeting and shares the previous message with the team. Look at the following feedback statements and select the one you think is the most effective and constructive.

3. Explain why it is important for Takudzwa to talk about follow-up and accountability.

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4. If you received this feedback from your team member, how would you respond?

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ACTION PLAN

You can strengthen your feedback-giving skills by practicing them. This week, identify two people in your life (professional or personal) to whom you can provide positive and corrective constructive feedback. Practice one of each.

Person 1:

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Person 2:

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Post-session assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. In your own words, define 'feedback' as it relates to the workplace.

   _____

   _____

   _____

   _____

   Score_____

2. Take some time to reflect on your own feedback-giving skills and experiences. Rate how confident you currently feel about giving feedback to your team members.
   Score_____

3. There are several types of feedback. Match each type of feedback to its correct description.
   Score_____

4. Empathy is an important supervisory skill for giving feedback.
   Score_____

5. What are some best practices for receiving corrective feedback?
   Score_____

Session 5 Post-test assessment Total Score_____

NOTES

Session Six: Solving Problems As a Supervisor

Session Activities and Notes

Pre-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. Which of the following tools help you identify the causes of a problem?

   Score_____

2. Why is it important to have effective time management skills in the workplace?
   Score_____

3. Organise the following problem-solving steps in the correct order.
   Score_____

4. Lazy people are the biggest procrastinators.
   Score_____

Session 6 Pre-test assessment Total Score_____

Past Problems Solved

Think back to a problem you and your team experienced that caused delays in meeting deliverables. Using what you learned about problem-solving, what would you do differently? If you would not do anything differently, describe what made your team's approach successful.

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New Ideas for Your Old Problem

Now that you have been introduced to some frameworks for problem-solving, what additional thoughts do you have on the problem you identified earlier?

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Your Time Management

Reflecting on your personal time management skills overall:
1. How well do you think you manage your time in the workplace?
2. If you do not manage your time as effectively as you'd like, what gets in the way of managing your time well?

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Applying Time Management

What time management or task prioritisation tools do you envision using in the future? If you already use certain tools, share why you selected them and how they have been beneficial.

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Case Study:

1. If you were Takudzwa, what time management and/or task prioritisation tools would you use to organise your tasks for the day?

2. If you were Takudzwa, how would you organise the seven tasks listed above into the quadrants? Use the matrix below to fill in your answers.

Do	Defer
Delegate	Delete

Dealing With Procrastination Reflection

1. If you struggle with or have ever experienced procrastination, take a moment to think about which type of procrastinator you relate to. Write your response below

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_____

2. After reading these strategies to address procrastination in the workplace, which would you implement?

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ACTION PLAN

Using the five steps described for rapid team problem-solving and analysis, list a problem you are experiencing individually that you need to address. Write the problem in below. Complete all five steps. Plan for the implementation and evaluation of steps to address this problem.

1. Define the problem

2. Identify solutions

3. Choose a solution

4. Implement the chosen solution

5. Evaluate progress and make necessary adjustments

Post-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. Which of the following tools help you identify the causes of a problem?

   Score_____

2. Why is it important to have effective time management skills in the workplace?
   Score_____

3. Organise the following problem-solving steps in the correct order.
   Score_____

4. Lazy people are the biggest procrastinators.
   Score_____

Session 6 Post-test assessment Total Score_____

NOTES

Session Seven: Self-Care and Collective Care in the Workplace

Session Activities and Notes

Pre-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. After responding, click the "Show Feedback" button to score your response. Track your score for each question and take note of any content areas that you answered incorrectly. For multiple-choice and true/false questions, you don't need to write your response in the workbook; it's fine to just track your score.

1. In your own words, define the term 'self-care'.

   _____

   _____

   _____

   _____

   Score_____

2. Which of the following are examples of healthy self-care practices in the workplace?
   Score_____

3. Why is self-care important in the workplace?
   Score_____

4. Collective care is related to self-care.
   Score_____

Session 7 Pre-test assessment Total Score_____

Activity 1: Box Breathing

1. Before you begin the video, write down three words to describe how you are feeling in this moment.

   _____

   _____

   _____

2. Now that you have completed this breathing exercise, write three words in your workbook to describe how you are feeling. Also, check if you notice a change from before you started the exercise.

