



NAVY LEAGUE  **LIGUE NAVALE**
A New Wave Of Adventure! *Une mer d'aventure!*

NAVY LEAGUE CADET OFFICER TRAINING

Lieutenant Qualification

Module 28 - LEADERSHIP
SUPERVISION

INTRODUCTION

Upon completion of this module you will have a good understanding of the principles of supervision. With these principles you will have the tools required to ensure that the tasks you are given will be carried correctly.

RATIONALE

However clearly you brief your cadets/officers with specific instructions, you cannot assume that the task will be properly carried out. Supervision and supervision skills must be used.

PREREQUISITE

Midshipman Qualification Course
Acting Sub-lieutenant Qualification Course
Sub-lieutenant Qualification Course

LEARNING ACTIVITIES

Study printed material
Attend Officers Rank Qualification Course
Self-help test

RESOURCES

Module
Instructor
Self-help test

WHY SUPERVISE

Supervision affords a superior the ability to ensure that orders are being carried out PROMPTLY and PROPERLY. It demonstrates to the subordinates that a task is important permitting MOTIVATION and ENCOURAGEMENT. Supervision also provides the leader with an opportunity to CHANGE ORDERS if the situation so requires.

OPERATIONS OF SUPERVISION

Supervision is a complex responsibility made up of the following four separate operations, all of which must normally be performed if your supervision is to be effective.

- a) Observing (your cadets as they work)
- b) Giving orders (in reaction to changes in the situation)
- c) Examining the completed work (inspection)
- d) Reacting to the quality of work

MOVE AROUND

In order to observe your cadets as they work, you should take up a position that gives you a good view of the general situation and from which you can see and communicate. If your cadets are scattered, you should move from person to person or from group to group. Your position should be inconspicuous but should allow them to see you without giving the impression that you are spying on them.

GIVING ORDERS

In the course of observing your cadets' performance, it is frequently necessary to issue additional orders or instructions as the demands of the situation change. The basic methods used to give orders when supervising are face to face talking and hand signals. Giving orders when supervising is difficult because the cadets are often spread over a large area. You must therefore take additional precautions to ensure that they hear or see, and understand your orders. You should give examples, encouragement and motivation to them by issuing orders in a calm, cool and self-confident manner.

PRAISE

If your cadets have done a good job, praise them.

CORRECTION

If they have made mistakes, correct them. Without insulting the cadet, correcting should be done in the following manner and in sequence:

- 1) Stop the cadet;
- 2) Explain what is wrong and why it is wrong;
- 3) Show him how;
- 4) Have him re-do it;
- 5) Follow up.

INSPECTING

Your supervising job does not necessarily end when your cadets have finished working. Often it is necessary to check, to examine or to inspect their completed work. During inspections it is necessary to bear in mind the following considerations:

- 1) SEE WHAT YOU INSPECT. Do not take a cadet's word for it unless his past record clearly indicates that he does as he is told.
- 2) USE A CHECK LIST FOR ANY COMPLICATED INSPECTION
- 3) INSPECT PERSONAL BELONGINGS in the presence of the owner, or in the presence of a witness if the owner is absent
- 4) USE HANDS ON WHEN OBSERVATION ALONE IS NOT AN ADEQUATE MEASURE OF SATISFACTORY WORK

Supervising also requires that you react to the quality of the work. This will be covered in a later part of the course.

MULTI - TASK SUPERVISING

One of the most demanding tasks you may be given from time to time is that of supervising a work party responsible for a variety of jobs; for example, a corps "paint up and clean up" party, or a group preparing seating and displays for an Annual Inspection. A job of this type requires a fair number of cadets, with varying skills and motivations. It also involves a number of tasks of different durations and degrees of difficulty.

To compound the problem, some of the tasks can only be done after others are completed, or compete for the use of a single set of tools. Without adequate leadership, such an exercise can easily degenerate into mass confusion and frustration, with very little work accomplished. How should you cope with it?

ORGANIZATION

The key is organization. A few minutes spent with a pencil and paper at the beginning will save untold time on the job. First, determine the tasks to be done. Second, determine their order, bearing in mind that jobs may need tools and you only have one set. Third, bearing in mind the number of available workers determines how many cadets should work on each task. Fourth, determine the tools and/or equipment required for each task.

CHECKLIST

Having made the above decisions, make yourself a checklist, listing the tasks in order, time required, approximately how many people are needed for each task, and any special tools required. This will permit you to keep a check on how the work is progressing, help in the process of reassignment, and prevent you from forgetting an important task. It also helps your subordinates to know that you are on top of the job.

ASSIGNMENT OF ASSISTANTS

For every task requiring more than one or two people, assign one cadet to be responsible for ensuring the task is carried out and for reporting the group for reassignment when the job is done. This should be the senior cadet, if there is one. If not, select the one that you consider most reliable.

ASSIGNMENT OF WORKERS

Now assign cadets to the tasks that are to be completed first. Assign the more mature and skilled ones to the more demanding jobs where possible. Instruct each group in the task to be done, making sure that they know precisely what is required of them.

REASSIGNMENT

Some jobs will be finished before others. If no arrangements are made for reassignment, the cadets whose jobs are completed will either vanish into thin air, or hang about chatting and interfering with those still employed. Each group or individual assigned a job should be clearly instructed to report back to a special reassignment area as soon as the job is done, and to remain there until reassigned. As soon as enough are available for the next job on your checklist, you should reassign them to that job with the same stipulation. This way, you get the most work out of the people available and avoid having non-workers sculling about in everybody's way.

SUPERVISION

During the course of the work, you should move from job to job, checking, encouraging, demonstrating and when necessary, assisting.

STAND EASY

Do not forget that people work better with an occasional break. Call a short stand-easy approximately once an hour.

END THE JOB

As the tasks are completed, cadets will start to return for reassignment when there are no jobs left for reassignment. It is better to let these people go home as their tasks are completed, rather than holding them until the whole job is done, since they will otherwise tend to become bored and get into mischief. Don't forget, however, that they are all volunteers, just as you are. A word of thanks to each cadet is appropriate.

SELF- HELP TEST

COMPLETE THIS BEFORE ATTENDING THE OFFICER RANK QUALIFICATION COURSE AND BE PREPARED TO HAND IT IN.

1) Why do leaders supervise?

2) Name the 4 steps to supervising

1. _____

2. _____

3. _____

4. _____

3) List the 5 steps in correcting

1. _____

2. _____

3. _____

4. _____

5. _____

4) Number in order, the following steps in Multi-task supervision (number 1 through 7)

Reassign Tasking _____

Checklist of Taskings _____

Organize Taskings _____

Supervise Work _____

Assign Assistants _____

Thank and Dismiss _____

Stand Easy _____