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Supervisor Leadership Excellence

Learner Handbook

Introduction

Welcome to the Supervisor Leadership Excellence Programme. This handbook has been designed to support you throughout your learning journey and help you apply what you learn in a practical and meaningful way in your role.

As a supervisor, your impact on team performance, communication and day-to-day operations is critical. This programme focuses on developing the key leadership skills needed to manage people effectively, solve problems confidently and contribute to a high-performing, engaged workplace.

This handbook is a central part of the programme. It will guide you through each module, supporting you to reflect on your learning and apply it in real workplace situations. Following each session, you will complete an “Apply in Practice” activity, where you will use the skills and tools introduced in your role. You will also engage in discussions with your buddy and review your application with your line manager, helping to reinforce learning and support your development.

You are expected to record your reflections, actions and outcomes in this handbook as you progress through the programme. This will form a record of your development and is a mandatory requirement for programme completion and certification.

By actively engaging with the programme, applying your learning and reflecting on your experiences, you will build practical leadership capability that supports both your own development and the performance of your team.

Module 2: Professional Communication for Supervisors

In a manufacturing environment, supervisors need to communicate clearly so that teams understand what is happening, why it matters and what action is required. Poor communication can lead to missed priorities, unclear handovers, repeated questions, delayed escalation, quality issues and frustration between shifts or functions.

This module focuses on practical communication behaviours you can use every day – during huddles, shift handovers, production updates, quality conversations and one-to-one discussions – to make your messages clear, brief, specific and checked.



Task 1: Apply in Practice



You are required to apply professional communication techniques in at least two real workplace situations where clear communication is important. These may include giving a production update, explaining priority changes, improving a shift handover, clarifying an issue with QA or maintenance, giving feedback to a team member, or checking understanding after giving an instruction.

01

Prepare Your Message

Before each conversation, take a few minutes to prepare your message. Be clear on what you need to communicate, why it matters, what action is required, who needs to know, and how you will check understanding. Use the approach Clear, Brief, Specific, Checked.

02

Communicate Clearly

Avoid vague phrases such as “keep an eye on it,” “sort it out,” or “be careful.” Instead, explain the issue clearly, link it to safety, quality, compliance, delivery or handover, and state the action required

03

Delivery

During the conversation, keep your tone calm and professional. Make sure the person or team understands what is happening, what needs to happen next, who owns the action, and when follow-up or escalation is required.

04

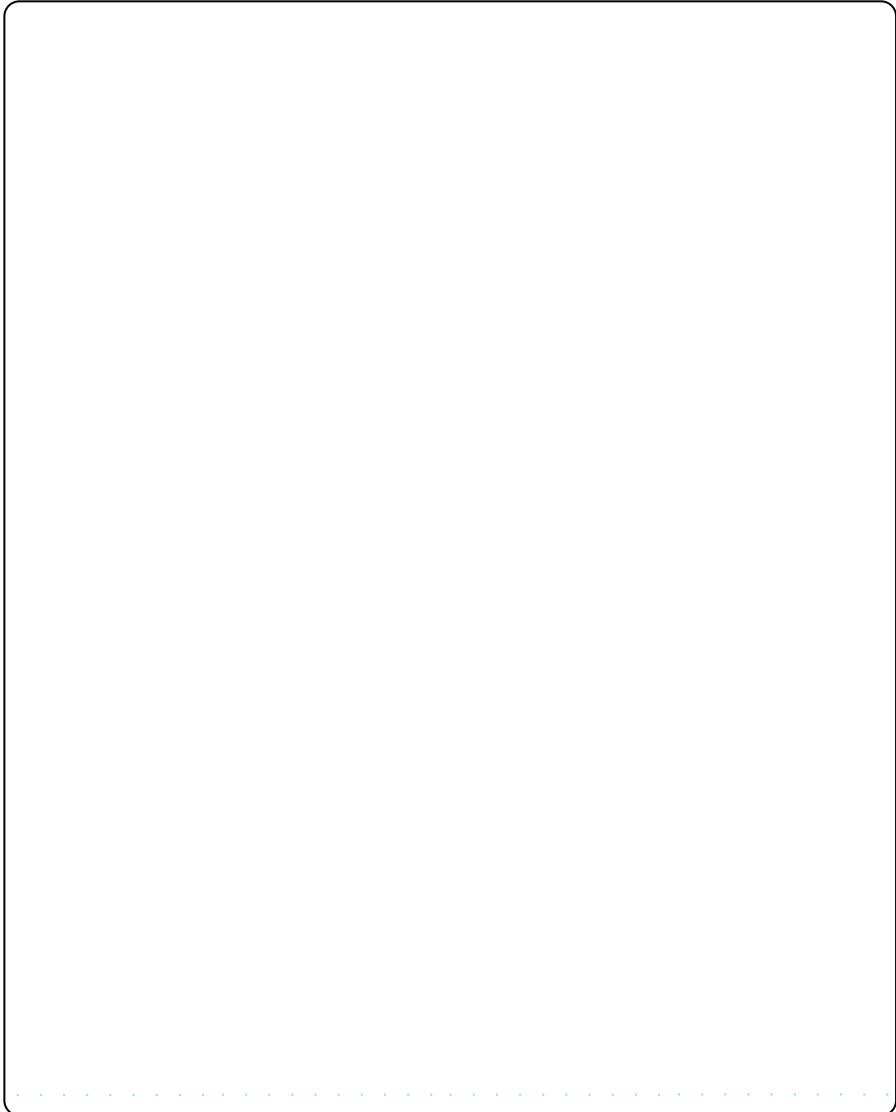
Confirm Understanding

Before ending, check understanding by asking a question such as “Can you talk me through what you are going to do next?” or “What are we handing over to the next shift?”

Afterwards, reflect on the communication. Use the space below to record your response.

Use these questions to guide your response:

- Was your message clear and specific?
- Did you explain the operational impact?
- Did the person or team know exactly what action was required?
- What you would do differently next time?





Task 2: Buddy Check-In



Professional communication can feel straightforward, but it is easy to become vague, rushed or unclear when the shift is under pressure. Discussing your experience with a buddy helps you check whether your message was clear enough, whether you explained the impact properly, and whether you confirmed understanding rather than assuming the person had understood.

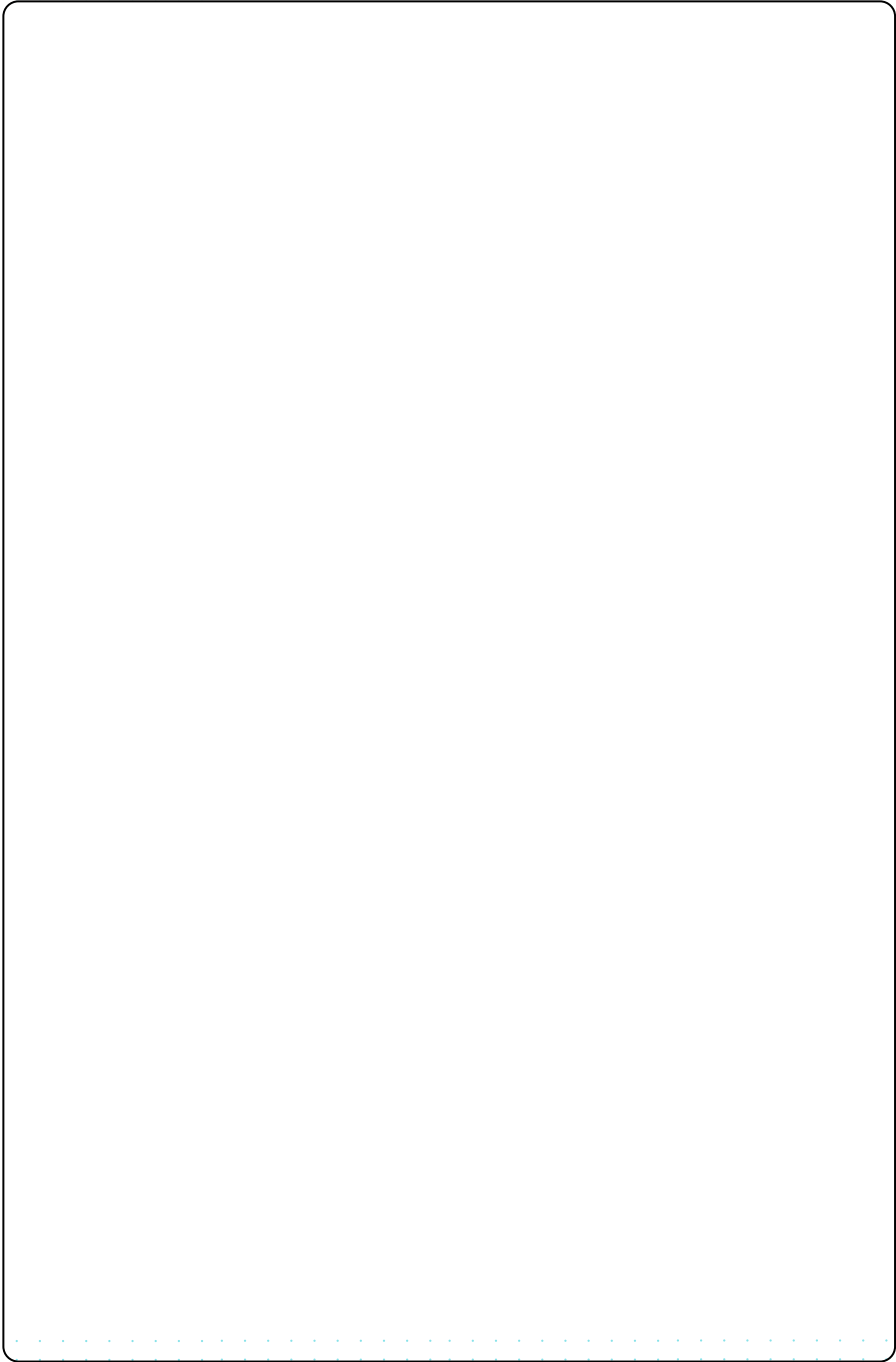
Use your buddy conversation to talk through one of the workplace situations where you applied professional communication. Explain what was happening, what message you needed to communicate, how you prepared, what you actually said, and how the person or team responded. Ask your buddy to challenge whether your message was clear, brief and specific enough for someone to act on without confusion.

Use the prompts below to guide the discussion:

- What workplace situation did you communicate about, and why did it matter?
- Was your message clear, brief and specific?
- Did you explain the impact on safety, quality, compliance, delivery, handover or team performance?
- How did you check that the person or team understood?
- What would you change in your next communication on the floor?

Use the space below to record your thoughts.







Task 3: Line Manager Review



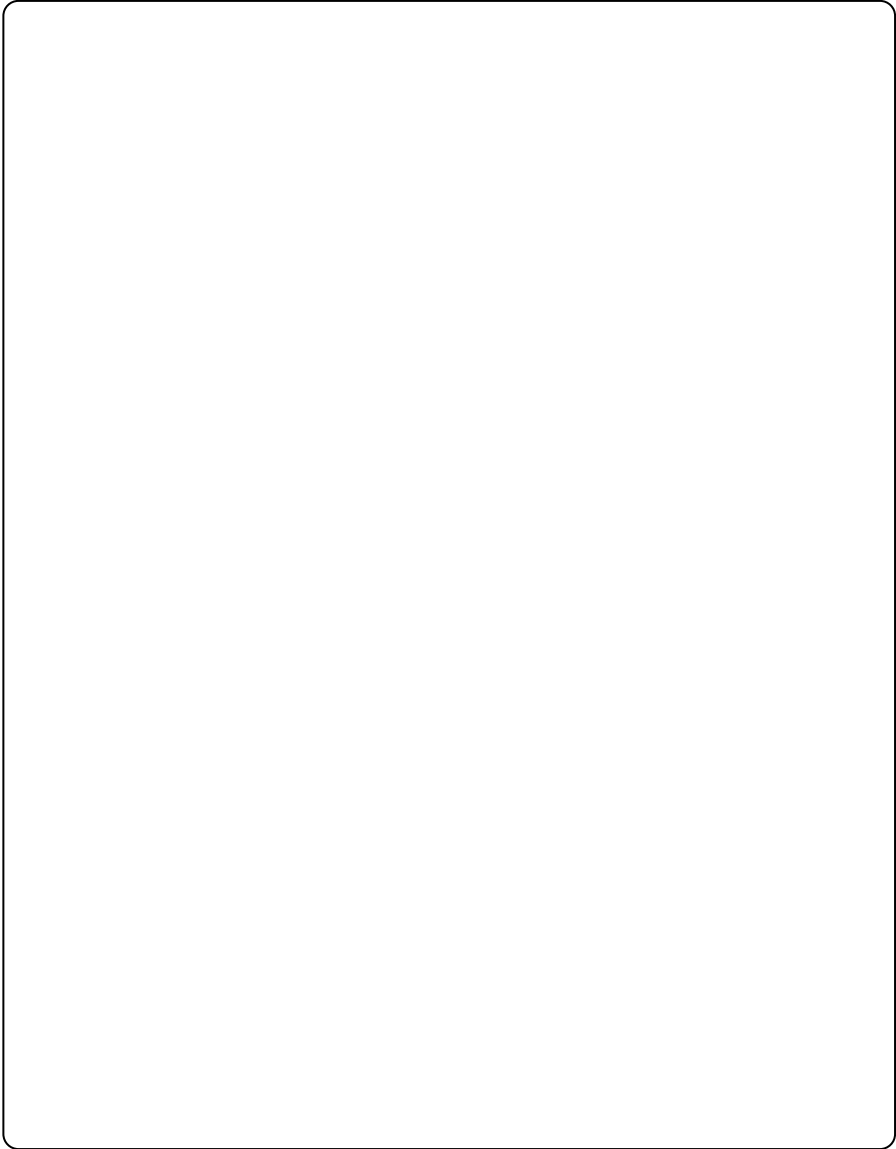
This review ensures that you are applying professional communication in a way that improves clarity, ownership and follow-through on the floor. Your manager is not just checking that you communicated, but that your message was clear enough for others to act on correctly.

Use this review to discuss the workplace situations where you applied professional communication. Explain what you needed to communicate, how you prepared your message, what action or standard you needed to reinforce, and how you checked understanding. Your manager should help you reflect on whether your communication was effective.

Use the prompts below with your manager:

- What workplace situations did you apply professional communication in?
- What message did you need to communicate?
- How did you make the message clear, brief and specific?
- How did you explain why the message mattered?
- What action, owner or follow-up did you make clear?
- How did you check understanding?
- What impact did your communication have?
- What should you improve next time?

Use the space below for manager feedback.



Manager Signature:

Date:

Module 3: Active Listening & Questioning Skills

In a manufacturing environment, supervisors rely on accurate information to make good decisions under pressure. Poor listening or unclear questioning can lead to missed quality signals, weak handovers, repeated issues, delayed escalation and misunderstandings between shifts or functions.

