Keepmoat Homes

Leading Change – Adding Value

Module 2: TEAM

Learner Guide

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INTRODUCTION & OBJECTIVES

Welcome to the second module of the Leading Change Adding Value programme: TEAM. In the first module, you covered a variety of tools and techniques that you could put in place to ready yourself for change and to help you prepare to lead others through a change process. In this module, we will focus more on how you can engage effectively with your teams and enable them to deliver high performance levels and establish a culture of continuous improvement.

The learning objectives for today's programme are to:

- Develop an understanding of continuous improvement principles and how you can utilise these with your team to drive high levels of sustainable change and development
- Create an approach to team activity that drives improvement at a local, regional and organisational level
- Help you to deliver high performance through others via the development of improved operating rhythms within your teams
- Generate the opportunity to create sustained habits of improvement and performance within the team
- Develop action learning objectives that will allow you to put the learning from the session into practice and deliver a real return on investment following your attendance on this course

Before starting to work through the programme, take a moment to capture your own personal learning objectives in the space provided below.

Module 1 Recap

To get the most out of today's session, it is important to build on the foundations that had been put in place during the first module. The key learning elements covered during that first module were:

- Preparing yourself for change events and considering your personal impact to allow you to lead more effectively
- Identifying the need for change and recognising the different elements YOU are responsible for to engage effectively with teams
- Recognising the need for a positive mindset and how to focus on solutions rather than problems
- Utilising root cause analysis to drive sustained change activity and incremental performance improvements both personally and for the wider business
- Listening to and responding to teams & tailoring communication to maintain engagement

You will now work together in groups to identify answers to the following questions:

1. How have you applied the learning from the previous session in your day to day activities?
2. How have you responded to the challenge of being personally responsible for change within your team activity?
3. What new or enhanced ways of operating have you implemented personally and within your team?

Capture any notes from your discussion in the space provided below. You will be asked to share these thoughts back with the wider group.

What Do We Mean by Lean?

Whenever we are referring to "Lean Management" we are referencing a variety of different working practices. Adopting a working practice that embraces lean management or lean thinking enables us to gain many benefits. Use the spaces provided to list these benefits.

It is important to remember that no one individual should be responsible for the delivery of all these benefits. Whilst it is true that there is a part to play for all members of the team, it is only be working together can we truly realise the full potential of adopting lean management or lean thinking approaches.

There are 14 different principles in place with regards to lean methodology. These are shown below for you.

Principle 1: Base your management decisions on a long-term philosophy, even at the expense of short term financial goals

Essentially, this is all about ensuring we are focused on the future that we want to achieve and are not just looking at the short term gains that we could make.

Principle 2: Create continuous process flow to bring problems to the surface

Creating a process flow allows you to see exactly what is happening at each stage of your working processes. In doing so, you are more readily able to identify waste, lost time, and other costly working practices that can slow down the achievement of your goals and objectives.

Principle 3: Use the "Pull" system to avoid overproduction

Focus should be given here to resources and the need to only order/replenish once they are used. Whilst it may seem productive to hold additional stock items or prepare for the unknown, this can prove costly in the long run and can lead to increased time wastage due to the management required for the additional resources that aren't needed.

Principle 4: Level out the workload

It can sometimes be a badge of honour to have a huge workload. However, this is likely to be inefficient, prevents others from learning additional responsibilities and in the longer term, the business can suffer. Think about workloads and how these could be more balanced across the team or function.

Principle 5: Build a culture of stopping to fix problems, to get quality right at the first time

Stop working around problems or accepting that quality may not be at the highest level due to the problems you are trying to solve. Instead, take a step back, fix the problem with the process or working practice and focus on increasing the levels of quality provided to customers and colleagues.

Principle 6: Standardised tasks are the foundations for continuous improvements and employee empowerment

Working practices, operating rhythms, processes, whatever you call the approach we follow to work needs to be conducted in a standardised way. This ensures that all individuals within the team are fully aware of their responsibilities and can effectively deliver against what is required of them.

Principle 7: Use visual control so that no problems are hidden

Consider the amount of reporting or MI that is required for you and your teams to do their jobs effectively. Are you producing too much data or not enough? Find out what is really needed so that you and your people can deliver effectively.

Principle 8: Use only reliable, thoroughly tested technology that serves your people and process

Use technology to support people in the best way possible. The Covid-19 pandemic enabled us to realise the benefits of agile working, ensure that you continue to use technology to remain in contact with remote workers and to ensure that we can achieve high levels of productivity.

Principle 9: Grow leaders who thoroughly understand the work, live company philosophy and teach it to others

Drive an effective talent pipeline to ensure that succession plans are in place. Effective planning for the future enables the business to grow leaders who are fully aware of the way in which the business operates and helps to create a sustainable future of organisational growth.

Principle 10: Develop exceptional people and teams who follow your company's philosophy

Remember, the theme of this module is TEAM and this principle really links to that. Think about the skills that are available within your team. How could these be developed further to create a function that delivers effective high performance levels time and time again. Performance Development Planning activity can span much further than the PDR process. Consider how you could use this to your advantage.

Principle 11: Respect your extended network of partners and suppliers by challenging them to improve

Get ready to think outside of the areas you normally work in. What would the impact of any development or changes to working practices mean for you or your teams? When we can consider the wider implications of our actions on the business, we start to open up the possibilities of driving greater increases in performance.

Principle 12: Go to Gemba and see for yourself to thoroughly understand the situation

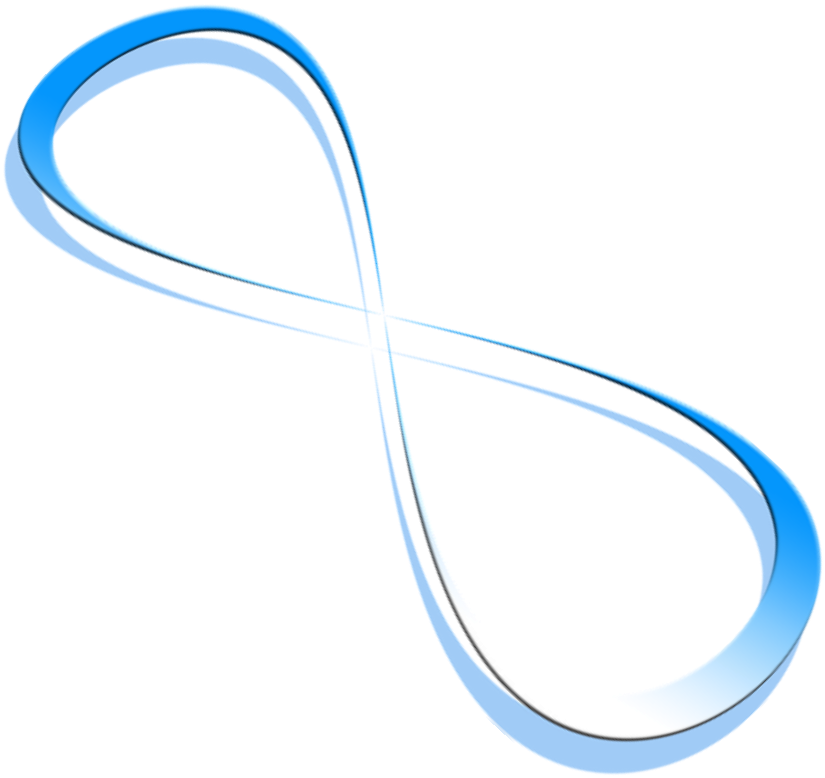
Gemba translates to "the real place" and in terms of lean management refers to taking the time to step away from your day to day activity and view the challenges and approaches that are being utilised by your teams. Challenge yourself to view things from their perspective on a regular basis to understand how you can create greater levels of engagement with the activities that you need to drive.

Principle 13: Make decision slowly by consensus (using cross functional teams), thoroughly considering all options; implement decisions rapidly

Working at pace can often be interpreted as just working through activities as quickly as possible. However, when we take the time to really think about the best way to move forward and then implement those ideas quickly, we are far more likely to see sustained improvement and change.

Principle 14: Become a learning organisation through relentless reflection and continuous improvement

This final principle is focused on recognising that there will not be a point where change is "complete". Instead, we need to adopt a mindset that is focused on achieving continuous change that allows us to learn, grow and achieve more than we could yesterday. Challenge yourself to adopt the learning mindset that will enable you to do something different every day. You may be surprised at what you can achieve!



Lean Management in Practice

When considering continuous improvement, initial thoughts might focus on the larger tasks that are undertaken by the business. This could include things like:

- How do we improve the programming process on site?
- How can we develop a more efficient process for land acquisition?
- What improvements can be made within the organisation IT infrastructure to drive improvement?

All of these are important activities that should be given consideration, however, to begin with some of the larger impacts can be achieved with only small changes. It is these small incremental developments that can increase the opportunities available to us to address larger business activities.

Consider the example shown below.

Continuous Improvement Example: Tea Break

A large logistics organisation provided a kitchen for staff to take their breaks. Tea, coffee, sugar, milk, everything needed for a break was provided. However, none of the cupboards or storage containers had labels present to detail where everything was kept or should be returned to after use. Observation showed that the average time taken to make a drink during break was around 6 minutes with 4 of these minutes spent searching for cups, spoons etc.

Using the 12th principle of lean management, observations were made, and as a result labels were added to the break room to assist. The average time to make a drink was reduced by more than 50% leading to a more effective break time for employees. This led to increased levels of productivity in the workplace which turn opened opportunities for further continuous improvement activity.

This example shows that whilst the addition of labels was not entirely “earth shattering” it did lead to increased effectiveness within the business. This small change led to more opportunities in the future and with success already achieved, individuals working at this site witnessed first-hand how small incremental changes can really add up and make a huge difference.

With this in mind, think about the following questions now with your colleagues:

1. How can you use the support of your teams to drive forward the achievement of LEAN principles?
2. What issues are you facing within your team or function and how can the utilisation of the LEAN principles help to make a difference?

Use the space provided on the following page to capture information from your discussions. We will review these with the wider group once the activity has been completed.

Having identified areas where you can utilise lean principles to make a difference, the next stage is to start and think about the results that you are expecting to see. As well as focusing on these results we need consider how these initial results could open other opportunities in the future. To help your thinking in this area, focus on the following questions:

- What results will you see?
- How big are the initial changes you are making?
- What is the cumulative impact?
- What will the business notice?
- How can you use this change in the future?

Use the space provided below to capture your thoughts.

High Performing Teams

Across the business, Tim Beale has recently presented the “High Performing Teams” culture session to update all employees as to the approach we need to take in order to achieve our Operational Excellence Strategy.

Before going through this session in any more detail, capture your thoughts in the space provided below in relation to the following questions:

1. What can you remember from the session?

2. What were the key points you took away?

We will now review the key points in relation to the High Performing Teams session, use the space provided to capture any notes you wish to make.

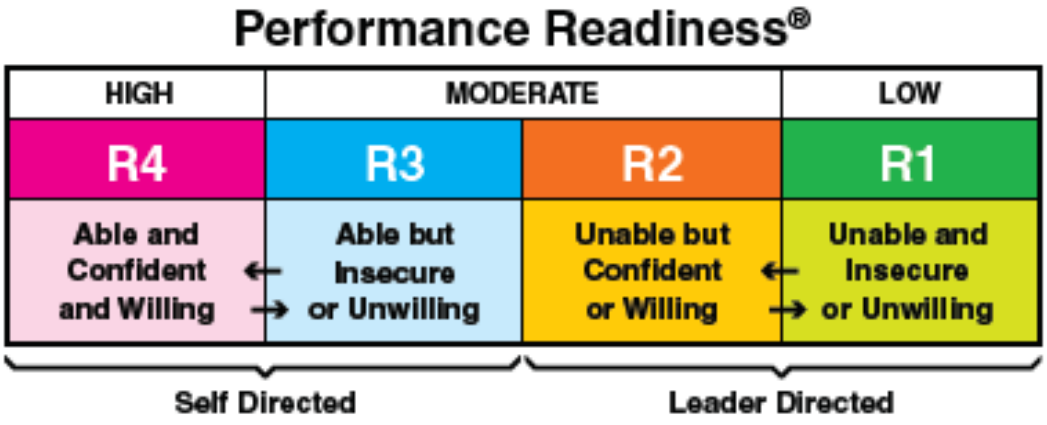
Having reviewed the information again relating to High Performing Teams, consider the following questions:

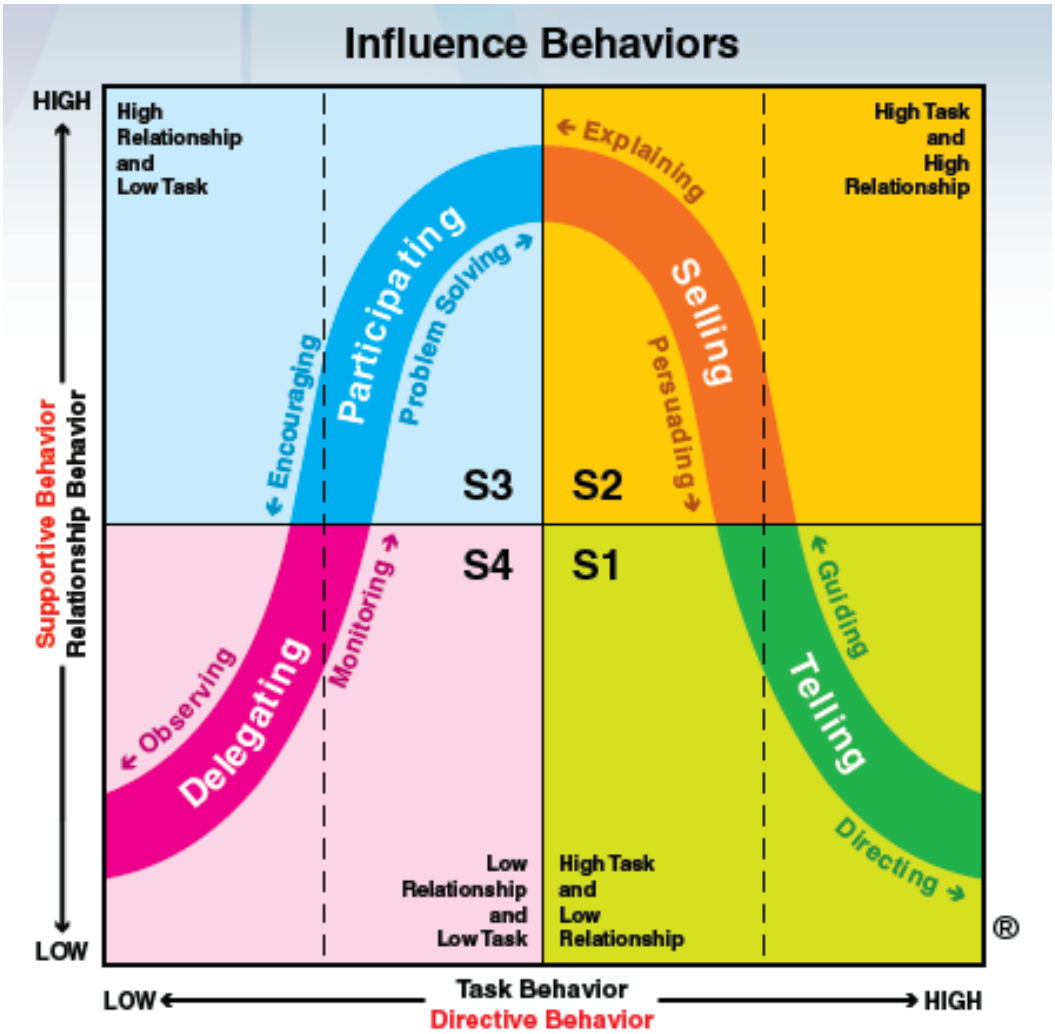
1. What are the key skills in your teams?
2. Who can you rely on?
3. What projects would they be capable of delivering?

Capture your answers to these in the space provided below. We will not be reviewing this as a wider group, but you may wish to discuss the details with your colleagues. The information you provide here will be useful to you in the next part of the module.

Situational Leadership

Situational Leadership is a leadership style in which a leader is required to change and adapt their approach depending on current work requirements and/or the environment their employees will be working in. The model used to represent this approach has been shown below for you.





Situational Leadership essentially breaks down into a 3 stage process:

1. Identify the specific job, task, or activity
2. Assess current performance readiness

3. Match the leader response required

When we reference "Situational Leadership", we are not just referring to an individual's current performance levels. Ordinarily, when we assign a project or piece of work to a team member, we will look at our high performers first and then assign the task. However, an approach based on situational leadership will instead look to utilise the individual strengths that lie within the team to ensure that we can achieve the highest levels of performance.

For example, if you have a team member who is a high performance delivers high quality creative pieces of work on a regular basis, you may not want to put them on point to deliver a data analysis project. The work is likely to be challenging for them, they may struggle and become disengaged with the activity. If we consider the continuous improvement measures that we have referenced earlier in the module, we run the risk of not achieving what we have set out to do. However, if we adjust our own leadership style and approach to suit what this individual needs to achieve success, we can be much more confident that we will achieve the result we are looking for.

To help decide the type of leadership behaviour we need to display, the first stage in process is to consider the "Readiness Level" of the individual in question. Definitions have been provided here for you.

R1: Individual is unable, insecure, or unwilling to complete the task

Wherever we notice this type of behaviour, we need to consider how we can drive higher levels of motivation and increase their existing skills if they are to deliver what is required.

R2: Unable but confident or willing

Behaviours of this type would normally be associated with a new starter or someone who has recently changed roles. We need to think about how we can leverage their confidence levels to achieve the most positive outcome.

R3: Able, but insecure or unwilling

In this instance you may well be working with an individual who has become demotivated or disengaged in the task. They have the necessary skills to be successful but for whatever reason they do not demonstrate a willingness to achieve.

R4: Able and confidence and willing

Here the individual is demonstrating the right level of skill, confidence, and motivation to achieve. Based on the task we are looking to assign to them, we can be confident that we will achieve the right level of performance required.

