



## Developing Frontline Leaders to support TPM & Lean / Continuous Improvement



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*If you're Frontline Leaders aren't effective (properly developed), everyone else in the leadership structure tend to work down a level*



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If **Developing Frontline Leaders to support TPM & Lean / Continuous Improvement** is important to your business and you need help or would like more information about CTPM's approach, please contact **Ross Kennedy** – CTPM President & Founder, on +61 2 4226 6184 or email him at [ross.kennedy@ctpm.org.au](mailto:ross.kennedy@ctpm.org.au), or visit the CTPM web page at [www.ctpm.org.au](http://www.ctpm.org.au)

# 1. What do we mean by Frontline Leader?

## Traditional or Mass Production Approach

In the Mass Production days before the concepts of Lean Production were exposed in the book *'The Machine that Change the World'* by Womack, Jones and Roos in 1996, we had Leading Hands or Line Specialists who tended to be the best Operator in the area that others would go to for assistance. They were typically responsible for ensuring the set-ups or changeovers were done properly, and spent most of their other time operating the plant or showing new operators how to operate the plant. In recognition they were paid more than an Operator and were often given first preference for overtime.

To support the Leading Hands there would be a Supervisor or Level 1 Salary person who would be responsible for achieving the production plan in a cost effective way while also being responsible for ensuring everyone under their control complied with all company policies. Typically they would spend as much time as possible on the shop floor ensuring everyone was busy and the lines were running.

Regarding improvement, this was left to the Industrial Engineers, Process Specialists or Project Engineers with the shopfloor expected to do what they were told. Hence many workers took the attitude of 'leave my brain at the gate because all the company wants are my hands and feet'.

## Lean Approach

There are many models or frameworks for Lean, most of which are framed around a 'House' or a 'Parthenon', however a common concern is that they tend to consist of a lot of standalone methods or tools, rather than explaining the new thinking required.

We have found the model developed by Modig and Ahlstrom in Sweden and published in their book *'This is Lean'* in 2015 to be very helpful in assisting people to better understand where all the components of TPM & Lean / Continuous Improvement fit together.

They start with:

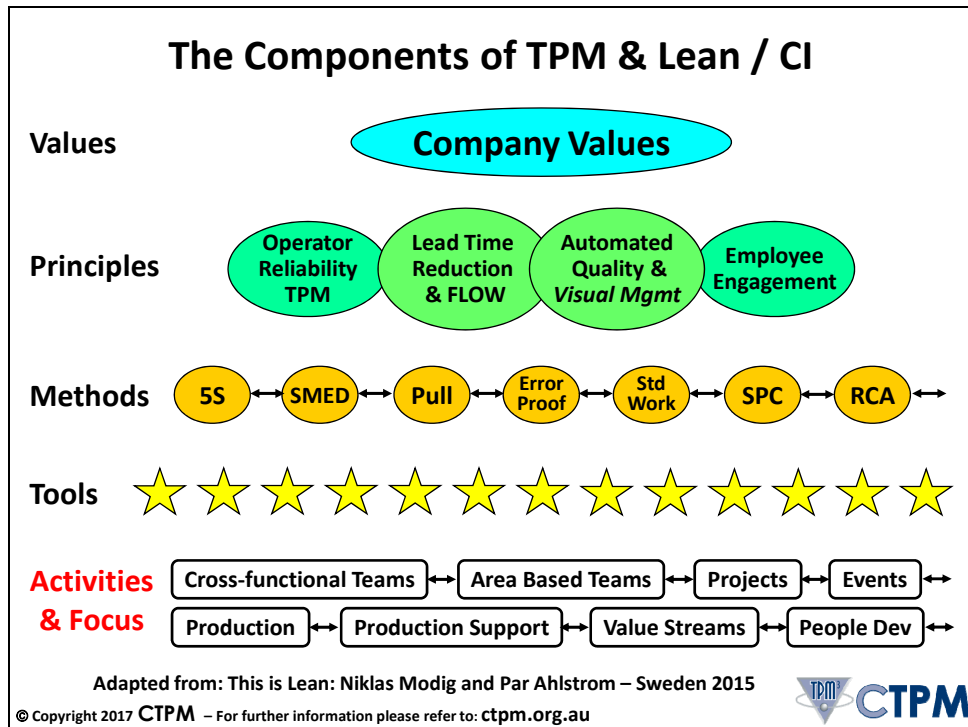
**Company Values** which define how an organisation should *behave*, then

**Principles** which define how an organisation should *think*, then

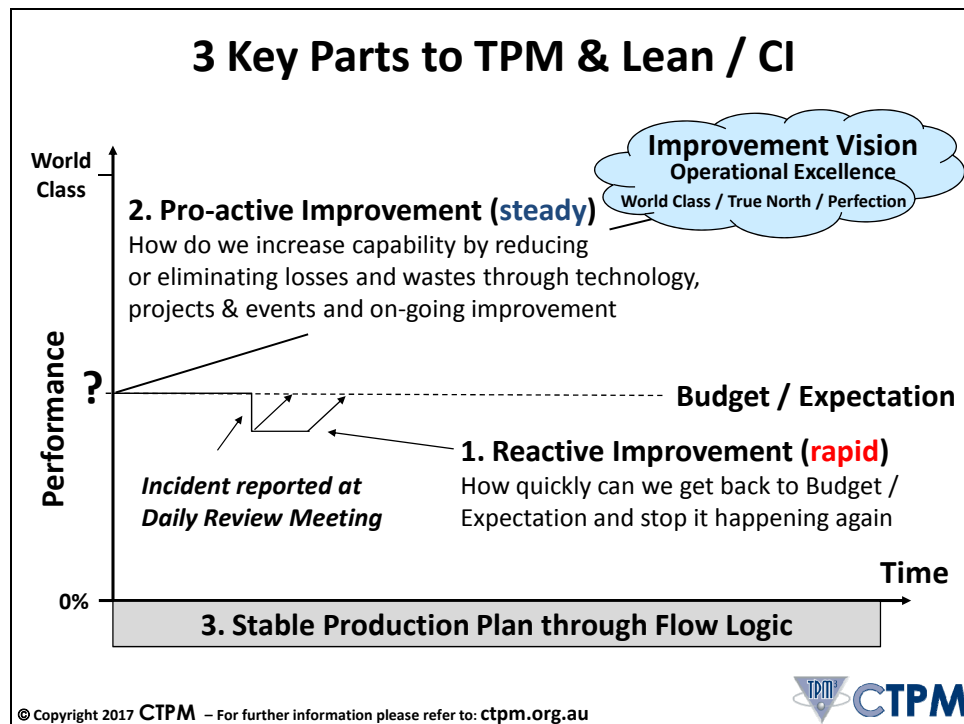
**Methods** which define what an organisation should *do*, then

**Tools** which define what an organisation should *have*, then most importantly

**Activities & Focus** which define how methods are *realised*



To assist in developing a plan to implement TPM & Lean / Continuous Improvement there are 3 parts which need to work in concert.

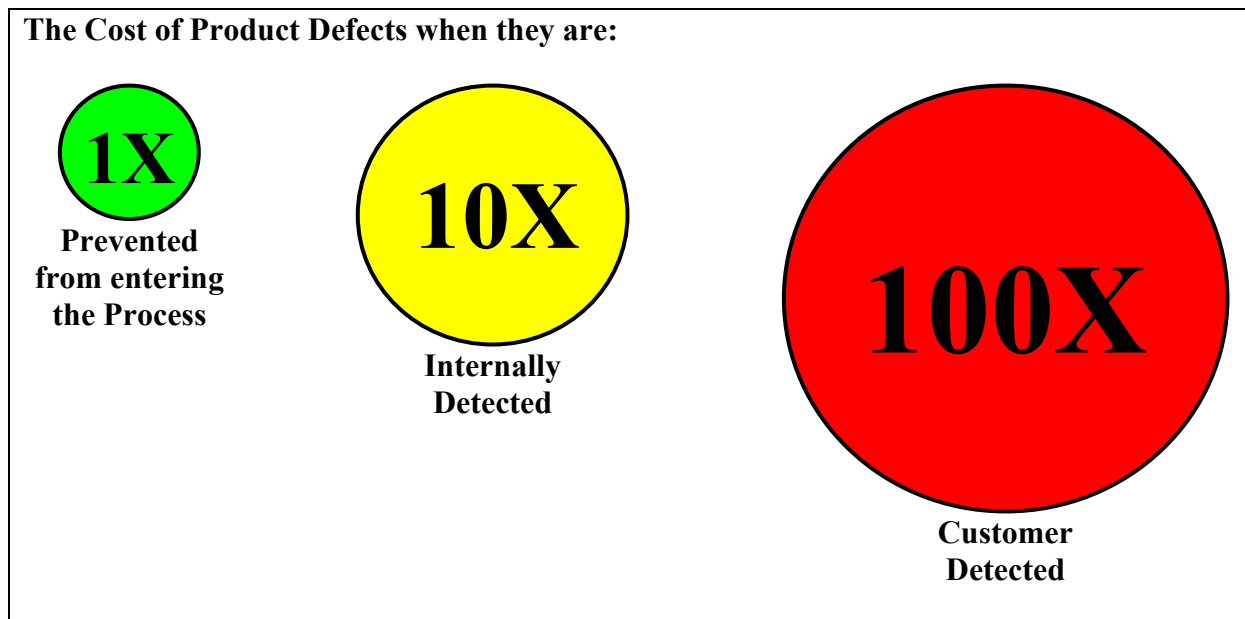


The Frontline Leader should play a pivotal role in both Reactive Improvement and Pro-active Improvement while management should ensure a Stable Production Plan through Flow Logic so as to create an environment where the Frontline Leader can focus on Lean Thinking without the disruption of the fire-fighting associated with unexpected Production Plan changes.

