Program Requirements:
• Program begins with Introduction to Management
• Program ends with Capstone
• To be completed within a 2 year period
• Two peer coaching modules completed per term: (Term 1: September - December || Term 2: January to May)

Workload expectations:
• In session time (36 hours out of office)
• 90 minutes of peer coaching per term
• Culminating presentation during capstone, participants will be assessed based on demonstration of learning through presentation of learning portfolio

Learning portfolio:
• Created in session during program orientation, learning portfolio consists of self-identified learning goals
• Learning portfolio will be updated after each completed session
• Learning portfolios are the focus of peer coaching sessions, you will practice coaching others as well as receive coaching focused on self-identified learning goals

Final presentation of learning portfolio:
10-15 minute presentation of your learning goals, focusing on your developmental journey highlighting:
• Your Goals
• Strategies implemented and progress towards goals
• Lessons learned
• Future goals

Participants will complete the program based on ability to demonstrate engagement in peer coaching, effort in trying new strategies learned in program, and thoughtful reflection of successes/lessons learned.

I am able to meet the requirements and expectations of the program:

________________________________________
signature
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| 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 Personalities 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. |
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| 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 |