<table>
<thead>
<tr>
<th>Hours</th>
<th>Session Name/Requirement</th>
<th>Description</th>
</tr>
</thead>
</table>
| 6     | Intro to Management (Required Start of program) | • Program Orientation and review of Key Skills that will be developed through the program.  
• Learning portfolio: Introduction of learning portfolio, document they will be creating through UMLearn to track progress related to self-identified supervisory development goals.  
• Coaching: Basic coaching strategies, helping participants understand how to hold development conversations and provide effective guidance. |
| 2     | Safety for Supervisors   | • This “Safety for Supervisors” course assists supervisors in understanding their responsibilities under Manitoba’s Workplace Safety and Health Act.  
• Completion includes a short multiple choice test on the duties of supervisors under Manitoba Health and Safety legislation. |
| 3     | RESPECT in the Workplace: Tips for Supervisors | • Refresh your understanding of your rights and responsibilities, and learn the MEET model to help you deal with respect-related supervisory challenges.  
• This workshop includes the updated (Sept. 2016) Respectful Work and Learning Environment policy, Sexual Assault policy and the Respectful Work and Learning Environment and Sexual Assault procedure. |
| 3     | Annual Review and Development Plan Training | • Learn how performance development functions as a continuous process to assist staff in performing to the best of their abilities.  
• Discuss how to integrate individual performance goals and strategies with the unit and university’s strategic plans.  
• Understand how to plan and prepare for annual performance reviews. |
| 6     | Managing Workstyles and Person- alities Part 1 and 2 | • Learn about common workstyle and personality types present in the workplace.  
• Discuss strategies to address individual needs, shape work environment, manage conflict, and communicate.  
• Work in groups to identify strategies to integrate concepts from session into the workplace. |
| 3     | UM Supervisors Need to Know: Policies & Collective Agreements | • Supervisors at the University of Manitoba have some particular responsibilities and resources available to assist them in fulfilling those responsibilities.  
• This session focuses on policies, collective agreements, best hiring practices, performance management, discipline, managing sick leave and other supervisory practices. |
### UM Management Fundamentals Program

**Session and Requirement Outline**

<table>
<thead>
<tr>
<th>Hours</th>
<th>Session Name/Requirement</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3     | Supervisory Communication                                   | • Learn best practice behaviours for communicating direction/strategy, focusing on improving outcomes  
• Practice techniques that drive employee engagement.  
• Understand the impact of “power cues” that influence communication  
• Learn strategies to improve presentation skills. |
| 3     | Motivating and Leading Teams                                  | • A summary of key motivation theories and how they influence the workplace.  
• Key ideas and takeaways from the “Science of High Performance Teams” and Patrick Lencioni’s 5 Functions of Teams  
• Behaviours that enable managers to shape workplace culture, identifying strategies to implement in work environment. |
| 6     | Capstone Day: Presentation of Learning Portfolios [Required end of program] | • Participants present on development and growth towards self-identified learning goals from Learning Portfolios.  
• Content from peer coaching sessions, self-reflection, and personal experience will inform presentation from participants.  
• Participants will be assessed on demonstration of thoughtful effort towards self-development through peer coaching and engagement in the learning cycle (reflection, learning, active experimentation, and experience). |
| 4 (min) | Peer Coaching (2 minimum per term until completion of program)  | • 45 minute lunch hour sessions where participants will practice coaching skills with peers in the program.  
• Participants will coach each other on learning goals from the program, progress will be tracked in learning portfolios.  
• Peer coaching sessions will provide opportunity for participants to discuss what they have been learning in the program and prepare participants for capstone presentations. |
| 6     | Learning Portfolio                                            | • Participants will update learning portfolio based on Day 1 coaching and peer coaching sessions  
• Portfolio will highlight self-identified developmental goals, strategies to achieve goals, lessons learned, and future plans/considerations  
• Portfolio will be captured in UMLearn |