There are some key aspects of Lean Thinking that need to be understood and practiced by Frontline Leaders. The first is Dr W Edwards Deming's 3 key points regarding Quality which he taught the Japanese in their formative years of developing the Toyota Production System and which led to the introduction of single-piece flow.

1. **Focus on the Process, not just the activity** – look at the performance of the whole line to ensure the workload is balanced rather just the activity of one person.
2. **Apply 'Prevention at Source' for the Process** – ensure problems and issues are identified at the earliest possible time rather than at the end of the line after all the value has been added to the raw materials.
3. **Recognise the 'Tyranny of Time' when addressing problems** – the longer the time gap between when a quality problem occurs and you finding out about it, the less chance you will have of easily finding the root cause.

The cost implications of not finding quality problems at the earliest possible time can have a significant negative impact on the bottom line as outline below:



The Frontline Leader should play a leading role in assisting their crew to find and respond to quality problems at the earliest possible time.

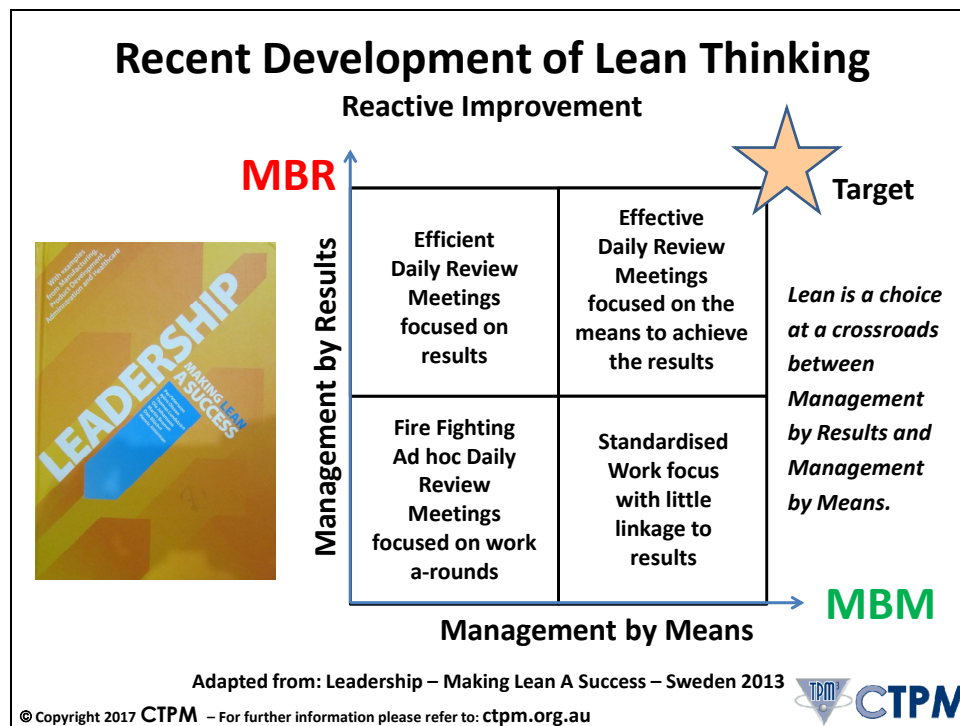
Since 2004 Professor Jeffrey K. Liker from the Industrial & Operations faculty at the University of Michigan USA has been a very successful prolific writer of books explaining the Toyota Way. One book published in 2007 titled *'Toyota Talent focuses on "developing your people the Toyota Way"'*. In chapter 2: Toyota Works Hard to Develop Exceptional People, Liker explains how the Toyota Production System's chief architect Taiichi Ohno, as he implemented single-piece flow, soon learnt it would not work by relying on the traditional model of Industrial Engineers telling the workforce what to do.

"A select few front-office experts could not possibly deal with all the situations that would surely arise. He needed capable masses. The development of capable masses requires a clear

plan. It requires time and patience. Above all it takes persistence and the willingness to stick with it and to deal with the individual peculiarities and challenges of each person.”

The above confirms the view that we need to develop our frontline people if we are to be successful at TPM & Lean / Continuous Improvement. Without effective Frontline Leaders to support the development of the frontline people it won't happen.

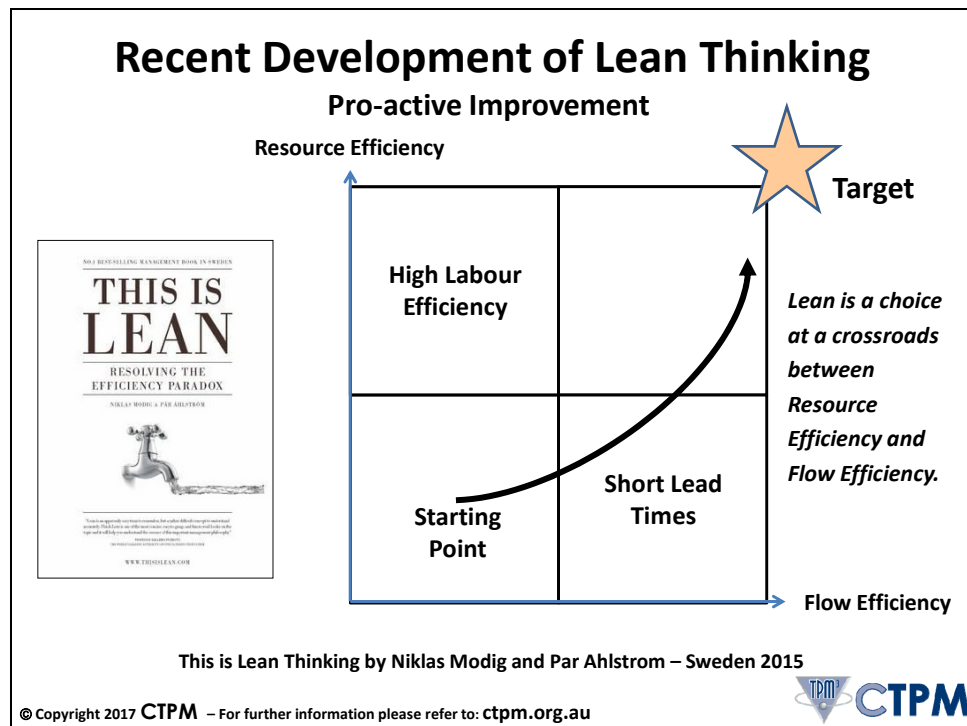
Further developments in Lean Thinking can be found in the book '*Leadership – Making Lean a Success*' first published in Sweden in 2013. This book was recommended to us by the Improvement Manager at AstraZeneca, a leading pharmaceutical company in Australia and globally. One of the key messages we found in the book was the concept of management by means through standardised work as opposed to the more traditional approach on management by results.



This reinforces the importance for Frontline Leaders to be allowed sufficient time to train, monitor and support their crew to carry out their tasks to the agreed standards rather than just getting things done.

Another development in Lean Thinking can be found in the book '*This is Lean – resolving the efficiency paradox*' by Niklas Modig and Par Ahstrom from Sweden which was published in 2015. The authors had spent considerable time working in Japan at a Toyota Service Business and were mentored by some of the most experienced Toyota improvement specialists. The book was referred to us by a General Manager at Coca-Cola Amatil who was redefining their Operational Excellence journey.

One of the key messages we found in the book was the concept of Flow Efficiency versus Resource Efficiency with the learning that successful companies focus initially on Flow Efficiency by reducing the Lead Time for servicing the customer, then move to Resource Efficiency rather than the more traditional approach of ensuring Labour Efficiency then trying to improve Lead Times.



This again reinforces the importance for Frontline Leaders to be allowed sufficient time to focus on the entire process and reduce Lead Times rather than just focusing on activities to ensure everyone is fully occupied.

Like Toyota, by really understanding the principles behind Lean Thinking you can then determine the best way to move forward. At Toyota they recognised the need to develop their frontline people eg Operators so that they can find problems at the earliest possible time by:

- **Establishing Standards** so that frontline people could immediately identify if something was not to 'standard' eg identify problems.
- **Practicing Zero Defects Accepted** – if it is not to the required standard reject it (put in the red bin) or if necessary 'pull the cord' and stop the line so that problems can be immediately addressed.
- **Developing Frontline Leaders** who could demonstrate and teach how to operate the plant to the required standard and how to identify problems (deviations to standard) at the earliest possible time.

Based on the above, a Frontline Leader that can support TPM & Lean / Continuous Improvement is typically a wages person with a group or team of workers eg Operators, reporting to them. Titles can vary such as Leading Hands, Team Leaders, Section Leaders etc; however the title Frontline Leader does infer a Leadership element to the role.

It is a working role that takes on a number of the responsibilities traditionally done by Level 1 Salary personnel (eg Supervisors).

As they are not salary employees, they normally do not have the authority to discipline their direct reports, however their main focus should be to teach and develop their direct reports so as to create a safer, more productive and harmonious workplace. Another way of expressing this could be to say their role is to create synergy within their work group or team so their

output and achievements are far greater than what a group of individual workers could achieve.

Being a working role they would also be required to cover for their direct reports when they are off the line during part of their shift due to training or cross-functional improvement team activities etc. As such there should be clear guidelines or rules governing how much time can be allocated to working the line as opposed to leading and developing their crew. We believe they should be spending no more than 20-40% of their time operating / setting up the plant during a normal day.

### **What should be the allocation of time for a Frontline Leader who is supporting TPM & Lean / Continuous Improvement?**

We have provided an example, however your goal will be influenced by the nature of the work being carried out by the Frontline Leader and their crew (direct reports) and the number of direct reports involved.

Activity / Focus	Example	Current	Your Goal
Operate the Plant	20%		
Achieve the Production Plan (Task)	50%		
People Development	20%		
On-going Continuous Improvement	10%		

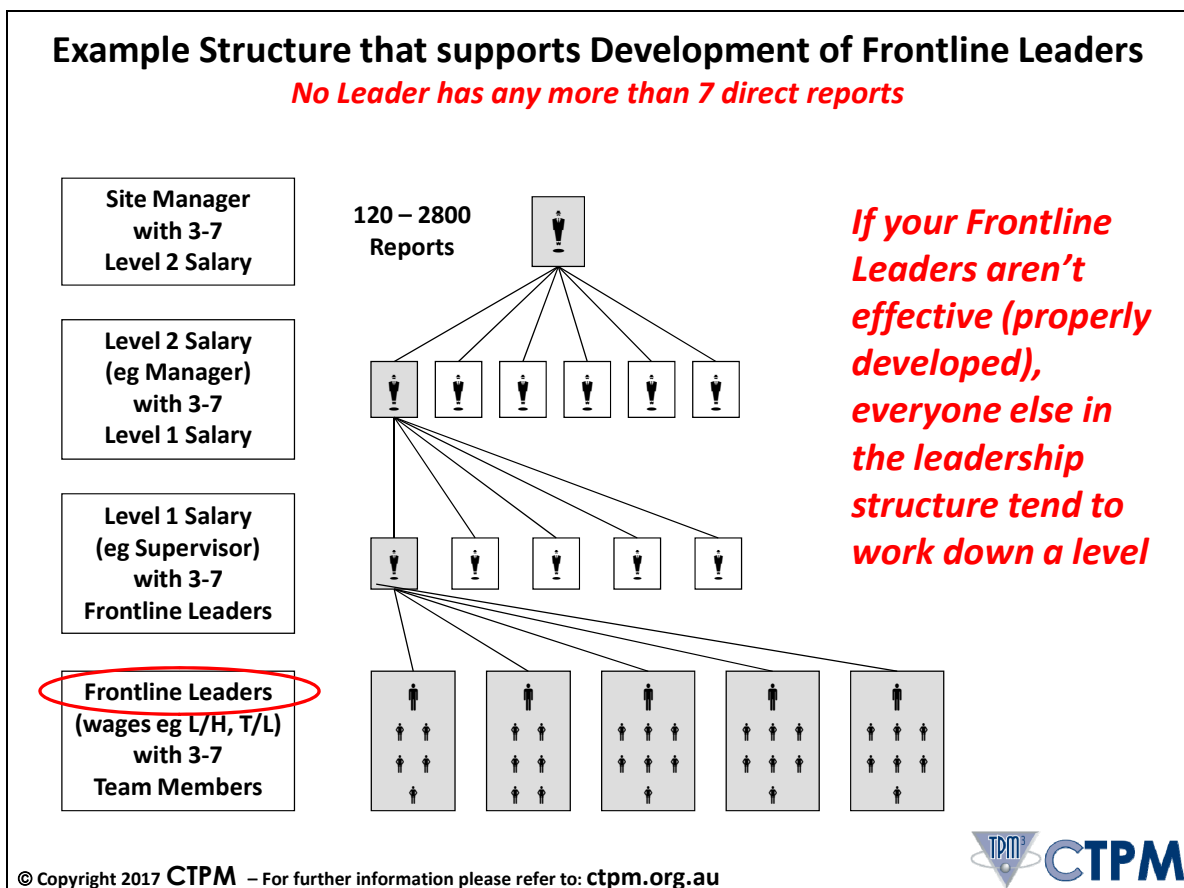
If the Frontline Leader is required to spend too much time working the line, the Level 1 Salary person they report to will find themselves ‘working down a level’ and doing the Frontline Leaders role while leaving gaps in doing their Level 1 Salary role which will need to be filled by their Level 2 Salary person they report to. In other words, if the Frontline Leader is not effective because they are spending too much time working the line, ***everyone else in the leadership structure tend to work down a level*** or productivity and morale of the work group will significantly decline.



## 2. What structure and rosters should we have to support the development of our Frontline Leaders?

Professor Jeffrey L. Liker, in his book *'The Toyota Way – 14 Management Principles of the world's greatest manufacturer'* published in 2004, outlined the structure that had been developed by Toyota. It was based on the principle that no leader should have any more than 7 direct reports so that they are able to teach them problem solving, visual workplace and prevention at source which underpins the Toyota Production System.

This thinking was also raised by Steven Spear and H. Kent Bowen in their paper *'Decoding the DNA of the Toyota Production System'* published in the Harvard Business Review in September – October 1999 where their 4<sup>th</sup> rule covering how to improve “stipulates that any improvement to production activities, to connections between workers or machines, or to pathways must be made in accordance with the scientific method, under the guidance of a teacher, and at the lowest possible organisational level.” In other words, the Frontline Leader needs to be a teacher of problem solving to their team members (direct reports) and their Supervisor (Level 1 Salary person) needs to be the teacher of problem solving to them. Meanwhile the Manager (Level 2 Salary person) should be the teacher of problem solving to the Supervisor (Level 1 Salary person).



If the aim is to develop your Frontline Leaders so they are able to teach and develop their direct reports, we have found, like Toyota during the 1960's as they developed their Toyota Production System, that they should have no more than 7 direct reports. We often refer to Area Based Teams consisting of 4-8 people including a designated Frontline Leader. The limit of 8 is based on a number of learning's:

- Teams of greater than 8 often form small sub groups which can be detrimental for creating synergy within the team;
- If you want your team to develop total flexibility where each Team Member is able to do all the tasks or operate all the work stations within the team's area of responsibility you may be constrained by the complexity of learning (too many work stations to learn) for each Team Member; and
- The larger the crew size the harder it is for the Frontline Leader to train and develop, especially if there are new members or new technology being introduced.

If the Frontline Leader has more than 7 people reporting to them, then we suggest you consider splitting the production area into say Areas of Responsibility with 4-8 people including a Frontline Leader in each Area of Responsibility. This is to ensure your Frontline Leaders can focus on the development of their Team Members rather than just focus on allocating and monitoring tasks to a large group of more than 7 people.

Another key aspect we have found is the relationship between the Frontline Leader and support people such as Maintenance and Quality Support is crucial, as the Frontline Leader will be relying on support people to help them learn about caring for the equipment and finding equipment and quality problems at the earliest possible time so they can develop their crew. As such Production Rosters and Support Staff Rosters eg Maintenance, should be aligned or supportive to build relationships and promote the sharing of learning.

Another issue we have found at some sites is where the Frontline Leaders report to more than one Level 1 Salary person. The logic given is to allow better communication between shifts however what we have found is that the Frontline Leaders tend to take advantage of the situation by playing one Level 1 Salary person against another so they always get their way – a bit like children who first ask mum for permission to do something and if they don't get the answer they want, they will go to dad before mum has updated dad on the situation, and ask it in a slightly different way so they get the answer they want. Then when mum finds out that dad has agreed when she said no, there can be conflict between mum and dad.

As such, the communication issue between shifts should be addressed with a better hand-over process and the use of such CI tools as Improvement Sheets where all shifts sign off on improvements before any crew implements them, and all Frontline Leaders should only report to one Level 1 Salary person so they can properly coach, train and develop them.

### 3. What should be the Roles & Responsibilities of a Frontline Leader?

Before developing competent and engaged Frontline Leaders we need to determine and document what the Frontline Leader role and responsibilities should be so they understand where they fit into the organisation structure, and the level of Leadership they will assume. Most of what we expect from our Frontline Leaders can be covered by the following:

Understand and Reinforce Company Policies and Procedures

1. Safety & Environment
2. Quality
3. Achieve the Production Plan or Work Plan
4. Reactive Improvement / Daily Management
5. Pro-active Improvement
6. Work Area Management / 5S
7. Equipment Management
8. Energy / Resource Management

#### Possible Key Roles

- Ensure company policies and procedures are followed and adhered to;
- Ensure required tasks of the team are completed to standard;
- Ensure the achievement of the Production Plan or Work Plan in a safe, quality, cost effective and environmentally sound way;
- Train and support Team Members in Base Skills (ability to do all required tasks within their area of responsibility);
- Train and support Team Members in Team Skills (ability to be a contributing team member);
- Teach Team Members to be successful in Frontline Problem Solving Root Cause Analysis;
- Teach Team Members to be successful in creating a Visual Workplace so that any deviations from standard can be identified at the earliest possible time; and
- Teach Team Members to be successful at Prevention at Source through Zero Defects Accepted, Clean for Inspection, Train for Inspection and Manage by Inspection so as to stop problems from occurring.

#### Possible Key Responsibilities

##### *Policies & Procedures*

- Ensure everyone is ready to start on time;
- Ensure all have the required PPE and are wearing such;

- Conduct 10 min start of shift meeting to reflect on issues from previous 24 hours and ensure everyone understands the expectations for the coming shift / 24 hours;
- Ensure breaks are taken at the correct time;
- Ensure everyone returns from breaks at correct time;
- Ensure area of responsibility (workplace) is left to the agreed standard at end of shift;
- Ensure everyone concludes the shift at the correct time; and
- Ensure there is a proper hand-over to the next shift.

### ***1. Safety & Environment***

- Ensure safety & environment policies and procedures are adhered to at all times;
- Conduct risk assessments;
- Rapidly rectify any workplace hazards;
- Rapidly initiate accident investigation following any accident within workplace;
- Rapidly initiate incident investigation following any incident (damage to property or environment) within workplace; and
- Rapidly initiate hazard control (minimise, isolate, eliminate).

### ***2. Quality***

- Ensure all Team Members understand the quality standards for all inputs and practice ‘zero defects accepted’;
- Ensure all Team Members understand the quality standards for all outputs and practice ‘zero defects passed on’;
- Ensure all Team Members understand the thinking behind Statistic Process Control and Variation so that all adjustments are appropriate and recorded;
- Rapidly respond to any input defects identified by the Team Members (check all Red Bins at least every hour);
- Confirm routine quality checks and address any issues; and
- Rapidly respond to out of control conditions and / or quality problems.

### ***3. Achieve the Production Plan or Work Plan***

- Process start-up and control;
- Meet production goals;
- Respond to production problems raised by Team Members;
- Cover temporary absenteeism (no longer than 2 hours per shift);
- Ensure parts / materials are supplied to process;
- Report / track hourly production results;
- Identify the training needs of Team Members;
- Plan and deliver on-the-job training to Team Members to enhance their Base Skills;

- Update training and assessment records of Team Members; and
- Ensure issues and learning are communicated effectively to the Frontline Leaders on other shifts.

#### ***4. Reactive Improvement / Daily Management***

- Conduct start of shift Review Meeting with all direct reports to reflect on previous 24 hours performance, initiate Frontline Problem Solving Root Cause Analysis when appropriate, confirm requirements for the shift and set priorities for the team, ensure everyone understand expectations for the coming shift / 24 hours;
- Attend daily Level 1 Salary meeting to report the performance of their area of responsibility, update on the progress of team goals and escalate any issues outside the boundaries of their team; and
- Support all Team Members as they participate and contribute in Frontline Problem Solving Root Cause Analysis activities eg Cause & Effect and 5 Why Analysis (Root Cause Analysis).

#### ***5. Pro-active Improvement***

- Be a member of, or lead a Cross-functional Improvement Team;
- Lead Area Based Team improvement activities such as Work Area Management / 5S;
- Support all Team Members as they participate as a member of a Cross-functional improvement team;
- Support Team Members as they identify and action small improvement initiatives;
- Plan and prioritise small improvement initiatives and allocate tasks;
- Lead team through self-assessments of their Area Based Team improvement activities and address any shortfalls; and
- Lead team through Team Skills self-assessment each cycle.

#### ***6. Work Area Management / 5S***

- Raise Work Orders for approved improvements;
- Ensure all agreed Work Area standards are adhered to;
- Ensure the wastes of 'unnecessary movement' and 'transportation or conveyance' are minimised or eliminated; and
- Co-ordinate priority of improvements with maintenance support.

#### ***7. Equipment Management***

- Raise Work Orders for urgent maintenance support;
- Confirm and support weekly Maintenance Plan;
- Co-ordinate Operator Equipment Management activities with Maintenance Plan activities; and
- Co-ordinate priority of Equipment Defect List with maintenance support.

### **8. Energy / Resource Management**

- Confirm routine energy / resource management checks and address any issues; and
- Rapidly respond to out-of-control energy / resource management conditions and / or problems.

The above is a guide only as each site, and in many cases each production area, may have specific requirements.

It should also be noted that once you create your Roles & Responsibilities document it will be very unlikely that your existing Frontline Leaders will be immediately capable of fulfilling everything listed. This should not be seen as a deterrent but rather an opportunity to grow your Frontline Leaders using the Roles & Responsibilities document to map out a development plan for them that ideally will be linked to your Continuous Improvement / Operational Excellence road map or master plan.

### **Coaching of Team Members**

To assist the development of the Frontline Leader and reinforce their teaching of Base Skills, the Frontline Leader and their Level 1 Salary person they report to, should be coaching the Team Members on a daily basis while they are completing their tasks by asking such questions as:

- How do you know what is coming to you is correct?
- How do you do this work?
- How do you know you are doing this work correctly?
- How do you know that the outcome is to the required quality standard (free of defects)?
- What do you do if you have a problem?

This regular process of asking specific questions in a positive and encouraging way gives the Team Member increasingly deeper insights into his or her own specific work while also highlighting to the Frontline Leader and their Level 1 Salary person any deficiencies in their training methods.

## 4. What Attributes should we develop in our Frontline Leaders?

TPM & Lean / Continuous Improvement is a means to achieve Operational Excellence which comes from taking the long term view, patiently developing people and leaders, and treating all personnel as appreciating assets, rather than just focusing on checklists and tools.

Professor Jeffrey K. Liker and Gary L. Convis cover this topic in their book *'The Toyota Way to Lean Leadership'* published in 2011 where they identify some of the key attributes of a Frontline Leader as:

- A commitment to excellence;
- A willingness and desire to learn a new way of thinking;
- A willingness and desire to learn a new way of leading;
- See their role as one of developing their people and creating future leaders, in other words, a desire to be a good teacher and long term thinker;
- Recognise that Safety First is a given, and that perfect quality and customer satisfaction are the most important focus of the company after safety; and
- Understand and re-enforce that safety and quality are never sacrificed for cost or expediency.

If the above attributes are desired of your Frontline Leaders, then the challenge becomes who should teach and reinforce these attributes. Obviously it should be the role of their Level 1 Salary person (eg Supervisor) they report to.

Then who should teach and reinforce these attributes to the Level 1 Salary personnel? Obviously their Level 2 Salary person (eg Manager) they report to.

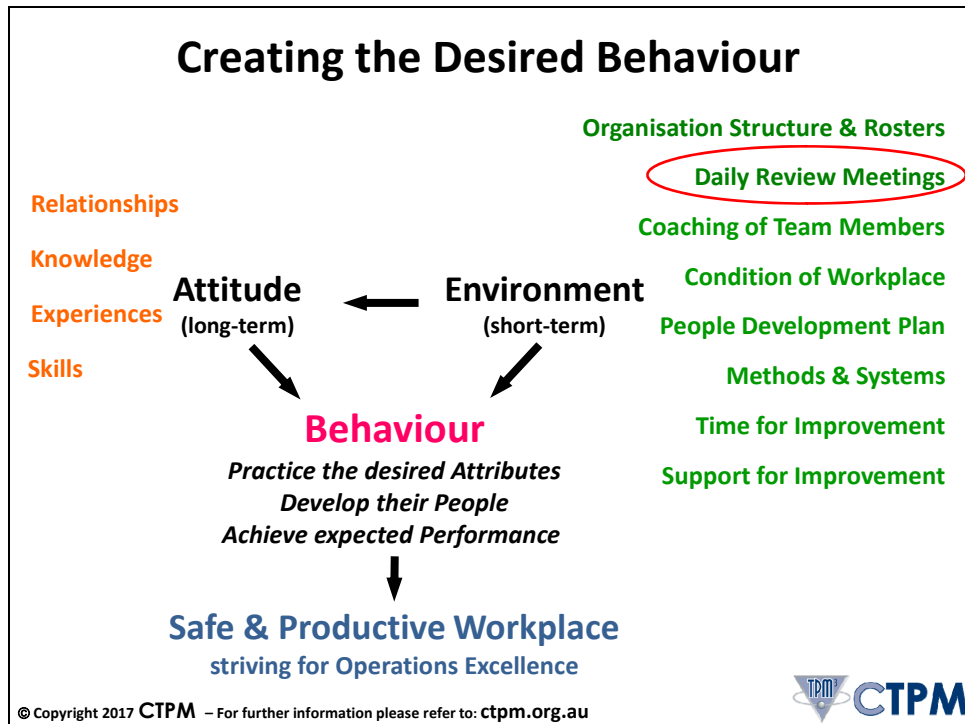
The message we are trying to give is that the Site Leadership Team need to determine the attributes they would like their Frontline Leaders to have to support their journey to Operational Excellence then teach and reinforce these attributes throughout all levels of leadership within the site.

The key is to create an environment in the workplace where the attributes can be discussed and reinforced on at least a daily basis.

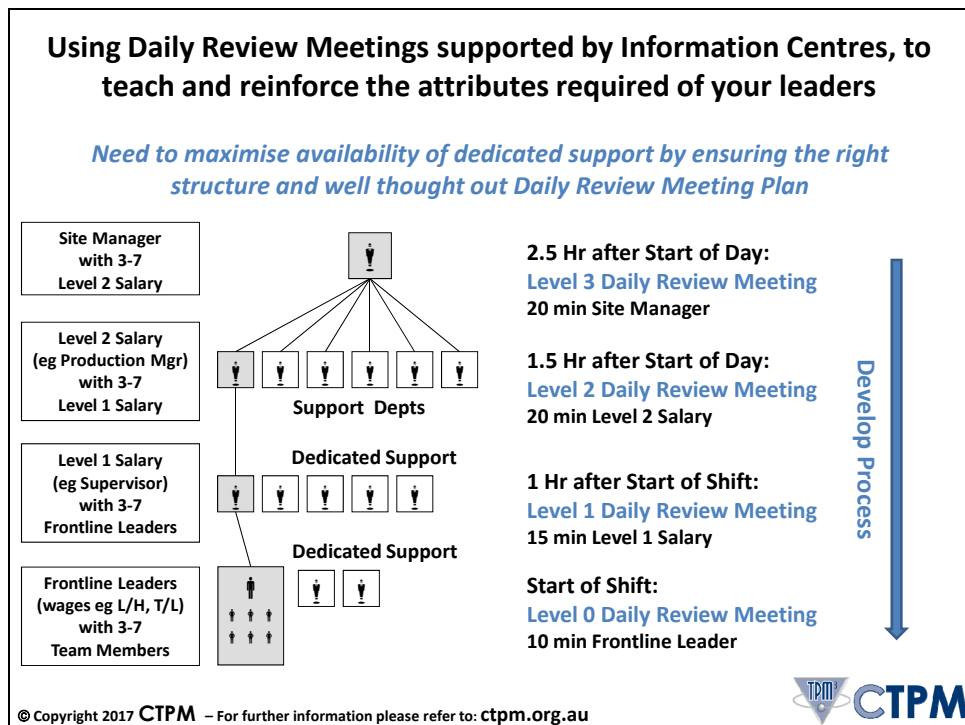
Creating the desired behaviour of Frontline Leaders can be influenced either by the environment they are placed in or the attitudes they have. We have found working on the environment is a much easier and quicker way to get a change in behaviour recognising changing attitudes can take some time.

As such the role of the Site Leadership Team is to create an environment where the Frontline Leader is encouraged to behave with the desired attributes. In other words what situation can we place the Frontline Leader in each day where the desired attributes are demonstrated and reinforced?

One method to teach, demonstrate and reinforce the desired attributes is for the Level 1 Salary person (eg Supervisor) to do regular coaching of the Team Members with the Frontline Leader as highlighted in Section 3 on page 14.



Another method to teach, demonstrate and reinforce the desired attributes is to use the Daily Review Meeting process which should be part of the focus of your Reactive Improvement activities as mentioned in Section 3 on page 13.



This method has the added benefit of influencing all levels of leadership if approached in the correct way. The first thing is to establish a site Daily Review Meeting Plan so that you can maximise the attendance of the required support staff to each meeting. This topic was covered in our one-hour on-line Master Class webinar conducted on the 15 June 2017 which is available on our web page and supported by our booklet 'Achieving Effective Daily Management' also available on our web page [www.ctpm.org.au](http://www.ctpm.org.au)



## 5. What Skills should we develop in our Frontline Leaders?

During the Second World War, the concept of Training Within Industry (TWI) was developed in the USA (1940) to accelerate the training of new or unskilled employees in factories who replaced those who joined the military and went off to war. Without the Training Within Industry methodology which kept the factories producing at maximum output, the war effort would have been severely impacted. The focus was on how to produce products safely, quickly, correctly, and conscientiously.

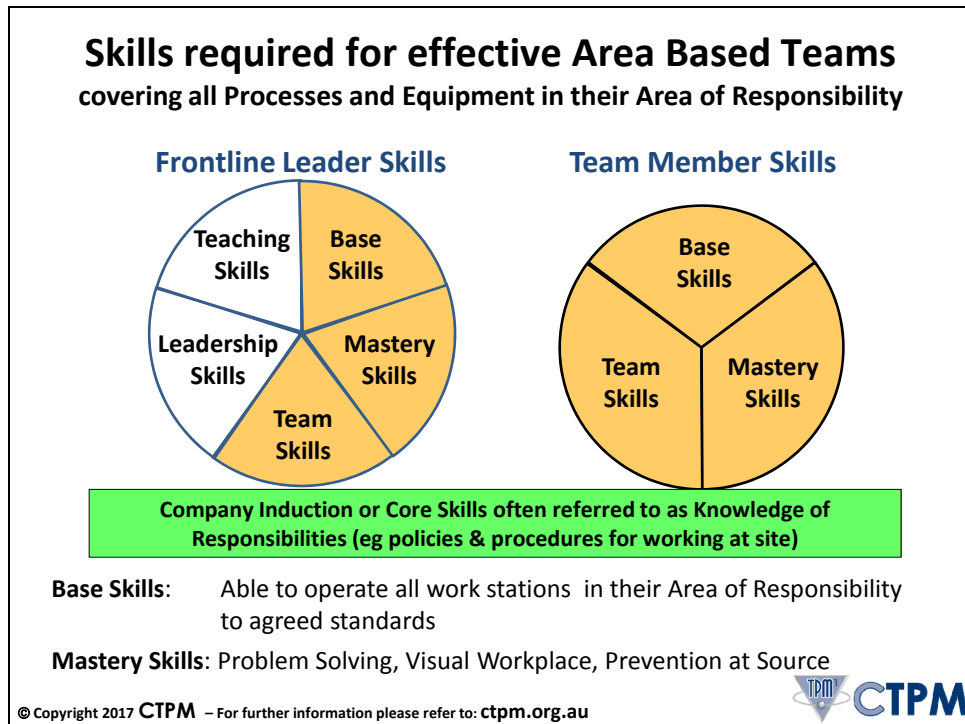
The Training Within Industry methodology was the foundation used by Toyota after the war to address their training needs as they developed and cascaded their Toyota Production System throughout Toyota sites around the world.

In the paper “*The Roots of Lean*”, Training Within Industry: The Origin of Japanese Management and Kaizen, Jim Huntzinger describes the 5 needs of a Production Leader:

1. Knowledge of the **Work** (Equipment, Products, Skills to make the Products)
2. Knowledge of **Responsibility** (Policies, Agreements, Schedules)
3. Skill in **Instructing** (Job Instruction)
4. Skill in **Improving Methods** (Job Methods)
5. Skill in **Leading** (Job Relations)

We have taken these needs and created 6 frameworks for the skills development of Production Frontline Leaders to support the development of effective Work Groups or Area Based Teams (hence the addition of Team Work skills):

1. Knowledge of Responsibilities (Policies & Procedures)
2. Knowledge of Work (Base Skills)
3. Skill in Instructing (Teaching Skills)
4. Skill in Improving (Mastery Skills)
5. Skill in Team Work (Team Skills)
6. Skill in Leading (Leadership Skills)



Below are examples of some of the things you may wish to consider under each framework.

### 1. Knowledge of Responsibilities (Policies & Procedures)

- Ensure all Policies & Procedures are up to date, easily accessible, then ensure Frontline Leader is properly trained in them, and demonstrate their competency through testing and observing / coaching by Supervisor;
- Develop effective Level 1 (eg Supervisor) Daily Review Meeting where several Frontline Leaders report on the entire performance of their Area of Responsibility; and
- Ensure Level 1 Salary person (eg Supervisor) coaches their Frontline Leaders to conduct effective Start of Shift meetings.

### 2. Knowledge of Work (Base Skills)

Review the current Base Skills status of the Frontline Leader and their crew (Team Members) by reviewing the current Base Skills Matrix provided it exists and is up to date. If should highlight that:

- Everyone has the ability to competently operate all the plant & equipment within their team's area of responsibility;
- All Team Members have sufficient skills flexibility to allow all Operators to cover for each other in the various tasks required to achieve the production plan and hence be able to rotate around the various tasks on a regular basis so there is total ownership of their Area of Responsibility; and
- Everyone can cover their fellow Team Members while they are involved in training and on-going continuous improvement activities to develop their Mastery Skills.

If a current Base Skills Matrix does not exist or is questionable, rather than trying to update the Base Skills Matrix which can sometimes cause concern by the workforce, we suggest an Education & Training Operator Base Skills Team is established to:

- Verify centreline settings;
- Identify any equipment weaknesses that could impact on holding the centreline settings;
- Confirm standards for inputs and outputs;
- Ensure Standard Operating Procedures based on Training Within Industry (TWI) format\* supported by Job Instructions are up to date, easy to understand and explain why; and
- Ensure there is an objective competency assessment process supported by an appropriately designed Base Skills Matrix.

\*Refer to CTPM Booklet: Understanding the Concepts of Training within Industry and Standardised Work

Then assist the Frontline Leader to train all their crew to the required competency level so they are at the required competency level, and then create a new up to date Base Skills Matrix to confirm who has been properly trained and to what level.

### **3. Skill in Instructing (Teaching Skills)**

Teaching Modules (2 x 2hrs) with other Frontline Leaders – refer Appendix 4 for overview of the modules:

1. Know your Learner
2. Training Methods

### **4. Skill in Improving (Mastery Skills)**

- Member of Cross-functional Improvement Team;
- Lead a Cross-functional Improvement Team;
- Always be a member or lead a Cross-functional Improvement Team; and
- Lead Area Based Team improvement activities (Work Area Management / 5S and the 4 stages involving the 7 steps of Operator Equipment Management).

### **5. Skill in Team Work (Team Skills)**

Team Skills Modules (10 x 2hrs) with other Frontline Leaders then with own team – refer Appendix 2 and Appendix 3 for overview of modules:

1. Team Effectiveness
2. Effective Area Based Team Meetings
3. Presentation Skills

4. Decision Making & Problem Solving
5. Dealing with Difficult People
6. Conflict Resolution
7. Negotiation Techniques
8. Appreciation of Individual Strengths & Weaknesses
9. Giving & Receiving Feedback
10. Planning & Prioritising

## **6. Skill in Leading (Leadership Skills)**

Leadership Modules (3 x 2hrs) with other Frontline Leaders – refer Appendix 4 for overview of modules:

1. Time Management & Delegating
2. Motivation & Accountability
3. Evaluating Leadership (Self Development)

## **Team Skills, Teaching Skills and Leadership Skills Training**

### ***Team Skills***

Before having the Frontline Leader's Team go through a Team Skills module we strongly recommend that the Frontline Leader be given the 2 hour Team Skills training modules (see Appendix 3 for overview of modules) with other Frontline Leaders so as to develop a good understanding before their teams are given the Team Skills training.

Priority of the training can be established by having the Frontline Leaders reflect on their teams and conduct the Team Skills Assessment (refer Appendix 3) before finalising the order of the training program. Alternatively, use the feedback from the Team Skills Assessment conducted by the relevant Area Based Teams during Part 9 of their Work Area Management / 5S cycle.

### ***Teaching Skills & Leadership Skills***

Once the Team Skills modules have been successfully completed, or if more appropriate, in parallel while progressing the Team Skills modules (eg develop a plan that best suits your needs), we suggest the Frontline Leaders complete the 2 hour Teaching Skills and Leadership Skills training modules (see Appendix 4 for overview of modules) with other Frontline Leaders so as to develop Teaching and Team Leadership competencies.

We suggest a formal Frontline Leader Development program be established covering the 15 modules above with a module being delivered either weekly or fortnightly to allow the Frontline Leaders to practice their learning in their workplace supported by their Level 1 Salary person daily coaching (it is assumed that the Level 1 Salary person of the Frontline Leaders has successfully completed similar training and can coach their Frontline Leaders daily to reinforce their learning – if this is not the situation we suggest the Level 1 Salary person does the training with the Frontline Leaders).

## 6. What should be a typical day / week of a Frontline Leader?

Below is a list of possible tasks for a Frontline Leader during a typical or standard day or shift:

- Hand-over meeting with previous shift (if appropriate);
- Preparation for Start of Shift eg raw materials, production plan, equipment ready;
- Preparation for Start of Shift Meeting;
- Conduct Start of Shift Meeting with all of crew;
- Conduct standard start up procedure;
- Hourly monitoring of Line performance including review 'red bins', raw material status etc;
- Preparation for Supervisor Daily Review Meeting eg product samples, performance data etc;
- Attend Supervisor Daily Review Meeting;
- Respond to actions generated at Daily Review Meetings;
- Operate plant to cover for short term absences during the shift;
- End of shift workplace standards inspection; and
- End of shift hand-over.

Below is a list of possible extra tasks for a Frontline Leader during a typical or standard week:

- Attend Cross-functional Improvement Team meeting (1.0 – 1.5 hrs);
- Preparation or activity to support Cross-functional Improvement Team (0.5 – 1.5 hrs);
- Lead Area Based Team improvement weekly meeting (0.5 hr); and
- Lead Area Based Team improvement weekly activities (1.0 – 1.5 hrs).

Once the standard work plan is established for a Frontline Leader, ensure all other leaders and support staff respect the plan by not calling meetings or scheduling other activities involving the Frontline Leader that will conflict with the agreed plan.

If the Frontline Leader is required to leave their workplace then arrangements should be put in place such as the Level 1 Salary person (eg Supervisor) they report to or their second in charge (someone in their team they are developing to be a future Frontline Leader), to ensure the Frontline Leader standard work is completed eg hourly monitoring of Line performance including review 'red bins', raw material status etc.

As the Frontline Leader develops, the initial standard work plan may expand, we suggest you review the amount of time allocated to the activities in the table in Section 1 on page 8 and adjust accordingly.

## 7. What is the best way to develop the desired attributes and skills of our Frontline Leaders?

1. Ensure your structure will support the Frontline Leader role
2. Determine and document the Roles & Responsibilities of the Frontline Leader for each area then assess each Frontline Leader to determine any gaps that need to be addressed – establish a plan to address the gaps;
3. Determine and document the attributes you would like to develop in your Frontline Leaders;
4. Develop and implement a Daily Review Meeting plan that will support the development of your Frontline Leaders;
5. Review all company / site Policies & Procedures to ensure up to date and easily accessible then retrain / refresh all Frontline Leaders to the required site competency standard;
6. Introduce Frontline Leader Standard work;
7. Review all Operator Base Skills in Area and supporting Quality Standards, Standard Operating Procedures, and if deficient establish an Education & Training Operator Base Skills team to address such;
8. Train Frontline Leader in **Instructing Skills**;
9. Ensure the Frontline Leader is a member of, or leads a Cross-functional Improvement Team every cycle;
10. If an Education & Training Operator Base Skills Team has been established have the Frontline Leader train their crew in the new Base Skills to the required competency level;
11. Train Frontline Leaders in **Team Skills**; and
12. Train Frontline Leaders in **Leadership Skills**.

### Use of Skills Matrices

As Frontline Leaders and their Team Members (Area Based Team) develop, their progress should be captured using appropriate Skills Matrices. We suggest the following Skills Matrices should be developed for each Area Based Team:

- Knowledge of Responsibilities Skills Matrix;
- Base Skills Matrix;
- Mastery Skills Matrix;
- Team Skills Matrix;

And for Frontline Leaders:

- Teaching Skills Matrix; and
- Leadership Skills Matrix.

## Further Support for Frontline Leaders

We have found the book *'The Leader in You'* from Dale Carnegie & Associates to be an excellent read for Frontline Leaders or aspiring Frontline Leaders. The book is broken up into 16 sections or topics on Leadership:

1. Finding the Leader in You – the first step towards success is identifying your own leadership strengths
2. Starting to Communicate – communication is built on trusting relationships
3. Motivating People – motivation can never be forced, people have to want to do a good job
4. Expressing Genuine Interest in Others – there is nothing more effective and rewarding than showing a genuine interest in other people
5. Seeing Things from the Other Person's Point of View – step outside yourself to discover what's important to someone else
6. Listening to Learn – nobody is more persuasive than a good listener
7. Teaming Up for Tomorrow – team players are the leaders of tomorrow
8. Respecting the Dignity of Others – truly respecting others is the bedrock of motivation
9. Recognition, Praise, and Rewards – people work for money but go the extra mile for recognition, praise, and rewards
10. Handling Mistakes, Complaints, and Criticism – be quick to admit mistakes and slow to criticise – above all, be constructive
11. Setting Goals – set goals that are clear, challenging, and obtainable
12. Focus and Discipline – leaders never lose their focus – they keep their eyes on the big picture
13. Achieving Balance – consistently high performance comes from a balance between work and leisure
14. Creating a Positive Mental Attitude – gain strength from the positive and don't be sapped by the negative
15. Learning Not to Worry – tame your worries and energise your life
16. The Power of Enthusiasm – never underestimate the power of enthusiasm

In the conclusion of the book they refer to the timeless set of human-relations principles developed by Dale Carnegie:

