

Certificate in Supervising and Managing People



Malta Institute of Management

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1.0 About the Malta Institute of Management

Our mission

To enhance the profession of management in Malta within a broad international framework focusing on the competence and effectiveness of managers.

Established in 1964, the Malta Institute of Management (MIM) (www.maltamanagement.com) is a non-political and non-profit making professional body for persons in Malta concerned with and involved in management and leadership. Over the years MIM has not only developed a network of professionals in the field of management and leadership but has also developed the capabilities to deliver appropriate learning solutions based upon strategic business issues and individual and organisational needs. Allied with leading management institutes and strategic partners in the international education and training sector MIM provides learning opportunities in various business management fields including: finance, sales and marketing, logistics, human resources management, consulting, change management and management information systems. Indeed the MIM can today deliver a 'learning landscape' for members and clients from different countries across the World including:

1. Educational Programmes, including Certificate, Diploma, Degree and Postgraduate Courses. These qualifications are accredited by relevant authorities within the European Union Educational Framework. Learning solutions include continuous professional development courses and international recognised education programmes in alliance with leading strategic partners in the international education and training sector. These include Edinburgh Business School, the Chartered Institute of Taxation (UK), the Chartered Institute of Management Accountants (UK), The Institute of Indirect Taxation (UK), and the Chartered Management Institute (UK). MIM has also various associates in Turkey, the UAE, Italy and China.
2. Training Programmes and Events, including short courses, intensive courses, master classes and specialised conferences, workshops, fora and seminars. These also include;
 - a) induction and training programmes for front-line and middle management staff, and
 - b) continuous professional development courses and events for management executives.
3. Professional and Business Development Inbound and Outbound Programmes, including organisation of customised or bespoke destination / industry familiarisation visits in Malta and other countries to promote opportunities related to business networking, professional development and socio-cultural

exchange. Indeed, MIM as an active member in the European Management Association (EMA) which currently includes 20 European Management Institutes as members has strong network of partners to ensure that these programmes are successful.

The MIM is spearheaded by the Council who also appoints a Chairman and Directors on its subsidiary MIM T&D Ltd. The operations are run by the Chief Executive Officer who is supported by 5 full time employees, part-time employees, consultants and over 50 MIM accredited tutors/trainers assigned to jobs as required. The MIM tutors/trainers include both Maltese and foreign experts with relevant academic qualifications and on-the-job experience. This organisational model allows MIM for the appointment of the most relevant tutor/trainer to learning programmes to best reflect the requirements of the customer without burdening operations with unnecessary overheads. In this manner the client benefits from better value for money invested.

2.0 Customised In-company Workshops and Certificate Programmes

MIM partners with leading companies to create training and development programmes that make a significant impact upon workforce abilities. With over 20 years of experience, expertise in designing and delivering training solutions and commitment to the highest quality and effectiveness, MIM are confident to help increase the capabilities of the client's employees.

2.1 Benefits of MIM On-Site Training

- **Up-Front Analysis;** In order to ensure that clients get the most effective training possible, MIM undertakes a thorough needs analysis with the client before every programme. MIM's goal is to increase the capability of our client's employees and to support the achievement of corporate objectives.
- **Competency-Based Programmes;** All of MIM training and development programmes are based on the tenets of competency modelling. That is, MIM has designed the programmes to impart the skills, knowledge and competencies that have been proven effective through the experience and academic background of MIM lecturers.
- **Customisation and Custom Development;** For training one size doesn't necessarily fit all situations. MIM aims to customize programmes for clients. Accordingly, because of MIM's unique organizational capabilities, MIM can design assessment instruments, perform custom research build units and courses from scratch.
- **Scalable Delivery;** Whether clients want to bring individual units, individual workshops, a certificate programme or a full training and development curriculum to their site, our courses are designed to be effective at whatever level of skill development their staff need.
- **Cost Effectiveness;** By bringing training to client site, savings will be made on time thus money.
- **Convenience;** Tailor-made programmes will be held when and where the client wants them.
- **Confidentiality;** By delivering programmes specifically to the client organisation, the participants will have the freedom to explore sensitive or proprietary issues in confidence.

- **Top-notch Lecturers;** MIM appoints lecturers with both a strong academic background and practical experience to ensure that programme participants receive an applied perspective to the subject being taught.

3.0 Certificate in Supervising and Managing People:- Programme Overview

Overview	
1. Course Title	Certificate in Supervising and Managing People
2. Prospective Course Level in terms of NQF	4
3. Format of delivery	Class Based
4. Regulations covering the programme	MIM Specific Regulations or as determined by MIM Educational Board
7. Awarding Body	The Malta Institute of Management
8. Assessment Procedure	<ul style="list-style-type: none"> i. Sectional Written Exam ii. Final Assignment Online

3.1 Programme Introduction

Knowing how to supervise and manage people is not always black and white. Challenges and situations arise from day-to-day that require attention and often supervisors are not always equipped with the tools to take the appropriate action. Supervisors and front line managers direct employees to achieve common job functions in the workplace. As well as being able to manage a diverse workforce supervisors are forced to take on many different roles, challenges, and responsibilities. Indeed, managing people is a form of art with many different styles. One may find that one style works best in one situation while not in another or that people react differently to various styles. As a supervisor one needs to be able to use several different styles for different individuals. This takes practice but in time it almost becomes second nature.

This programme addresses the overwhelming job description of supervisors and front line managers and offers to participants, plausible concepts and strategies to help them carry out their responsibilities successfully.

3.2 Progress

This qualification provides opportunities for progression to other qualifications at higher levels. The qualifications also support individuals in meeting the requirements for work and/or employment within various areas of management and leadership at this level. Participants completing this Certificate may be eligible to read for a Diploma Level Qualification.

3.3 Certificate Structure

The Certificate is split into 7 Sections, covering 30 credits or 210 hours in class based sessions, these are shown below:

Section No	Section	Credits	Classroom Hours	Self-Study Hours
1	Management and Supervision	2	14	60
2	The Planning Function	3	21	90
3	The Organising Function	3	21	90
4	The Supervisor and the Staffing Function	6	42	180
5	The Leading and Motivation Function	6	42	180
6	The Supervisor and the Controlling Function	6	42	180
7	A Career in Supervision	4	28	120
Total		30	210	900

Every Section is split into a number of modules as per 3.4 Specific Module Overview.

3.3.1 General Notes

Sections 1-6 are split into two parts being:

- i. Study Methods:- Class Based Sessions
- ii. Module Assessment:- A 2 or 3 hour Written Examination depending on the specific modules.

Section 7 will not consist of a written examination but will consist of a Final Report of over 3,000 words based on the whole programme.

3.4 Specific Module Overview

3.4.1 Section 1: Management and Supervision

Section 1: Management and Supervision		
Module no		Hours
1	The Supervisor's Role in Management	12
Assessment	Written Examination	2

Module 1: The Supervisor's Role in Management

Management is the process of working with and through other people, and using other available sources, to meet the goals of the organisation and its people. Supervisors are the first line of management, and they make up the largest group in the management team. This group of workers is often called front-line managers, lower-level managers, first-line managers, forepersons, section heads, team leaders, or supervisors. In some small organisations, where there are fewer layers of management, they may be referred to as managers, with titles such as office manager, shift manager or sales manager. This module will build a framework through which the participant can examine an important part of the management team- the supervisor.

Module Content:-

A. *Management is an evolving profession*

- The Classical Approach
- The Behavioral Approach
- The Management Science Approach

- Integrative Approaches

B. *Contemporary Management*

- Participative Management
- Total Quality Management
- Global Management

C. *The Levels of Management*

- First-Line Management
- Middle-Level Management
- Upper-Level Management

D. *The Functions of Management*

- Planning
- Organising
- Staffing
- Leading and Motivating
- Controlling
- The Overlapping Nature of Managerial Functions

E. *The Supervisor as the First Line of Management*

- The Role of the Supervisor
- Performing the Management Functions
- The Duties of the Supervisor
- The Skills Required
- The Skills of a Manager

Tutor: Mr Andrew Agius Muscat

Andrew Agius Muscat FAIQ (CII) B.Com. BA Hons (Mngt.) MA (European Studies) graduated in 1996 from the University of Malta with a degree in Commerce and a BA Honours degree in Business Management. He later pursued his studies at the University of Malta and in 2001 graduated with a Masters Degree in European Studies. His core management consulting and training expertise is related to change management and human resource management. After spending three years as a research analyst with the Management Systems Unit Ltd, Government's main change agent, and eventually another six years as a consultant with the Management Efficiency Unit, Office of the Prime Minister, Mr Agius Muscat contributed to various assignments of national importance including policy and organisational audits, feasibility studies, hr audits, training and business process reengineering exercises within the public sector. In year 2001, Mr Agius Muscat joined Techinvest Group and was heavily involved in the work of Business Process Consulting Ltd, mainly providing management training and consultancy in the private sector with particular focus on Human Resource Management and Development. As a career move Mr Agius Muscat accepted the position of General Manager at Chef's Choice Ltd. (one of Malta's leading meat processing factories) and was responsible to spearhead the strategy of the business. Notwithstanding that Mr Agius Muscat continued to work as a freelance management consultant and trainer through various organisations in recent years he was appointed Group Strategy and Planning Manager at Attard Bros Group, one of the leading construction group of companies in Malta; Group General Manager and Director of Rimus Group of Companies and lately CEO of the Management Institute of Management (MIM). Mr Agius Muscat has also throughout his career been appointed on various national public project management committees and was lately the Chairman at the Public Broadcasting Services Ltd. Also, Mr Agius Muscat serves as a director to various companies, is a trainer with various education agencies and was consultant to the World Bank on business development in Malta as regards to the pharmaceutical industry. Mr Agius Muscat conducted various other studies including 'Benchmarking in the Public Sector' and 'EU food safety standards and the poultry industry in Malta.' Mr Agius Muscat is an approved lecturer at MIM.

3.4.2 Section 2: The Planning Function

Section 2: The Planning Function		
Module no		Hours
2	The Supervisor's Role in Planning	9
3	Making Effective Decisions	9
Assessment	Written Examination	3

Module 2: The Supervisor's Role in Planning

Planning is the process of determining what the supervisor wishes to accomplish (goals and objectives) and how he/she is going to accomplish them. Planning is deciding in advance what to do, how to do it, when to do it, and who is to do it. Planning bridges the gap from where we one is and where one wants to go.

Module Content:-

A. Why Plan?

- Benefits
- Problems
- Supervisory Focus

B. Types of Plans

- Strategic Plans
- Short-Term Plans

C. *How to Plan*

- Understanding the Organizational Environment
- Forecasting
- Establishing Goals and Objectives
- Developing an Action Plan

D. *What to Plan*

- Human Resources
- Physical and Material Resources
- Financial Resources
- Time Resources

E. *Planning Tools and Aids*

- Calendars
- Activity Lists
- Charts and Boards
- Computers

Tutor: Mr. Michael Ferry *

Michael Ferry is an MBA graduate from Henley Management College. He has various experiences in planning and developing operational strategies. He has been involved in control cost-efficiency of projects by negotiating and communicating with independent consultants and building / finishes contractors and services providers. Mr. Ferry has overseen and managed projects from feasibility report stage up, to their commissioning to clients. He is sensitive to the local economic situation and to Government's financial constraints, priorities and targets oriented in managing human resources effectively brought by various experiences in the public sector. Mr. Ferry is an approved lecturer at MIM.

Module 3: Making Effective Decisions

Supervisors must make decisions everyday: scheduling decisions, purchasing decisions, staffing decisions, approving decisions, and so on. As workers seek more control over the decisions that affect their jobs and their lives, the supervisor is becoming more of a facilitator of the problem-solving efforts of subordinates than the primary decision maker. In this module, decision-making process and problem-solving techniques will be discussed.

Module Content:-

A. *Essentials of Decision Making*

- The Meaning of Decision Making
- Types of Decisions
- Responsibility for Decision Making

B. *Steps to Making Decisions and Solving Problems*

- Develop Alternative Solutions
- Evaluate Alternative Solutions
- Making a Decision and Implement a Solution
- Evaluate and Follow up the Decision

C. *Factors that Influence Decision Making*

- Authority
- Company Policies and Procedures
- Available Time
- Personality
- People-versus Job-Related Problems

D. *Making Ethical, Legal, and Socially Conscious Decisions*

E. Decision-Making Styles and Approaches

- The Rational Style
- The Intuitive Style
- The Individual or Group Decision Approach

Tutor: Mr. Alex Grech *

Alex Grech is a business strategist, change agent and academic with management experience in some 18 countries worldwide. His experience ranges from multinationals and Government to start-ups. Mr. Grech's management career includes top management posts within the European HQs of IP Sharp Reuters, where he was Deputy Financial Controller – Europe and Hitachi Data Systems, where he was Controller Business Operations Europe for the Customer Service & Support Division. Mr. Grech also gained change management experience in the public sector as a Managing Consultant with MEU, Government's consultancy organisation within the Office of the Prime Minister. As Director Strategic Business Development at Go, Mr. Grech was also part of the team that managed a successful IPO on the LSE and worked on the strategy that led to the award of a mobile licence and the establishment of an Investor Relations Unit. Since 2000, as founder and Managing Partner of StrategyWorks, Mr. Grech works closely with CEOs, CIOs and senior Government, primarily as a consultant on business strategy and strategic communications. Mr. Grech also works closely with a number of start-ups, and is a founder of Muovo (www.muovo.eu), a specialist in the recruitment of ICT personnel and a multiplier for companies interested in relocating to Malta. Mr. Grech is a dual British and Maltese citizen, a Fellow of the Chartered Association of Certified Accountants and a holder of a CPA warrant. He is the founding editor of Technology Sunday, the technology supplement for the Sunday Times of Malta and a partner at MaltaInsideOut.com. Mr. Grech also forms part of Government's Committee of Experts on Creative Business and is a frequent speaker at change management and new media events. He is currently in the second year of PhD research at the University of Hull, UK, with an interest in the strategic use of social media and other disruptive technologies. Mr. Grech is an approved lecturer at MIM.

3.4.3 Section 3: The Organising Function

Section 3: Organising Function		
Module no		Hours
4	The Supervisor's Role in Organising	9
5	Delegating Effectively	9
Assessment	Written Examination	3

Module 4: The Supervisor's Role in Organising

Overall organisational design is usually handled by top management. They create the structure, determine the number and nature of management personnel, and establish the lines of authority. However, supervisors also spend a large percentage of their time organising. Unfortunately, many supervisors focus only on their narrow functions and do not keep in touch with the total organisational framework- the "big picture." To be effective members of the management team, supervisors must be aware of the overall picture. This module will help the participant develop this awareness by describing the fundamentals of organising.

Module Content:-

A. *What is Organising?*

- Dividing the Work into Jobs
- Delegating Authority
- Assigning Resources

B. *Organising Principles*

- Unity of Command

- Authority and Responsibility Parity
- Span of Control

C. *Organizational Structure*

- Line Organization Structure
- Line-and Staff Organization Structure
- Matrix, or Project, Organization Structure
- Informal Organizational Structure

Tutor: Dr. Joseph Azzopardi*

Joseph Azzopardi received his Bachelor degree in Public Administration from the University of Malta in 1984. He graduated Master of Science in Human Resource Development, University of Manchester, UK, in 1994 and Doctor of Philosophy in Development Management and Administration, University of Manchester, UK, in 2003. He joined the University of Malta as full-time lecturer in Human Resource Management and Development in September 2003. He also teaches Qualitative Research methods at both undergraduate and postgraduate levels. His research interests include all aspects of Human Resource Management and Development with special focus on small enterprise and the EU, Adult Learning, Action Learning and Action Research, business and community development, organisational learning and knowledge management. Dr Azzopardi is today Senior Lecturer and Head of the Department of Management at the University of Malta. Dr Azzopardi is also an approved MIM trainer.

Module 5: Delegating Effectively

Many managers at all levels are confused about delegation and its value to them and to the employees they oversee. Some managers believe they must tell each person exactly how to do a job; many employees believe they should be allowed to do the job any way they want to as long as it gets done. Who is correct? Managers? Workers? Both? Neither? Supervisors delegate work to varying degrees depending on their definition of delegation. First-line managers must know when, to whom and how to delegate. Participants will discuss the various ways of how to effectively delegate throughout tasks.

Module Content:-

A. *What is Delegation?*

- Definition
- Why Supervisors Should Delegate
- Why Supervisors Do Not Delegate

B. *What Should be Delegated?*

- Delegate Routine Tasks
- Delegate Repetitive Tasks
- Delegate Tasks That Allow Employees to Grow Professionally
- Delegate Tasks to More Qualified Employees

C. *How Should Delegation be Accomplished?*

- Define the Task
- Provide Necessary Information
- Assign Authority and Responsibility
- Set Clear Goals
- Follow Up on Progress
- Give Credit for Accomplishment

D. *What to Do When Delegation Fails*

- Examine Delegation Techniques
- Resist Cancelling Delegation
- Work with the Employee

E. *Nontraditional Delegation Methods*

- Reverse Delegation
- Lateral Delegation
- Abdication

Tutor: Dr. Joseph Azzopardi*

Joseph Azzopardi received his Bachelor degree in Public Administration from the University of Malta in 1984. He graduated Master of Science in Human Resource Development, University of Manchester, UK, in 1994 and Doctor of Philosophy in Development Management and Administration, University of Manchester, UK, in 2003. He joined the University of Malta as full-time lecturer in Human Resource Management and Development in September 2003. He also teaches Qualitative Research methods at both undergraduate and postgraduate levels. His research interests include all aspects of Human Resource Management and Development with special focus on small enterprise and the EU, Adult Learning, Action Learning and Action Research, business and community development, organisational learning and knowledge management. Dr Azzopardi is today Senior Lecturer and Head of the Department of Management at the University of Malta. Dr Azzopardi is also an approved MIM trainer.

3.4.4 Section 4: The Supervisor and the Staffing Function

Section 4: The Supervisor and the Staffing Function		
Module no		Hours
6	The Supervisor's Role in Staffing	9
7	Training and Developing an Effective Workforce	10
8	Managing Diversity and Charge	10
9	Appraising and Rewarding Performance	10
Assessment	Written Examination	3

Module 6: The Supervisor's Role in Staffing

At one time, supervisors were not concerned with planning for future staffing needs; staffing consisted primarily of finding a replacement for someone who had left the job. "I quit," "You're fired," or "I'm being transferred" triggered a 'help wanted' advertisement in the local newspaper. This method of staffing is no longer acceptable. This module will discuss effective staffing methods from a supervisors perspective.

Module Content:-

A. The Supervisor's Staffing Responsibilities

- Sharing Responsibility with the Human Resources Department
- Matching the Employee to the Job

B. The Staffing Process

- Forecasting Workforce Requirements
- Recruiting

- Screening Applicants
- Interviewing
- Selecting the Best Applicant

C. *Legal Implications*

- Equal Employment Opportunity (EEO)
- Following Legal Staffing Procedures

Tutor: Ms. Anita Attard *

Anita Attard has over 10 years' experience in Senior Management with an extensive background in the following core activities: Customer Service, Quality and Environmental Systems, Human Resources, Training, Safety, Operations and Public Relations. Ms. Attard has developed and implemented a variety of business programmes, including those that must comply with corporate and international guidelines and has led various developments and implementations of Business Process re-engineering. In addition, she has an excellent experience in drafting policies and procedures and is experienced in drafting and delivering high profile presentations. She is currently the Business Development Director of AG Design one of Malta's leaders in the field of interior design and project management. Ms. Attard is an approved lecturer at MIM.

Module 7: Training and Developing an Effective Workforce

In an increasingly competitive and technology-oriented world, the pool of qualified employees is shrinking instead of growing. To build the requisite well-trained workforce, employers will be compelled to:

- Recruit actively to bring in and train marginal candidates, rather than screening them out as in the past.
- Invest heavily in expanded, continuous educational and training programs for all employees.
- Find ways to make employees more productive, especially by tapping their ability to contribute to improvements in the work process.
- Replace adversarial labour relations with an approach that focuses on cooperation

This module will discuss the supervisors role in the training and development function of an organisation.

Module Content:-

A. *The Relationship of Training and Development to Staffing*

- Moving Employees to Productive Status
- Providing for Employee Growth
- Maintaining Organizational Continuity

B. *The Supervisor's Role in Training and Development*

- Identifying Training Needs
- Administering Training
- Reinforcing New Behaviours
- Repeating Training as Needed
- Identifying New Training Needs
- Retraining and Reassignment

C. Sources for Identifying Training Needs

- Performance Appraisals
- Employee Surveys
- Career and Succession Plans
- Technological and Procedural Changes
- Human Resources Forecasting

D. Establishing the Climate for Training and Development

- Conditions for Learning
- Encouraging Participation
- Measuring Training Results

E. Types of Training and Methods of Providing Training

- Operations Training
- Developmental Training
- Selecting the Training Method

F. Evaluating the Training and Development Programme

- Evaluation by the Trainee
- Evaluation by the Trainer

Tutor: Ms. Nataline Mifsud *

Nataline Mifsud is an occupational psychologist by profession and currently employed as Senior Manager for Training, Development and HR Strategy at GO plc. Ms. Mifsud has previous managerial experience with various companies within sectors such as the international prepaid card industry to local NGO's running specialised disability services for the intellectually disabled. Her experience covers a wide range of learning environments, having developed, delivered and evaluated training programmes pertaining to brand management, team building and product management, among others; to teaching individuals with

special learning requirements. Her educational background consists of a Bachelor of Psychology (Hons) from the University of Malta and a Masters of Science in Occupational and Organizational Psychology from Birkbeck College, London. She is also a graduate member of the British Psychological Society. Ms. Mifsud is an approved lecturer at MIM.

Module 8: Managing Diversity and Change

There is a business rationale for thinking about diversity. In order to thrive in an unfriendly marketplace, companies must create the kind of environment that will attract the best new talent and make it possible for employees to make their fullest contribution. This module, will address changes in the workforce and the work environment in general and how to handle these changes. This module will discuss that managing diversity requires managing continuous organizational change.

Module Content:-

A. *Recognizing the Diversities*

- Gender
- Ethnic Minorities
- Age
- Educational Levels and Illiteracy
- Disabilities
- Lifestyles
- Family Lives

B. *The Supervisor's Role in Managing Diversity*

- Fundamentals of Managing Diversity
- Appreciating Diversity
- Encouraging Diversity
- Discouraging Adversity

C. *The Nature of Organizational Change*

D. *Making Planned Change*

- Recognizing the Need for Change
- Deciding on and Implementing Changes

E. The Supervisor's Role in Managing Change

- The Supervisor as Change Agent
- Helping Workers to be Receptive to Change
- Minimizing Resistance to Change

F. The Change Process

- Unfreezing
- Changing
- Refreezing

Tutor: Mr. Andrea Agius *

Andrea Agius, is a BA Honours graduate in Tourism Studies from the University of Malta. His studies included an internship at one of the world's most prestigious resorts: Gleneagles Hotel in Scotland. Mr. Agius's experience focused on the hospitality industry where he occupied positions from operational to management. In 2004, Mr. Agius joined Chef's Choice as a Customer Relations Executive and later promoted to Sales Manager. In 2006 he joined Nectar Group of Companies as Quality Manager taking care of the ISO9001 requirements adopted by the Group. A year later Mr. Agius was given the responsibility to lead one of the sales teams within the Group in preparation for the post that he currently occupies since 2008, that is Group Sales and Marketing Manager. This role sees Mr. Agius in charge of developing marketing strategies and leading a sales team of more than 35 people responsible for the distribution of Nectar Group's products in leading outlets all over Malta and Gozo. Today Mr. Agius is reading for a M.Sc. in Strategic Innovation and Future Creation offered by the University of Malta in collaboration with the University of Potsdam, University of Teesside and Turku School of Economics. Mr. Agius is an approved lecturer at MIM.

Module 9: Appraising and Rewarding Performance

Appraising and rewarding performance is an important role for supervisors. How employees are evaluated determines how they are rewarded for their work. Because workers are motivated by well-done appraisals and well-deserved rewards, supervisors must be knowledgeable in the techniques and tools of appraisals and rewards such as discussed in this module.

Module Content:-

A. Appraising Performance

- What is Performance Appraisal?
- Who Appraises?
- Why Appraise?
- When to Appraise
- How to Appraise
- What Format to Use
- How to Make Non-discriminatory Appraisals

B. Proving Feedback

- Written
- Oral
- Conducting Difficult Interviews

C. Rewarding Performance

- Types of Rewards
- Establishing and Communicating Reward Criteria
- Recommending and Administering Rewards
- Implementing Non-discriminatory Rewards
- Monitoring Comparable Worth

Tutor: Mr. Nathan Farrugia *

Nathan Farrugia is an MBA graduate from a leading international business school, specialising in strategic management. He has a first degree in Health Science and regularly contributes to business journals, university publications, articles and training programmes on leadership and management. In his capacity as CEO and a Trustee of Inspire, Malta's leading non-profit provider of educational, therapeutic recreational and services, he has developed a number of entrepreneurial projects that have helped pave the way for the organisation to become a prime mover in improving the quality of life of disabled persons in Malta. Through his private business (Charity / Works), he is extending that leadership and knowledge to other non-profits with the aims of raising the overall leadership and management quality of the Third Sector in Malta. Mr. Farrugia is also active in supporting UK and International NGOs with capacity building and project work. Mr. Farrugia is an approved lecturer at MIM.

3.4.5 Section 5: The Leading and Motivation Function

Section 5: The Leading and Motivation Function		
Module no		Hours
10	The Supervisor's Role in Leadership	9
11	Motivating Employees	10
12	Communicating Effectively	10
13	Appraising and Rewarding Performance	10
Assessment	Written Examination	3

Module 10: The Supervisor's Role in Leadership

Upper management establishes a foundation of effective leadership by thinking through the organizations mission, defining it, and establishing it clearly and visibly. The organization's leader sets the goals and priorities and sets and maintains the standards. Effective leaders are rarely permissive; but when things go wrong, they do not blame others. Because an effective leader knows that he or she; and no one else, is ultimately responsible, he or she is not afraid of strength in associates and subordinates. An effective leader wants strong associates, encourages them, pushes them, pushes them, and glories in them. Because a leader holds him/her ultimately responsible for the mistakes of associates and subordinates, a leader also sees the triumphs of associates and subordinates as personal triumphs, rather than as threats. Effective leaders are on every level; they are not just CEOs. This module discusses the aspect of how Supervisors can be effective leaders as well.

Module Content:-

- A. Power and Leadership**
- B. Traditional Leadership Styles**
 - Trait Theory

- Behavioral Theory
- Theory X and Theory Y

C. Contemporary Leadership Styles

- Participative Style
- Situational Style
- Self-Leadership Style

Tutor: Mr. Albert Debono *

Albert Debono is a certified accountant by profession and occupied various positions in both public and private organisations. In 2006 Mr. Debono was appointed CEO at the Public Broadcasting Services and has lately joined Transport Malta as Chief Corporate Services. Mr. Debono is an approved lecturer at MIM.

Module 11: Motivating Employees

Today's workplace is vastly different from that of only a decade ago. Organizations are downsizing, reOrganising to eliminate layers of management and other supervisory positions, and freezing promotions, pay rises and hiring. Consequently, fewer promotional opportunities are available for raises. Motivating employees during these changes as well as after the changes have occurred is particularly challenging. In this module, the participant will study some of the motivational theories that have been useful in the workplace for many years and still serve as guidelines for supervisors of today. Understanding human behaviour on the job is essential for the successful supervisor.

Module Content:-

A. Motivational Theories

- Maslow's Hierarchy of Needs
- Herzberg's Two-Factor Theory
- McClelland's Acquired Needs Theory
- Vroom's Expectancy Theory

B. *Motivating through Behaviour Modification*

C. *Motivating through ReOrganising tasks*

- Job Enlargement
- Job Enrichment

D. *Motivating through Gain sharing and Profit Sharing*

- Gain Sharing
- Profit Sharing

E. *Job Satisfaction*

Tutor: Ms. Nataline Mifsud *

Nataline Mifsud is an occupational psychologist by profession and currently employed as Senior Manager for Training, Development and HR Strategy at GO plc. Ms. Mifsud has previous managerial experience with various companies within sectors such as the international prepaid card industry to local NGO's running specialised disability services for the intellectually disabled. Her experience covers a wide range of learning environments, having developed, delivered and evaluated training programmes pertaining to brand management, team building and product management, among others; to teaching individuals with special learning requirements. Her educational background consists of a Bachelor of Psychology (Hons) from the University of Malta and a Masters of Science in Occupational and Organizational Psychology from Birkbeck College, London. She is also a graduate member of the British Psychological Society. Ms. Mifsud is an approved lecturer at MIM.

Module 12: Communicating Effectively

The art of getting the organisations message across through all departments is a vital part of being a successful supervisor. This module tackles the process of communication through the organisation and how a supervisor should use his/her communication skills by making use of various forms of communication,

Module Content:-

A. *The Communication Process*

- Communication Components
- Sources of Information
- Making the Grapevine Work for You
- Overcoming Communication Barriers

B. *Communicating with Individuals*

- Superiors
- Peers
- Employees

C. *Communicating with Groups*

- Working with Committees
- Working with Problem-Solving Groups and Teams
- Working Effectively in Meetings

D. *Verbal and nonverbal communication*

- Verbal Communication
- Nonverbal Communication

E. Written Communication

- Importance
- Tips for Effective Writing

F. Technology-Based Communication

- Computers
- Electronic Mail
- Voice Mail
- Video

Tutor: Mr. Bradley Dingli *

Bradley Dingli obtained a Higher Diploma in Hotel Management from the Institute of Tourism Studies in Malta followed by a BA (Hons.) degree in Tourism Studies from the University of Malta. Mr. Dingli is highly skilled within the Hospitality Industry mainly in Hotel Operations with a proven track record in a number of areas including Food & Beverage Operations, Events Organisation, Sales, Marketing and Accounts. With more than 13 years of combined experiences within the hospitality industry, he has developed the necessary skills that are particularly effective in managing and training people, increasing revenue, reducing costs, developing processes / standards / systems and last but not least, satisfying customers and stakeholders. In addition to the above he has worked in diverse companies that have enabled him to develop revenue streams from scratch with restricted funds for a charity or develop one of the largest food & beverage operations for a high end five-star property. He has always strived to work in teams or build teams that are dynamic and believes that through great leadership, effective strategy and a sense for quality, long-term success is achieved. Mr. Dingli is an approved lecturer at MIM.

Module 13: Turning Problem Employees into Productive Workers

It is a rare supervisor who does not experience frustration associated with supervising employees whose work is less than satisfactory, who are absent from or late to work, insubordinate, or involved with substance abuse. Typically, such employees exhibit behavioural or attitudinal responses that are different from those shown by productive and motivated workers. This module gives participants various insights on how to tackle such situations.

Module Content:-

A. *Recognizing Problem Employees*

- Behavioural and Attitudinal Indicators
- Other Indicators
- Problem Employees or Problem Management

B. *Preventing Undesirable Behaviour*

- Establish, Communicate, and Maintain Expectations and Policies
- Provide Ongoing Training
- Provide Assistance in Personal Problem Solving
- Provide and Encourage Feedback
- Maintain Consistent, Equitable Supervisory Action

C. *Correcting Undesirable Behaviour*

- Progressive Discipline
- The “Hot Stove” Rule
- Nonpunitive Discipline
- Team Discipline
- Guidelines for Effective Discipline

- Bases for Overturning Disciplinary Action
- Disciplinary Counselling Interview

D. Counselling and Employees with Special Problems

- Absenteeism and Tardiness
- Substance Use and Abuse
- Insubordination

E. The Last Resort

- Terminating Problem Employees
- Legal Considerations

Tutor: Ms. Anita Attard *

Anita Attard has over 10 years' experience in Senior Management with an extensive background in the following core activities: Customer Service, Quality and Environmental Systems, Human Resources, Training, Safety, Operations and Public Relations. Ms. Attard has developed and implemented a variety of business programmes, including those that must comply with corporate and international guidelines and has led various developments and implementations of Business Process re-engineering. In addition, she has an excellent experience in drafting policies and procedures and is experienced in drafting and delivering high profile presentations. She is currently the Business Development Director of AG Design one of Malta's leaders in the field of interior design and project management. Ms. Attard is an approved lecturer at MIM.

3.4.6 Section 6: The Supervisor and the Controlling Function

Section 6: The Supervisor and the Controlling Function		
Module no		Hours
14	Turning Problem Employees into Productive Workers	9
15	The Supervisor's Role in Controlling	10
16	Implementing Total Quality Management	10
17	Maintaining a Safe and Healthy Workplace	10
Assessment	Written Examination	3

Module 14: The Supervisor's Role in Controlling

Control is the function of comparing actual performance with planned performance and taking corrective action when necessary. One of the major responsibilities of supervisors is controlling. However, the word control conjures up visions of manipulation and is often resented, because many people reject the authority to exercise command over entire work life rather than as a positive force (using certain activities to produce a quality product or service in the quantity planned for). This module will discuss the positive and negative control methods and tools and techniques for effective controlling.

Module Content:-

A. The Control Process

- Setting Standards
- Observing and Measure Performance

- Comparing Results to Plan
- Taking Corrective Action

B. *Phases of Control*

- Preliminary Controls
- Concurrent Controls
- Feedback Controls

C. *What to Control*

- Time
- Behaviour
- Materials and Equipment
- Processes
- Costs
- Quality and Quantity

D. *Control Tools and Techniques*

- Benchmarking
- Budgets
- Scheduling Techniques
- Quality Controls
- Time Controls
- Materials Controls
- Computer Controls
- Frontline Control

Tutor: Mr. Albert Debono *

Albert Debono is a certified accountant by profession and occupied various positions in both public and private organisations. In 2006 Mr. Debono was appointed CEO at the Public Broadcasting Services and has lately joined Transport Malta as Chief Corporate Services. Mr. Debono is an approved lecturer at MIM.

Module 15: Implementing Total Quality Management

In this module, we will present an overview of total quality management as a technique for improving organizational effectiveness. Simply defined, total quality management is a method of conducting business for producing a product or providing a service that gets it right for the customer the first time and every time. Quality has meaning only in terms of the customer; customers are all persons both inside and outside the organization who use (consume) the commodity or service an employee is producing.

Module Content:-

A. *Process for Quality Improvement*

- Management Commitment
- The Quality Improvement Team
- Measurement
- The Cost of Quality
- Quality Awareness
- Zero Defects Planning
- Employee Education
- Zero Defects Day
- Goal Setting
- Error-Cause Removal
- Recognition
- Quality Councils
- Do It All Over Again

B. *The Deming Management Method*

- The Fourteen Points
- The Seven Deadly Diseases
- The Malcolm Baldrige National Quality Award

C. Corporate Social Responsibility

D. The Supervisor's Role in Total Quality Management

- Providing Quality Education
- Implementing the Quality Improvement Culture
- Empowering Employees
- Providing Recognition

Tutor: Mr. Andrea Agius *

Andrea Agius, is a BA Honours graduate in Tourism Studies from the University of Malta. His studies included an internship at one of the world's most prestigious resorts: Gleneagles Hotel in Scotland. Mr. Agius's experience focused on the hospitality industry where he occupied positions from operational to management. In 2004, Mr. Agius joined Chef's Choice as a Customer Relations Executive and later promoted to Sales Manager. In 2006 he joined Nectar Group of Companies as Quality Manager taking care of the ISO9001 requirements adopted by the Group. A year later Mr. Agius was given the responsibility to lead one of the sales teams within the Group in preparation for the post that he currently occupies since 2008, that is Group Sales and Marketing Manager. This role sees Mr. Agius in charge of developing marketing strategies and leading a sales team of more than 35 people responsible for the distribution of Nectar Group's products in leading outlets all over Malta and Gozo. Today Mr. Agius is reading for a M.Sc. in Strategic Innovation and Future Creation offered by the University of Malta in collaboration with the University of Potsdam, University of Teesside and Turku School of Economics. Mr. Agius is an approved lecturer at MIM.

Module 16: Maintaining a Safe and Healthy Workplace

Management concern for employee well-being is still evolving. There was a time when the entire emphasis was on production efficiency, with only a minimal regard for employee safety; in fact, workers were considered to be expedient- simply another cost of doing business. Today, however, companies realize that it is in their best interest as well as those of their employees to provide a safe and healthy environment for workers.

Module Content:-

A. *Employee Safety in the Workplace*

- Management Committee
- Legislation
- The Role of the Supervisor

B. *Employee Health in the Workplace*

- The Ergonomic Approach
- Health Hazards- Cumulative Trauma Disorders
- Health Hazards- Stress
- Health Hazards- Smoking
- Providing Assistance

C. *Employee Rights in a Safe and Health Workplace*

- Workplace Choice
- Worker Response to an Unsafe Environment

D. *General overview to Company Law and Public Limited Companies*

Part A and B: Tutor: Mr. Etienne Scerri*

Etienne Scerri holds a BSc degree in Environment and Occupational Health and Safety. After 2 years in the maintenance department of Playmobil, in 2002 Mr Scerri joined Air Malta's maintenance department where he was exposed to the aviation industry where safety is a major priority and very strict protocols are in place thus gaining experience in the H&S procedures. In 2004 Mr.Scerr joined Actavis Malta giving him further exposure in the Occupational Health and Safety (H&S) area. In 2007 he was accepted for the post of Maintenance Supervisor at Razzett Tal-Hbiberija where he was later promoted to Facilities Manager, responsible for the health and safety concerns of the whole organisation. The experience Mr. Scerri gained over the years by working in various industries gives him vast exposure in various sectors of H&S. Mr. Scerri is currently managing his own H&S Consultancy company . Mr. Scerri is an approved lecturer at MIM.

Part C and D: Tutor: Dr. Karol Aquilina*

Dr.Karol Aquilina LL.D. (University of Malta), is a legal consultant to a number of private companies involved in the following areas: general retailing, textile industry, property development, TV productions, media and entertainment business. Dr.Aquilina is also a legal advisor to foreign and local clients on immigration and EU law. He also represents individual clients in cases brought before the Court of Magistrates as Court of Criminal Judicature, the Court of Magistrates as Court of Criminal Inquiry, the Court of Criminal Appeal and the Inferior and Superior Civil Courts of Justice. Dr.Aquilina also represents corporate and individual clients in a wide variety of cases brought before boards and tribunals which include the Public Contracts Appeals Board, the Broadcasting Authority, Local Tribunals, the Malta Arbitration Centre, the Ombudsman, the Social Security Umpire and the Income Tax Department. He is also Member, Nationalist Party (PN) Executive Committee and Deputy Mayor, Siggiewi Local Council Responsible for the environment, EU affairs, law enforcement, youth and sport. Dr.Aquilina is an approved lecturer at MIM

3.4.7 Section 7: A Career in Supervision

Section 7: A Career in Supervision		
Module no		Hours
18	A Career in Supervision: Overview of Subjects	8
19	How to write a Report: Basic Tips	2
Assessment	Final Report of over 3,000 words.	18

Module 18: A Career in Supervision: Overview of Subjects

When an employee has worked hard and shown evidence of being a team player who is dependable and creative and possesses those interpersonal skills important to getting along with others, the time often comes when the manager says, “You’re being promoted.” Businesses can hire supervisors directly from outside the organization, but most companies find it in their best interest to provide career development programs for their employees. Consequently, most supervisors move up from within the ranks; they have proved themselves on the job. Through career planning, workers and the organization can match career aspirations with opportunities available in the organization. When a vacancy occurs, the organization can identify workers whose aspirations, skills, and experiences qualify them for the job. In this way, the organization retains a good worker and minimizes staffing costs.

When vacancy notices are posted in the organization, qualified workers should apply immediately. Success in performing the technical aspects of the job should have been documented in performance appraisals. Workers who are ready to transfer from the dependency stage of working under a supervisor’s direction to working independently and directing the work of others probably have been identified.

This module closes of the Certificate by summarizing the concepts discussed during the programme and discussing the way forward.

Module Content:-

A. *Prepare to Become a Supervisor*

B. *Make the Transition*

C. *Redefine the Role*

- Learn to delegate
- Learn to Communicate
- Recognize the Importance of Team Effort
- Set an Example

D. *Work with Other Employees*

Module 19: How to write a Report: Basic Tips

The aim of this module is to provide basic tips on how to write a report. This module is in preparation to the Final Report.

4.0 Learning Methods

These proposed programmes are highly interactive and participative courses that are based on presentation of concepts, application of concepts to everyday situations, reflection on relevance to personal reality, discussion and personal assessment. They will be presented as “experientially” as possible so the “learning” will occur not only because of the tutor’s expertise, but also from the experience and knowledge of each participant. The courses include audio-visual presentations as well as role playing which will show the way similar situations are to be handled. The participants are encouraged to present their own experiences on the subject to stimulate discussion amongst the group and prove to be a learning experience.

MIM can also offer a hybrid approach to the programmes which entails part of the programmes being delivered through our e-learning platform. This online learning platform involves training in business related subjects being delivered electronically through the internet. The participant will access the on-line training programmes using a dedicated password and will accordingly have access to audio visual presentations (including videos) featuring a lecturer/trainer delivering the programme and related

supporting documents including notes, power point presentation, frequently asked questions, and other reading material.

Fees hereunder involve only class based sessions, while online sessions may be discussed upon request.

5.0 Theory & Practice

Our MIM approved tutors have extensive knowledge in the subject being delivered and combine theory and practice to each unit by highlighting practical case studies. MIM tutors are selected due to their academic and **practical experience** in the related subjects. Tutors for the above programmes will be selected at a later stage in consultation with the client to ensure that the experience background of the selected ones reflect the specific requirements of the client.

6.0 Accreditation

The above programmes will be accredited and recognised by the Malta Institute of Management, which is also member of the European Management Association.

In accordance to the Malta Qualifications Recognition Information Centre (MQRIC), in order to obtain accreditation for a Certificate Level (NQF Level 4) the duration of the course must be a minimum of 210 hours in total. Once the programme is agreed upon by the client, MIM will propose the qualification to the MQRIC Offices for recognition purposes at level 4.

7.0 Training Venue

The fees quoted hereunder are subject to the training being delivered at the clients' premises. The training room must include training facilities (such as white board / flip chart, projector etc.). Should participants require the training to be delivered at alternative training premises, additional costs will apply.

8.0 Schedule

The schedule may be organised as per client's requirements. Nevertheless MIM is providing 2 options below:

Option 1: Programme scheduled over 2 sessions of 2 hours each, per week. The total duration of the programme being of approximately one year and 6 months.

Option 2: Programme scheduled over 3 sessions of 2 hours each, per week. The total duration of the programme being of approximately one year.

9.0 Fees

Below are the applicable fees:-

Certificate in Supervising and Managing People

- I. The total sponsor price per Intake: **Euro 30,000** excluding VAT

- II. Individual Price: Euro 3,500 excluding VAT

Conditions:

- Maximum of 25 students per class
- Minimum class participants: 8 students
- Kindly note that the fees above include 1 sitting of the assessment for each module, should an extra exam paper be need an extra cost will apply.
- Assuming that no MQRIC fees apply.
- Sessions held at Client Premises.
- Study Notes are provided online.
- Other terms and conditions may be applicable.

10.0 Funding Opportunities

MIM will assist the client in applying for EU funding opportunities available through the ETC Training Aid Framework were applicable.

*Tutors are proposed tutors to be confirmed according to client requirements.