_____

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Self-Reflection

With a deepened understanding of self-care in the workplace, take a moment to reflect on the following questions and write your responses below:

1. What does self-care mean to you?

2. Share a self-care practice that you do and enjoy doing. If you are unable to identify a practice, write down what is preventing you from incorporating a self-care activity into your daily routine.

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Activity 2: Movement

After you have completed the activity, take a moment to consider the following questions:

1. How did the brief stretching practice make you feel?

2. Do you think it is feasible for you to incorporate this type of movement during your workday?

_____

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Activity 3: Meditation

After you have completed the meditation, take a moment to consider the following questions:

1. What did it feel like to tune into your body? Think about any feelings or sensations.

2. Were you able to sustain focus throughout the meditation practice?

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ACTION PLAN

Create a workplace self-care action plan for the next week. Write down all the days of the week. Each morning, write down how you are feeling. Then, depending on what you have written, write down a self-care practice that you will perform that day. Make sure to include a specific time to complete this activity.

Self-care strategies are most effective when they are completed often. Please identify practices that you enjoy doing—and start small.

Within the action plan, designate a time to share your plan with your team members. You can talk about the training assignment and encourage them to create their own self-care action plans.

Day	How am I feeling	Self-care practice	When I will share

Post-session Self-assessment: Use the space below to write your responses to questions as instructed in the quiz. Track your score for each question and take note of any content areas that you answered incorrectly. If you found that you had some gaps in your knowledge or understanding, think about what you can do to fill in those gaps for yourself, and what resources you can access.

1. In your own words, define the term 'self-care'.

    _____

    _____

    _____

    _____

    Score_____

2. Which of the following are examples of healthy self-care practices in the workplace?
    Score_____

3. Why is self-care important in the workplace?
    Score_____

4. Collective care is related to self-care.
    Score_____

Session 7 Post-test assessment Total Score_____

NOTES

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Resources* and Tools

*Note: SOPs, videos, articles, mindfulness and meditation resources are loaded onto the tablet.

Communication Skills Checklist

Skills for creating good relationships
☐ Be friendly and respectful.
☐ Speak in a kind and gentle voice.
☐ Explain why you are visiting.
☐ Avoid 'judging' words. (Judging words signal that a behaviour is good or bad.)

Skills for listening
☐ Never force someone to talk.
☐ Keep a relaxed posture (body position)—do not tap your foot, click your pen, or play with objects.
☐ Keep an open posture—do not cross your arms. Face the person rather than face away.
☐ Keep appropriate eye contact.
☐ Do not look at your phone, at the clock or your watch, or around the room while listening.
☐ Lean forward to show interest.
☐ Nod and say 'mm hmm' to show that you are listening.
☐ Notice signs that the person is not feeling comfortable.
☐ Listen non-judgementally and put yourself in the other person's shoes.

Skills for giving information
☐ Use simple language.
☐ Do not scold or criticise.
☐ Acknowledge how the person feels, even if you do not agree.
☐ Do not give too much information at one time.
☐ Make suggestions instead of giving commands.
☐ Check for understanding.

Skills for asking questions
☐ Ask open-ended questions.
☐ Ask important questions in three different ways.
☐ Summarise their answer to make sure you have understood it correctly.

Skills for checking understanding
☐ Summarise.
☐ Reflect what the other person says.
☐ Use open-ended questions to ask about what you've just discussed.

The GROWS Model

COACHING USING G-R-O-W-S
Coaching is a supervisor-led dialogue aimed at increasing an employee's effectiveness. Follow this proven sequence in coaching an employee. This order of discussion also works for many meetings and retreats! In the Options step below, you'll notice that we suggest you come up with seven ideas. Why so many? Because the more creative and unexpected ideas often begin to emerge after the first, obvious solutions are expressed. The initial ideas may be preferred (the Will step), but they are best evaluated in the context of a broad view of what actions could help make meaningful progress towards the goal.