This module focuses on practical listening and questioning behaviours supervisors can use every day, including pausing before responding, asking better questions, summarising what has been heard and using **the LCCC model** – **Listen, Clarify, Confirm, Commit** – to agree clear next steps.

» Task 1: Apply in Practice



You are required to apply **the LCCC model** in at least one real workplace conversation where listening and questioning will help improve understanding, decision-making or follow-up. This may include a conversation about a documentation concern, unclear shift handover, repeated minor error, production delay, team member frustration, safety observation, quality concern or process change.

Use the steps below:

01

Choose a real conversation

Select a situation where it is important to understand the full picture before acting.

02

Prepare your questions

Prepare at least three open or probing questions. For example:

- “Talk me through what happened.”
- “What was unclear at handover?”
- “When did this first start?”
- “What changed from the normal process?”
- “What support do you need to complete this correctly?”

03

Listen

Give the person time to explain without interrupting, assuming or jumping straight to advice.

04

Clarify

Ask open, probing or clarifying questions to understand the facts, the person’s view and any risks.

05

Confirm

Summarise what you heard and check that your understanding is accurate before deciding on action.



06

Commit

Agree the next step, who owns it, when it will happen and how it will be followed up.

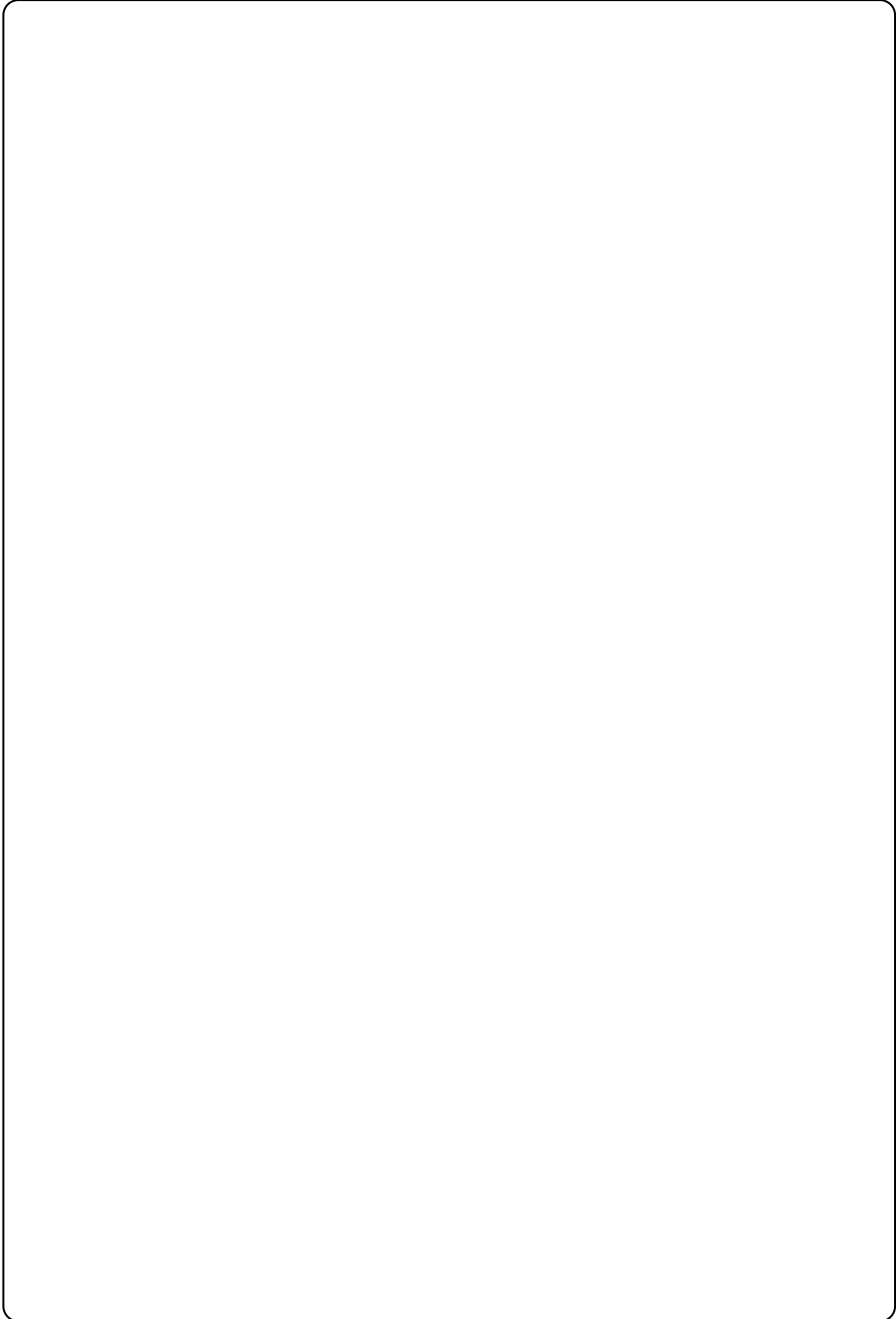


07

Reflect afterwards

Consider what you learned by listening fully before acting, what information you may have missed if you had rushed, what questions helped most and whether the final action was clear.

Use the space below to record your response.





Task 2: Buddy Check-In



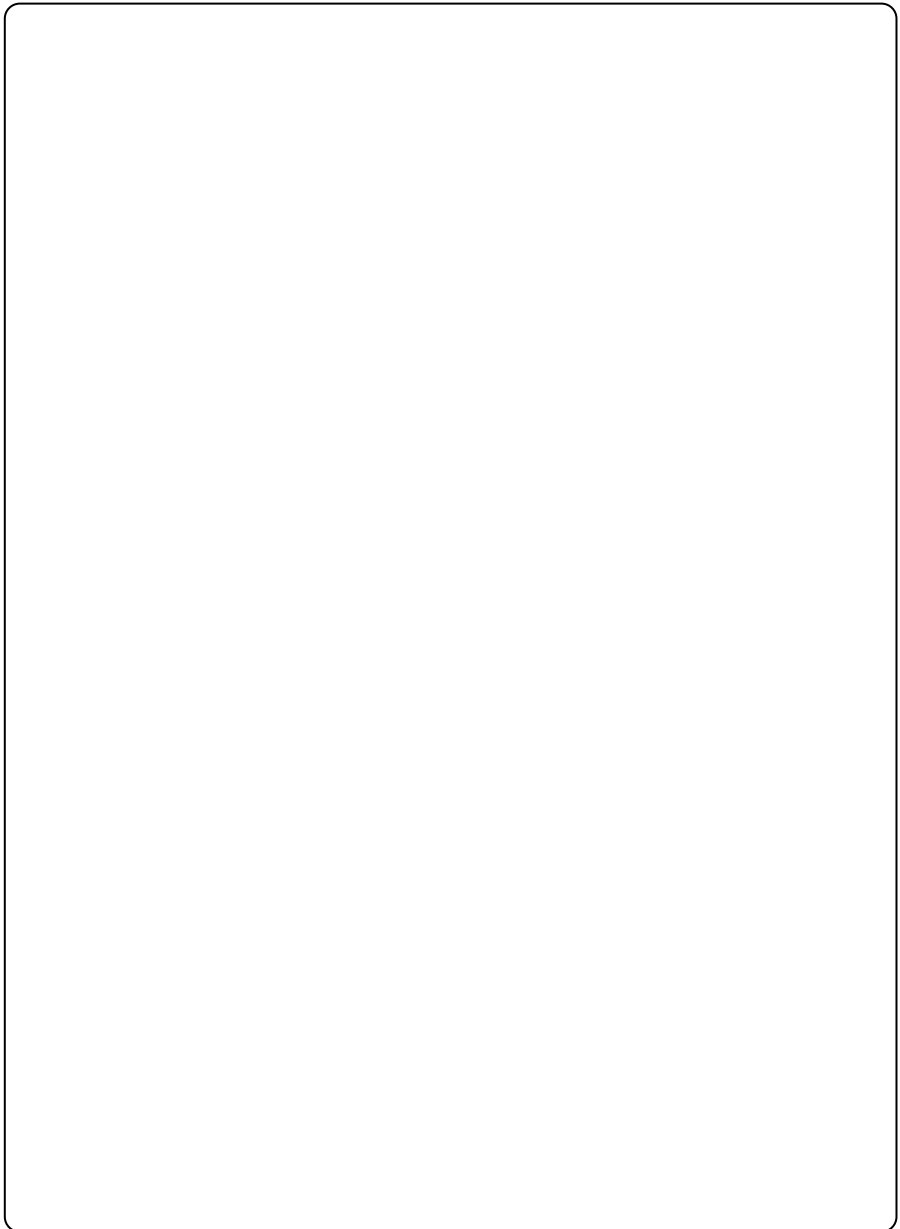
Active listening and questioning can be difficult to apply consistently during a busy shift because supervisors are often under pressure to fix issues quickly. A buddy discussion helps you check whether you truly listened before responding, whether your questions uncovered useful information, and whether you confirmed understanding before committing to action. It also helps identify habits such as interrupting, assuming, asking leading questions or moving too quickly to solutions.

Use your buddy conversation to talk through the real workplace conversation where you applied the **LCCC model**. Explain the situation, why the conversation mattered, what listening behaviours you used, what questions you asked, what you learned, and what next step was agreed. Ask your buddy to challenge whether you used all four stages – Listen, Clarify, Confirm and Commit – or whether you rushed one of them.

Use the prompts below to guide the discussion:

- What workplace conversation did you choose, and why was active listening important?
- How did you show that you were listening before responding or solving?
- What open, probing or clarifying questions did you use?
- What did you learn that you might have missed if you had acted too quickly?
- How did you confirm your understanding before agreeing action?
- What did you commit to at the end of the conversation, and was the next step clear?
- Which part of LCCC do you need to practise most: Listen, Clarify, Confirm or Commit?

Use the space below to record your response.





Task 3: Line Manager Review



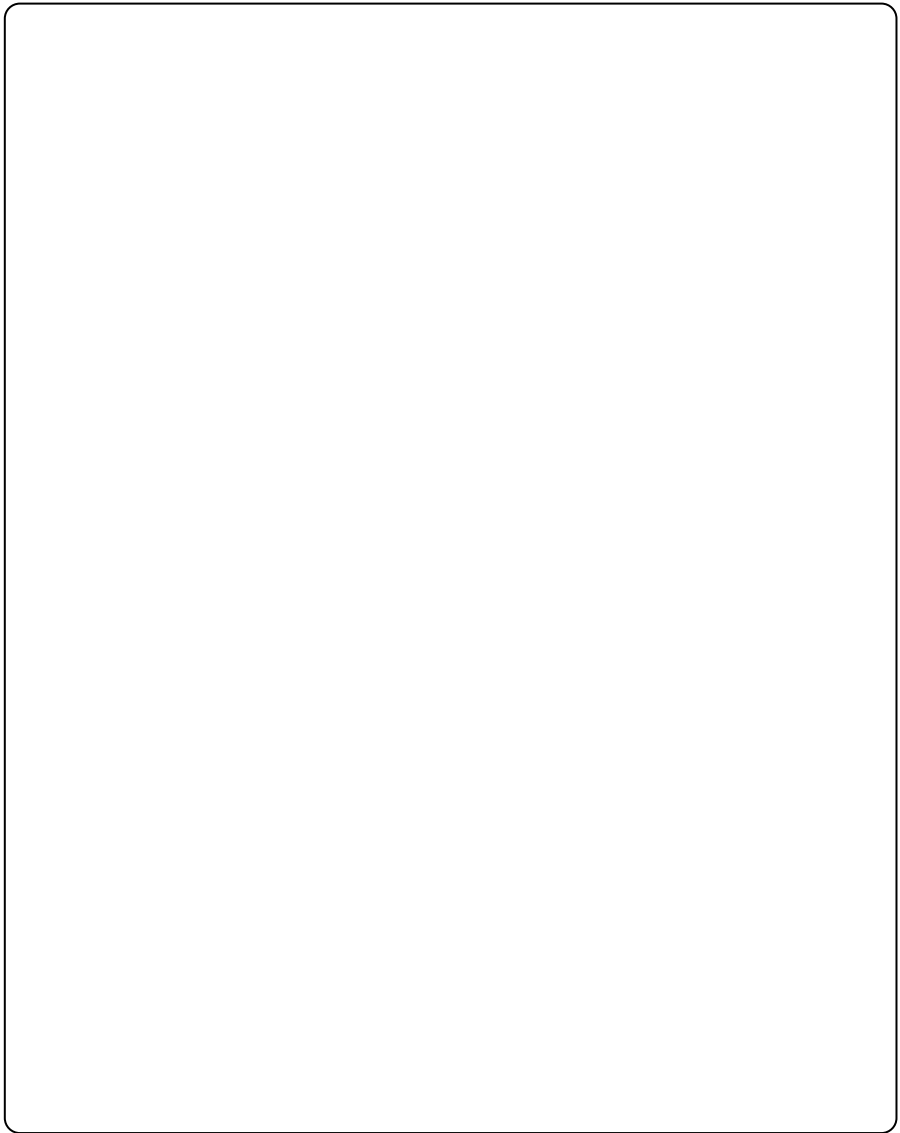
This review ensures that you are applying active listening and questioning in a way that improves workplace conversations, not just using the language of the model. Your manager is checking whether you listened fully, asked useful questions, confirmed understanding and committed to a clear next step that supported better communication, decision-making or follow-up on the floor.

Use this review to discuss the workplace conversation where you applied the **LCCC model**. Explain what situation you selected, why it mattered, what questions you prepared, what listening behaviours you used, what information you uncovered, how you confirmed your understanding and what action was agreed. Your manager should help you reflect on whether your approach reduced assumptions, improved clarity, supported escalation, improved handover, strengthened follow-up or helped the team member feel heard.

Use the prompts below with your manager:

- What workplace conversation did you apply the LCCC model to?
- Why was accurate listening and questioning important in this situation?
- What questions did you prepare before the conversation?
- How did you demonstrate listening during the conversation?
- What clarifying or probing questions did you use?
- What new or useful information did you uncover?
- How did you confirm your understanding before moving to action?
- What did you commit to at the end of the conversation?
- Was the action, owner or follow-up clear?
- What impact did the conversation have on communication, decision-making, handover, escalation, quality, performance or team trust?
- What should you improve next time?

Use the space below for manager feedback.



Manager Signature:

Date:

Module 4: Emotional Intelligence

In a manufacturing environment, supervisors are often leading under pressure: production delays, quality concerns, staffing gaps, repeated mistakes, shift tension and urgent escalations can all happen during the same shift. Emotional intelligence helps you stay calm, read what is happening with individuals or the team, and respond in a way that protects safety, quality, compliance, delivery and trust.

This module focuses on practical behaviours you can use on the floor, recognising your own triggers, pausing before reacting, noticing team signals, showing empathy without lowering standards, and following up after tense or difficult moments.



Task 1: Apply in Practice



You are required to apply emotional intelligence in at least two real workplace situations where pressure, frustration, defensiveness, tension or team stress is present. These may include a production issue where the team is frustrated, a quality or compliance concern where someone becomes defensive, a tense handover, a difficult conversation with a team member, or a situation where you notice fatigue, silence, sarcasm or disengagement in the team.

01

Identify Emotions

Before each situation, take a moment to identify what is happening emotionally. Consider what pressure is present, what reaction you are noticing in yourself, what behaviour you are seeing in others, what facts you have, and what assumptions you need to avoid.

02

Communicate Clearly

Choose the emotional intelligence tool that best fits the situation: *Stop, Name, Choose* if you feel yourself becoming reactive; *Read the Signals* if the team is showing signs of stress or disengagement; *Acknowledge, Ask, Align, Act* if someone is defensive or frustrated; or *Close the Loop Follow-Up* after a tense moment or difficult conversation

03

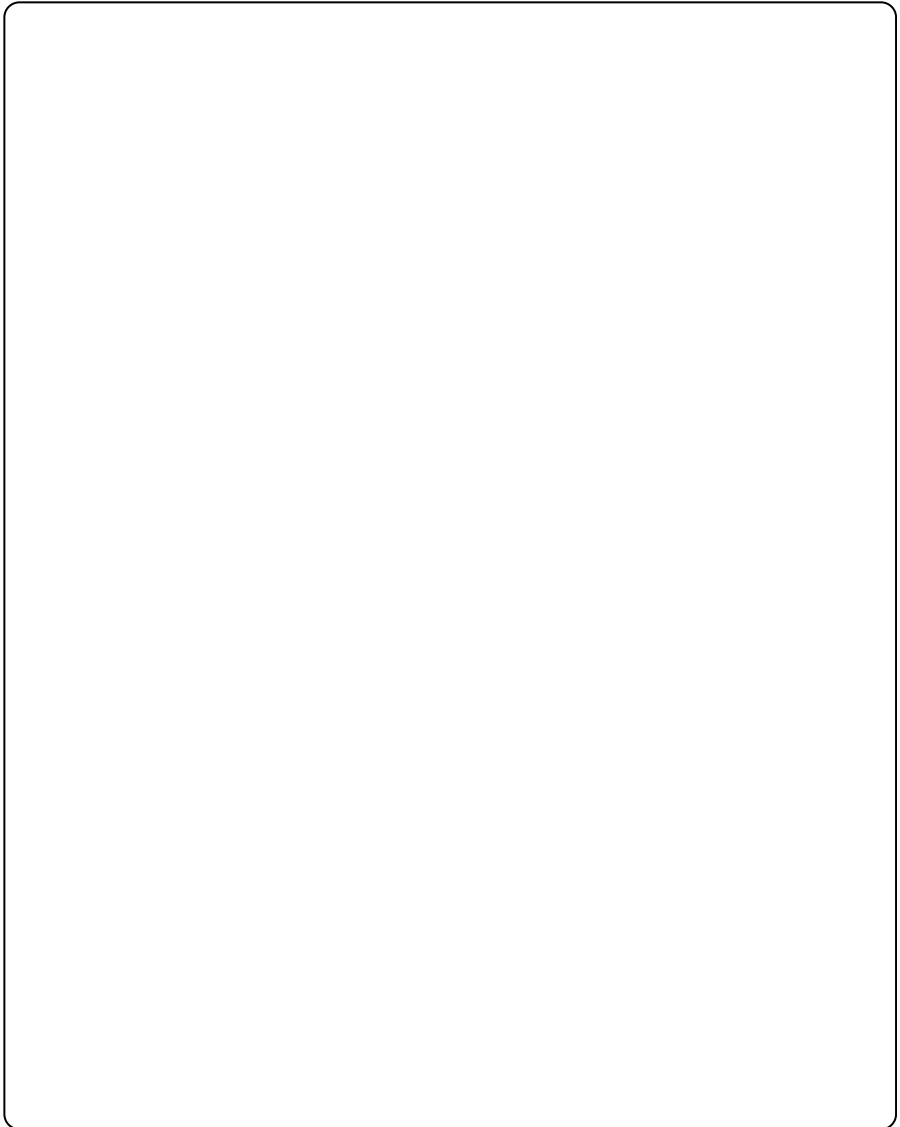
Respond Calmly Under Pressure

During the situation, keep your tone calm and steady. Focus on observable behaviour, facts, standards and next steps. If someone is frustrated, acknowledge the pressure without excusing poor standards. Ask questions before making assumptions, reinforce safety, quality or compliance expectations where needed, and agree what happens next.

Afterwards, reflect on what you did differently from your normal reaction. Use the space below to record your response.

Use these questions to guide your response:

- Did I pause before reacting?
- Did I recognise the pressure or emotion in the situation?
- Did I balance empathy with accountability?



Task 2: Buddy Check-In

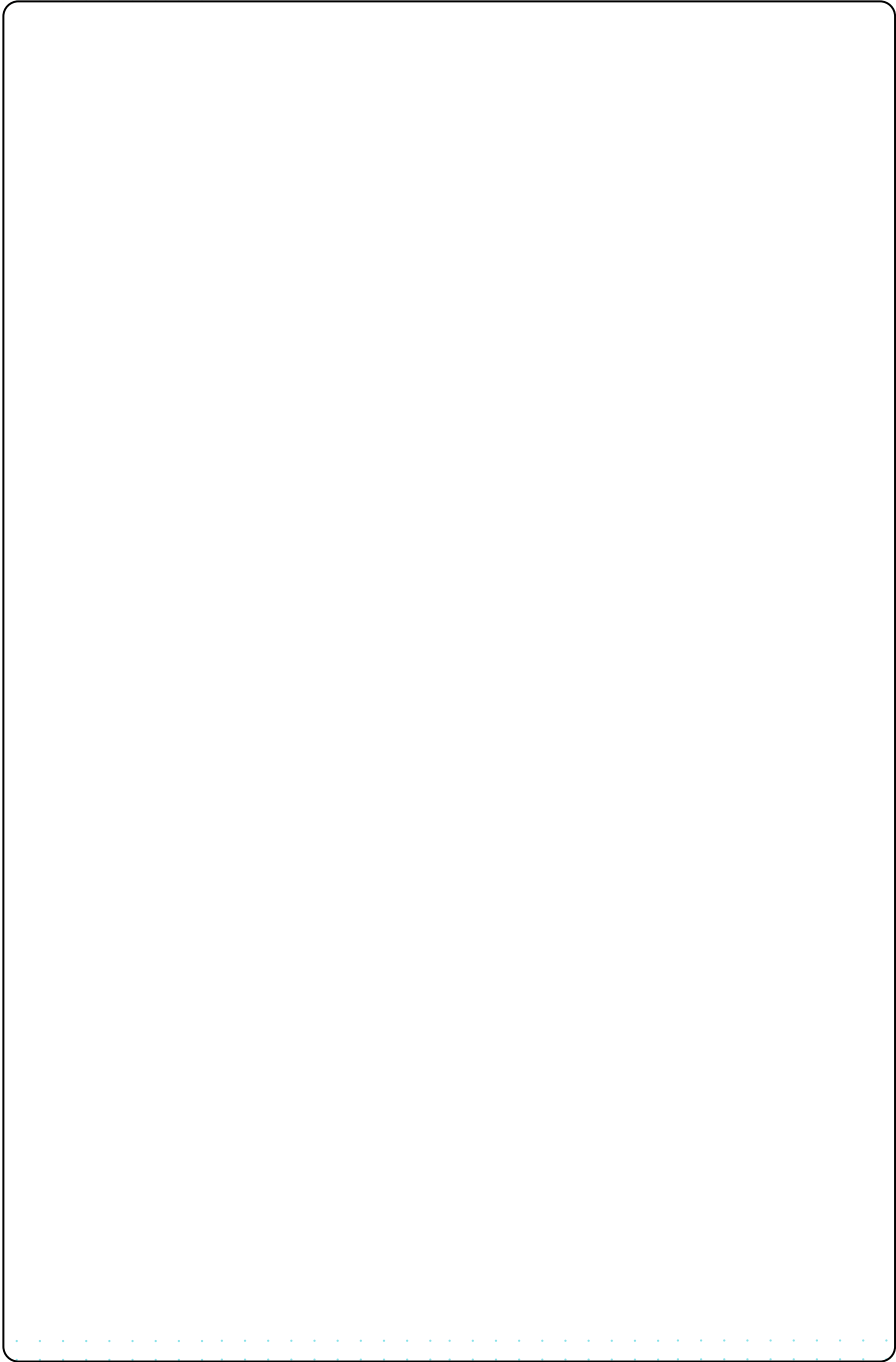
Emotional intelligence can be difficult to assess on your own because pressure affects how you see the situation in the moment. Discussing your experience with a buddy helps you test whether you recognised your trigger, read the team signals accurately, stayed calm, avoided assumptions and balanced empathy with standards. A peer may notice where your tone, timing or wording helped reduce tension, or where you could have responded differently.

Use your buddy conversation to talk through one of the workplace situations where you applied emotional intelligence. Explain what was happening, what pressure was present, what you noticed in yourself or others, what tool you used, and how the situation changed as a result. Ask your buddy to challenge whether you responded in a way that protected both the standard and the working relationship.

Use the prompts below to guide the discussion:

- What emotional pressure was present?
- What did you notice in yourself before responding?
- What did you notice in the other person or team?
- Which emotional intelligence tool did you use, and did it fit the situation?
- How well did you balance empathy with accountability?
- What would you do differently in a similar situation next time?

Use the space below to record your thoughts.





Task 3: Line Manager Review



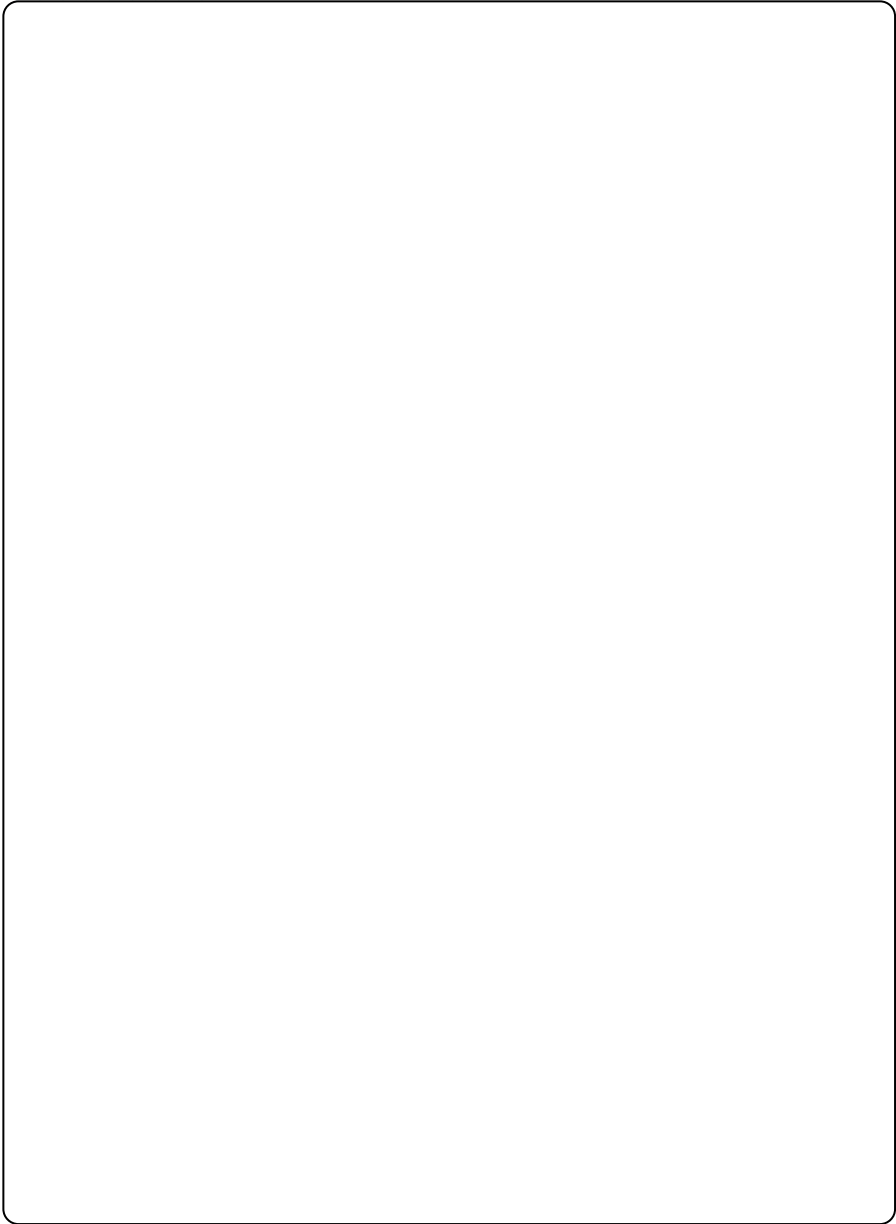
This review ensures that you are applying emotional intelligence in real supervisor situations where pressure, frustration, defensiveness or team signals could affect the outcome. Your manager is whether you recognised the emotional pressure, chose an appropriate response, maintained standards and followed through on the agreed action.

Use this review to discuss the situations where you applied emotional intelligence. Explain what triggered the situation, what reactions you noticed, what tool you used, what you did differently, and how the other person or team responded. Your manager should help you reflect on if your response reduced tension, improved clarity, protected safety or quality, reinforced accountability, supported team trust or improved follow-through.

Use the prompts below with your manager:

- What workplace situations did you apply emotional intelligence in?
- What pressure, trigger or team signal did you notice?
- Which emotional intelligence tool did you use?
- How did your response differ from your normal reaction?
- How did you acknowledge emotion without lowering the standard?
- What impact did your response have on safety, quality, compliance, delivery, trust or accountability?
- What should you improve next time?

Use the space below for manager feedback.



Manager Signature:

Date:

Module 5: Critical Thinking and Problem Solving

In a manufacturing environment, supervisors often need to make decisions quickly while still protecting safety, quality, compliance, delivery and team performance. Critical thinking helps you avoid jumping to conclusions, blaming too early or applying quick fixes that only solve the symptom.

This module focuses on practical problem-solving behaviours you can use on the floor - defining the problem clearly, separating facts from assumptions, containing immediate risk, identifying likely causes, choosing the right action and checking whether the action worked.