- *Look at things from the other person's perspective;*
- *Offer genuine appreciation and praise;*
- *Harness the mighty power of enthusiasm;*
- *Respect the dignity of others;*
- *Don't be overly critical;*
- *Give people a good reputation to live up to; and*
- *Keep a sense of fun and balance in your life.*

## Appendix 1

### Summary Checklist for Developing Frontline Leaders

Any approach needs to be tailored to suit the specific situation, however this summary checklist highlights the issues and their possible impact

#	Issues Often Found	Yes	No	If Not Addressed	Suggested Action if Yes
1	Production Frontline Leaders span of control greater than 7 people			Production Frontline Leaders don't have the time to properly and regularly train and develop their direct reports	<b>Structure &amp; Rosters</b> Align rosters and establish Production Area Based Teams of 4-8 members including a designated Frontline Leader
2	Production and Maintenance Rosters not aligned or supportive			The same Maintainers can't support the Frontline Leader and their crew to build a trusting relationship where information is shared freely	
3	No current Roles & Responsibilities document exists for Frontline Leaders			Frontline Leaders and the people they report to are unclear as to the roles & responsibilities of the Frontline Leader	<b>Roles &amp; Responsibilities</b> Determine and document the roles & responsibilities of the Frontline Leader
4	No current Attributes document exists for Frontline Leaders			Possibility of inconsistent behaviours of Frontline Leaders	<b>Attributes</b> Determine and document the Attributes you wish to develop in your Frontline Leaders
5	No coordinated site Daily Review Meeting Plan exists			May result in support staff not being regularly available for Daily Review meetings	<b>Daily Management</b> Initiate <b>Reactive Improvement</b> to improve Daily Management Practices and Processes
6	Ineffective Level 1 (eg Supervisor) Daily Management Processes (eg ineffective daily review meetings, information centres, and problem solving capability)			Significantly reduce opportunity to develop Frontline Leaders, and may result in a lot of fire-fighting and work-arounds limiting time for Frontline Leaders to be effective	
7	Poorly trained and ineffective Frontline Leaders			Level 1 Salary person (eg Supervisors) and Level 2 Salary person (eg Manager) need to work down a level to compensate	<b>Standards &amp; Base Skills</b> Initiate <b>Education &amp; Training Operator Base Skills</b> Cross-functional Teams to set the operational standards and develop Base Skills of all Frontline Leaders and Operators in all shift crews
8	Poor or no standards across shifts resulting in variation in operations			Make it a lot harder to identify the root cause(s) of problems	
9	Production Area Based Teams of 4-8 lack flexibility in that all members can't cover for everyone in their team			Difficult to develop Improvement Areas with strong ownership by Operators to allow effective Area Based Team improvement activities	
10	There is no Leader Standard Work for the Frontline Leaders			Inconsistent performance of Frontline Leaders resulting in variation in Production Area Based Team performance	<b>Frontline Leader Standard Work</b> Initiate the development of Frontline Leader Standard Work and apply across all Frontline Leaders with support from all support departments



## Appendix 2

### CTPM Team Skills Modules Overview

Each 2-hour module is developed around 1.5 hours of formal training to allow up to 0.5 hour of extra discussion etc.

Where possible role plays, exercises, video case studies etc are incorporated into the training.

The final activity of each module is to have attendees develop a list of what they will do differently following the training to allow self evaluation and evaluation by their Frontline Leader and Level 1 Salary person (eg Supervisor).

All modules are supported with a Training Plan and Set of PowerPoint Slides for the presenter and a Colour Workbook for each attendee.

In order to promote a ‘pull’ training approach we have developed a Team Skills Assessment tool (see Appendix 3) to allow Team Members and their Frontline Leader along with their facilitator and mentor to evaluate their Team Skills performance over their recent improvement cycle which hopefully will generate a consensus regarding which module should be next. The Team Skills Assessment is typically conducted during a team meeting focusing on Part 9 of their 10 Part Work Area Management / 5S activity or 10 Part Operator Equipment Management activity around week 10 of their 12 week cycle. The chosen module is then presented during the team’s next cycle kick-off workshop.

Team Skill Module	Objective	Content
<b># 1 Team Effectiveness</b>	<p>To build each team member’s knowledge, giving them a better understanding of what a team is, the motivations of their colleagues and how their contributions can excel or hinder their team’s performance.</p> <p>Throughout this training session, the team will discuss their ideas and complete a number of activities. This aims to give the team a greater knowledge of what their strengths and weaknesses are as a team, and what needs to be done in order to become a more ‘Effective Team’.</p>	<ul style="list-style-type: none"> <li>• What a team is?</li> <li>• Why we need team work?</li> <li>• Forming an effective Area Based Team</li> <li>• Stages of Team Development</li> <li>• How your team measures up?</li> <li>• Characteristics of a good team member</li> </ul>
<b># 2 Effective Area Based Team Meetings</b>	<p>To give teams a better understanding of how effective their team meeting skills are at the present, through the use of an ‘Effective Meeting Rating Sheet’. Then provide them with helpful information and hints so that they can improve their practices for future meetings</p>	<ul style="list-style-type: none"> <li>• The importance of meetings</li> <li>• What can go wrong?</li> <li>• Responsibilities of Team Members</li> <li>• Requirements for effective meetings (Preparation, organising, meeting, participation, keeping order, ending the meeting)</li> </ul>

Team Skill Module	Objective	Content
<b># 3 Presentation Skills</b>	<p>To give teams a better understanding of the power presentations can have when communicating an important message to others.</p> <p>Through the use of handy tips, exercises and steps to follow, this training session aims to develop each team member's presentation skills and give them a new found confidence and enthusiasm, when it comes to presenting.</p>	<ul style="list-style-type: none"> <li>• Why we give presentations?</li> <li>• Planning for a presentation</li> <li>• Structure of a presentation</li> <li>• Using visual aids</li> <li>• General tips</li> <li>• Importance of practicing</li> <li>• Improving your presentations</li> <li>• The top 10 ways to feel confident about public speaking</li> </ul>
<b># 4 Decision Making &amp; Problem Solving</b>	<p>To give teams a range of skills and techniques to help them solve problems and make decisions as a team rather than as individuals. If decisions are made together, everyone in the team will be a lot more willing to participate resulting in a more successful collaborative result.</p>	<ul style="list-style-type: none"> <li>• Decision making and problem solving overview</li> <li>• Paired Comparison Analysis</li> <li>• Grid Analysis</li> <li>• Plus / Minus / Interesting (PMI)</li> <li>• Star-bursting</li> </ul>
<b># 5 Dealing with Difficult People</b>	<p>To educate teams on overcoming difficulties they may arise due to other team member's behaviour and attitudes. This training session shows that all teams, even the best, run into problems because of 'difficult people'.</p> <p>During the session, an understanding of why people are difficult will be developed and steps to overcome these difficulties will be learnt and put to use.</p>	<ul style="list-style-type: none"> <li>• Who are difficult people?</li> <li>• Potential reasons for difficulties</li> <li>• The DON'TS of dealing with Difficult People</li> <li>• Skills and strategies to resolve issues</li> <li>• Empathy</li> <li>• Case Study: William Jones</li> <li>• Helpful tips to deal with Difficult People</li> </ul>
<b># 6 Conflict Resolution</b>	<p>To foster teamwork and improve relationships by managing conflict within teams and the workplace as a whole. This training session shows the importance of addressing conflict in its earlier stages and provides the teams with a plan of action and handy hints to help them resolve the conflicts that may arise at any time.</p>	<ul style="list-style-type: none"> <li>• What is conflict?</li> <li>• Common problems with teams</li> <li>• Conflict development</li> <li>• Thomas – Kilmann Conflict Strategy (Self Assessment)</li> <li>• Thomas Kilmann Conflict Model</li> <li>• Resolving conflict</li> <li>• Handy hints – when resolving conflict</li> <li>• Benefits of conflict</li> </ul>
<b># 7 Negotiation Techniques</b>	<p>To emphasise the importance of using good negotiation techniques when it comes to gaining agreement about a decision or when solving a problem that has arisen. Good negotiation techniques can keep a relationship in good steads and make both people or parties feel like they have come out on top.</p> <p>During the training session the team/s will be introduced to a 'Negotiation Model', which will take them step by step through the negotiation process. The team/s will also be introduced to the Key Skills that should constantly be considered and developed.</p>	<ul style="list-style-type: none"> <li>• Negotiation</li> <li>• Negotiation styles</li> <li>• Negotiation models</li> <li>• Key skills</li> <li>• Obstacles in negotiation</li> </ul>

Team Skill Module	Objective	Content
<p><b># 8</b> <b>Appreciation of Individual Strengths &amp; Weaknesses</b></p>	<p>To give each team member a better understanding of the different behavioural styles that may be present within their team and workplace as a whole.</p> <p>Within this training session the teams will learn all about the different behavioural styles that exist, think about their own behavioural styles and develop the knowledge of how to handle each behavioural style they may come across within their workplace or team.</p> <p>Each behavioural style has strengths and weaknesses, if they are dealt with in the correct manner, you can get the best out of any person.</p>	<ul style="list-style-type: none"> <li>• Individual Behavioural Styles</li> <li>• Identifying your Behavioural Style</li> <li>• Individual Strengths and Weaknesses</li> <li>• Adapting behaviours to become better team members</li> <li>• Taking action</li> </ul>
<p><b># 9</b> <b>Giving &amp; Receiving Feedback</b></p>	<p>To explain the importance of ongoing feedback within a team and within a workplace. Through the use of positive and negative feedback (if done in the correct manner), workers and team mates can develop and improve their skills.</p> <p>During the training session the team/s will be introduced to the concept of feedback and will be taken through the most successful way of both giving and receiving feedback, because we feel that they are just as importance as each other.</p>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Harmful feedback</li> <li>• Giving constructive feedback</li> <li>• Receiving feedback</li> <li>• Try Writing it – Written feedback</li> <li>• Why use feedback?</li> </ul>
<p><b># 10</b> <b>Planning &amp; Prioritising</b></p>	<p>To train team members to prioritise their tasks and to not get distracted by unimportant time wasters. In doing this teams will achieve more in shorter amounts of time, resulting in better results and less stress.</p> <p>Within the training session planning and prioritising tips and techniques will be given and activities will be undertaken to test the newly learnt knowledge.</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• How to plan?</li> <li>• Identifying time robbers</li> <li>• What is prioritising?</li> <li>• Priority groups</li> <li>• How to prioritise?</li> <li>• Reward yourself</li> </ul>

## Appendix 3

### CTPM Team Skills Assessment

**Workplace:**

**Team Name:**

**Team Member:**

**Date:**

Complete all of the questions below by ticking the appropriate boxes to indicate your team's performance throughout this cycle.

It is important to answer as truthfully as you can, so that your team can identify its strengths and discover any weaknesses that can be developed through further training.

Once all of the team members have completed this task, the Leader will issue out the scoring sheet.

<b>1. Effective Team Members:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Score</b>
• Workload is shared throughout the team with each member taking charge of their own role				
• Team members communicate and collaborate (work together) to achieve their outcomes				
• Team members constantly look for ways to better use materials, processes and resources. Sharing their findings with their team				
• Team members are committed to and are accountable for a common purpose and performance goal				

**TOTAL:**

/20

<b>2. Running Effective Meetings:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Score</b>
• Clear objectives and a purpose it set prior to the meetings. Appropriate tools, Agendas, Task Sheets are used throughout				
• Meetings focus on achieving consensus				
• Team maintains adequate level of discipline and punctuality. Leaving personal conversations at the door				
• Meetings end with summaries of all decisions so that each team member is aware of their roles and assigned tasks				

**TOTAL:**

/20

<b>3. Presentation Skills:</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Score</b>
• Each team member knows the subject and purpose of the presentation they are giving				
• Presentations follow a logical sequence (Introduction, content and summary) making sure adequate time is allocated				
• Relevant and appropriate visual aids are used to enhance the presentation				
• Effective communication skills are demonstrated during presentations (loud and clear voice, eye contact, harness non-verbal communication and active listening)				

**TOTAL:**

/20

## CTPM Team Skills Assessment (cont)

4. Decision Making & Problem Solving:	Often	Sometimes	Rarely	Score
• Decisions are made based on facts and data rather than on gut feel or experience				
• Problem solving tools and techniques are used properly and effectively to ensure we address the root cause(s) of our problems				
• Agreement from all other shifts in your Defined Production Area (DPA) is obtained before implementing solutions				
• Decision making involves all team members and is based on consensus				

**TOTAL:** /20

5. Dealing with Difficult People:	Often	Sometimes	Rarely	Score
• Team members have an understanding of the diversity of their team and their behaviours				
• When difficulties arise within a team, decisions are made promptly on what course of action that will be taken (time, location and who is involved)				
• Team members react in a positive way to problems and suggestions				
• Team members show understanding and empathy while emphasising the need to change				

**TOTAL:** /20

6. Conflict Resolution:	Often	Sometimes	Rarely	Score
• Conflicts are managed appropriately within the team, understanding that conflict only becomes destructive when it degrades human dignity				
• Conflicts are addressed as soon as possible so that the team can move forward				
• Team members listen effectively to each other and ask questions to help them understand the issues that arise				
• Negotiation techniques are used to help solve conflict with the team				

**TOTAL:** /20

7. Negotiation Techniques:	Often	Sometimes	Rarely	Score
• A negotiation process is used within the team to resolve differences so as to reach mutual agreement				
• Team members practice the communication skills of listening, questioning and creatively looking for alternative solutions				
• The objectives are always kept in mind as well as the wishes of the people involved				
• Team members are aware of the obstacles that may inhibit reaching mutual agreement				

**TOTAL:** /20

## CTPM Team Skills Assessment (cont)

8. Appreciation of Individual Strengths & Weaknesses:	Often	Sometimes	Rarely	Score
• Team members are aware of their own and other team member's behaviour patterns and personalities				
• Team members are aware of their own and other members weaknesses and strengths				
• Roles and responsibilities are assigned based on individuals strengths / capacities / abilities				
• Strategies are developed as a team to overcome any weaknesses that may affect teamwork				

**TOTAL:** /20

9. Giving & Receiving Feedback:	Often	Sometimes	Rarely	Score
• Feedback is given on a regular basis in a respectful and supportive manner				
• When feedback is given, it is clear, specific and emphasises on the positive				
• Team members recognise the value of the feedback and listen without interruption or objections				
• All feedback given is used by the team to grow and develop				

**TOTAL:** /20

10. Planning & Prioritising:	Often	Sometimes	Rarely	Score
• Team activities are planned on a regular basis				
• Plans that are created include setting objectives, deciding on how to achieve those objectives and implementation of the plan				
• All team members recognise the difference between the important, the urgent and the unnecessary				
• Team members are realistic when planning and allocating jobs ('you cannot do everything in one day')				

**TOTAL:** /20

## CTPM Team Skills Assessment Summary Score Sheet

Workplace:

Team Name:

Team Member:

Date:

### Scores per Answer:

Often = 5 points

Sometimes = 3 points

Rarely = 1 point

Go through your question sheet and fill in the marks. Total each session and then write your results below in the table provided:

	Score
Effective Team Members	
Running Effective Meetings	
Presentation Skills	
Decision Making & Problem Solving	
Dealing with Difficult People	
Conflict Resolution	
Negotiation Techniques	
Appreciation of Individual Strengths & Weaknesses	
Giving & Receiving Feedback	
Planning & Prioritising	

### Priority (lowest scores) for Future Training:

- 1.
- 2.
- 3.

## Appendix 4

### CTPM Frontline Leader Teaching and Leadership Modules Overview

Each 2-hour module is developed around 1.5 hours of formal training to allow up to 0.5 hour of extra discussion etc.

Where possible role plays, exercises, video case studies etc are incorporated into the training.

The final activity of each module is to have attendees develop a list of what they will do differently following the training to allow self evaluation and evaluation by their Level 1 Salary person (eg Supervisor).

All modules are supported with a Training Plan and Set of PowerPoint Slides for the presenter and a Colour Workbook for each attendee.

Teaching Module	Objective	Content
<b># 1 Knowing your Learners</b>	Successful leadership is a result of the leaders' awareness of their team members in his or her team. Develop an understanding of how knowing each team member's abilities and interests, and additional awareness of individual learning styles can ensure all needs are met.	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Learning Styles</li> <li>• Multiple Intelligences</li> <li>• Background / Culture</li> </ul>
<b># 2 Training Methods</b>	Explore various training methods to identify most effective methods for your team members	<ul style="list-style-type: none"> <li>• Cooperative Learning – Purpose of your Team</li> <li>• Training Methods</li> <li>• Communication in Training</li> <li>• Importance of Active Listening</li> <li>• The Power of Story Telling</li> </ul>

Leadership Module	Objective	Content
<b># 1 Time Management &amp; Delegating</b>	To reflect on how you really spend your work time and what can be done to get the most out of your time.	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Prioritisation</li> <li>• Managing Interruptions</li> <li>• Procrastination</li> <li>• Scheduling</li> <li>• Know how you spend your time</li> <li>• Delegation Process</li> <li>• Work Time Management Action Plan</li> </ul>
<b># 2 Motivation &amp; Accountability</b>	<p>Motivate your team members to complete tasks to required standards (standardised work).</p> <p>Motivate your team members to become fully engaged in on-going continuous improvement.</p>	<ul style="list-style-type: none"> <li>• Team Member Motivation</li> <li>• Intrinsic Motivation</li> <li>• Extrinsic Motivation</li> <li>• Achievement Motivation</li> <li>• Loss of Motivation</li> <li>• Accountability</li> <li>• Care and Growth Model</li> <li>• Do Incentives work?</li> </ul>
<b># 3 Evaluating Leadership (Self Development)</b>	Provide a framework for self evaluation	<ul style="list-style-type: none"> <li>• Evaluating your Leadership / Training</li> <li>• Leadership Self Evaluation</li> </ul>