Goal	What do you want to have happen? What would success look like?
Reality	What is going on now? What factors favor success? What obstacles might be encountered?
Options	Given your goal and the current reality, what options could you try? What choices do you have? [Generate at least seven options!]
Will	Which of the options will you pursue? When?
Support	What support or reinforcement will help you implement your decision?

Icebreaker Questions

This is a list of **icebreaker questions.** You can continue to add questions or activities that you and your team enjoy.

- What is something you are looking forward to this week/weekend?

- What is your favorite activity to do when you are not working?

- Who is someone you admire?

- What is something you like to do to take care of yourself?

- What is your favorite food?

- Share a movie or book that you recently enjoyed.

- What is the best advice you have ever received?

- How are you feeling today?

- When was the last time you enjoyed a laugh? And what made you laugh?

- What has been the best part of your day so far?

- What is one thing you love about your job?

 Source:

50 Ice Breaker Questions for Work Situations | Indeed.com

Team Norm Examples

When leading this discussion, consider sharing an example to help the team start their list. You can continue adding to this list.

Team norm examples:

1. Listen to understand, not to respond

2. An agenda will be shared before a meeting

3. Treat one another with kindness and respect

4. Provided feedback may not always be positive

5. Communication will be open and transparent

6. Avoid the use of cell phones during meetings

7. Practice self-care as needed

8. It is okay to have disagreements around ideas to find solutions

9. Use active listening skills when engaging with team members

10. Address conflicts promptly

11. Ask questions of one another

12. Wait until someone is done speaking before responding

13. We share accountability for overall team performance

14. Honor your commitment to your tasks and the team

15. If a team norm is not being met, notice, and name it with compassion

Performance Appraisal Document

Zim-TTECH PERFORMANCE EVALUATION FORM: COP 21 REVIEW PERIOD

The evaluation should be honest, fair, objective and participative.

Employee Name:	Department/Project:	Job Title:
Date of initial Engagement:	Supervisor's Name:	Supervisor's Title:
Date Appointed to Current Position: _____ / _____ / _____ DD MM YY	Length of time you have supervised this Employee: Appraisal Date: _____ /_____ /_____ MM DD YY	Period Covered by this evaluation: **From**: _____/____ /_____ **To**: ____/_____/_____ DD MM YY DD MM YY

SECTION I

To be completed by the employee being appraised together with the appraising Supervisor.

EVALUATION OF SET OBJECTIVES & TARGETS (TOTAL MARK, 100)

#	Indicate Set Objective(s)	Mark Allocated for a set Objective ( )	Indicate when objective was supposed to be achieved	Strategies/actions implemented by employee to achieve set objective(s)	Supervisor's evaluation	Mark Obtained against each set objective
1.						
2						
3.						
4.						
5.						

SECTION II: EVALUATION OF KEY PROFESSIONAL ATTRIBUTES.

To be completed by Supervisor where he/she will be appraising the employee against each attribute. Supervisors should feel free to give assessments which are outside explanations made on each attribute.

Rating Key

Rating	Explanation
1	Poor/Unsatisfactory
2	Room for Improvement
3	Fair
4	Good/Meets expectations
5	Excellent (Goes beyond set goals)

#	Key Attribute	Explanation of attribute (This only serves as a guideline; Supervisors are encouraged to have an independent assessment)	Independent assessment of key attribute by Supervisor (Type in space provided)	Rating of Attribute out of 5.
1.	**Punctuality:** assess whether employee reports to work on time and timeously submits required information.	• Always comes to work late and leaves early too. (absconding). • Sometimes late for work. • Always on time. • Reports to work early and leaves work late. • Sometimes miss deadlines for completion and submission of reports or assigned work. • Always meets deadlines for completion of tasks.		
2.	**Teamwork:** interpersonal relations, collaboration, holistic perspective of roles.	• Often individualistic; arrogant, unreceptive and uncooperative. • Sees himself/herself as all-knowing & doesn't need the input of fellow workmates. • Job doesn't require teamwork. • Cooperative, receptive and responsive to needs of workmates.		

#	Key Attribute	Explanation of attribute (This only serves as a guideline; Supervisors are encouraged to have an independent assessment)	Independent assessment of key attribute by Supervisor (Type in space provided)	Rating of Attribute out of 5.
3.	**Quality of Work**: thoroughness, accuracy, completeness and effectiveness of work results.	• Work is always laden with errors and unacceptable. • No effort is exerted in coming up with complete, quality work. • Pays no attention to detail. • Produces work of average standards. • Is meticulous, work is always of high quality.		
4.	**Communication**: effectiveness in spoken and written communications	• Has poor communication skills & fails to keep Supervisor and team members informed. • Doesn't clearly outline instructions and job expectations. • Doesn't usually pick calls, return missed calls nor respond to emails on time. • Job doesn't require much interpersonal communication skills. • Outstanding communications skills; responds promptly to emails, returns calls and messages.		
5.	**Dependability**: reliability in work habits and ability to manage confidential information.	• Requires considerable supervision; • Unreliable, can't be entrusted with additional, huge responsibilities. • Can't manage confidential information. • Requires minimal to no supervision. • Reliable and conscientious; • Justifies utmost confidence. • Can be entrusted with huge, strategic responsibilities requiring analytical thinking.		
6.	**Initiative and Innovation**: motivation, resourcefulness, and contribution to improving operations, methods and processes.	• Resistant to change. • Usually pre-occupied with administrative work and skates assignments needing critical thinking. • Not creative & comfortable in maintaining status quo. • Job doesn't need creativity. • Very innovative & finds ways of improving operations & processes. • Willing to learn new skills and seeks ways to improve. • Exceptionally resourceful.		

#	Key Attribute	Explanation of attribute (This only serves as a guideline; Supervisors are encouraged to have an independent assessment)	Independent assessment of key attribute by Supervisor (Type in space provided)	Rating of Attribute out of 5.
7.	**Job Knowledge**: understanding of position requirements and information related to work assignments.	- Doesn't seem to understand key aspects of the job. - Has fair knowledge of the job & produces average results. - Has general understanding of important aspects of the job. - Exceptionally well informed on all aspects of the job & executes it well. - Goes beyond the job's key aspects in a bid to reach higher levels.		
8.	**Problem solving & Conflict resolution**: utilization of analytical, conflict resolution and problem-solving skills, and ability to make good judgments and strategic decisions.	- Overlooks key factors and has a laissez fare approach to work situations. - Has poor judgement of issues & makes weak decisions. - Lacks tact; tends to complicate rather than resolve disputes. - Avoids making decisions and always refer such matters to superiors or fellow workmates. - Work doesn't require resolution of conflicts. - Exceptional analytical, problem-solving skills. - Intervenes appropriately & shows great tact, diplomacy and promotes positive, constructive resolution.		
9.	**Planning and Organizing**: ability to set priorities, differentiate urgent and important tasks from important and non-urgent roles; adapts to changing demands; select appropriate work methods, obtain necessary resources on time.	- Usually disorganized, doesn't plan work & can't secure required resources on time. - Often works haphazardly and lacks good diary management skills. - Can't separate urgent and important tasks from those that are non-urgent & important. - Has average planning & organizing skills. - Plans realistically; sets appropriate goals; organizes work effectively. - Places priority on urgent and important tasks. - Exceptionally well organized.		
10.	**Continuous Professional Improvement (CPI):** continues to further his/her knowledge of the job to deepen his/her job knowledge & widen experience.	- Lacks drive for career growth. - Keeps furthering professional knowledge to remain competitive. - Has already acquired enough qualifications necessary for the job.		

Supervisor's overall comments:

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Comments & Assessment by H.O.D.

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Employee's Signature		Date	
Supervisor's Signature		Date:	
H.O.D. Signature		Date	

Fishbone Diagram

Equipment:

Process:

People:

Problem:

Environment:

Resources:

Leadership and Support: