

The Australian Industry Group

Guide to implementing innovative management development in manufacturing

December 2015



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Introduction

In 2013, the Victorian Manufacturing Skills and Training Taskforce identified the need for action to address managerial skill deficits for emerging managers in the Victorian manufacturing sector. Concerns were raised regarding training delivery approaches, with the Taskforce recognising that emerging leaders would benefit from additional developmental supports, such as mentoring, coaching, and peer support networks, to improve the likelihood of managerial success and to promote and extend learning.

The Management Skills in the Manufacturing Sector - Qualifications development and learner supports Stage 1 Final Report, prepared in March 2014 by Precision Consultancy and the Australian Industry Group (Ai Group), put forward a set of recommendations regarding an appropriate framework to be used in the managerial development of emerging leaders within manufacturing firms in Victoria, to support the issues identified by the Taskforce. Ai Group then undertook Stage 2 of the project which was to develop and trial an innovative pilot program based on the framework identified in Stage 1.

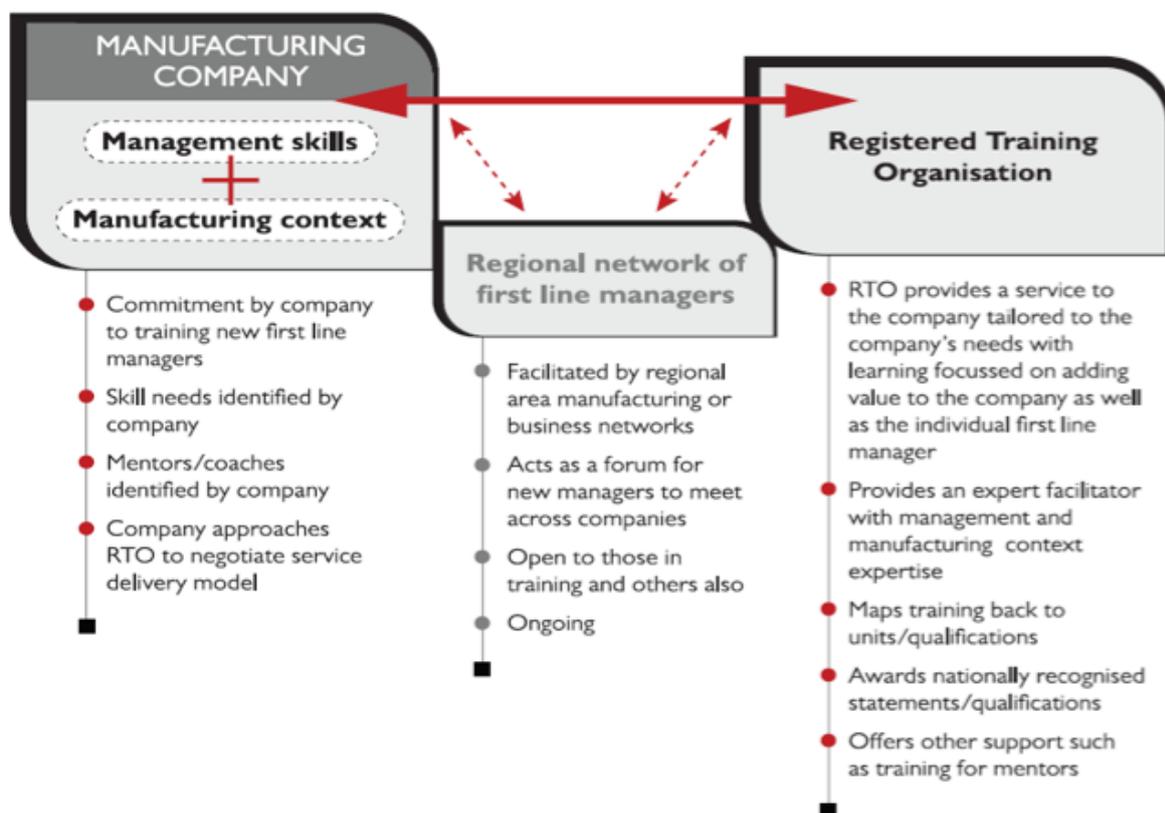
The Taskforce recognised the usefulness of developing a guide for manufacturing companies to implement the program trialled through the pilot. This guide sets out the key components and phases, and provides accompanying templates and support material for manufacturing companies and registered training organisations that undertake the program in the future.

Recommended Framework

Integral to this program is the framework identified in the Stage 1 Final Report to the Taskforce (see below). The framework identifies three key components:

- Management skills to be developed within a manufacturing context
- Establishment of a network of first line managers at companies
- Facilitation via innovative methodology supported through a partnership with an RTO to deliver a qualification, but driven by the needs of individuals and their companies.

The program can be tailored to map specifically to BSB42015 Certificate IV in Leadership and Management, however it is designed with the flexibility to be delivered independently of a nationally recognised qualification.



3. Methodology

This program utilises a constellation of methods including action learning, adaptive leadership principles and a framework for regular coaching and self-guided reflection. Core to the success of the program are individualised work-based projects driven by company needs. This serves a dual role of building both individual capability as well as delivering on tangible organisational improvements and providing opportunities for collaboration. The nature of this program necessitates an individualised approach which supports the participants' own journeys and is contextualised to their businesses. The involvement of senior managers within the participating companies from a coaching/mentoring perspective is integral since the locus of learning is the workplace. The action learning approach and methodology provides a safe haven for leaders, new and experienced, to be challenged in their thinking, assumptions and preconceptions. The action learning sessions also encourage fresh ideas through discussions between participants across the companies. From Ai Group's previous experience in facilitating these programs, these surface issues often give way to deeper-rooted problems or in some cases deeply-held beliefs that need to change. Participants are supported during and after the sessions through coaching in order to allow them time to process their assumptions and thinking.

3.1 Learner-led Action Learning Best Practice:

Teaching management has become more challenging for a variety of reasons, not the least of which is a shifting world platform with increasingly complex problems for which there are no pre-defined answers. Many development models relied upon to date presume that transfer of learning occurs once the individual returns to the workplace. It often doesn't as managers can find themselves constrained by the cultural norms/practices and ways of doing things 'back in the real world'. Rather than relying on traditional generic input-based curriculum, the action learning methodology requires participants to identify real-life challenges from the workplace. Basing the program around a workplace challenge means that the workplace becomes the locus of learning, a critical factor in leadership development.