>> Task 1: Apply in Practice



You are required to apply critical thinking and problem solving to at least two real workplace issues where a structured approach would help improve the outcome. These may include repeated minor stoppages, output below target, documentation corrections, a quality concern raised by an operator, a handover gap, a team performance issue, delayed escalation, or a safety or process concern.

01

Defining The Problem

Before taking action, define the problem clearly. Be specific about what is happening, where it is happening, when it started, how often it has occurred, what impact it is having, and what evidence you have. Describe the issue in a way that can be investigated and acted on.

02

Risk Containment

Once the problem is defined, separate facts from assumptions. Confirm what is known, what needs confirmation, and whether immediate action is needed to protect safety, quality or compliance. Involve the appropriate measures such as QA, EHS, maintenance, engineering, training or your manager where risks exist.

03

Practical Questioning

Use practical questioning to identify the likely cause. Ask what changed, where the issue is occurring, whether it affects one line, shift, operator, material lot, process step or piece of equipment, and what evidence supports the cause

04

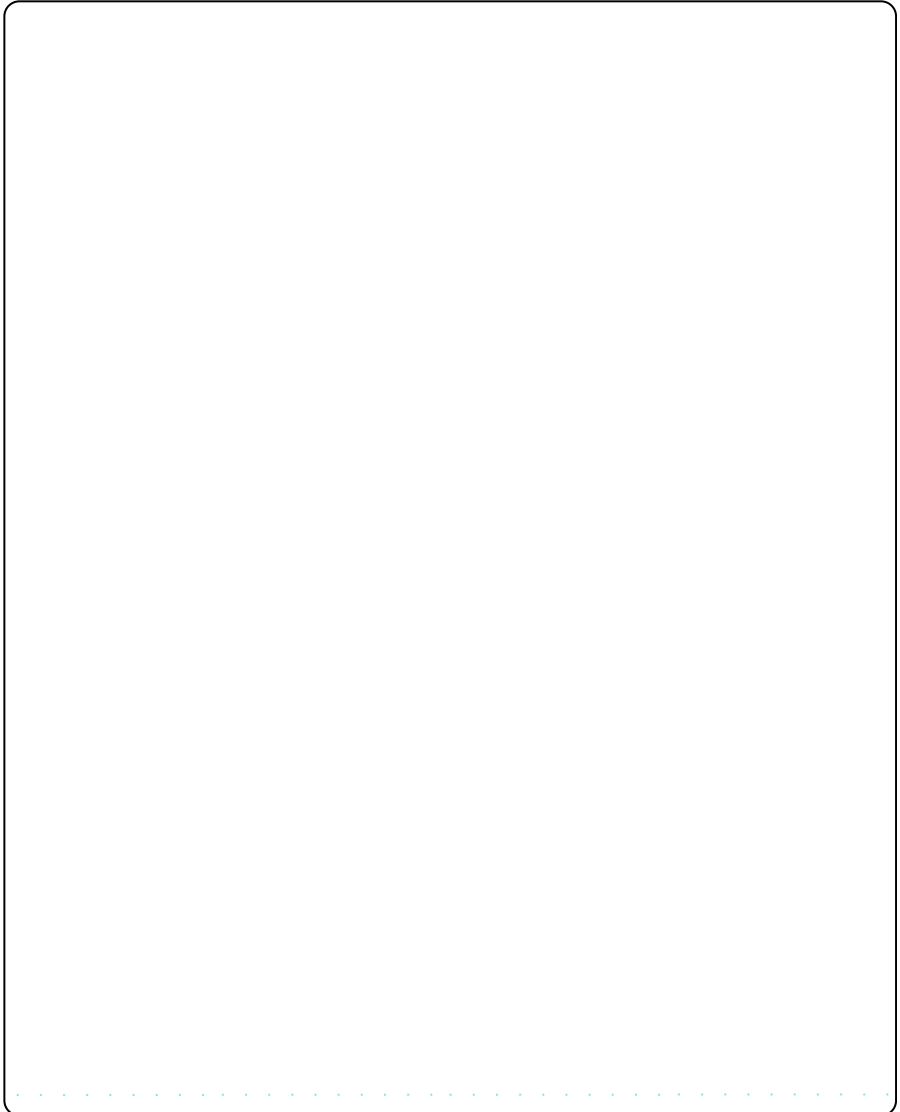
Verifying the Solution

Choose actions that address the cause, not just the symptom. Before closing the issue, confirm the action worked through evidence such as data, QA feedback, reduced stoppages or team understanding.

Afterwards, reflect on how you used critical thinking. Use the space below to record your response.

Use these questions to guide your response:

- What evidence helped me make a better decision?
- Did I contain risk appropriately?
- Did the action address the cause effectively?
- What you would I differently next time





Task 2: Buddy Check-In



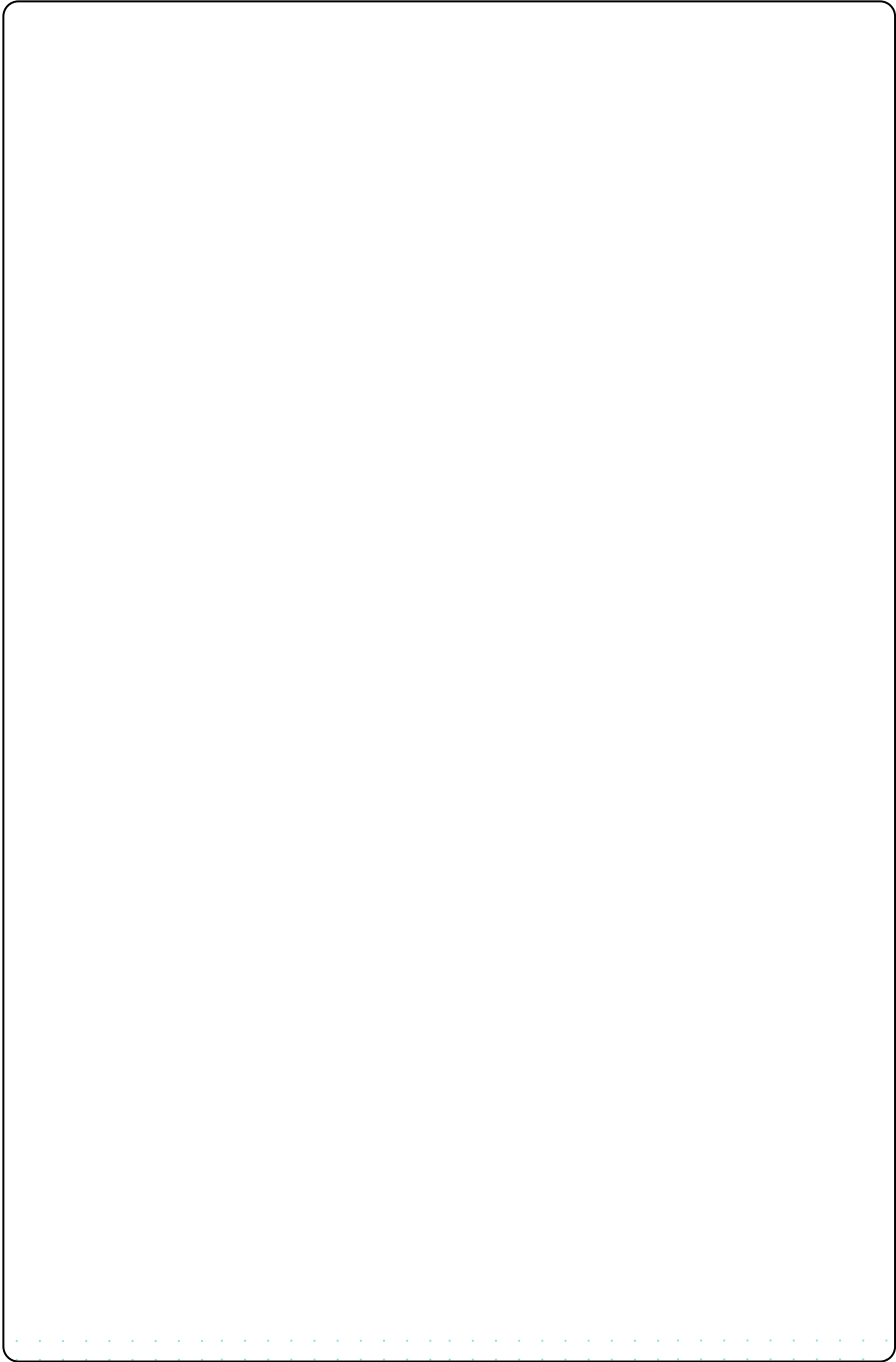
Problem solving improves when supervisors test their thinking with someone who understands the pace and pressure of the floor. A buddy discussion helps you check whether you defined the problem clearly, separated facts from assumptions, contained risk appropriately and selected an action that addressed the likely cause rather than only the symptom. This is especially useful because many operational issues cross shifts, functions or teams, and one supervisor's view may not show the full picture.

Use your buddy conversation to talk through one of the workplace issues where you applied structured problem solving. Explain the problem you selected, how you defined it, what facts you checked, what assumptions you challenged, what containment or escalation was needed, and how you decided on the action. Ask your buddy to challenge whether your problem statement was specific enough and whether your action was strong enough to reduce repeat issues.

Use the prompts below to guide the discussion:

- What problem did you select, and was it specific enough to solve?
- What assumptions did you initially have, and what evidence did you check?
- Was containment needed before investigating the cause?
- Did your action address the likely cause or only the symptom?
- How did you check whether the action worked?
- What would you do differently the next time you face a similar issue?

Use the space below to record your thoughts.





Task 3: Line Manager Review



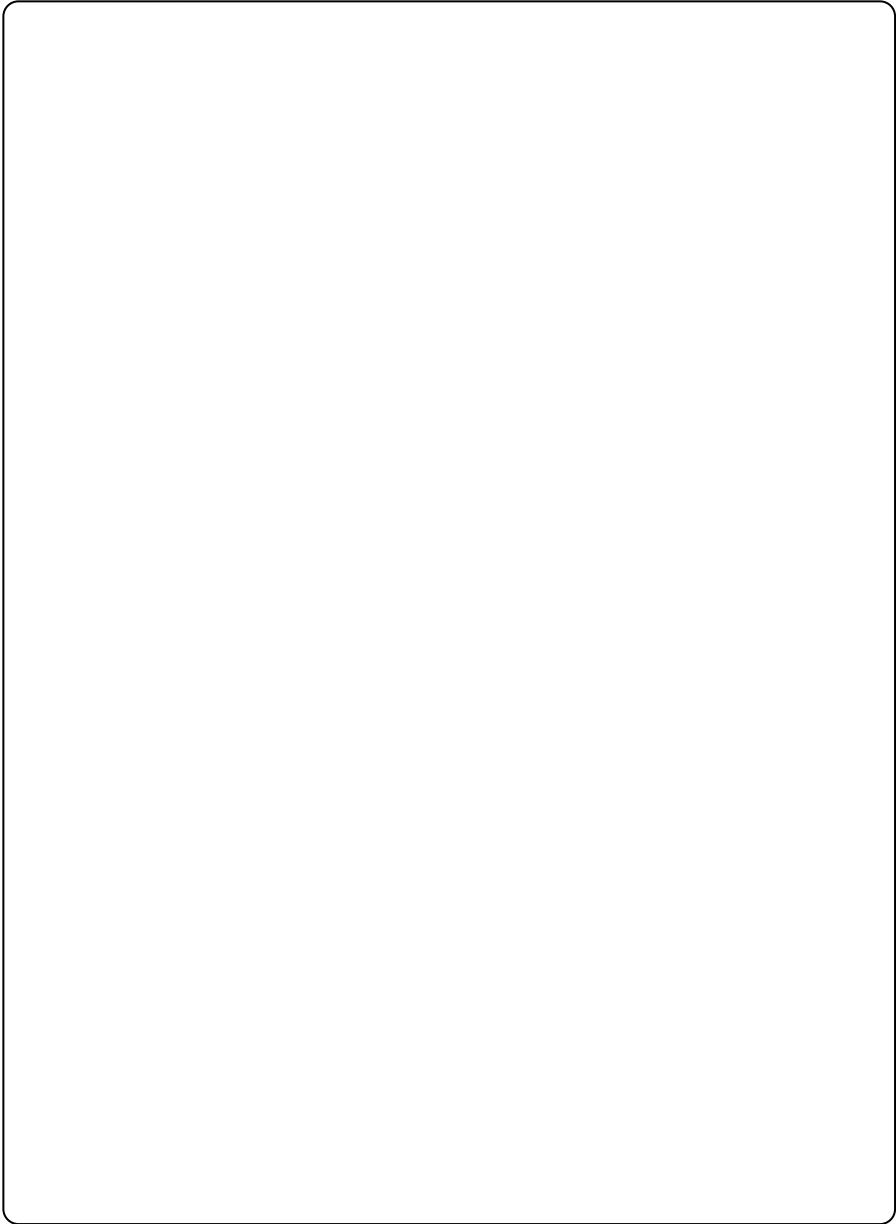
This review ensures that you are applying critical thinking and problem solving in a structured, evidence-based way during real operational issues. Your manager is not just checking that you fixed a problem, but that you defined the issue clearly, challenged assumptions, controlled any immediate risk, involved the right people, selected an appropriate action and checked whether the action worked.

Use this review to discuss the workplace issues where you applied the problem-solving approach. Explain what the issue was, how you defined the problem, what facts you gathered, what assumptions you avoided, whether containment was required, who you involved, what likely cause you identified, what action was taken and how you checked effectiveness. Your manager should help you reflect on whether your approach improved safety, quality, compliance, delivery, handover, team performance or escalation quality.

Use the prompts below with your manager:

- What workplace issue did you apply critical thinking and problem solving to?
- How did you define the problem clearly?
- What facts did you gather before deciding on the cause?
- What assumptions did you avoid or challenge?
- Was any immediate containment required?
- Who did you involve or escalate to, and why?
- What likely cause did you identify?
- What action did you take, and how did it address the likely cause?
- How did you check whether the action worked?
- What should you improve next time?

Use the space below for manager feedback.



Manager Signature:

Date:

Module 6: Delegating Effectively

In a manufacturing environment, supervisors need to get work done through others while still protecting safety, quality, compliance, delivery and team performance. Effective delegation helps prevent the supervisor from becoming the bottleneck for every update, check, handover action or routine issue.

This module focuses on practical delegation behaviours you can use on the floor, choosing the right task, selecting the right person, giving a clear brief, setting authority boundaries, checking understanding, following up without micromanaging and using delegation to build team capability.

» Task 1: Apply in Practice

You are required to delegate two real workplace tasks using a clear and structured approach. These may include preparing a draft handover update, updating the visual board, confirming material status, gathering facts before escalation, checking completion of routine 5S or housekeeping actions, preparing information for a team huddle, coaching a newer operator on a routine task, or following up on non-critical open actions.

01

Gauging Suitability

Before delegating, gauge suitability. Consider risks to safety, quality or compliance, whether the person has the correct training and experience, what authority they have, what could go wrong if the task is misunderstood, and what level of check-back is needed.

02

Delegation Boundaries

Do not delegate tasks requiring supervisor authority, specialist approval, confidentiality or formal decisions, including quality dispositions, performance conversations, HR issues, compliance decisions, or matters owned by QA, EHS, maintenance, engineering or management.

03

Clear Delegation Expectations

When delegating, define the Task, Standard, Authority, Support, Deadline, Check-Back and Escalation Point. Explain what needs to be done, expected standards, decision limits, available supports, deadlines, follow-up points and when to escalate.

04

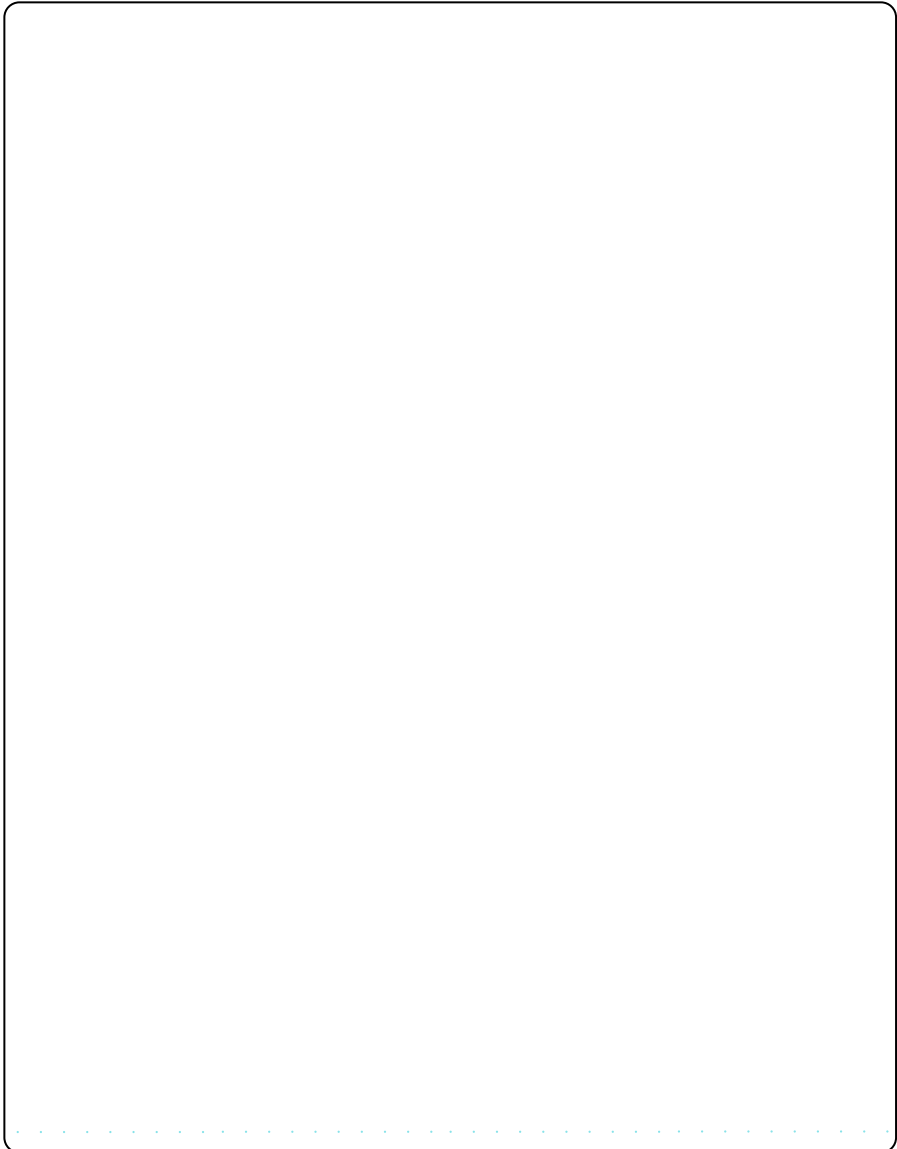
Checking Clarity and Reviewing Outcomes

Before the person starts, check understanding by asking them to explain back what they are doing. After the task is complete, review with the individual or team whether the task met standards, support levels were appropriate, boundaries were clear, and feedback was given

Reflect on how the delegation supported operational flow, improved ownership or helped build capability in the team.

Use these questions to guide your response:

- What risks or boundaries did I consider before delegating?
- How did I explain expectations, authority and deadlines?
- How did I confirm the person understood the task?





Task 2: Buddy Check-In



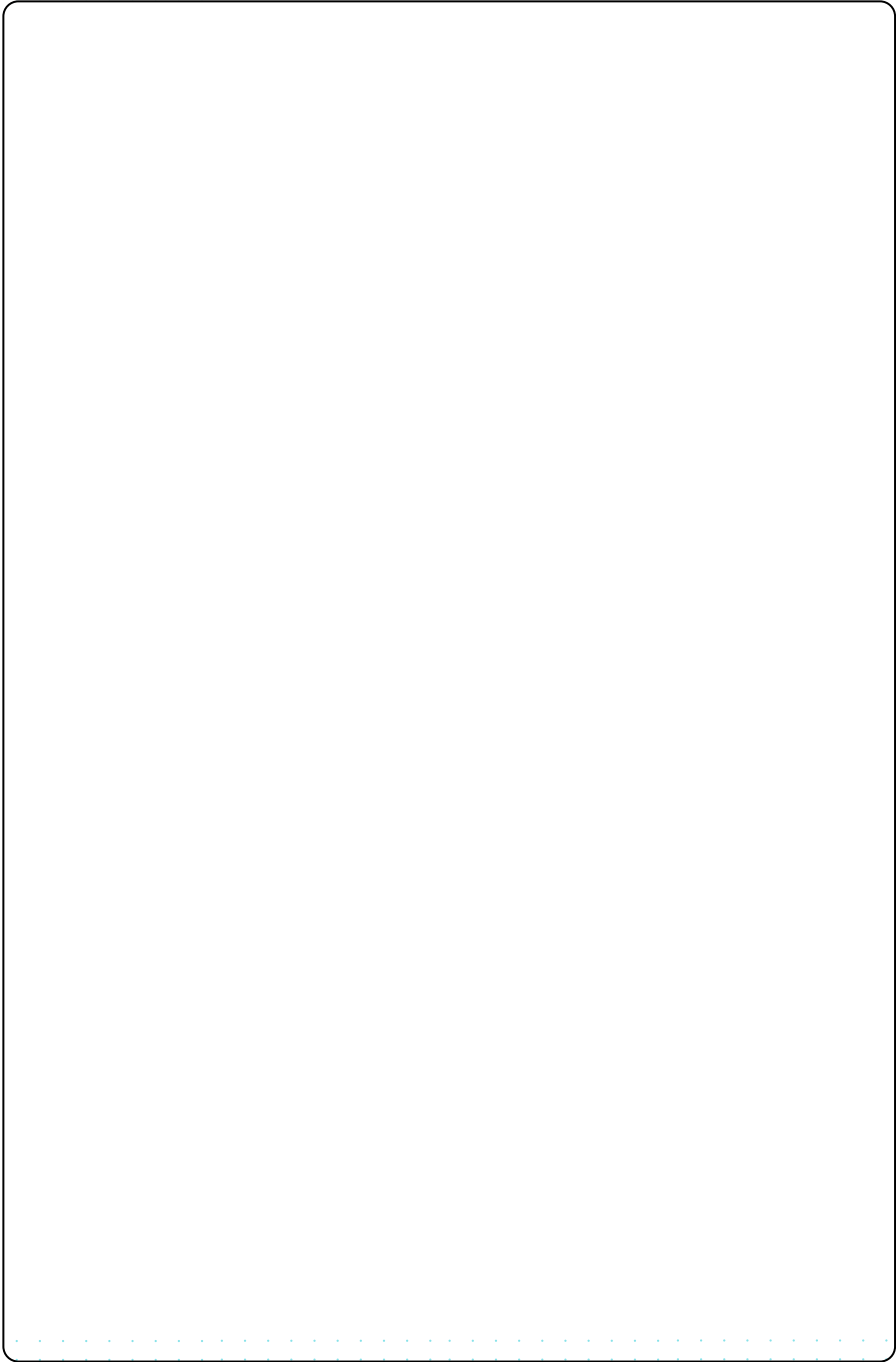
Delegation can feel straightforward until it happens during a busy shift, when the supervisor is balancing output, quality, handover, team questions and escalation at the same time. A buddy discussion helps you check whether the tasks you delegated were appropriate, whether the people selected had the right capability, whether your brief was specific enough and whether your check-back was at the right level. This is especially useful because poor delegation can create confusion, missed handover information, quality or compliance risk, overloaded team members or extra rework for the supervisor.

Use your buddy conversation to talk through one of the workplace tasks you delegated. Explain why you selected the task, and that person, how you gave the delegation brief, what authority boundaries you set, how you checked understanding and how the task turned out. Ask your buddy to challenge whether the task was safe to delegate, if the brief was clear enough and whether you monitored progress correctly.

Use the prompts below to guide the discussion:

- Was the task suitable to delegate based on safety, quality, compliance, authority and person readiness?
- Why did you choose that person, and did they have the right skill, experience and workload capacity?
- Was your delegation brief clear enough across task, standard, authority, support, deadline, check-back and escalation point?
- How did you check understanding before the person started?
- Did you monitor at the right level?
- What would you delegate differently next time to improve operational flow or build team capability?

Use the space below to record your thoughts.





Task 3: Line Manager Review



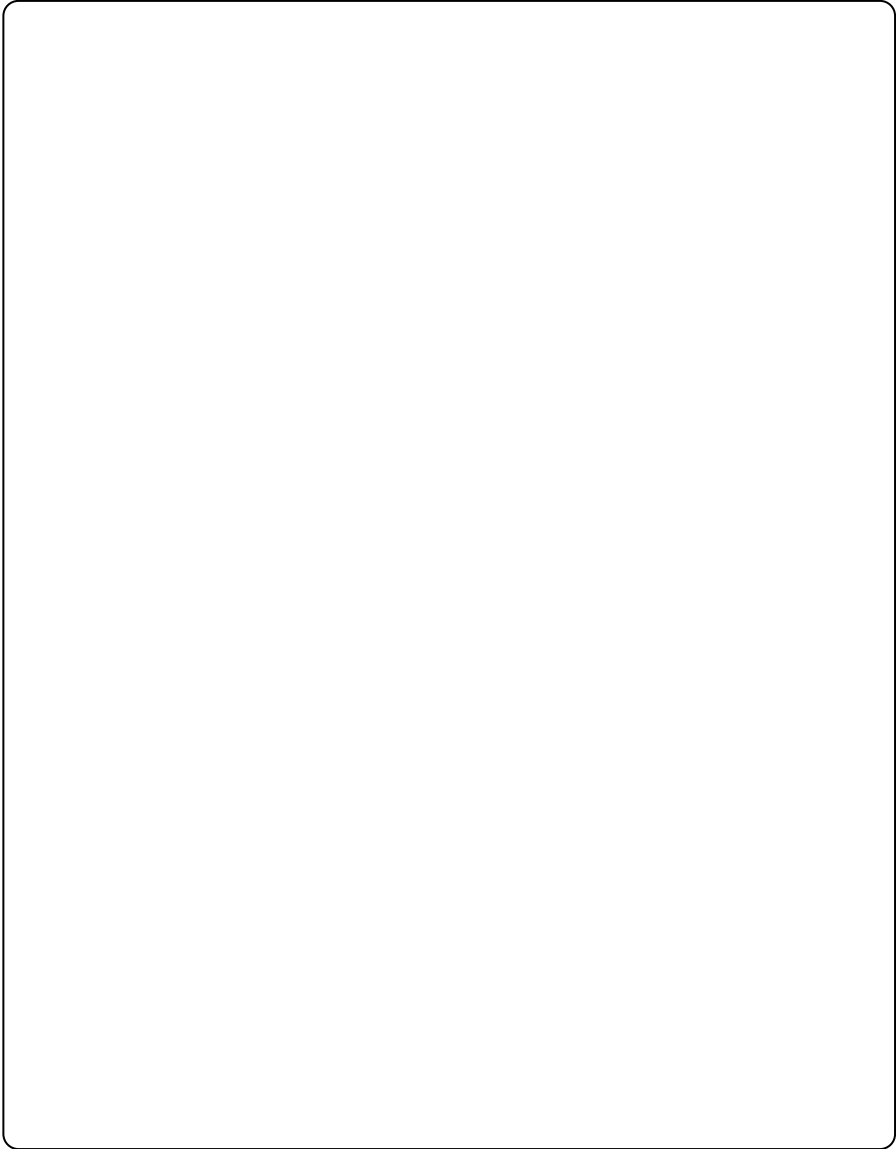
This review ensures that you are delegating real workplace tasks safely and effectively, rather than simply handing work to someone else because you are busy. Your manager is not just checking that you delegated, but that you chose appropriate tasks, selected suitable people, set clear standards and authority boundaries, checked understanding, followed up at the right level and reviewed the result.

Use this review to discuss the workplace tasks you delegated. Explain what you delegated, why the task was suitable, why you selected the person, what safety, quality, compliance or authority boundaries needed to be clear, how you briefed the task, how you checked understanding, what check-back you used, and what happened as a result. Your manager should help you reflect on whether the delegation improved production flow, handover quality, ownership of open actions, team capability or supervisor focus while still protecting standards.

Use the prompts below with your manager:

- What workplace tasks did you delegate?
- Why were these tasks suitable to delegate?
- Who did you delegate to, and why were they the right people?
- What standards, authority boundaries or escalation points did you make clear?
- How did you check that the person understood the task?
- Who did you involve or escalate to, and why?
- What check-back or follow-up did you use?
- Was the task completed to the required standard?
- Did the delegation create any risk, confusion or rework?
- What feedback did you give to the person afterwards?
- What impact did the delegation have on operational flow, handover, team ownership or capability?

Use the space below for manager feedback.



Manager Signature:

Date:

Module 7: Situational Leadership

In a manufacturing environment, supervisors need to adjust how they lead depending on the person, the task and the level of risk. The same approach will not work for every situation: a newer operator completing a documentation-linked task may need clear direction, while an experienced team member handling a routine update may be ready for more ownership.

This module focuses on practical situational leadership behaviours you can use on the floor, assessing skill, confidence, motivation and risk, then choosing whether to direct, coach, support or delegate.



Task 1: Apply in Practice



You are required to apply situational leadership in two workplace situations where your leadership approach needs to match the person, task and level of risk. Situations include supporting a newer operator with a process step, coaching someone after a missed handover detail, supporting a capable but frustrated team member, delegating ownership of a routine task, or adjusting your approach when a task becomes higher risk during the shift.

01

Assessing Task and Capability Fit

Before acting, choose one specific person and one specific task. Focus on observable tasks, such as preparing a handover update, completing a documentation-linked process step, coaching a newer operator, managing a material status update, or following an escalation process.

02

Assess The Individual

Assess the person's readiness for that specific task. Consider their skill, confidence, motivation and the risk involved if the task is not completed correctly. Choose the most appropriate leadership response.

03

Select the Appropriate Leadership Style

Direct if the person is new, unsure, inconsistent or the task is high-risk; Coach if they have some skill but need practice, correction or feedback; Support if they are capable but blocked, frustrated or losing confidence; or Delegate if they are competent, reliable and clear on the standard.

04

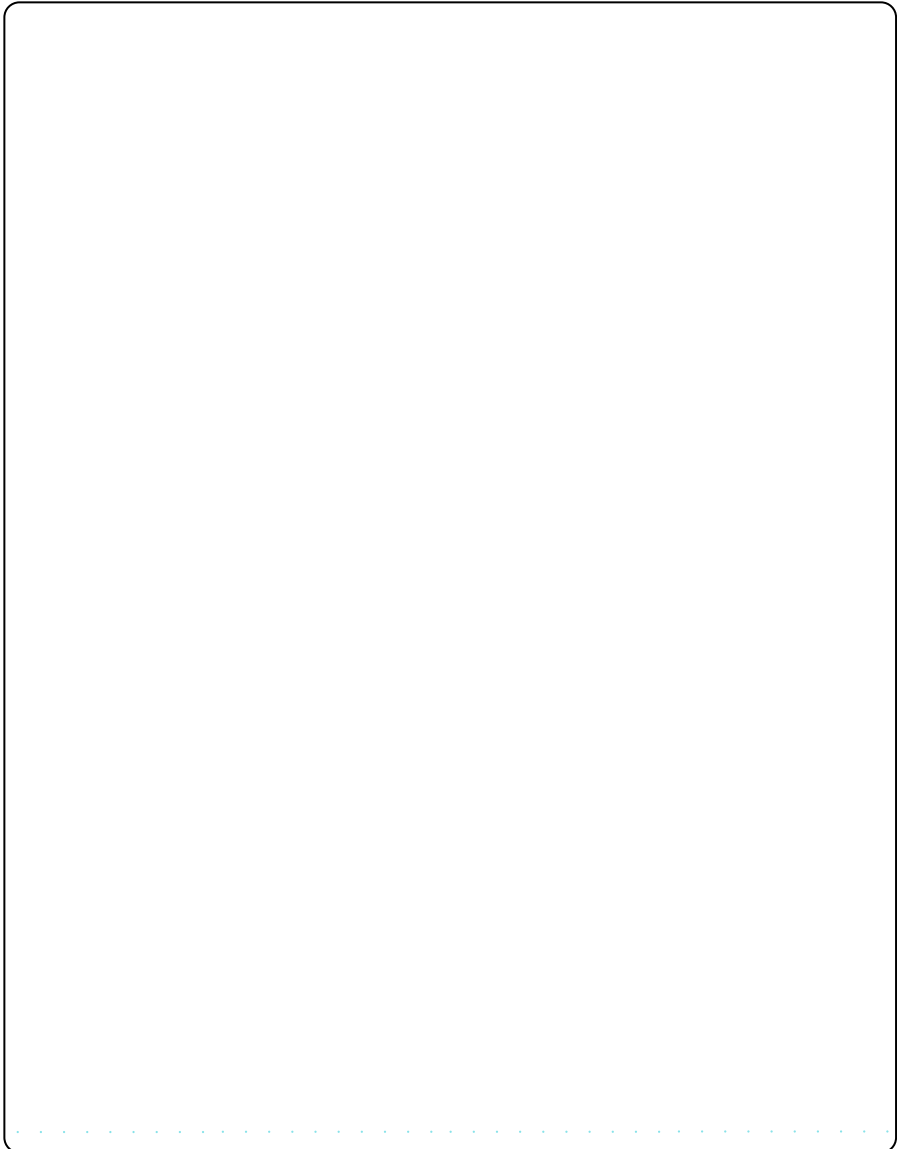
Checking Clarity and Reviewing Outcomes

During the situation, apply the chosen approach clearly. Direct with clear instructions and check-backs; Coach through discussion, observation and feedback; Support by listening while maintaining ownership; Delegate with clear boundaries, deadlines and escalation points.

After the situation, reflect on whether your approach matched what the person needed. Use the space below to record your response.

Use these questions to guide your response:

- Did I adjust when the situation changed?
- What impact would your approach had on task completion, confidence, ownership, quality, safety or delivery?





Task 2: Buddy Check-In



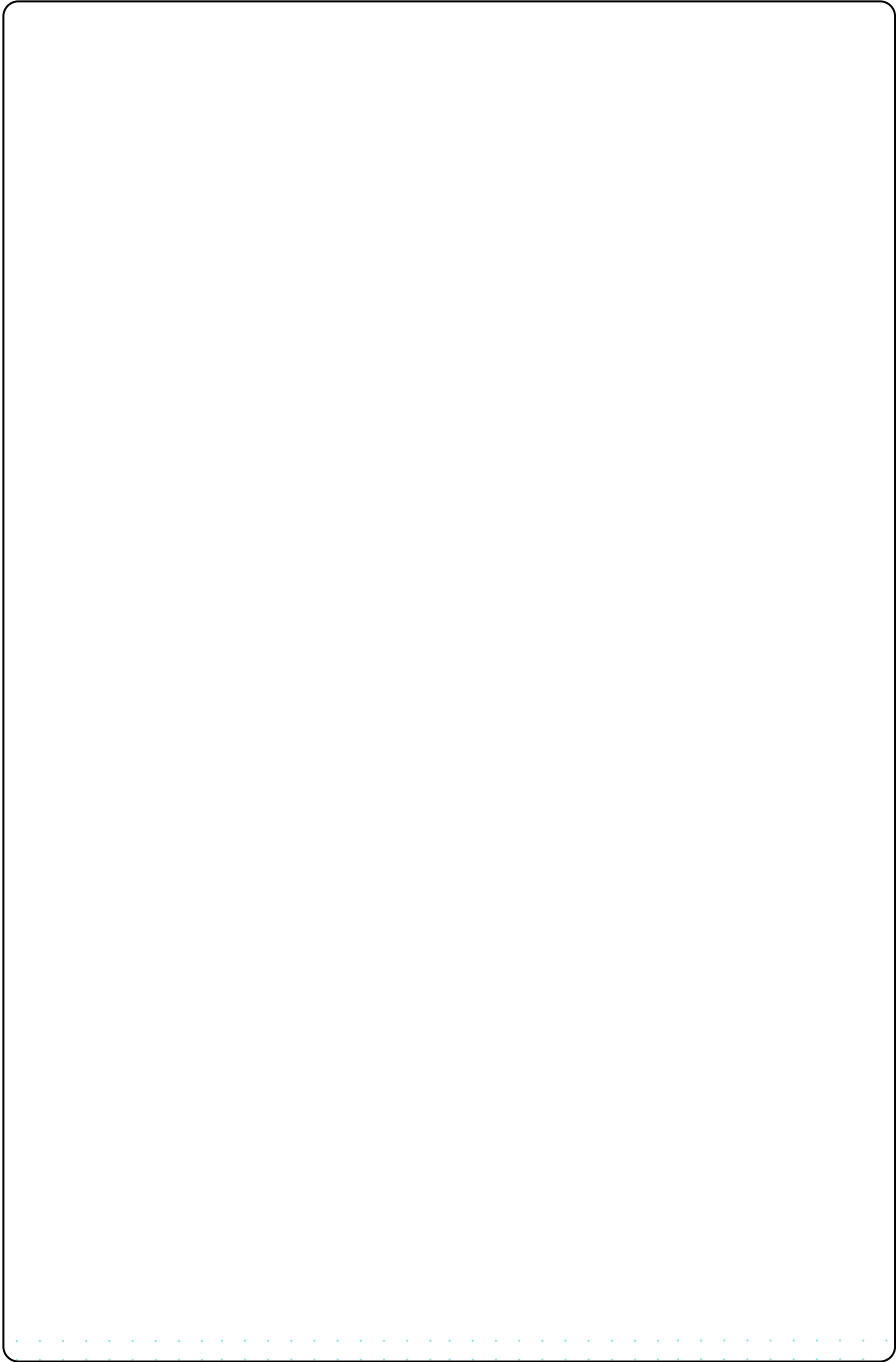
Situational leadership depends on judgement, and judgement improves when you test your thinking with another supervisor who understands the pace and pressure of the floor. A buddy discussion helps you check whether you assessed the person's readiness accurately, selected the right leadership response and adjusted appropriately if the situation changed. This is especially useful because supervisors can sometimes over-direct capable people, under-support experienced people who are new to a task, or delegate too early when production pressure is high.

Use this conversation to assess the workplace situations where you applied situational leadership. Explain the person and task you selected, how you assessed skill, confidence, motivation and risk, which leadership response you chose, what you said or did, and what resulted. Ask your buddy to challenge whether your chosen approach matched the person's readiness for that specific task and whether safety, quality, compliance or delivery risk should have changed your level of direction or support.

Use the prompts below to guide the discussion:

- Was the person's readiness assessed for the specific task, or did you rely too much on general experience?
- Was the leadership response (Direct, Coach, Support or Delegate) the right fit?
- Did safety, quality, compliance, delivery or handover risk change what the person needed from you?
- Did you need to adjust your leadership style during the situation?
- What impact did your approach have on the person's confidence, ownership or performance?
- What would you do differently next time?

Use the space below to record your thoughts.





Task 3: Line Manager Review



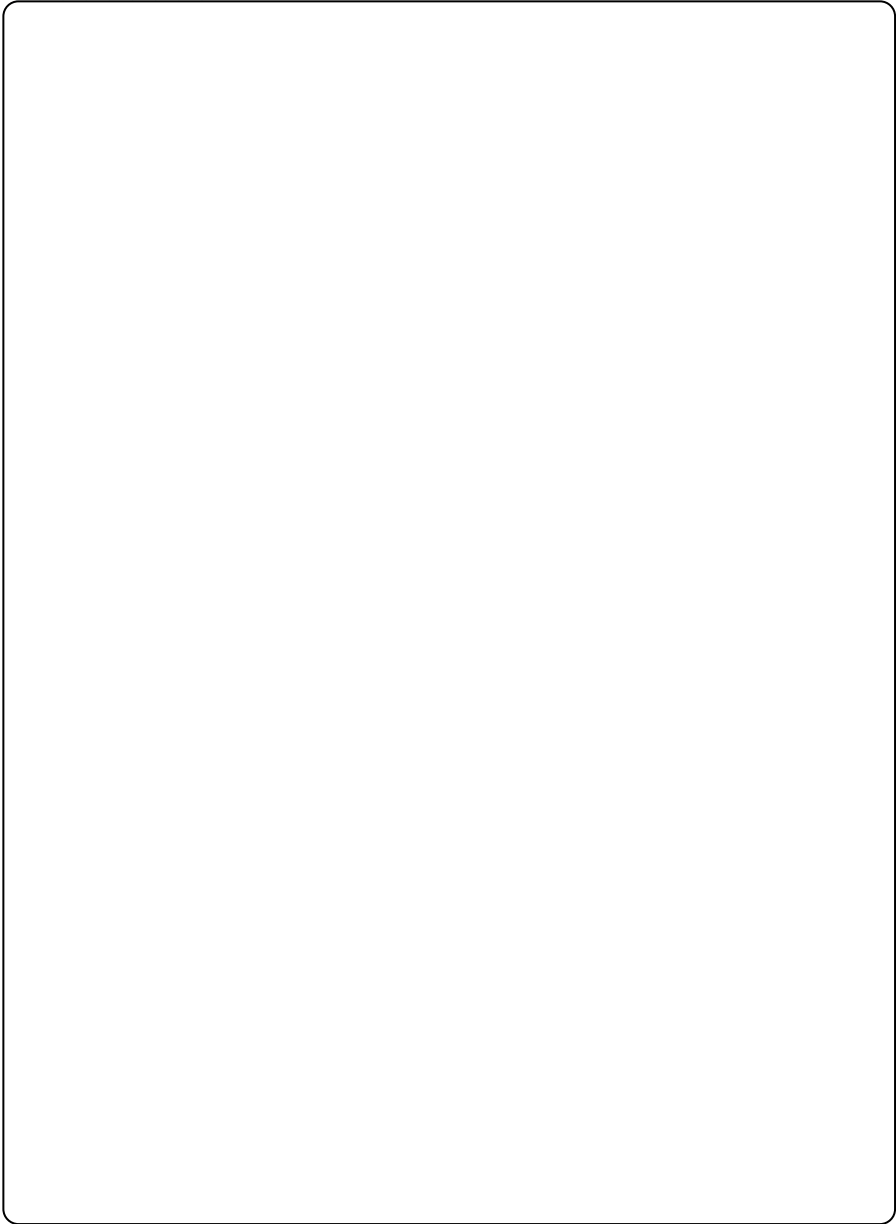
This review ensures that you are applying situational leadership by matching your leadership approach to a real person, task and level of risk. Your manager is not just checking that you supported someone, but that you assessed readiness accurately, chose the right response, protected standards and adjusted your approach if the situation changed.

Use this review to discuss the workplace situations where you applied situational leadership. Explain who you selected, what task they were completing, how you assessed their skill, confidence, motivation and risk, and why you chose to Direct, Coach, Support or Delegate. Your manager should help you reflect on whether your approach improved performance, confidence, ownership, task completion, safety, quality, compliance, delivery or handover.

Use the prompts below with your manager:

- What team member and task did you select?
- How was this task relevant to operations, quality, safety, compliance, handover or development?
- How did you assess the person's skill, confidence, motivation and task risk?
- Which leadership response did you choose?
- Was this the right response for the person and task?
- What did you say or do during the situation?
- What check-back or follow-up did you use?
- Did you adjust your approach when the situation changed?
- What impact did your approach have on the person's performance, confidence or ownership?
- What impact did your approach have on safety, quality, compliance, delivery or handover?
- What should you improve next time?

Use the space below for manager feedback.



Manager Signature:

Date:

Module 8: Managing Conflict and Difficult Conversations

In a manufacturing environment, supervisors need to address conflict and difficult issues early before they affect safety, quality, compliance, production flow, handover or team trust. Difficult conversations may involve missed standards, defensive reactions, sarcastic comments, tension between shifts, repeated documentation issues, frustration during downtime or poor behaviour during huddles.

