



## Developing Competent and Engaged Production Team Leaders

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*“If your Team Leaders aren’t effective, everyone else in the Leadership Chain tend to manage down a level”*

*“If the learner hasn’t learned, the teacher hasn’t taught”*



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## Introduction

During the second world war, the concept of Training Within Industry (TWI) was developed in the USA 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 training process involved:

- Breaking down the job into its **Major Steps**;
- Identifying the **Key Points**; and
- Teaching using the **Four Step Method**.

Training Within Industry recognises that every job task consist of series of activities that are completed in a specific order and way. The activities are referred to as the Major Steps.

The Key Points are the most important aspect of the training process. They cover:

- **Safety**
- **Quality**
- **Special Technique**
- **Productivity rate**
- **Control of cost**

The Key Points must have a valid and **important reason**, if not they **are not** Key Points. Recognising the Major Steps define **what** is being done while the Key Points describe **how** to perform the Major Step

### The Four Step Method of Teaching

Steps	TWI Language	Relationship to P-D-C-A Cycle	CTPM Adult Learning Language
Step 1	<b>Prepare</b> the Student	Plan	Education
Step 2	<b>Present</b> the Operation	Do	Demonstration
Step 3	<b>Try-out</b> Performance	Check	Practice
Step 4	<b>Follow-up</b>	Act / Adjust	Reflection

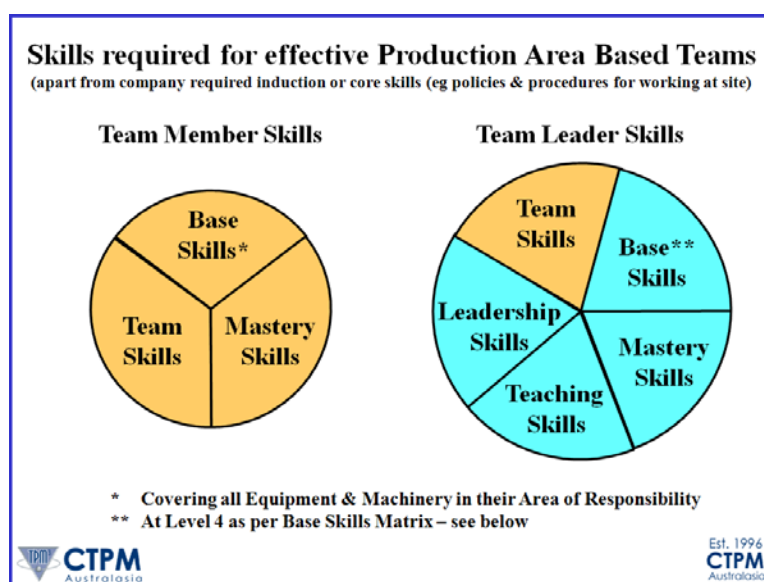
The Training Within Industry methodology was the foundation used by Toyota after the war to address their training needs as they developed and cascaded their Toyota Production System throughout Toyota.

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;
4. Skill in Improving Methods; and
5. Skill in Leading.

We have taken these needs and created 6 frameworks for the skills development of Production Team Leaders to support the development of effective Production Area Based Teams:

- Knowledge of Responsibilities (Policies & Procedures)
- Knowledge of Work (Base Skills)
- Skill in Instructing (Teaching Skills)
- Skill in Improving (Mastery Skills)
- Skill in Team Work (Team Skills)
- Skill in Leading (Leadership Skills)



A key tool to support this model is the Base Skills Matrix for Team Members and Team Leaders, as seen below. We also believe a Skills Matrix should be developed for all 6 frameworks highlighted above, not just Base Skills as shown below:

**Create Initial High Level Base Skills Matrix for Defined Production Area**

Names	Operator Work Areas			
	Work Station 1 Operate plus Quality Checks on Inputs & Outputs, Effective Set-ups / Changeovers	Work Station 2 Operate plus Quality Checks on Inputs & Outputs, Effective Set-ups / Changeovers	Work Station 3 Operate plus Quality Checks on Inputs & Outputs, Effective Set-ups / Changeovers	Work Station 4 Operate plus Quality Checks on Inputs & Outputs, Effective Set-ups / Changeovers
<b>Shift A</b>				
Team Leader	4	4	4	4
Member 2	2	2	3	3
Member 3	3	2	3	2
Member 4	3	3	3	2
Member 5	3	2	1	1
<b>Shift B</b>				
Team Leader	4	4	4	4
Member 2	1	3	2	2
Member 3	2	2	3	1
Member 4	2	2	1	3
Member 5	3	1	2	2

**Skill Level**

1. Completed fundamental skill training and induction
2. Can complete 5 process cycles in correct sequence with all safety and quality key points followed, no spillage, and with no quality outflows for 8 hours
3. Can complete 20 process cycles as above, with no quality outflows for 3 months
4. Completed Job Instructor Training and successfully delivered training

**Note:**

When developing an initial Base Skills Matrix, you may need to use more subjective descriptions for the levels to get buy-in from your workforce until the systems are in place to use the objective levels in the slide above. For more information on this approach refer to CTPM's Micro Education & Training Base Skills Team Member Manual.

## Understanding the Role

Before developing competent and engaged Production Team Leaders we need to determine and document what the Production Team Leader role and responsibilities should be along with those below them (Team Members) and above them (Supervisors), so they understand where they fit into the Production Process, and the level of Leadership they will assume.

### Possible Key Production Roles to support a TPM & Lean Workplace

Team Member	Team Leader (Wages*)	Supervisor (Staff)
<ul style="list-style-type: none"> <li>• Perform required tasks to standard;</li> <li>• Support the achievement of the production plan in a safe, quality, cost effective and environmentally sound way;</li> <li>• Be an effective and contributing Team Member;</li> <li>• Be actively involved in scientific Problem Solving (identifying and solving problems using a scientific method such as Plan – Do – Check – Act rather than just working around problems);</li> <li>• Be actively involved in creating a Visual Workplace so that problems can be identified at the earliest possible time; and</li> <li>• Be actively involved in applying Prevention at Source activities so as to stop problems from occurring.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure required tasks of the team are completed to standard;</li> <li>• Ensure the achievement of the production plan in a safe, quality, cost effective and environmentally sound way;</li> <li>• Train and support Team Members in Base Skills;</li> <li>• Train and support Team Members in Team Skills;</li> <li>• Lead effective and contributing Team Members;</li> <li>• Teach Team Members to be successful in scientific Problem Solving (identifying and solving problems using a scientific method such as Plan – Do – Check – Act rather than just working around problems);</li> <li>• Teach Team Members to be successful in creating a Visual Workplace so that problems can be identified at the earliest possible time; and</li> <li>• Teach Team Members to be successful in applying Prevention at Source activities so as to stop problems from occurring.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide frontline safety, human resource, engineering, maintenance and quality support;</li> <li>• Set goals and allocate resources;</li> <li>• Teach and coach others to see problems, solve problems and build knowledge though ensuring clear expectations are established before initiating improvements;</li> <li>• Develop detailed knowledge of their equipment, machinery and process and teach it to others;</li> <li>• Create ample learning experiences by challenging standards to ensure work is being done without delay (Zero Breakdowns), without waste (Zero Quality Problems), and without strain of any kind (Zero Accidents of Incidents); and</li> <li>• Be an integral part to major improvements of the process, even introducing new products and processes.</li> </ul>

**\*Note:** The Team Leader is a working role and as such is still a wages employee who takes on a number of the responsibilities traditionally done by staff or salary supervisors, although as Team Leaders are not formally staff or salary employees they normally do not have the authority to discipline other Team Members.

For more details on the Responsibilities associated with the above role, please refer to the *Possible Key Production Responsibilities to support a TPM & Lean Workplace* (Appendix 1).

## Determine the Types of Skills

Once you have determined what you want your Production Team Leader to be able to do (role and responsibilities), the next thing required is to determine the type of skills required and how best to develop these skills and abilities.

### Development of the Key Roles and Responsibilities of a Production Team Leader using the TPM<sup>3</sup> (TPM & Lean) Methodology

Possible Key Roles of a Production Team Leader	Type of Skill
<ul style="list-style-type: none"> <li>Ensure required tasks of the team are completed to standard</li> </ul>	Base Skills
<ul style="list-style-type: none"> <li>Ensure the achievement of the production plan in a safe, quality, cost effective and environmentally sound way</li> </ul>	Base Skills / Team Leadership Skills
<ul style="list-style-type: none"> <li>Train and support Team Members in Base Skills</li> </ul>	Base Skills / Team Leadership Skills
<ul style="list-style-type: none"> <li>Train and support Team Members in Team Skills</li> </ul>	Team Skills
<ul style="list-style-type: none"> <li>Lead effective and contributing Team Members</li> </ul>	Team Leadership Skills
<ul style="list-style-type: none"> <li>Teach Team Members to be successful in scientific Problem Solving (identifying and solving problems using a scientific method such as Plan – Do – Check – Act rather than just working around problems)</li> </ul>	Mastery Skills / Team Leadership Skills
<ul style="list-style-type: none"> <li>Teach Team Members to be successful in creating a Visual Workplace so that problems can be identified at the earliest possible time</li> </ul>	Mastery Skills / Team Leadership Skills
<ul style="list-style-type: none"> <li>Teach Team Members to be successful in applying Prevention at Source so as to stop problems from occurring</li> </ul>	Mastery Skills / Team Leadership Skills

Possible Key Responsibilities of a Production Team Leader	Skills Development*
<b><i>Lead Frontline Safety &amp; Environment including:</i></b>	
<ul style="list-style-type: none"> <li>Ensure standardised work is followed</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Conduct risk assessments</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Rapidly rectify any workplace hazards</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Rapidly initiate incident investigation following any incident within workplace</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Rapidly initiate hazard control (minimise, isolate, eliminate)</li> </ul>	Base Skills Training
<b><i>Lead Frontline Quality including:</i></b>	
<ul style="list-style-type: none"> <li>Confirm routine quality checks and address any issues</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Rapidly respond to out of control conditions and / or quality problems</li> </ul>	Base Skills Training
<b><i>Lead Frontline Energy Management including:</i></b>	
<ul style="list-style-type: none"> <li>Confirm routine energy management checks and address any issues</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Rapidly respond to out-of-control energy management conditions and / or problems</li> </ul>	Base Skills Training
<b><i>Lead Frontline Equipment Care including:</i></b>	
<ul style="list-style-type: none"> <li>Raise Work Orders for urgent maintenance support</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Confirm and support weekly Maintenance Plan</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Co-ordinate OEM activities with Maintenance Plan activities</li> </ul>	OEM Activities
<ul style="list-style-type: none"> <li>Co-ordinate priority of Equipment Defect List with maintenance support</li> </ul>	OEM Activities

Possible Key Responsibilities of a Production Team Leader	Skills Development*
<b>Lead Achieve the Production Plan including:</b>	
• Process start-up and control	Base Skills Training
• Meet production goals	Base Skills Training
• Respond to production problems raised by team members	Base Skills Training
• Cover temporary absenteeism	Base Skills Training
• Insure parts / materials are supplied to process	Base Skills Training
• Report / track daily production results	Base Skills Training
• Identify the training needs of team members	Base Skills Training
• Plan and deliver on-the-job training to team members to enhance their Base Skills	Base Skills Training
• Update training and assessment records of team members	Base Skills Training
• Ensure issues and learnings are communicated effectively to the Team Leaders on other shifts	WAM / OEM Activities
• Conduct start of shift review meeting with team and set priorities for the team	OEM Activities
• Attend daily supervisor meeting to report on progress of team goals and escalate any issues outside the boundaries of their team	OEM Activities
<b>Lead &amp; Support Formal On-going Improvement including:</b>	
• Support all team members as they participate and contribute in Frontline Problem Solving activities eg Cause & Effect and 5 Why Analysis (root cause analysis)	Base Skills Training
• Lead Work Area Management (WAM) and Operator Equipment Management (OEM) team activities so as to strive for zero breakdowns, zero quality problems and zero accidents or incidents	WAM / OEM Activities
• Support all team members as they participate as a member of a cross-functional improvement team (eg Micro FE&PI)	FE&PI, NEM etc Activities
• Support team members as they identify and action small improvement initiatives (ie regularly complete a TPM <sup>3</sup> Improvement Sheet)	WAM / OEM, FE&PI Activities
• Plan and prioritise small improvement initiatives and allocate tasks	OEM Activities
• Lead team through self-assessments of their WAM / OEM activities and address any shortfalls	WAM / OEM Activities
• Lead team through Team Skills self-assessment each cycle	WAM / OEM Activities

\* Skills Development to be underpinned by Team Skills Training and Team Leadership Skills Training

To assist the development of the Production Team Leader and re-inforce their teaching of Base Skills, the Production Team Leader and their Supervisor should be coaching the Team Members on a daily basis while they are completing their production tasks by asking such questions as:

- How do you do this work?
- How do you know you are doing this work correctly?
- How do you know that the outcome is free of defects?
- What do you do if you have a problem?

This continuing process gives the Team Member increasingly deeper insights into his or her own specific work while also highlighting to the Production Team Leader and their Supervisor any deficiencies in their training methods.



## Sequence of Activities

Before commencing the development of Production Team Leaders, 3 related reviews should be carried out:

### 1. Spread of Resources

Review the number of operators required to achieve the production plan in each shift in the Defined Production Area and if more than say 8 then review the layout of the Defined Production Area to determine whether the Defined Production Area requires to be split into Areas of Responsibility with 4-8 operators including a Team Leader in each Area of Responsibility. This is to ensure your Production Team 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 operators.

### 2. Current Base Skills

Review the current Base Skills status of all employees (including Team Leaders) working in the Defined Production Area by creating and populating a Base Skills Matrix ensuring the following is covered:

- a. the ability to competently operate all the plant & equipment within their team's area of responsibility to ensure 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 to ensure total ownership of their Defined Production Area or Area of Responsibility and be able to cover their fellow Team Members while they are involved in training and formal continuous improvement activities to develop their Mastery Skills; and
- b. the ability to competently carry out their Base Skills responsibilities as per the agreed *Key Responsibilities of a Production Team Member* (Appendix 2).

### 3. Current Team Leader Skills

Review the current skills status of the Team Leaders working in the Defined Production Area regarding:

- a. the ability to competently carry out their responsibilities as per the agreed *Key Responsibilities of Production Team Leader*; and
- b. the ability to competently lead Team Members to achieve the production plan in a safe, quality, cost effective and environmentally sound way and to conduct formal continuous improvement activities by the application of management and leadership capabilities.

**Note:** To assist with the current skill reviews we recommend the use of the People & Leadership Development activities of TPM<sup>3</sup>. This may involve the creation of the People & Leadership Development Leadership Team which would establish Micro Education & Training Base Skills Teams to assist each Defined Production Area to carry out the skills review and develop plans to achieve a flexible workforce with ownership to their entire Defined Production Area or Area of Responsibility. Alternatively the Micro Education & Training Base Skills Teams could report directly to the Site Leadership Team.

## **Determine Current Skills of Team Leaders to support the development of their Area Based Team**

For the Area Based Teams to be effective we need to ensure the Team Leaders have achieved Level 4 Base Skills for their Area of Responsibility and hence have the knowledge to train their Team Members.

An outcome of the Micro Education & Training Bases Skills Team mentioned above, is to ensure all Team Members and the Team Leaders in the Defined Production Area achieve Level 3 Base Skills.

An outcome of the Team Leader Teaching Modules and Leadership Modules is to ensure all Team Leaders are competent trainers and can achieve Level 4 Base Skills capability.

To complement the development of Mastery Skills they also need to develop their Team Skills as Mastery Skills are developed through team activities.

## **Determine an effective Training Plan for the development of Team Leader Team Skills, Teaching Skills and Leadership Skills**

### **Part A: Team Skills**

Before having the Area Based Teams go through a Team Skills module as first recommended in the OEM-1 kick-off workshop, we strongly recommend that the Team Leaders be given the 2 hour Team Skills training modules (see Appendix 3 for overview of modules) with other Team Leaders so as to develop a good understanding before their team's are given the Team Skills training, consisting of:

1. Being an Effective Team Member
2. Running Effective 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

Priority of the training can be established by having the Team Leaders reflect on their teams and conduct the Team Skills Assessment (refer Part 9 of the Work Area Management workbook) 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 cycle.

### **Part B: Teaching 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 Team Leaders complete the 2 hour Teaching Skills and Leadership Skills training modules (see Appendix 4 for overview of modules) with other Team Leaders so as to develop Teaching and Team Leadership competencies. The current set of CTPM Teaching Skills modules available are:

1. Knowing your Learners
2. Training Methods

### **Part C: Leadership Skills**

The current set of CTPM Team Leadership Skills modules available are:

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

Prior to the training, the site needs to determine exactly what the Key Production Roles & Responsibilities are of their Production Team Leaders. This document has been prepared to provide an example of such Roles & Responsibilities along with the Roles & Responsibilities of Production Team Members and Supervisors however each site should tailor the examples to suit their particular needs prior to commencing this training.

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

## **Determine a Training Plan for Team Skills Development of Area Based Teams**

Team Skills Development for Area Based Teams is recommended to be introduced at their second Area Based Team kick-off workshop after they have experienced being a team involved in formal improvement activity (typically Work Area Management). The second Area Based Team kick-off workshop is typically the Operator Equipment Management Step 1 (OEM-1) kick-off workshop however it could also be a repeat of Work Area Management for teams where their Improvement Area is quite large and needs to be divided up. The selection of the Team Skill module should be based on the outcomes of the Team Skills Assessment completed by the team during Part 9 of their first improvement cycle eg Work Area Management.

The 2 hour Team Skills training modules (10 off) are provided for the Area Based Teams so as to develop Team Members' competency in:

1. Being an Effective Team Member
2. Running Effective 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

If there is a need to accelerate the Team Skills training of an Area Based Team we would recommend running specific 2-hour sessions in lieu of the weekly OEM improvement time say once a month.

As the Area Based Teams with their Team Leader receive the Team Skills training, the Team Leader will be going through each module for a second time which should re-inforce their learning and development.

## **Use of Skills Matrices**

As Area Based Teams and the Team Members 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 Team Leaders:

- Teaching Skills Matrix
- Leadership Skills Matrix

## Further Support for Team Leaders

We have found the book 'The Leader in You' from Dale Carnegie & Associates to be an excellent read for Team Leaders or aspiring Team 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

## Possible Key Production Responsibilities to support a TPM & Lean Workplace

Team Member	Team Leader (Wages)	Supervisor (Staff)
<b>1. Safety &amp; Environment</b>		
<b><i>Frontline Safety &amp; Environment including:</i></b> <ul style="list-style-type: none"> <li>Adhere to safe operating standards &amp; procedures</li> <li>Ensure work area is neat and tidy</li> <li>Identify and promptly notify out-of-control safety or environmental conditions</li> <li>Stop production if out-of-control conditions cause safety or environment hazards</li> <li>Conduct job Safety Assessments for non-routine jobs</li> <li>Record accurately safety &amp; environmental issues and incidents</li> <li>Identify safety &amp; environmental hazards within own workplace</li> <li>Carry out workplace hazard control</li> <li>Conduct team member safety behaviour audits</li> </ul>	<b><i>Lead Frontline Safety &amp; Environment including:</i></b> <ul style="list-style-type: none"> <li>Ensure standardised work is followed</li> <li>Conduct risk assessments</li> <li>Rapidly rectify any workplace hazards</li> <li>Rapidly initiate incident investigation following any incident within workplace</li> <li>Rapidly initiate hazard control (minimise, isolate, eliminate)</li> </ul>	<b><i>Support Safety &amp; Environment including:</i></b> <ul style="list-style-type: none"> <li>Monitor safety &amp; environment performance</li> <li>Develop safety &amp; environment procedures and audits</li> <li>Conduct safety &amp; environment audits</li> </ul>
<b>2. Quality</b>		
<b><i>Frontline Quality including:</i></b> <ul style="list-style-type: none"> <li>Carry out routine quality checks as per standard operating procedures</li> <li>Identify and promptly notify out-of-control quality conditions</li> <li>Stop production if out-of-control conditions cause 'out-of-specification' product defects</li> <li>Record accurately quality issues and incidents</li> <li>Understand the relationship between equipment and quality</li> <li>Predict problems in quality and detect their causes</li> </ul>	<b><i>Lead Frontline Quality including:</i></b> <ul style="list-style-type: none"> <li>Confirm routine quality checks and address any issues</li> <li>Rapidly respond to out-of-control conditions and / or quality problems</li> </ul>	<b><i>Support Quality including:</i></b> <ul style="list-style-type: none"> <li>Monitor quality performance</li> <li>Monitor routine quality and housekeeping checks</li> <li>Ensure quality checks achieve desired goals</li> </ul>
<b>3. Equipment Care</b>		
<b><i>Frontline Equipment Care including:</i></b> <ul style="list-style-type: none"> <li>Verify equipment is process capable after repairs &amp; maintenance</li> <li>Record accurately equipment care issues or incidents</li> <li>Prevent deterioration by identifying equipment defects at the earliest possible time, ensuring their rectification is promptly carried out,</li> </ul>	<b><i>Lead Equipment Care including:</i></b> <ul style="list-style-type: none"> <li>Raise Work Orders for urgent maintenance support</li> <li>Confirm and support weekly Maintenance Plan</li> <li>Co-ordinate OEM activities with Maintenance Plan activities</li> <li>Co-ordinate priority of</li> </ul>	<b><i>Support Equipment Care including:</i></b> <ul style="list-style-type: none"> <li>Plan and monitor weekly Clean for Inspection activities including allocating time for defect repairs</li> <li>Ensure where ever possible Preventive and Predictive Maintenance activities are incorporated into weekly Clean</li> </ul>

<b>Team Member</b>	<b>Team Leader (Wages)</b>	<b>Supervisor (Staff)</b>
<p>and by establishing and maintaining Basic Equipment Conditions through regular Cleaning for Inspection and daily equipment care inspections &amp; checks</p> <ul style="list-style-type: none"> <li>Measure deterioration through routine inspections</li> <li>Predict deterioration by understanding equipment functions and mechanisms through Training for Inspection, and through periodic care including minor servicing, prompt reporting of problems and assisting in repairs and overhauls where appropriate</li> <li>Initiate equipment improvements by identifying opportunities and contributing to solutions</li> </ul>	<p>Equipment Defect List with maintenance support</p>	<p>for Inspection activities</p> <ul style="list-style-type: none"> <li>Co-ordinate major maintenance and shut down planning</li> </ul>
<b>4. Energy Management</b>		
<p><b>Frontline Energy Management including:</b></p> <ul style="list-style-type: none"> <li>Ensure energy management policies are followed within their workplace</li> <li>Record accurately energy management issues or incidents</li> <li>Initiate energy management improvements by identifying opportunities and contributing to solutions</li> </ul>	<p><b>Lead Energy Management including:</b></p> <ul style="list-style-type: none"> <li>Confirm routine energy management checks and address any issues</li> <li>Rapidly respond to out-of-control energy management conditions and / or problems</li> </ul>	<p><b>Support Energy Management including:</b></p> <ul style="list-style-type: none"> <li>Monitor energy management performance</li> <li>Monitor routine energy management procedures</li> <li>Ensure energy management achieve desired goals</li> </ul>
<b>5. Achieve the Production Plan</b>		
<p><b>Achieve the Production Plan including:</b></p> <ul style="list-style-type: none"> <li>Properly operate, set-up &amp; adjust all equipment and machinery within your Team's area of responsibility</li> <li>Ensure that the production plan is achieved in a safe, quality, cost effective, and environmentally sound manner</li> <li>Operate / perform tasks in accordance with agreed standards and procedures</li> <li>Promptly identify and notify your team leader and your team members of production problems</li> <li>Assist in on-the-job training of your team members</li> <li>Record accurately production issues or incidents</li> <li>Manage your workplace (work area and equipment) with your team members within the boundaries set by the company</li> </ul>	<p><b>Lead Achieve the Production Plan including:</b></p> <ul style="list-style-type: none"> <li>Process start-up and control</li> <li>Meet production goals</li> <li>Respond to production problems raised by team members</li> <li>Cover temporary absenteeism</li> <li>Insure parts / materials are supplied to process</li> <li>Report / track daily production results</li> <li>Identify training needs of team members</li> <li>Plan and deliver on-the-job training to team members to enhance their Base Skills</li> <li>Update training &amp; assessment records of team members</li> <li>Ensure issues and learnings are communicated effectively to the Team Leaders on other shifts</li> <li>Conduct start of shift review meeting with team and set</li> </ul>	<p><b>Support Achieve the Production Plan including:</b></p> <ul style="list-style-type: none"> <li>Supervise manpower / vacation scheduling</li> <li>If required, cover Team Leader temporary absence</li> <li>Set production goals for all team leaders and monitor</li> <li>Conduct daily review meeting with team leaders and set priorities for the teams including Frontline Problem Solving</li> <li>Challenge standards to ensure work is being done without delay, without waste, and without strain of any kind</li> </ul>

Team Member	Team Leader (Wages)	Supervisor (Staff)
	<p>priorities for the team</p> <ul style="list-style-type: none"> <li>Attend daily supervisor meeting to report on progress of team goals and escalate any issues outside the boundaries of their team</li> </ul>	
<b>6. Formal Continuous or On-going Improvement</b>		
<p><b>Engage in Formal Continuous Improvement including:</b></p> <ul style="list-style-type: none"> <li>Participate and contribute in Frontline Problem Solving activities eg Cause &amp; Effect and 5 Why Analysis (root cause analysis)</li> <li>Record accurately improvement activities</li> <li>Participate in and contribute to Work Area Management (WAM) and Operator Equipment Management (OEM) team activities so as to strive for zero breakdowns, zero quality problems and zero accidents or incidents</li> <li>Take responsibility for your allocated Focus Point for Work Area Management</li> <li>Participate as a member of a cross-functional improvement team (eg Micro FE&amp;PI) so as to address improvement opportunities outside the boundaries of your Area Based Team</li> <li>Identify and action small improvement initiatives (ie regularly complete a TPM<sup>3</sup> Improvement Sheet)</li> <li>Lead small improvement initiatives as directed by Team Leader</li> <li>Develop and deliver One Point Lessons, where appropriate</li> </ul>	<p><b>Lead and Support Formal Continuous Improvement including:</b></p> <ul style="list-style-type: none"> <li>Support all team members as they participate and contribute in Frontline Problem Solving activities eg Cause &amp; Effect and 5 Why Analysis (root cause analysis)</li> <li>Lead Work Area Management (WAM) and Operator Equipment Management (OEM) team activities so as to strive for zero breakdowns, zero quality problems and zero accidents or incidents</li> <li>Support all team members as they participate as a member of a cross-functional improvement team (eg Micro FE&amp;PI)</li> <li>Plan and prioritise small improvement initiatives and allocate tasks</li> <li>Lead team through self-assessments of their WAM / OEM activities and address any shortfalls</li> <li>Lead team through Team Skills self-assessment each cycle</li> </ul>	<p><b>Lead and Support Formal Continuous Improvement including:</b></p> <ul style="list-style-type: none"> <li>Co-ordinate, promote and support Cross-functional improvement teams eg Micro FE&amp;PI</li> <li>Co-ordinate, promote and support Area Based Team improvement through Work Area Management and Operator Equipment Management activities</li> <li>Set improvement goals for team leaders</li> <li>Monitor the Goal Align Performance Measures within Area of Responsibility and ensure targets are achieved</li> <li>Establish Work Area Management monitoring system</li> <li>Monitor compliance to Work Area Management standards &amp; procedures</li> <li>Establish Operator Equipment Management monitoring system</li> <li>Monitor compliance to Operator Equipment Management standards &amp; procedures</li> </ul>



## Further Possible Responsibilities of Supervisors

We have found that in the old Mass Production environment a Supervisor (or Group Leader) typically spent about:

80% of their time on Task related activities; about  
15% on Process related activities; and only about  
5% on People Development activities.

This was often the result of having a large number of people reporting to them and little focus on getting the workers involved in any improvement activity. In a TPM & Lean environment, where the focus is on Problem Solving, Visual Workplace and Prevention at Source through the engagement of the workforce, a Supervisor who is supported by competent Team Leaders as outlined above, should be spending only about:

20% of their time on the above 'Task' activities,

with the rest of their valuable time spread between Process and People Development time along with contributing to Product development if and when required:

Process Development
<ul style="list-style-type: none"> <li>▪ Administrative: policy, attendance, corrective actions</li> <li>▪ Translate high level / executive level goals into quantitative, achievable actions</li> <li>▪ Shift to Shift co-ordination</li> <li>▪ Process trials (changes in process)</li> <li>▪ Co-ordinate work with up-stream and down-stream processes</li> <li>▪ Co-ordinate support from outside groups</li> </ul>
People Development
<ul style="list-style-type: none"> <li>▪ Team Leader performance and development including:                             <ul style="list-style-type: none"> <li>○ Decision Making / Problem Solving</li> <li>○ Negotiation / Conflict Resolution</li> <li>○ Teamwork / Communication</li> <li>○ Presentation Skills</li> <li>○ Inductive Mindset</li> </ul> </li> <li>▪ Support Team Member Development in Base Skills (flexibility), Mastery Skills (Equipment, Quality and Safety expertise), Team Skills and People Development Skills</li> <li>▪ Monitor Team Morale</li> <li>▪ Recognition</li> <li>▪ Review and Feedback</li> </ul>
Product Development (as required)
<ul style="list-style-type: none"> <li>▪ Co-ordinate activities around product development and new products</li> <li>▪ Advise any impact on production performance</li> <li>▪ Ensure all shifts are aware of the product trials and the learnings from such</li> </ul>

## Appendix 2

### Example of the Key Roles and Responsibilities of a Production Team Member using the TPM<sup>3</sup> Methodology (TPM & Lean) for Mastery Skills development

Possible Key Roles of a Production Team Member	Type of Skill
<ul style="list-style-type: none"> <li>Perform required tasks to standard</li> </ul>	Base Skills
<ul style="list-style-type: none"> <li>Support the achievement of the production plan in a safe, quality, cost effective and environmentally sound way</li> </ul>	Base Skills
<ul style="list-style-type: none"> <li>Be an effective and contributing Team Member</li> </ul>	Team Skills
<ul style="list-style-type: none"> <li>Be actively involved in scientific Problem Solving (identifying and solving problems using a scientific method such as Plan – Do – Check – Act rather than just working around problems)</li> </ul>	Mastery Skills
<ul style="list-style-type: none"> <li>Be actively involved in creating a Visual Workplace so that problems can be identified at the earliest possible time</li> </ul>	Mastery Skills
<ul style="list-style-type: none"> <li>Be actively involved in applying Prevention at Source so as to stop problems from occurring</li> </ul>	Mastery Skills

Possible Key Responsibilities of a Production Team Member	Skills Development*
<b>Frontline Safety &amp; Environment including:</b>	
<ul style="list-style-type: none"> <li>Adhere to safe operating standards &amp; procedures</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Ensure work area is neat and tidy</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Identify and promptly notify out-of-control safety &amp; environmental conditions</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Stop production if out-of-control conditions cause safety or environmental hazards</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Conduct job Safety Assessments for non-routine jobs</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Record accurately safety &amp; environmental issues and incidents</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Identify safety &amp; environmental hazards within own workplace</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Carry out workplace hazard control</li> </ul>	WAM / OEM Activities
<ul style="list-style-type: none"> <li>Conduct team member safety behaviour audits</li> </ul>	OEM Activities
<b>Frontline Quality including:</b>	
<ul style="list-style-type: none"> <li>Carry out routine quality checks as per standard operating procedures</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Identify and promptly notify out-of-control quality conditions</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Stop production if out-of-control conditions cause 'out-of-specification' product defects</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Record accurately quality issues and incidents</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Understand the relationship between equipment and quality</li> </ul>	OEM Activities
<ul style="list-style-type: none"> <li>Predict problems in quality and detect their causes</li> </ul>	OEM Activities
<b>Frontline Equipment Care including:</b>	
<ul style="list-style-type: none"> <li>Verify equipment is process capable after repairs &amp; maintenance</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>Record accurately equipment care issues or incidents</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li><b>Prevent deterioration</b> by identifying equipment defects at the earliest possible time, ensuring their rectification is promptly carried out, and by establishing and maintaining Basic Equipment Conditions through regular Cleaning for Inspection and daily equipment care inspections &amp;</li> </ul>	OEM Activities

Possible Key Responsibilities of a Production Team Member	Skills Development*
checks	
<ul style="list-style-type: none"> <li>• <b>Measure deterioration</b> through routine inspections</li> </ul>	OEM Activities
<ul style="list-style-type: none"> <li>• <b>Predict deterioration</b> by understanding equipment functions and mechanisms through Training for Inspection, and through periodic care including minor servicing, prompt reporting of problems and assisting in repairs and overhauls where appropriate</li> </ul>	OEM Activities
<ul style="list-style-type: none"> <li>• <b>Initiate equipment improvements</b> by identifying opportunities and contributing to solutions</li> </ul>	OEM Activities
<b>Frontline Energy Management</b>	
<ul style="list-style-type: none"> <li>• Ensure energy management policies are followed within their workplace</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Record accurately energy management issues or incidents</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Initiate energy management improvements by identifying opportunities and contributing to solutions</li> </ul>	OEM Activities
<b>Achieve the Production Plan including:</b>	
<ul style="list-style-type: none"> <li>• Properly operate, set-up &amp; adjust all equipment and machinery within your Team's area of responsibility</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Ensure that the production plan is achieved in a safe, quality, cost effective, and environmentally sound manner.</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Operate / perform tasks in accordance with agreed standards and procedures.</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Promptly identify and notify your team leader and your team members of production problems</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Assist in on-the-job training of your team members</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Record accurately production issues or incidents</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Manage your workplace (work area and equipment) with your team members within the boundaries set by the company</li> </ul>	WAM / OEM Activities
<b>Engage in Formal Continuous or On-going Improvement including:</b>	
<ul style="list-style-type: none"> <li>• Participate and contribute in Frontline Problem Solving activities eg Cause &amp; Effect and 5 Why Analysis (root cause analysis)</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Record accurately improvement activities</li> </ul>	Base Skills Training
<ul style="list-style-type: none"> <li>• Participate in and contribute to Work Area Management (WAM) and Operator Equipment Management (OEM) team activities so as to strive for zero breakdowns, zero quality problems and zero accidents or incidents</li> </ul>	WAM / OEM Activities
<ul style="list-style-type: none"> <li>• Take responsibility for your allocated Focus Point for Work Area Management</li> </ul>	WAM Activities
<ul style="list-style-type: none"> <li>• Participate as a member of a cross-functional improvement team (eg Micro FE&amp;PI) so as to address improvement opportunities outside the boundaries of your Area Based Team</li> </ul>	FE&PI, NEM, etc Activities
<ul style="list-style-type: none"> <li>• Identify and action small improvement initiatives (ie regularly complete a TPM<sup>3</sup> Improvement Sheet)</li> </ul>	WAM / OEM, FE&PI Activities
<ul style="list-style-type: none"> <li>• Lead small improvement initiatives as directed by Team Leader</li> </ul>	WAM / OEM Activities
<ul style="list-style-type: none"> <li>• Develop and deliver One Point Lessons, where appropriate</li> </ul>	OEM Activities

\* Skills Development to be underpinned by Team Skills Training and Team Leadership Skills Training

WAM = Work Area Management  
OEM = Operator Equipment Management  
FE&PI = Focused Equipment & Process Improvement  
NEM = New Equipment Management

## Appendix 3

### 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 Team Leader and Supervisor / Manager.

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 to allow Team Members and their Team 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 WAM or OEM 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
# 1 Team Effectiveness	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.  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’.	<ul style="list-style-type: none"> <li>• What a team is?</li> <li>• Why a 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>
# 2 Effective Area Based Team Meetings	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	<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>

<b>Team Skill Module</b>	<b>Objective</b>	<b>Content</b>
<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>• Starbursting</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 undertaking 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 4

### CTPM Team 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 Supervisor / Manager.

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 formal 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>