Important: You need to remember that when you are assessing readiness levels in this instance, you are considering the **TASK** that the individual is working on. We are not taking a broader view of their overall performance.

When you have decided on the readiness level of the individual, the next stage is to consider the different types of leadership behaviours that we will need to display to get the most out of our people.

Definitions for each of these have been provided here for you.

S1: High task, low relationship style

Given the readiness level R1 we can see how we need to demonstrate more telling, guiding, directing, and instructing behaviours. The more we can focus on the specific activities needed to achieve the performance level required, the more confident of success we can be.

S2: High task, high relationship

Matched with readiness level R2, this leadership demonstrates how we need to display behaviours that are focused on explaining, persuading, and clarifying. The individual has high levels of motivation and confidence but will need some guidance on what they need to do to achieve the task ahead.

S3: High relationship, low task

Consider the definition for an individual at R3 and you can see it is important to demonstrate encouraging, involving behaviours to increase their motivation and engagement levels. Remember at this point, the individual has the technical skills required but we need to focus on their "will" to ensure success.

S4: Low relationship, low task

When we have matched a task with an individual at R4, we can take a more remote leadership style as they have the drive and enthusiasm to complete the task and we should trust them to complete as required. We need to ensure that we provide support via observation, delegation, and tracking of progress only. If we start to use behaviours that are too directing, we run the risk of missing the expected performance level.

To help you start to apply a Situational Leadership style, work through the activity shown on the following pages.

Applying Situational Leadership

Completing this activity will enable you to practice the skills necessary to break down individual tasks and apply the situational leadership concept. No one will be checking through your answers or comments to these questions however they will enable you to practice the skills required to apply situational leadership effectively.

Section 1: Breaking Down the Task

Describe your job, role or function as you and your manager view it.

Describe at least 3 tasks, goals, or objectives that are part of your role or job within the organisation.

Finally, pick one of the tasks you have listed above and identify the specific actions you perform in completing it.

Section 2: Determining a Leadership Style

Identify a task or activity that you need complete in your role.

Determine how much task behaviour you need from your leader for this specific task e.g., high, moderate, or low.

Determine how much relationship behaviour you need from your leader for this specific task e.g., high, moderate, or low.

Give your answers to the 3 prior questions, what leadership style do you think would be the most appropriate for the task you selected?

Section 3: Applying the Situational Leadership Model

Identify a specific task that needs to be completed by someone in within the organisation.

Determine the performance readiness level of the individual you would select for this specific task considering both ability and willingness.

Identify the leadership style that would be the most appropriate based on your analysis of the task and the readiness level of the individual. Given the task, list the techniques you should use to implement this leadership style.

What specific actions must you take to adjust your leadership style to increase your effectiveness levels?

Action Learning Objectives & Planning

Any training course will only be as beneficial as the effort that we put into trying something different following delivery of the course. To help with this, you will be creating your own personal "Action Learning Objective" before you leave today's session. You will then need to present back what you have achieved as a result of attending this programme as part of the activity for module 3.

First, watch the video that relates to action learning and capture your notes in the space provided below.

Use the template provided here to capture your action learning objective.

Aim – What are you setting out to achieve?

Purpose – What will the end result be and what will be the overall impact to your team and/or the business

Objectives – Capture the individual steps you will need to complete	
1	
2	
3	
4	
5	

Progress Update Week 1

Progress Update Week 2

Progress Update Week 3

Progress Update Week 4

Available Support

Making a change to existing working practices can be a challenge. To help you overcome any barriers that you may encounter, consider the different supporting tools that are available to you as a learner working through this programme.

Coaching Support

If you would like to pursue 121 coaching support as part of the programme, please advise your facilitator and they will review this option for you. 121 coaching can be really useful in helping you to work through any challenges you are facing and can help you to reset any performance goals to ensure that you remain on track.

eLearning

eLearning or Digital Training can be so much more than a compliance tool. To build further on the skills you have gained from this programme, eLearning programmes have been created that are not focused on compliance but instead have been engineered to allow you to access additional support whenever you need it. New eLearning modules include:

- Emotional Intelligence
- Personal Resilience
- Technical Skills:
    - Project Management
    - Continuous Professional Development
    - Personal Motivation

Hub

A dedicated page has been created on the Keepmoat Homes hub. Here you can find links to videos and other resources that will help and support you through your action learning objectives. New blog posts will be issued regularly to provide more insight as to how change management and continuous improvement methodologies can benefit more than just your professional life. If you'd like to contribute to the blog posts just contact the L&D tea, via HR-Talent@keepmoat.com