This module focuses on practical ways to prepare with facts, stay calm, listen to understand, reinforce standards, de-escalate blame or defensiveness, and agree clear follow-up actions.



Task 1: Apply in Practice



You are required to apply the difficult conversation approach in two workplace situations where an issue, behaviour or conflict needs to be addressed constructively. These may include a missed quality or compliance standard, repeated documentation errors, poor tone during huddles, tension between team members, shift-to-shift conflict about handover, resistance to process changes, frustration between production and support functions, or defensive responses to feedback.

01

Prepare For The Conversation

Before the conversation, prepare using Facts, Impact, Standard, Desired Outcome and Next Step. Be clear on what happened, its impact, the standard to reinforce, what you need to understand, and the outcome required.

02

Use the Correct Language

Avoid labels such as “bad attitude,” “careless,” “lazy,” or “difficult”. Instead, describe observable behaviour, for example: “During the last three huddles, you made sarcastic comments when priorities changed.”

03

The Correct Approach

During the conversation, use the structure Open Clearly, Ask and Listen, Reinforce the Standard, Agree Action and Close the Loop. Explain the issue clearly, understand the person’s view, reinforce expectations clearly, especially where safety, quality, compliance, respectful behaviour or handover expectations are involved, and stay calm and fact-focused if emotions rise

04

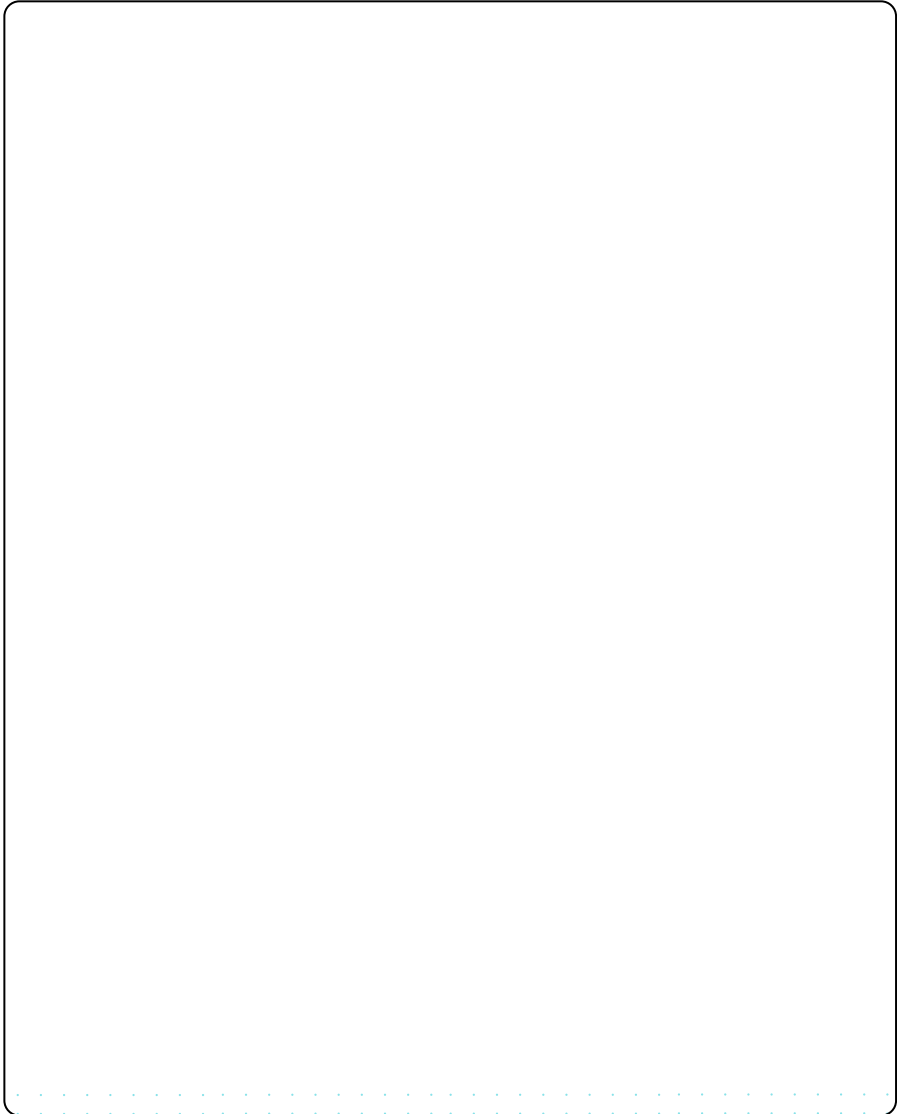
Follow-up

follow up to check whether the agreed action happened and whether the issue improved.

After the situation, reflect on whether you responded appropriately. Use the space below to record your response

Use these questions to guide your response:

- Did I stay factual and calm?
- Did I listen before deciding?
- Did I avoid blame or labels that could cause aggravation?
- Did I de-escalate tension effectively where required?





Task 2: Buddy Check-In



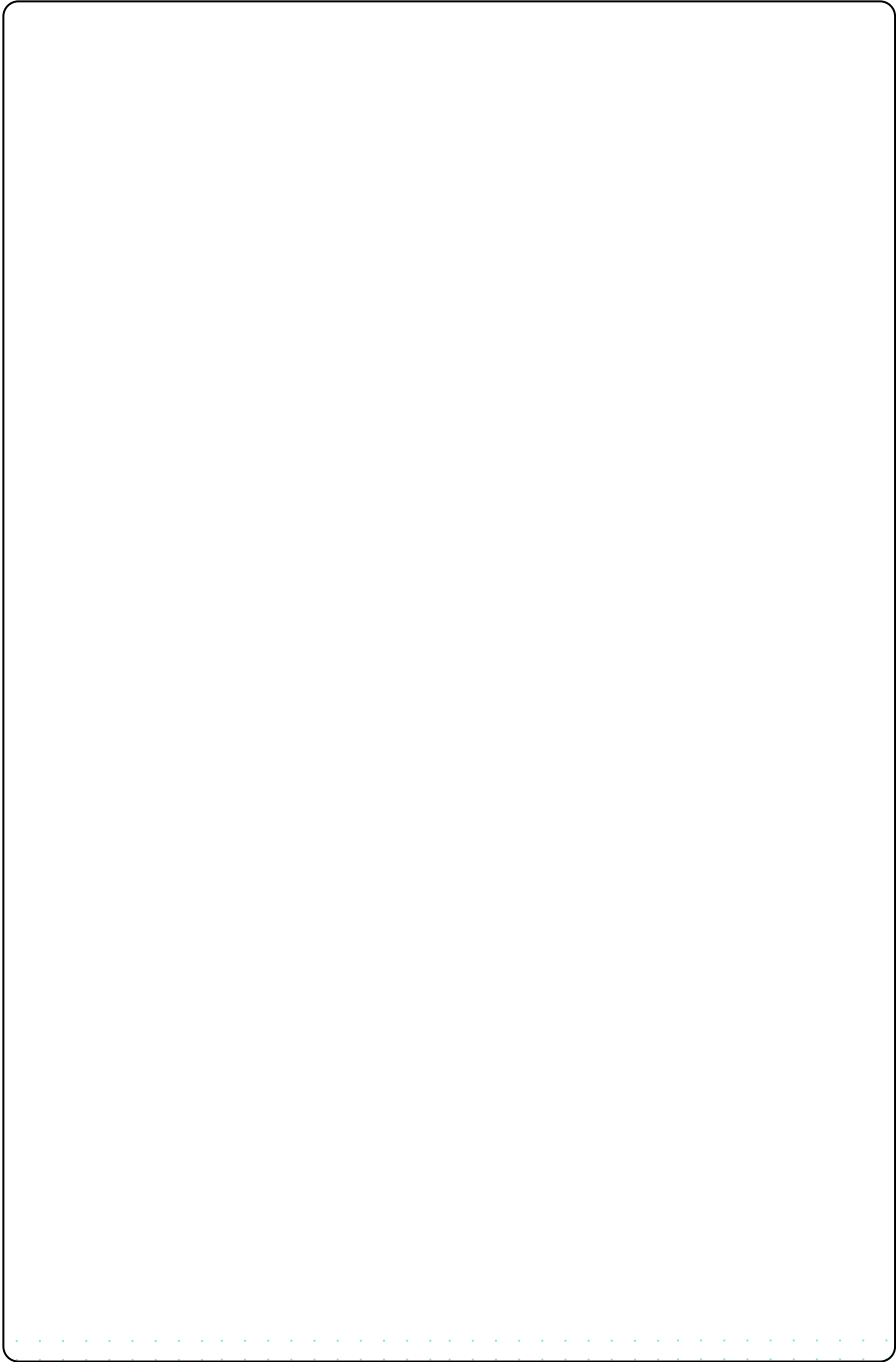
Difficult conversations can feel different in the moment than they look afterwards, especially when the other person becomes defensive or when conflict involves blame between shifts or team members. A buddy discussion helps you check whether you prepared with facts, avoided judgement language, opened the conversation clearly, listened properly, reinforced the standard and agreed a clear action. This is especially useful because another supervisor may notice where your wording could have escalated tension or where the conversation needed a firmer standard or clearer follow-up.

Use your buddy conversation to talk through one of the workplace situations where you applied the difficult conversation approach. Explain what happened, what facts and impact you prepared, how you opened the conversation, what questions you asked, how the person or group responded, and what action was agreed. Ask your buddy to challenge whether your wording was factual, whether you avoided blame, whether you listened enough before deciding and whether the standard was clear.

Use the prompts below to guide the discussion:

- Did you prepare with facts rather than frustration?
- Was your opening clear and respectful?
- Did you listen enough before deciding the next step?
- Did you hold the standard clearly?
- How well did you handle defensiveness, blame, silence or tension?
- What would you do differently in your next difficult conversation?

Use the space below to record your thoughts.





Task 3: Line Manager Review



This review ensures that you are handling real difficult conversations or conflict situations in a factual, respectful and standards-based way. Your manager is not just checking that you had the conversation, but that you addressed the issue early, avoided blame or labels, listened to understand the situation, reinforced the required standard and followed up on the agreed action.

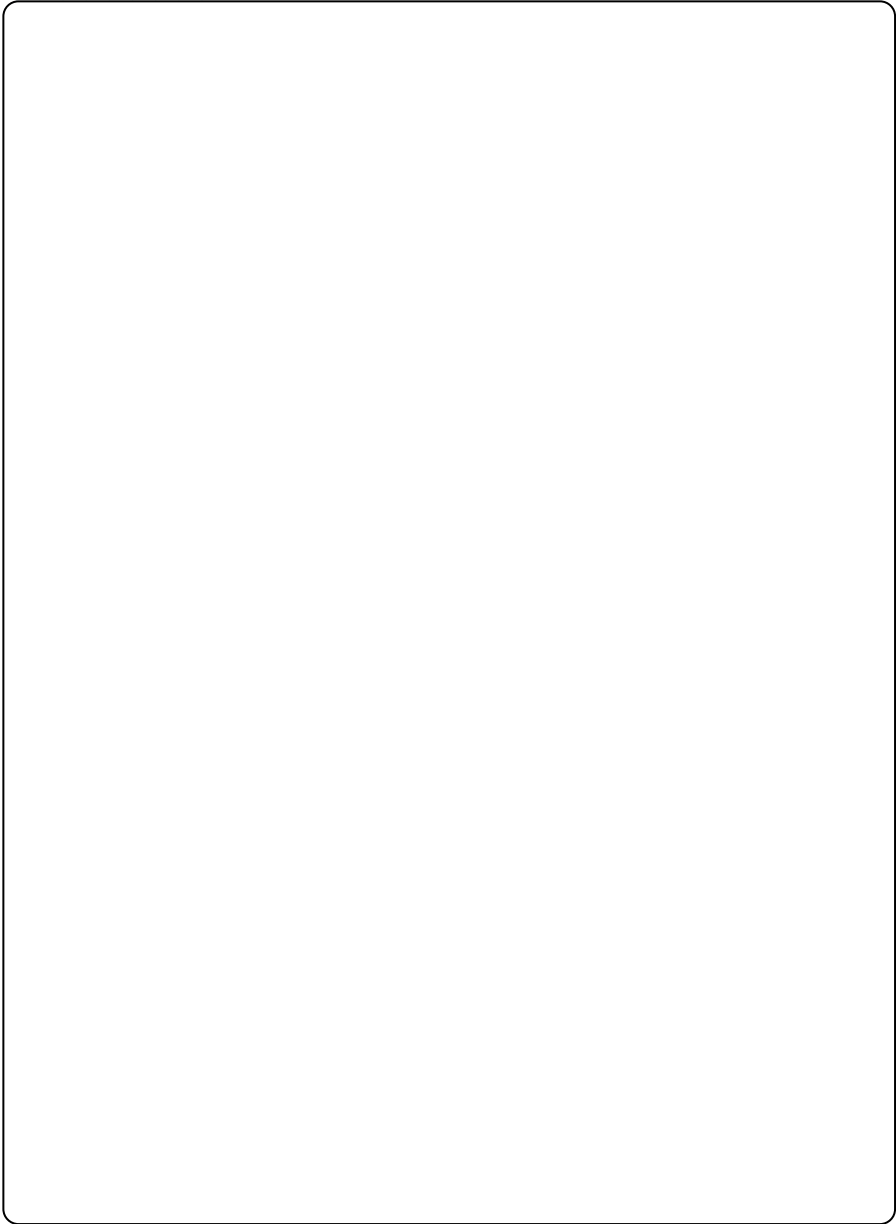
Use this review to discuss workplace situations where you applied the difficult conversation approach. Explain the issue, key facts, impact, standards reinforced, how you handled the conversation, the response received and agreed actions. Reflect with your manager on whether the conversation reduced tension, improved behaviour, clarified expectations, protected standards or required further escalation.

Use the prompts below with your manager:

- What facts did you prepare before the conversation?
- What impact was the issue having on safety, quality, compliance, delivery, handover or team performance?
- What standard or expectation did you need to reinforce?
- How did you open the conversation?
- What questions did you ask to understand the person's or group's view?
- How did you handle defensiveness, blame, silence or tension?
- What action, owner or follow-up was agreed?
- What changed after the conversation?
- Did the issue require escalation to your line manager, HR, QA, EHS or another function?
- What should you improve next time?

Use the space below for manager feedback.





Manager Signature:

Date:

Module 9: Effective Planning and Prioritisation

In a manufacturing environment, supervisors need to plan the shift while balancing production targets, safety, quality, compliance, people, materials, equipment, open actions and handover requirements. Poor planning can lead to missed checks, unclear priorities, delayed escalation, weak handover, avoidable downtime and pressure-driven decisions.