The individual needs identification should be driven by the needs of each participant and their organisation. A common element in many programs is the use of the generic, instructor-led curriculum which draws on pre-designed content. This mode of delivery is generally designed with specific learning objectives or outcomes in mind and written in behavioural terms. However this becomes less effective in leadership development initiatives that require a mindset shift through the unravelling of previous ideas, perceptions and understanding of leadership as it needs to be practised.

4. Ownership of the program

This program is most effective when it is driven by the companies who wish to develop their own emerging leaders. In this regard, companies can start the process by identifying employees (and appropriate internal coaches who are not the direct manager of the nominated employee) that they wish to involve in the program.

Approaching other companies located in a geographically similar area or potentially those involved in the initiating company's supply chain, to also nominate an emerging manager, can initiate a network group.

Once several companies have agreed to run the program together they can approach an RTO to

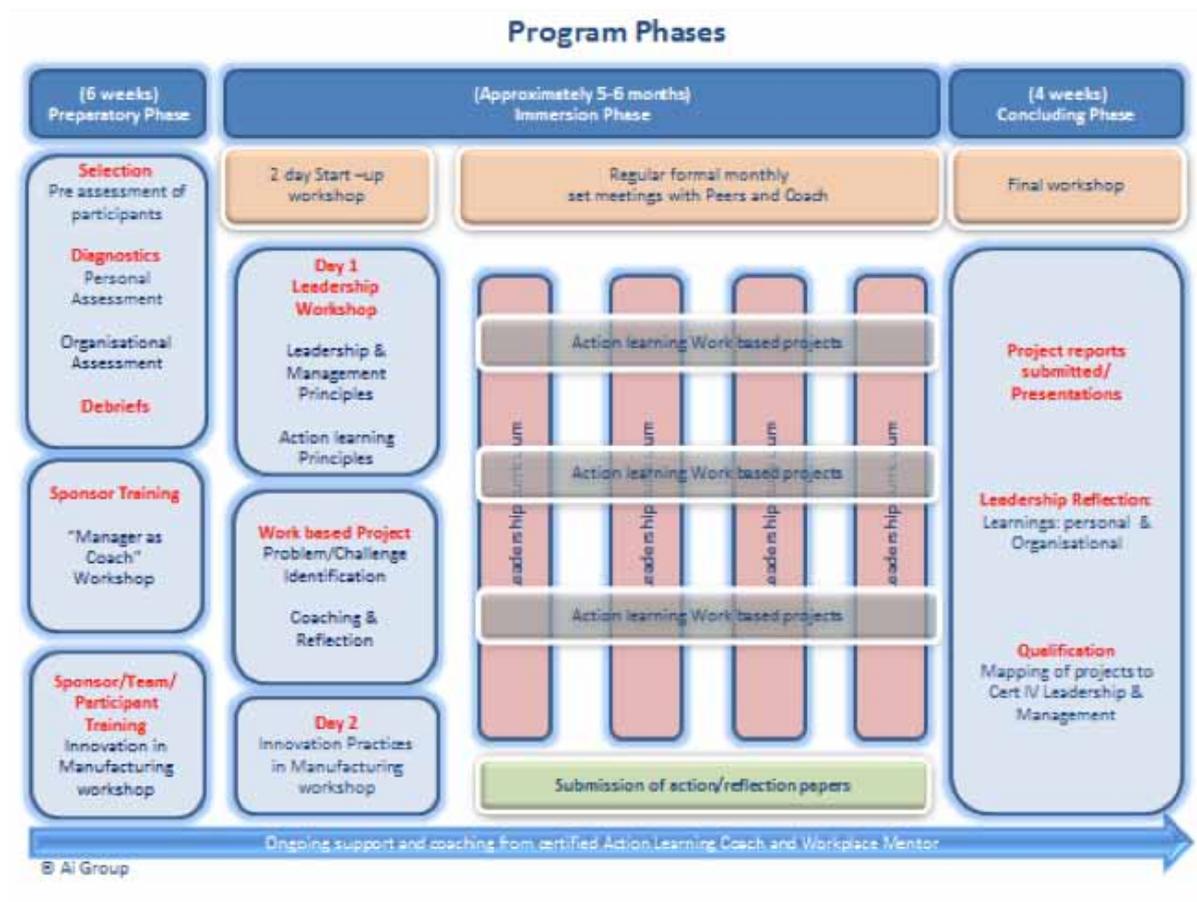
negotiate delivery of the program. If there are only two or three companies at this stage, the RTO can assist by circulating an expression of interest to interested companies in order to make up a suitably-sized group of no more than eight participants.

Once the companies have identified their employees and coaches and negotiated with an RTO in relation to delivery, then the RTO should manage the program phases as outlined on the following page.

5. The Program Phases

The program has three distinct phases:

- Preparatory phase
- Immersion phase
- Concluding phase



5.1 Preparatory Phase

The preparatory phase of the program is particularly important. Having suitable participants on the program from non-competing companies that are geographically close is integral to making the program work.

5.1.1 Expressions of Interest

If expressions of interest are to be sent out they should be sent out to non-competing companies. This is necessary as participants will be working on work-based projects and in doing so may be sharing sensitive information, albeit within a confidential group setting. See sample Expression of Interest template on the following page.

Management skills in the manufacturing sector Development Program

Expressions of Interest sought

This innovative program aimed at emerging leaders within the manufacturing sector introduces the principles of high performance organisational work practices and explores organisational challenges through action learning sets, supported by peer feedback, coaching and personal reflection.

Commitments needed by your company

- Your nominated frontline manager/emerging manager will be attending six full day group sessions (comprising up to eight participants - one from each participating company) over a period of five to six months plus one to two hour coaching sessions each month. Attendance at each full day session is integral to the success of the program.
- You will need to identify together with your participating employee a suitable work based issue/challenge that the participating employee will be expected to make progress on during the program
- Your support, through attendance at an initial half day coaching workshop together with ongoing coaching discussions with the participant during the program is expected
- Participants will be briefed about their commitment to the group and confidentiality of all discussions is agreed upon. Participants and organisations chosen for the program will not be working in direct competition with one another.

Benefits for your company from involvement in the project

- Your employee will gain a Certificate IV in Leadership and Management, at the same time building self-awareness and improving communication skills
- Your employee will work on a real life organisation specific issue, identified in conjunction with your management team
- Training will be delivered over time allowing time for improvements made as a result of the project to be sustained in your company
- Your employee will establish networks with other organisations through regular peer sessions. External networks are important to business success.

5.1.2 Selection:

Given the different approach this methodology takes, it is important to identify suitable participants prior to the program commencing. The purpose of a pre-assessment form is to:

- identify the employee's readiness for participation in the program
- identify availability of internal support and mentoring as the employee progresses through the program.

Some participants are less open to a learner-led methodology and it is particularly difficult if they are working in a role where they seem to be unable to identify an appropriate work-based project that is likely to impact on a range of stakeholders.

For this reason it is better for these participants to undertake a more traditional instructional-based workshop that is more suited to standard learning. Leaving a participant on this action learning - based program when they are neither ready to take responsibility for learning nor open to the idea of learning from their peers can adversely impact the group.

See sample pre-assessment form on the following page.

Sample Pre-assessment Form for selecting program participants

Please provide a response to all questions, and return to (Insert email address).

Any questions to be directed to (insert relevant contact details).

Name of Employee: _____

Job title of Employee: _____

Company name: _____

Previous Qualifications: _____

Name of Sponsor*: _____

Sponsor contact no: _____

*The sponsor is a senior manager who has overall responsibility for both the participant and the designated Coach.

1. Why did you nominate this particular employee?

2. In what way has the nominated employee demonstrated their potential as an emerging /leader/front line manager?

Has the nominated employee been spoken to regarding this program? Yes No

If yes, in what way have they demonstrated a personal commitment to their own development?

Will this employee be given sufficient support and time during work hours to make progress on a work related management project? Yes No

Who will support this employee internally to ensure they get the support they need to carry out their project?

Name of direct support person * (ie. Coach) _____

* Not that the support person/coach should not be participants direct manager.

a. Has this support person been notified of their role in this project included the need for them to attend the 1 day Manager as Coach workshop? Yes No

6. Who (apart from the nominated employee) from your company will be attending the following workshops?

Half Day Innovation in Manufacturing workshop: _____

One Day Innovation practices workshop: _____

Name of Sponsor: _____

Signature of Sponsor: _____

Date: _____

5.1.3 Diagnostic Assessments

Ideally this program involves diagnostic assessments being undertaken by both individual participants and by their company.

Individual diagnostics: Once the participants have been selected, one diagnostic that can be completed is a Myers-Briggs Type Indicator® (MBTI®) assessment designed to measure psychological preferences in how people perceive the world and therefore make decisions. For many participants, this is the first time that they will encounter any form of introspective assessment.

This assessment is complemented by the action learning sets when participants challenge each other in their assumptions and perspectives. Having an understanding of their preferences helps the participants to understand themselves more clearly and the assumptions that often get made in different situations. As part of coaching debriefs, participants complete a 'Reflection' paper within which questions are asked in relation to their MBTI type and their understanding of themselves. This assists with the coaching process

NOTE: RTOs are not limited to the MBTI suite of assessments. Any self-assessment that would assist with improving self-awareness would be a valid instrument to use

Organisational diagnostics: In the pilot program the individual self-assessment tool was supplemented with an innovative online assessment tool developed by the University of Adelaide's Australian Workplace Innovation and Social Research Centre (WISeR). This was an assessment measuring eight categories associated with high performance work systems. The report is user friendly and is presented in a 'traffic light' format that highlights areas of concern relating to organisational practices.

At the time of undertaking the pilot program the Centre had only developed an employer version of the online diagnostic tool. An employee version is planned for future rollout but had not been developed when Ai Group accessed the service. Undertaking a diagnostic purely from the manager/employer perspective doesn't provide a holistic picture of the organisation's practices, but a mirror diagnostic allows for a more "honest" lens on the organisation and helps pinpoint target areas for improvement. For this reason, the workplace diagnostic was of limited use in this pilot program. However, with the University's future planned rollout it is believed that the online tool will be of much greater value in assisting participants identify a workplace project. The tool is currently free of charge and can be accessed by any organisation.

The diagnostic can be accessed here:
<http://wiser.org.au/smartworkplaces>

Once an organisational diagnostic has been completed by the company sponsor or coach, then it should be discussed together with the employee to identify any organisational practices that could be improved and that could potentially form part of the project that the participant works on. If an employee version of the diagnostic is available and completed by the participant, there will normally be some 'gaps' in scores and this is an ideal starting place for a potential project.

5.1.4 Company-nominated Coach Training:

The company-nominated coaches should participate in a one day workshop. The coaches (who should not be the direct manager/supervisor of the participant) need to understand the program aims and also gain awareness of the coaching process so that they are able to interact with the participants in a supportive manner throughout the duration of the program to assist with the development of the participant.

Integral to the success of the program is the coaches' ability to provide support on the project including removing/minimising any workplace barriers that the participant may encounter. The sponsor will also be able to assist in this regard and there should be regular three-way communication between coach, participant and sponsor. It is suggested the one day 'Leader as Coach' workshop cover the following topics:

- Authority vs Leadership
- Your Responsibilities as a Coach
- Coaching Principles
- Personal Effectiveness & Communication Skills
- Quality Conversations
- The GROW Model
- SMART Goals
- Skill/Will Matrix
- Work based Organisational Challenge Project.

5.1.5 Sponsor/Coach/Participant Workshop:

This workshop is intended to provide information on the current and future manufacturing environment in order to provide participants and their companies with a framework within which emerging managers should develop.

In the pilot program, a half day workshop, "Innovation in Manufacturing" was conducted by Goran Roos, a manufacturing innovation expert. It is recommended that coaches, participants and sponsors attend such an initial high level workshop. It is important to introduce innovative manufacturing methodologies as context during the program for the participants and their supporters.

NOTE: RTOs are not required to utilise Goran Roos in the delivery of the workshop. Any workshop exploring innovative practices in manufacturing at a high level would assist with generating discussion and insight by participating companies.

5.2 Immersion Phase

The immersion phase is at the heart of the program and consists of the practical workshops together with the action learning sets and coaching sessions that are held monthly.

5.2.1 Two day Start-up Workshop:

A leadership theory and communication/action learning skills session should be delivered as part of a two-day Start-up workshop, with Innovation Practices in Manufacturing covered on Day 2.

It is recommended the Day 1 workshop cover the following topics:

- Introductions
- Reflection
- Leadership approaches and concepts
- Effective Communication (Active Listening & Managing Group Dynamics)
- The power of effective teams (Team Charter)
- Action Learning Fundamentals and Practice
- Work based project discussion.

At the conclusion of the Day 1 session, participants complete a 'Leadership Reflection' for the facilitator to form the basis for the initial facilitator coaching session.

See sample on the following page.

LEADERSHIP DAY 1 WORKSHOP - REFLECTION QUESTIONS

Name: _____ Date: _____

1. Why should leaders adopt a more collaborative approach?

2. What leadership approach do you mainly use in your current role? Mark below on the scale with an X:



Write below why you put the x where you did. For example, if you put the x around the middle of the scale, indicate specifically what leadership behaviours you demonstrate that indicate you might have a mix of both approaches.

3. How could you adopt a more collaborative approach in your current role? (Describe one behaviour/attitude you could change in your current job to become more collaborative)

4. The world that you live in is full of your self-generating assumptions and beliefs which are mostly never questioned. Our ability to achieve the results we want in life is eroded by our feelings that:

- Our beliefs are the truth
- The truth is obvious
- Our beliefs are based on real data
- The data we select are the real data

Mental Model example (read from the bottom up)

I take action	I bad mouth taxi drivers
Beliefs	Taxi drivers are all adngerous and out to get cyclists
I draw conclusions	Taxis should get training in how to drive properly to avoid cyclists
I make assumptions	It is because there are a lot of cyclists now in the city and the taxis are frastrated with us because they think we are taking over the roads
I add meaning	Taxis drive aggressively and they hate cyclists
I select data from what i observe	The road
Obeservable	Taxi overtook me

What is a one "world view fact" that you hold close to you that it actually a closely held assumption (please document in the table below):

I take action	
Beliefs	
I draw conclusions	
I make assumptions	
I add meaning	
I select data from what i observe	
Obeservable	

5.What did you learn from the practice action learning set on Day 1 of the Leadership Workshop?

Participants are also required to discuss a potential project with their Coach and Sponsor and complete the 'Challenge Identification Sheet' template. See sample below.

Management Skills in the Manufacturing Sector Program

Challenge Project Identification

Name: _____ Date: _____

Describe the overall problem/challenge in just one or two sentences. This should capture the essence of the problem in general terms:

Is the problem/issue/challenge a real issue and not something created for the program? Yes No

Do you own the problem? Yes No

Is the resolution of the problem important to you? Yes No

Is the problem pressing (i.e. is it a priority)? Yes No

Has any other group or individual tried to tackle the problem? Yes No

Is any other party currently working on this problem/project? Yes No

Are you willing to accept that you may be part of the problem? Yes No

Are acceptable solutions for these projects/problems/challenges already known or available? Yes No

Who are the key stakeholders/Who will be affected by the implementation of approved solutions?

Will it be possible to measure the value of solutions (ROI)? Yes No

If yes, how?

What will happen if this project/problem/challenge is not resolved?

Day 2 of Start Up Workshop

The Day 2 session should cover innovation practices in manufacturing. In the pilot program this session was conducted by Business Models Inc.. This session is designed to support and build on the discussion generated in the initial manufacturing workshop. Both participants and coach/sponsors are to be involved on Day 2.

The program should cover business model innovation and design-led thinking concepts with participants and coaches working on generating a Business Model Canvas and Value proposition during the workshop.

NOTE: Note RTOs are not limited to utilising the services of Business Models Inc and are able to incorporate other similar content relating to business model innovation.

5.2.2 Team Charter:

As part of gaining competency in promoting team effectiveness, all participants must put in place a 'Team Charter' back in the workplace. This is a practical component aimed at improving the cohesion and effectiveness of a real team of which the participant is a part. It can either be an existing team or a team that the participant forms to tackle the work based project. A Team Charter is a document that defines the purpose of a team, expected outcomes and how the team will work together.

The Team Charter is essentially a set of agreements that are useful in setting the scene when a team forms/ changes significantly, or simply needs to set a new direction, as it helps bring everyone to the same page. A Team Charter is a particularly good method of getting the team involved in the process and providing an opportunity for everyone to contribute in a meaningful way.

Team Charter Steps:

Step 1: Participants decide which team they want to work with to develop the Team Charter. Is it an existing team that they are in right now? Or could they do the charter for the project on which they have identified they will work.

Step 2: Participants plan a meeting specifically to address the Team Charter. It is useful to explain up front in the meeting invitation why they think a Team Charter is a good idea. It is helpful to discuss as a group the key elements of the Team Charter, as well as identify some questions that the participants could ask within their teams to help clarify the charter.

Step 4: Participants document the discussion. They may wish to get members of the team to note down their ideas on a flip chart or whiteboard. Participants may choose to split this process up into two or three meetings and for this reason participants should allow six - eight weeks to complete the charter.

Step 5: Once the participants have the feedback, input and comments from their team members, they can then develop a draft of the charter based on agreements made during the conversation/meetings.

Step 6: Once the draft is finalised the participants provide a copy to all team members to get their suggestions or final comments.

Step 7: Any suggested amendments are incorporated and a copy for each team member printed. They may wish to post the Team Charter in the lunch room or some other public place so that everyone can be reminded of the agreements made.

Step 8: For the purpose of the assessment, participants need to have each team member to add their signature to the master Team Charter document and then submit a copy of this for assessment.

5.2.3 Challenge/Problem/Project Identification:

Identifying a suitable project for the participants to work on during the program takes some time and effort. All participants are given a challenge identification sheet which discusses the main requirements of the project challenge, ie it must be a 'real' problem of importance to both the participant and the organisation. It must be a challenge involving other stakeholders as it is this part of the project that will provide the most learning for the participant as they work their way through the roadblocks associated with the project.

Facilitators should be mindful that some challenge sheets may need several iterations in order to properly scope the projects. Often they are not suitable in terms of scope, complexity or urgency and this is something that needs to be managed properly by the facilitator. When this happens, revised Challenge Identification sheets are to be handed into the Facilitator for sign off.

5.2.4 Action learning sets:

The action learning methodology is learner-led, that is, the group relies on each other to determine what questions to ask and how to move forward to make progress within the problem identified. This type of learning differs from traditional instruction by a trainer or facilitator. It is expected that facilitators will have had some prior experience in the use of action learning or learning circles in which groups come together regularly over a specified period of time to focus on work related issues and making progress through action.

The facilitator's role is to assist the group to keep on track, ensure the group dynamics are optimal and intervene when necessary. For the most part, the facilitator is an observer/coach and does not get involved in the content of the problem. During the action learning set days, three to four participants will rotate in presenting their problem (a set). The facilitator will need to talk with each participant prior to the set taking place in order to check that the participant is ready to 'share' their problem in an articulate manner.

Note: whilst the pilot program scheduled four monthly action learning set days, the number of set days is determined by the number of participants in the group.

It is not advisable to run more than three sets in one day and each participant should have an opportunity to present twice over the duration of the program.

The facilitator should coach the first set, however in subsequent sets, the participants should be given an opportunity to coach the set. These will be clunky initially and the facilitator may need to step in and provide support. To support the novice coaches, an action learning coach script is available for them to use during the set (this is also designed for the facilitator to use if they have no prior experience of action learning).

In addition, there will be a participant for each set who takes on the role of the observer. The observer provides feedback to the set members at the conclusion of the set.

Note it is important that the observer understands their role is not to solve the problem or make suggestions to the participants at the conclusion of the set, but to comment on the general dynamics of the set, ie how the set went, whether there were any insightful questions, whether there was anyone dominating the group.

Both the role of the coach and the observer should be rotated amongst the set members so that everyone gets to practise in these roles a minimum of once and ideally twice. Each time a participant carries out the coach role or observer role they will need to complete a Reflection piece for the facilitator for assessment.

See sample Coach Reflection Template and Observer Reflection Template below.

Observer Reflection Feedback

Each of you will need to take on the role of 'Observer' at least once throughout the duration of the program. Each time you observe you will need to submit a reflection paper containing your thoughts on the questions identified below.

Name: _____ **Date:** _____

1. Identify when you observe (note down the name of the person and the question observed):

a) An open - ended question

b) A curious question

c) A courageous question

d) A light bulb moment

e) A shift in the problem definition

2. How would you describe the group dynamics of the set you observed (give examples):

3. Did you observe any changes in team functioning during the session? If so, what were they?

4. How successful do you think this set was? (Please be specific; think about the outcomes and actions identified, how the group interacted with each other, how well they got to the heart of the problem, etc)

Suggested Action Learning Set structure and timings

There should be a maximum of three sets per day session.

Format	Approx Timing	Set 1	Set 2	Set 3
Set Commences - Problem / challenge discussion	2 mins			
Members ask clarifying questions about the challenge	10 mins			
Members ask each other questions to see challenge in a new way	20 mins			
Wrap up (allow a minute or so for set members to finish up)	10 mins			
Members help problem presenter review options and decide on actions to be taken	2 mins			
Set Concludes	1 min			
Coach leads debriefs process/provides feedback	10 mins			
Set Duration	55 mins			

Action Learning/Learning Circle Guidelines

One of the principles of action learning/learning circles is that the “wisdom is in the room”, meaning that we can sometimes gain as much from the wisdom and experience of our peers as from traditional learning strategies. Action learning came from the idea that every member has something to contribute and that every member has something to learn.

Action Learning sets are small, diverse groups of people (between five to eight), who meet regularly over a specified period of time to focus on work related issues and making progress through action. The discussion takes place in an atmosphere of mutual trust, understanding and confidentiality. The goal is deeper understanding by the group of the issue at hand and efforts are directed towards a potential course of action(s). Respecting the collective wisdom and trusting the process to create deeper understanding is at the centre of the learning circle process.

The facilitator’s role is to guide the discussion, not to set the agenda or get involved in the content.

What are the characteristics of an Action Learning Set/Learning Circle?

- Small, diverse group (five to eight people)
- Meet regularly over a period of weeks or months depending on the issue/question at hand
- Set ground rules for a respectful, productive discussion
- Led by a facilitator who manages the process not the content
- Explores an issue from different points of view.

The Learning Circle is a way of encouraging all key stakeholders to ask questions, listen and participate in problem solving and making decisions. Participants observe, interpret and experience not only their own feelings and viewpoints about an issue, but also broaden their perspective by considering other perspectives from their colleagues.

The main role of the facilitator is to assist and support the discussion and other processes of the Circle. The facilitator is not expected to be an expert on the topic or issue, any more than anyone else in the Circle. The facilitator follows the ground rules of the action

learning process and keeps the discussion focused on the topic or issue, making sure no one person dominates.

Suggested facilitator/coach script to use within the action learning set

Prior to a set commencing, a participant will need to volunteer for the role of coach and another for the role of observer. The idea of rotating the coach* role is that this will ultimately enable them to become self-sustaining and set up new sets back in the workplace to solve workplace challenges

(*Note that the facilitator should take on the coach role the first time the group comes together and should also supervise and intervene where necessary when the participants are practising in the coach role).

Action Learning Coach Guide

Timing	Housekeeping Make sure you welcome everyone to the set and get everyone to put their phones away and ensure that participants are given a bathroom break and time to grab a coffee. It is important that once the set starts, that there are NO interruptions.
Introduction	Our challenge today is to use the action learning process to help X make progress on their project. The session will take around 45 mins with time for debrief. At the end of this session, X will have identified together with their colleagues, a set of actions or steps to take that will assist him/her in making progress with respect to the challenge identified. These steps will need to be itemised on the flip charts provided. (ask for someone to volunteer writing up flip chart actions, should not be the Coach or the Observer).
How it works	We will be working in such a way as to maximise discussion and insight into the challenge. For this reason we ask that no one in the set offer their opinion in statement form, unless they have been specifically asked a question and are answering the question. Please also try to restrict your statements to short succinct answers. Engaging in long winded explanations only reduces the amount of time the group has to identify potential underlying issues. Please try to be mindful of other set members to ensure everyone has the opportunity to ask questions”.
Coach Role	The duration of the set is approximately 60 minutes. I am here to help manage the time and to also assist the group with learning if I need to. However I am not here to get involved in the discussion or content of the session.
CHALLENGE PRESENTER (5 mins)	xxxx, Could you please share with the group about the challenge you are facing at work and why/ how this challenge is important to you?
Coach Rules	Depending on how group is going, you may wish to ask the set members to write down their perspective on what the problem is. If so, this needs to be done relatively early on. Get group members to read out what they wrote in order to determine whether there is consensus on the issue. If the group is not making progress, not having equal participation or not dealing with the elephant in the room’, the coach can suggest a quick time out to discuss these issues. At this point the coach may offer some advice or make some suggestions about options that may not previously have been considered.
Debrief	Group debrief for all. Note for program facilitator: Ask the person who played the role of coach what they thought about how they went in the role of coach. Then it is important to ask the observer what they thought about how the group went in terms of progress, dynamics etc. Note it is NOT the observer’s job to give the group their perspective on how to solve the problem. They are there in the role of observer to comment on the dynamics and observations in the group. Once this feedback has been shared, the facilitator can provide their feedback to the group as a whole.

5.2.5 Supporting topics covered in the Action Learning Sets

The action learning set days can be supplemented with additional instructional workshops at the start of the action learning set days, particularly where additional content is needed for assessment against the Certificate IV. The additional topics covered in the pilot program were:

- Building Networks and Working Relationships
- Implementing your project - Operational plan
- Effective Feedback Skills
- Work Health and Safety unit.

Supporting topic : Building Networks and Working Relationships

Key areas covered: Types of knowledge; Building Tacit Knowledge through Networks; Working across silos. This topic is central to the action learning process since much of the project involves communicating with key stakeholders and working with them to solve issues. This topic provides key skills in that area.

See sample 'Strengthening Ties' Assessment on the following page.

Working across Silos - Strengthening Ties Activity

1. With which department/team/person do you have the weakest tie, ie the most problematic relationship?
2. How does this department/team/person impact on or affect you or your team/department?
3. How does your department impact on or affect their department?
4. What could you do to make their job easier?

Taking Action:

Once you return to work, you should write down what steps you will take to strengthen the tie (think about your answer to the questions above to help you). Document your intended steps below.

Over the next few weekends you will need to take action on your steps identified above. Once you have done this write down the outcome below.

Supporting topic: Implementing your project - Operational plan

Key areas covered: Project Timelines; Information gathering techniques; Analysis of information; Establishing Risks/Constraints; Resource requirements; Consultation processes; Impact on the business; Final Recommendations.

This topic provides participants with the know-how to put together their operational report. Various techniques are covered off which provides the participants with practical skills to support their projects and also provide the evidence required as part of their qualification.

Sample Operational Plan Checklist on the following page.

Operational PROJECT Plan REPORT Checklist

	Approx timeline	Comments
<p>Outline Objectives of Project clearly:</p> <ul style="list-style-type: none"> The goal of the project should be SMART and linked to the problem/challenge you initially identified in your challenge identification sheet Implement actions - document - reflect 	Mar/April	
<p>Define Project Operational Timeline:</p> <ul style="list-style-type: none"> Is the project achievable in the timeline? A Gantt chart allows the project tasks to be broken down into stages Implement actions - document - reflect 	Mar/April	
<p>Information Gathering:</p> <ul style="list-style-type: none"> Gather information eg current processes in place; standards/ organisational requirements; skill/competency gaps; individual performance; safety issues; organisational culture; Q&D; focus groups; one-on-one meetings etc Analyse information (eg SWOT, cause-and-effect) Implement actions - document - reflect 	Mar/April/May	

<p>Consider Risks/Constraints:</p> <ul style="list-style-type: none"> • Have you identified the risks (external/internal) associated with this project? • What starting point assumptions have you made about the project? • What are the constraints in place? (eg hierarchical structures, ineffective communication, unsupportive culture, lack of systems/processes/resources) • Implement actions - document - reflect 	<p>Mar/April</p>	
<p>Identify Resource Requirements:</p> <ul style="list-style-type: none"> • What resources will you require to carry out your project? • What management sign-off do you require? • Implement actions - document - reflect (involved/consulted with?) • Implement actions - document - reflect 	<p>Ongoing</p>	
<p>Consider Impact on the business?</p> <ul style="list-style-type: none"> • How effective are the current process/system? • Have you established a baseline measure? What is it? • What type of improvement are you seeking? (ie what does future performance look like?) • Implement actions - document - reflect 	<p>Ongoing</p>	
<ul style="list-style-type: none"> • Implement actions - document - reflect 	<p>July</p>	

Supporting topic: Effective Feedback Skills

Key areas covered: SBI Framework; Active Listening; Seven Step Feedback Process; Observation vs Judgement; Feedback Self-assessment

This topic is fundamental to all emerging leaders. It covers off practical steps to help participants deal effectively with feedback and to help them understand the need to expand their own perspective (central to the action learning process).

See sample Effective Feedback Assessment on the following page.

Feedback - Assessment Questions:

How Good is your Feedback?

Use the self-assessment below to find out how well you give feedback.

Evaluate each statement as you actually are, rather than as you think you should be

How good is your feedback	Rarely	Sometimes	Often	Always
When I give feedback, I listen to what my team member says, and take into consideration their perspective				
After I've given feedback, I provide support to ensure that my team member understands what to do next				
I make sure that my team members know how their jobs add value to the organisation. I don't assume that they know				
I refer to specific incidences and behaviours when I give feedback instead of generalisations and/or passing my own judgement				
I always follow up on the feedback that I provide				
I regularly engage in conversations with members of my team; I genuinely inquire about their work and working conditions				
I give positive feedback, not just feedback focused on what people need to improve or change based on other people's opinions and heresay				
I talk to the person directly, remain calm, explain the situation, the behaviour and the impact and discuss ways to move forward and gather the facts before making any judgement				

1. Identify one aspect in the feedback self-assessment that you just completed, that you would like to improve on. Write down below how you intend to go about improving this skill once you are back in the workplace:

2. What are the benefits of using the SBI Framework to provide feedback to someone?

3. Outline the difference between an observation and a judgement and give an example of both?

4. Further to Q1 share the outcome of what actions you took in the workplace to improve the skill identified (be specific):

Supporting topic: Work Health and Safety unit:

Under the BSB48012 Certificate IV in Leadership and Management, participants must demonstrate competence in BSBWHS401A Implement and monitor WHS policies. A two hour instructional workshop and assessments were submitted in accordance with the requirements of the unit.

5.2.6 Project Updates:

Each month the participants submit a Project Progress Update report. This is to be submitted after the action learning set when they are back in the workplace, but prior to their monthly coaching session with the facilitator. This document is important for the facilitator to be able to ascertain what progress the participant is making on the actions taken since the previous set. For those participants that presented their problem in the previous set, they complete the Project Progress Update sheet. For those that did not present at the previous set they complete the Project Progress Update (Not Presenting) sheet.

Facilitators should set clear expectations around the importance of submitting project progress updates at the commencement of the program in order to keep participants on track throughout the program.

5.2.7 Monthly coaching by facilitator

Coaching sessions are held each month with each individual participant in order for the facilitator to closely manage their progression and provide feedback and support where necessary. These sessions may be held by telephone. Each month the participants are required to submit a Project Progress Update prior to the coaching session as outlined above.

Sample 'Project Progress Update' template on the following page.

Project Update No. _____

1. What problem /challenge did you share with the set members?

2. How was the set helpful to you in working through your challenge?

3. List the actions you agreed to in the set:

4. What progress have you made in relation to the above actions?

Project Update No. _____

Name: _____ Date: _____

1. List any actions you have identified since the last session in relation to your workplace project:

2. What progress have you made in relation to the above actions?

3. What problems/concerns/questions have you encountered back in the workplace?

4. How do you think you will address those problems in order to make progress on your project/challenge?

5. What resistance/ tension/conflict have you encountered in relation to your project back in the workplace?

6. What have you learned about this challenge/project since the last session?

7. What activities have you completed from your Operational Plan (refer to the operational plan checklist)?

5.2.8 Innovation Mentoring

As follow up from the initial workshop on innovation practices in manufacturing, each participant should develop and submit an example of a company business model canvas and a value proposition as part of the assessment process.

In the pilot program Business Models Inc was engaged to provide the mentoring to the participants around the canvas and the value proposition.

5.2.9 Networking throughout the program

A key component of the program is the connections with participants of other companies that are formed as each participant shares their challenges within the group. These connections can be facilitated in a number of ways. The important factor is that the decision lies with the participants as to how they wish to foster and strengthen their networks to suit their own particular needs. The facilitator should ensure these options are discussed early in the program (ideally at the Start Up Leadership Workshop on Day 1).

The group may wish to rotate the action learning set days at each participant's organisation to provide an appreciation for the environment that each participant works within.

The group could decide to create a social media networking group in order to share information and stay in touch online. An example is a private Linked In Group.

The nature of the program lends itself to these ongoing connections since the participants form a close bond throughout the program. This often occurs when participants are being pushed out of their comfort zone and are feeling uncomfortable as part of the learning process

5.3 Concluding Phase

The concluding phase brings together the previous four plus months of work, and culminates in face-to-face individual presentations and submission of a final report by participants.

5.3.1 Final Presentations

Each participant is required to deliver a final presentation to the group members on their project, progress made and the outcomes. The participant then receives feedback from both the facilitator and their peers in order to assist them with any improvements that need to be made to their presentation. The facilitator provides written feedback in the form of a Facilitator Presentation Feedback Checklist (see sample on the following page).

Workplace Presentation Observation Checklist - Facilitator

Participant Name: _____ Date: _____

Elements of Presentation	Observed Yes/No
Use of presentation aids to support presentation?	
Preparation of presentation to enhance audience understanding of key points	
Engaged with/interacted with audience during presentation?	
Monitoring of verbal/non-verbal communication of participants in order to ensure presentation outcomes are understood	
Provided opportunity for audience to ask questions to confirm their understanding	
Sought feedback from audience at conclusion of presentation	

Feedback from Audience (discussed in debrief):

Facilitator/Coach Comments:

Each participant conducts a final presentation in the workplace to their company coach/sponsor as part of the assessment process. See sample presentation template below.

The workplace coach/sponsor is also asked to complete a Workplace Presentation Observation Checklist which is provided to the Facilitator. See sample on the following pages.

Final Presentation
(insert name)

The Original Challenge:
"Insert overall problem/objective of original challenge".

The Revised Challenge :
"For those of you who 'revised' your challenge, note down the new challenge and WHY it was revised".

Shift in Perception – Set 1

'Aha' Moment – Set 1

Actions Taken – Set 1

Action Learning Set 2:

'Insert revised problem/objective'.

Shift in Perception – Set 2

My 'Aha' Moment – Set 2

Actions Taken – Set 2

What I learnt about the 'coach' role

What I learnt about the 'observer' role

What I learnt about the 'participant' role

Overall Progress/Outcome of
Project/Challenge

• (feel free to add photos in should you wish to. Use your
creativity here)

My team charter

• (please discuss the team charter, how the team got
involved in the process and what has changed since it
has been implemented)

What I learnt about myself

Benefits Gained – Yourself

Benefits Gained – Your Organisation

Workplace Presentation Observation Checklist - Workplace Coach

Participant Name: _____ Date: _____

Elements of Presentation	Observed Yes/No
Use of presentation aids to support presentation?	
Preparation of presentation to enhance audience understanding of key points	
Engaged with/interacted with audience during presentation?	
Monitoring of verbal/non-verbal communication of participants in order to ensure presentation outcomes are understood	
Provided opportunity for audience to ask questions to confirm their understanding	
Sought feedback from audience at conclusion of presentation	

Feedback from coach/sponsor:

Participant Signature: _____ Date: _____

Sponsor/Coach Signature: _____ Date: _____

5.3.2 Final Report submitted

In addition to the final presentation each participant is required to develop and submit an operational plan report. The Operational Plan Checklist (see sample on p.39) provides a guide to the type of information to be included in the report.

5.3.3 All Assessments submitted

There are a number of assessments to be submitted throughout the program. A Personal Development Plan below helps participants keep track of what is to be submitted. The facilitator should note on the Personal Development Plan the date the assessments are received.

A sample personal Development Plan is provided on the following page.

Topic	Evidence/Assessment	Due Date	Date Submitted	Unit Name	Unit of competency
Leadership Workshop (day 1)	Leadership Reflection Questions	End Mar		Show Leadership in the Workplace	BSBMGT401A
	MBTI Reflection Questions	Early Mar		Manage Personal Work Priorities & Professional Devt	BSBWOR501B
	Initial Challenge Identification	End Mar		Implement Operational Plan	BSBMGT402A
Innovation Workshop	Team Charter	Mid May		Promote Team Effectiveness	BSBWOR402A
	Business model Canvas	End Jun		Address Customer Needs	BSBWOR501B
	Value Proposition Canvas	End Jun		Promote Innovation in a Team envt	BSBINN301A
	Participation in Set	Ongoing		Promote Innovation in a Team envt/Establish Networks/ Show Leadership in the Workplace	BSBINN301A/BSBREL401A/BSBWOR401A
	Strengthening Ties Activity	End April		Promote Innovation in a Team envt/Establish Networks/ Show Leadership in the Workplace	BSBREL401A/BSBWOR401A
Action Learning Set 1 17 March	Coach/Observer Reflection	Prior to AL Set 2		Show Leadership in the workplace/Promote Team Effectiveness	BSBMGT401A/BSBWOR402A
	Project progress update no. 1	Prior to Coaching		Show Leadership in the Workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Revised Challenge Identification (if app)	Prior to AL Set 2		Show Leadership in the Workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Participation in Set	Ongoing		Promote Innovation in a Team envt/Establish Networks/ Show Leadership in the Workplace	BSBINN301A/BSBREL401A/BSBWOR401A
	Operational Project Plan in progress	Ongoing		Show Leadership in the workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Coach/Observer Reflection	Prior to AL Set 3		Show Leadership in the workplace/Promote Team Effectiveness	BSBMGT401A/BSBWOR402A
	Project progress update no. 2	Prior to coaching		Show Leadership in the Workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
Action Learning Set 2 21 April	Participation in Set	Ongoing		Promote Innovation in a Team envt/Establish Networks/ Show Leadership in the Workplace	BSBINN301A/BSBREL401A/BSBWOR401A
	Operational Project Plan in progress	Ongoing		Show Leadership in the workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Coach/Observer Reflection	Prior to AL Set 3		Show Leadership in the workplace/Promote Team Effectiveness	BSBMGT401A/BSBWOR402A
	Project progress update no. 2	Prior to coaching		Show Leadership in the Workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Participation in Set	Ongoing		Promote Innovation in a Team envt/Establish Networks/ Show Leadership in the Workplace	BSBINN301A/BSBREL401A/BSBWOR401A
Action Learning Set 3 26 May	Operational Project Plan in progress	Ongoing		Show Leadership in the workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Coach/Observer Reflection	Prior to Set 4		Show Leadership in the workplace/Promote Team Effectiveness	BSBMGT401A/BSBWOR402A
	Project progress update no. 3	Prior to coaching		Operational Plan	BSBMGT401A/BSBMGT402A

Topic	Evidence/Assessment	Due Date	Date Submitted	Unit Name	Unit of competency
Action Learning Set 4 23 June	Participation in Set	Ongoing		Promote Innovation in a Team env/Establish Networks/ Show Leadership in the Workplace	BSBINN301A/BSBREL401A/BSBWOR401A
	Operational Project Plan in progress	Ongoing		Show Leadership in the workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Coach/Observer Reflection	Prior to final w/ shop		Show Leadership in the workplace/Promote Team Effectiveness	BSBMGT401A/BSBWOR402A
	Feedback Skills Questions	By mid Aug		Show Leadership in the Workplace	BSBWOR402A
	Project progress update no. 4	Prior to coaching		Show Leadership in the Workplace/Implement Operational Plan	BSBMGT401A/BSBMGT402A
	Summary on feedback from presentation done in workplace	Prior to 14 July		Make a Presentation	BSBCMM401A
Final Workshop 14 July	Submission of hard/soft copy presentation			Make a Presentation	
	Operational Project Plan Report	End Aug		Show Leadership in the workplace/Implement Operational Plan	BSBINN301A/BSBREL401A/BSBWOR401A
Post Final Workshop	Personal Development Plan (Facilitator to complete)	End Aug		Manage Personal Work Priorities and Professional Development	BSBWOR501B
	Assessment	End Aug		Implement and monitor WHS Policies	BSBINN301A/BSBREL401A/BSBWOR401A
Online WHS Module	At completion	Ongoing			

6. Qualification

The program can be tailored to map specifically to BSB42015 Certificate IV in Leadership and Management, however it is designed with the flexibility to be delivered independently of a nationally recognised qualification.

Depending on the projects undertaken for each company, mapping against other nationally recognised units may be appropriate. A relevant example from which units may be covered during projects is the MSS40312 Competitive Systems and Practices.

7. Sustaining the network established

The nature of the program lends itself to ongoing connections since the participants, and potentially other company personnel, can form close bonds as a result of their shared time together. During the program, rotating the venue for monthly sessions assists in developing relationships and discussions around different organisational environments.

Subsequent to the program, participants can be encouraged to continue meetings hosted by their employers; continue an agenda to discuss their roles and challenges; and/or establish a social media group to remain in contact for mutual support and development. Facilitators should ensure the ongoing form of communication suitable to each group is discussed during the final session.

8. Project enquiries

Please contact Anne Younger, General Manager – Education and Training at Ai Group for enquiries relating to the pilot of the Management Skills in the Manufacturing Sector program, and this guide to implementing innovative management development in manufacturing.

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