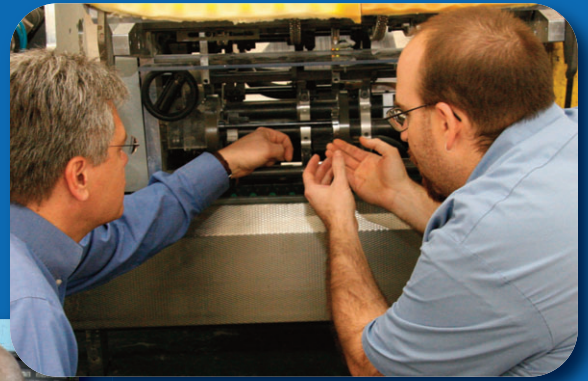


# High Performance Supervision



There are few factors that influence an organization's success more than the skills and behaviors of its supervisors.

Yet many organizations focus much of their resources elsewhere, investing vast amounts of time and money in automation, computer systems, re-engineering, etc. Organizations launch one initiative after another, each promising to dramatically improve performance. While many of these initiatives are worthwhile, what often gets overlooked is the importance of the supervisor in making the initiative a success. Poorly equipped supervisors cannot deliver what organizations need, frustrating managers, employees, customers, and themselves.

But it's usually not their fault. When we look closely, we find several common organizational issues that cause supervisors to struggle in their role.

- They were often promoted from a position they now supervise because they were successful in that role. But little was done to help them learn the very different set of skills and behaviors that they need to succeed as a supervisor and leader.
- There is often ambiguous definition of the role of the supervisor as a leader, coach, and mentor. So right or wrong, many mimic those that came before them.
- Many supervisors believe that the value they provide the organization is fighting fires, and many managers enable that belief by over-recognizing heroic recovery.
- Most supervisors do not measure what is most important to the organization. Without effective, real-time metrics, problem solving is reactionary and often inadequate.
- Most supervisors have not been taught how to set clear expectations, provide feedback, and hold people accountable.





Fortunately, these issues can be resolved. Most people in supervisory roles are capable of learning and applying skills that meet the needs of their managers, employees, and customers.

**Many leaders understand that, in order to improve the performance of the organization and engage the workforce, they must improve the skills and behaviors of its supervisors** (and often middle managers). These leaders know what knowledge and skills their supervisors need.

To have a clear understanding of what the organization needs from them

To have and use real-time performance measurements for each area they supervise

To have and use skills to analyze the measurements

To have and use simple, data-based problem-solving tools

To set clear expectations for others

To measure individual and team performance and provide feedback

To hold people accountable for performance and behavior

To be a coach, teacher, and mentor

To create teamwork and effectively deal with conflict

To engage employees in decision making when appropriate

To transition out of the role of firefighter and into the role of leader

To manage their part of the business as if it were their own



“HPS is a living, breathing example of how Japs-Olson truly believes in developing people, processes, and technology. If you want to learn and grow and have a positive impact on the company, this is the best way to do it.”

Michael Murphy, President  
Japs-Olson



**High Performance Supervision (HPS)** is a hands-on development program where groups of 10-15 supervisors and managers learn, practice, and apply the skills and behaviors they need in order to add the highest possible value to the organization. The principles behind the HPS structure are based on proven adult learning methodologies:

1. Teach concepts and skills through active learning
2. Allow time to practice new skills and behaviors in a safe environment
3. Provide a real situation where new skills can be applied
4. Provide feedback and coaching on a regular basis to ensure learning is being applied and reinforced
5. Make all learning applicable to the real-world situation

There are typically five HPS sessions that are each four days in length. The first two days of each session are spent in the classroom. The remaining two days of each session consist of 60-90 minutes of one-on-one coaching with each participant. Time between sessions is used for skill practice and project work. Each session will teach two new skills that will be used by the participant to work on an improvement project that they select based on organizational needs and guidance from the Lean Partners consultant. The project is expected to provide a minimum of a 2:1 return on each participant's share of the cost of the workshop.



# Typical HPS Agenda:

## Session 1

Day 1 – The Current and Future State Role of the Supervisor

\* At the end of Day 1, a two-hour meeting will be held for the participants to present what they learned as well as what they are going to work on individually to become a stronger supervisor throughout HPS

Day 2 – Creating Effective Metrics

One-on-one Coaching to create the 1st metric for HPS Project. One-hour session with participant.

## Session 2

Day 1 – Team Building

Day 2 – Optimizing Personal Effectiveness

One-on-one HPS Coaching. One-hour session with participant.

## Session 3

Day 1 – Effective Decision Making

Day 2 – Coaching for Continuous Improvement  
One-on-one HPS Coaching with Participant's Supervisor. One-hour session.

## Session 4

Day 1 – Problem-Solving Tools

Day 2 – Holding People Accountable

One-on-one HPS Coaching. One-hour session with participant.

## Session 5

1/2 Day of Skillscope Training

1 1/2 Days of One-on-one Coaching to create a plan going forward

\* A final presentation from the participants to their supervisor/manager will be scheduled for 45 days after the final class date. The participant will be expected to put together a presentation summarizing their HPS project, including data collected and final results achieved.

Class size: 10-15



For more information visit  
our contact page at  
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