This module focuses on practical planning and prioritisation behaviours you can use on the floor, preparing the shift plan, identifying risks and blockers, prioritising based on safety, quality and compliance, communicating priorities clearly, resetting the plan when conditions change and closing the loop through handover or follow-up.



Task 1: Apply in Practice



You are required to apply the shift planning and prioritisation approach in at least two real workplace situations where planning, priority-setting or a shift reset is needed. These may include a line starting behind plan, a high-priority production order, a staffing gap, a known equipment issue, pending QA checks, a material shortage, a changeover, a start-up, several open actions from the previous shift, or a handover where incomplete information could delay the next team.

01

Prepare For The Conversation

Before or at the start of the shift, prepare using the planning routine: Targets, Safety, Quality/Compliance, People, Materials, Equipment, Open Actions and Handover. Identify key risks, blockers, skill gaps, equipment or material issues, and actions that may affect delivery, safety or quality.

02

Use the Correct Language

Set your top priorities using the order Safety, Quality/Compliance, Delivery, People, Cost/Efficiency. Communicate the plan clearly to the team during the huddle or shift update. Make sure people understand the main focus, key risks, actions required, action owners, escalation points and when the next update will happen

03

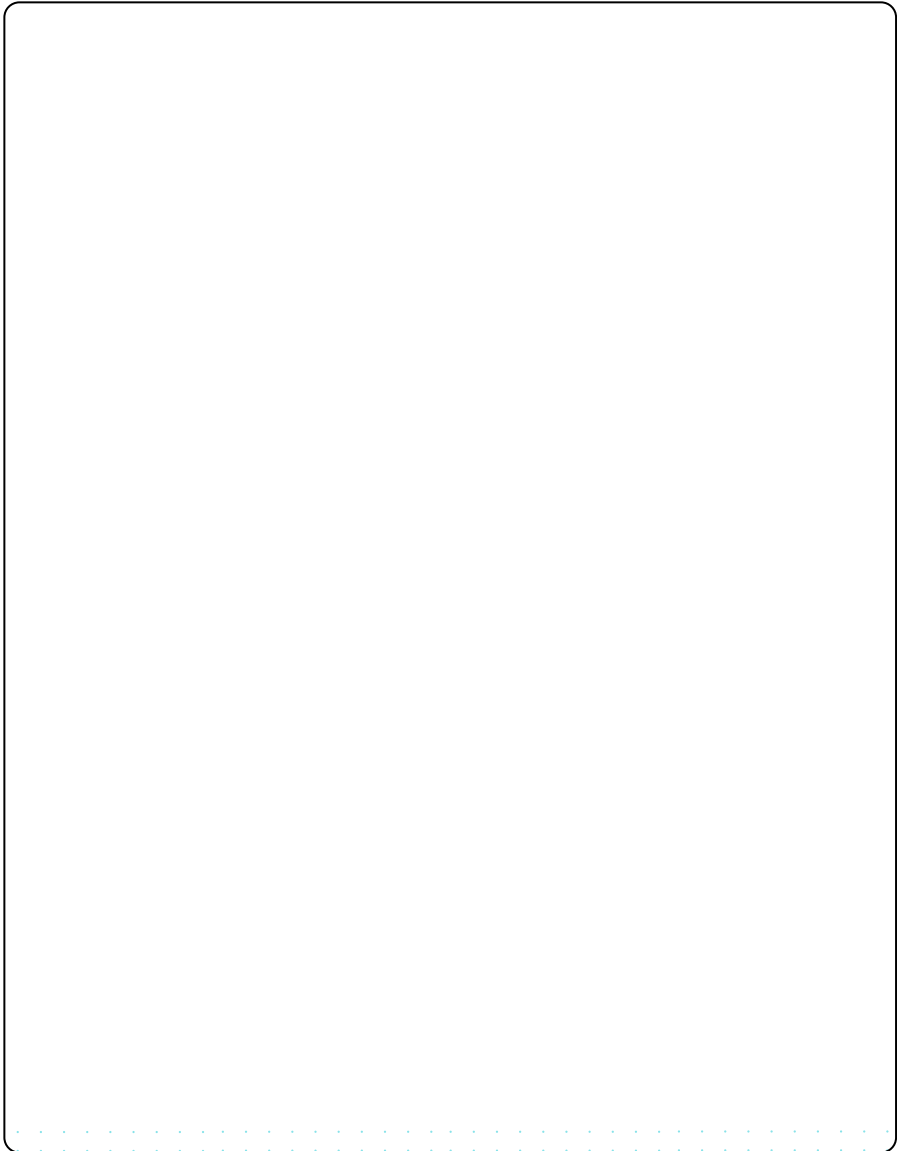
The Correct Approach

If conditions change during the shift, reset the plan using: What changed, what is the impact, what stays the same, what changes now, who owns each action, what needs escalation and when is the next update. At the end of the shift or planning situation, close the loop by recording what was completed, what remains open, who owns it, what must be handed over and what needs follow-up

After the situation, reflect on your planning process. Use the space below to record your response

Use these questions to guide your response:

- Did I plan proactively?
- Did I prioritise based on risk rather than pressure?
- Did I reset early enough in response to changes?





Task 2: Buddy Check-In



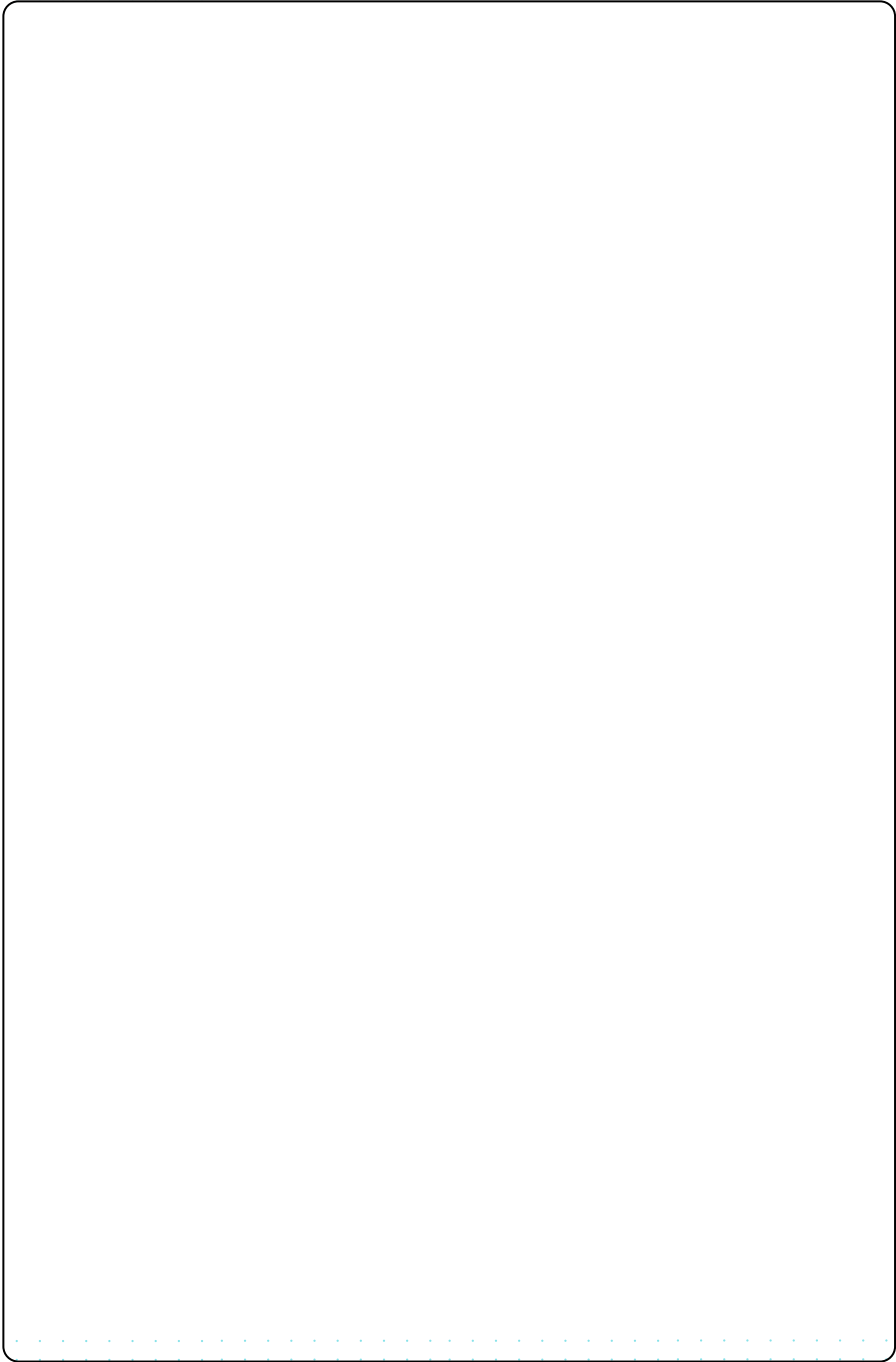
Planning and prioritisation improve when supervisors test their thinking with another supervisor who understands the pace and pressure of live operations. A buddy discussion helps you check whether your plan covered the real risks, whether you prioritised based on safety, quality, compliance and delivery rather than pressure, and whether your team briefing was clear enough for people to act on. This is especially useful because supervisors can miss blockers when they are focused on output or when several issues arrive at once.

Use your buddy conversation to talk through one of the shifts or operational situations where you applied the planning and prioritisation approach. Explain what situation you selected, what your plan included, what risks or blockers you identified, what your top priorities were, what you communicated to the team, and whether you needed to reset the plan during the shift. Ask your buddy to challenge whether you missed any risks, prioritised correctly, escalated early enough and clearly communicated actions, owners and follow-up.

Use the prompts below to guide the discussion:

- Did your shift plan cover targets, safety, quality/compliance, people, materials, equipment, open actions and handover?
- What risks or blockers did you identify early, and did you miss or underestimate anything?
- Did you prioritise based on risk or pressure?
- Was your team briefing clear enough for people to understand actions, owners, escalation points and next update time?
- Did you need to reset priorities during the shift, and was the reset clear?
- What would you do differently in your next shift plan?

Use the space below to record your thoughts.





Task 3: Line Manager Review



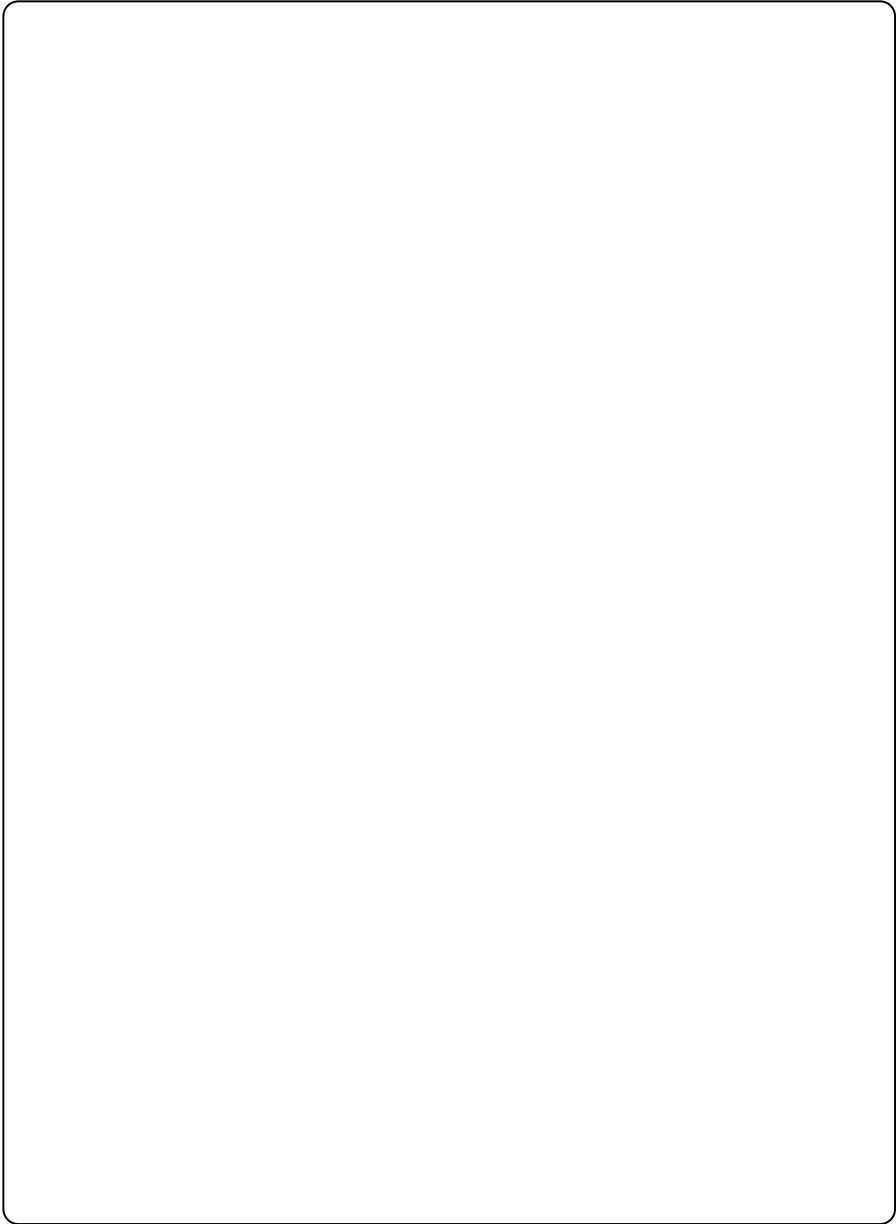
This review ensures that you are using planning and prioritisation to improve control of the shift, rather than only reacting to issues as they appear. Your manager is not just checking that you made a plan, but that you identified risks early, prioritised safety, quality and compliance correctly, communicated clear actions and owners, reset the plan when conditions changed and closed the loop through handover or follow-up.

Use this review to discuss workplace situations where you applied planning and prioritisation. Explain the situation, key risks and priorities, what you communicated, how priorities changed, what was escalated or delegated, and what was handed over or followed up. Reflect with your manager on whether the approach improved shift control, communication, standards, delivery or handover quality.

Use the prompts below with your manager:

- What shift or planning situation did you apply the planning and prioritisation approach to?
- What did your plan cover across targets, safety, quality/compliance, people, materials, equipment, open actions and handover?
- What risks or blockers did you identify early?
- How did you prioritise safety, quality/compliance, delivery, people and cost/efficiency?
- What did you communicate to the team during the huddle?
- Were actions, owners, escalation and next update times clear?
- Did conditions change during the shift, and how did you reset?
- What did you delegate or escalate?
- What remained open and how was it handed over?
- What impact did your planning have on shift control, safety, quality, compliance, delivery, handover or team focus?

Use the space below for manager feedback.



Manager Signature:

Date: