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SITUATIONAL LEADERSHIP

People with different skill levels and experience will require differing levels of being instructed or Coached. It is important to remember when dealing with any type of situation that everyone will respond to different ways of communicating. The Situational Leadership model will assist you to determine the appropriate degree of teaching to give an individual.

Situational Leadership is a model that managers have used for many years to match an appropriate management/ leadership style with differing employee needs and looks at the most effective way to manage people.

It is a model developed by Kenneth Blanchard and outlined in books such as ‘The One Minute Manager’, HarperCollins, and 1994 that focuses on a range of styles for different situations. Hence the name “Situational Leadership”. The model suggests that no one style is right for all situations.

The four basic leadership styles are:

- **Directing**
- **Supporting**
- **Coaching**
- **Delegating**

These four styles consist of different combinations of two basic leadership behaviours that a leader can use when trying to influence someone else, Directive and Supportive Behaviour.

Directive refers to Structure, Control, Supervision and is characterised by:

- one way communication
- autocratic leadership
- you tell the person what, when, where, how and then
- closely supervise them

Examples of Directive Behaviour:

- Sets goals or objectives
- Makes clear the role each person will play in the accomplishment of the task
- Plans work in advance to be accomplished by the follower
- Organises resources
- Communicates job priorities
- Sets timelines for future work
- Determines methods of evaluation for follower performance
- Shows or tells a follower how to do a task as with a new starter
- Checks to see if the work is done properly

Supportive refers to Listening, Delegating, Facilitating Interaction, Involving Staff Member in Decision Making and is Characterised by:

- two way communication
- democratic leadership
- you discuss with the person what, when, where, how and then
- monitor

Examples of Supportive Behaviour

- Asking for suggestions or input on business goals

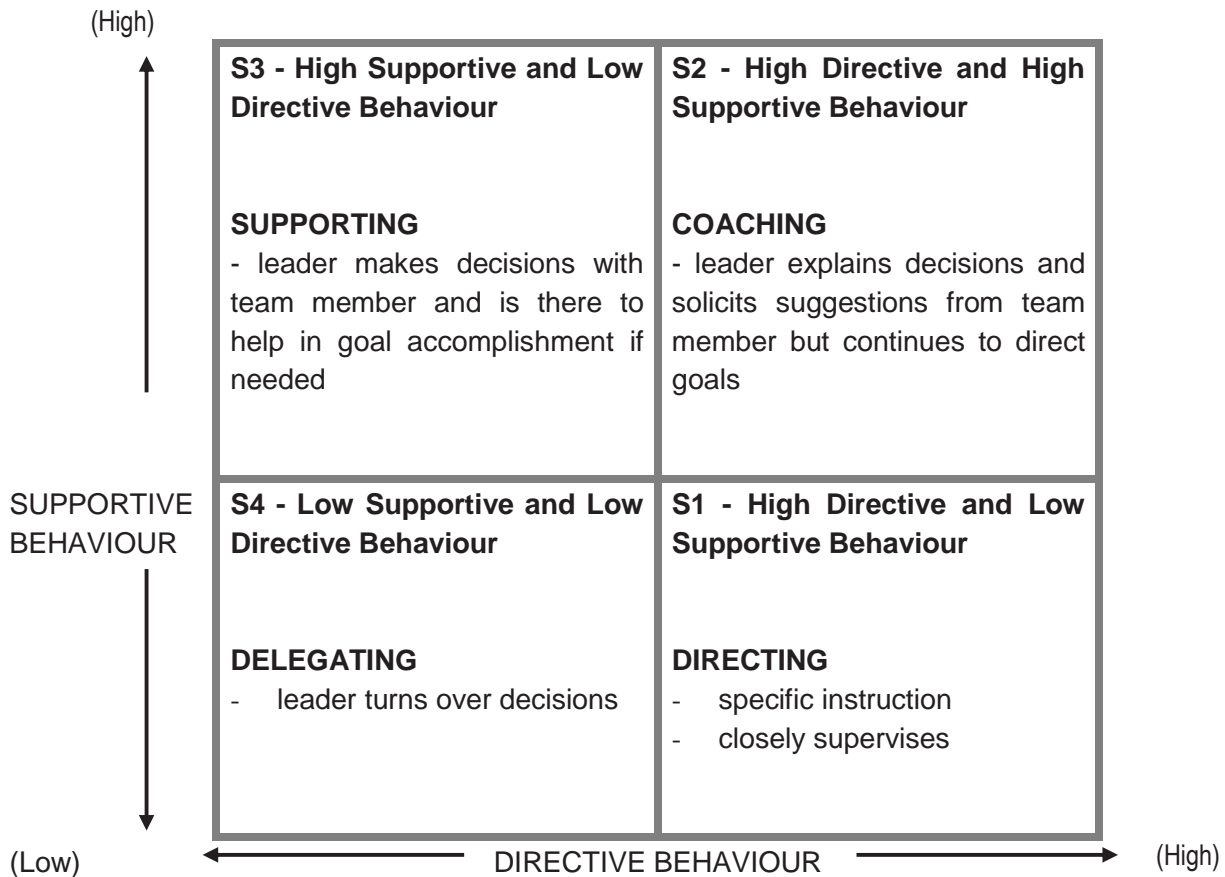
Examples of Supportive Behaviour:

- Facilitates problem solving in task accomplishment of reports
- Communicates information about the total organisation's operations
- Delegates accountability and responsibility
- Allows staff to set own draft objectives/goals
- Sets overall strategy but allows an individual to plan how to achieve the strategy

The Model in Four Quadrants

<p>Style 3 Supporting</p> <ul style="list-style-type: none"> ▪ Supporting is high on supportive behaviour and low on directive behaviour. ▪ In this style you support the staff member's efforts, listen to their suggestions and facilitate their interactions with others. ▪ To build up their confidence, you encourage and praise. <p><i>Rarely do Style 3 Managers talk about how they would go about solving a particular problem or accomplishing a task.</i></p> <p><i>They help their staff reach their own solutions by asking questions that expand their thinking and encourage risk-taking.</i></p>	<p>Style 2 - Coaching</p> <ul style="list-style-type: none"> ▪ Coaching combines direction and support, engaging in two-way communication, asking for suggestions - but you end up making the decisions. ▪ You also provide a lot of support because some of the ideas they suggest are good and, as a team leader, you always want to reinforce initiative and risk taking. That's where the listening and encouraging skills come in. ▪ You're trying to teach your staff how to evaluate their own work. <p><i>Although this style still uses a high level of Directive behaviour there is also a high level of Support for the person who's carrying out the task.</i></p>
<p>Style 4 - Delegating</p> <ul style="list-style-type: none"> ▪ In Delegating you are turning over responsibility for day to day decision making and problem solving to the person doing the task. ▪ In this style there is a relatively low level of both Directive and Supportive behaviour. ▪ You simply let the person get on with the job - making yourself available should the need arise. 	<p>Style 1 - Directing</p> <ul style="list-style-type: none"> ▪ Directing is high on Directive behaviour and low on supporting behaviour. ▪ You tell the person: <ul style="list-style-type: none"> • what the goal is • what a good job looks like ... and you • lay out a step by step plan about how the task is to be done ▪ You solve the problem. ▪ You make the decisions and the staff member carries out your ideas.

The Situational Leadership Model: The Four Leadership Styles



An easy way to remember the four leadership styles:

S1 - Directing	I'll decide
S2 - Coaching	We'll talk, I'll decide
S3 - Supporting	We'll talk, We'll decide
S4 - Delegating	You decide

It is very important to remember that you do not use one style for one person. Think of all the different tasks you do in your own job. Would it be appropriate to use the same leadership style when managing all these tasks?

Developmental Levels

The Leadership model also categorises "development levels of staff" to assist Managers to match the appropriate leadership style with the development level. If we can match our leadership style to the team members' and the situations' needs we can become a more effective leader. We do this by diagnosing the development level of the team member for each task they are set.

Development Level is comprised of two components.

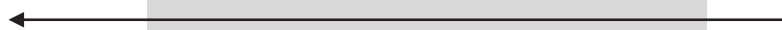
- Competence
- Commitment

Competence = Task knowledge + Skill level to do the task
(developed through training and experience)

Commitment = Motivation to do the task + Confidence to do the task

HIGH COMPETENCE ☆ HIGH COMMITMENT D4	HIGH COMPETENCE ☆ VARIABLE COMMITMENT D3	SOME COMPETENCE ☆ LOW COMMITMENT D2	LOW COMPETENCE ☆ HIGH COMMITMENT D1
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DEVELOPED



Development Levels

Development Levels and Leadership Levels Working Together

Low Competence ☆ High Commitment

- Employee new to the role, excited about being in the role but needs to learn more about the company / division / team / role.
- *Situational Leadership Style = S1 Directing: I'll decide*

Some Competence ☆ Low Commitment

- Early in the employment relationship, employee has developed some skills in the role but perhaps not learning fast enough or frustrated at not having any input into the way he/she does things.
- *Situational Leadership Style = S2 Coaching: We'll talk, I'll decide*

High Competence ☆ Variable Commitment

- Employee experienced in the role, competent at what he/she does, but is seeking new challenges/opportunities, beginning to get bored.
- *Situational Leadership Style = S3 Supporting: We'll talk, We'll Decide*

High Competence ☆ High Commitment

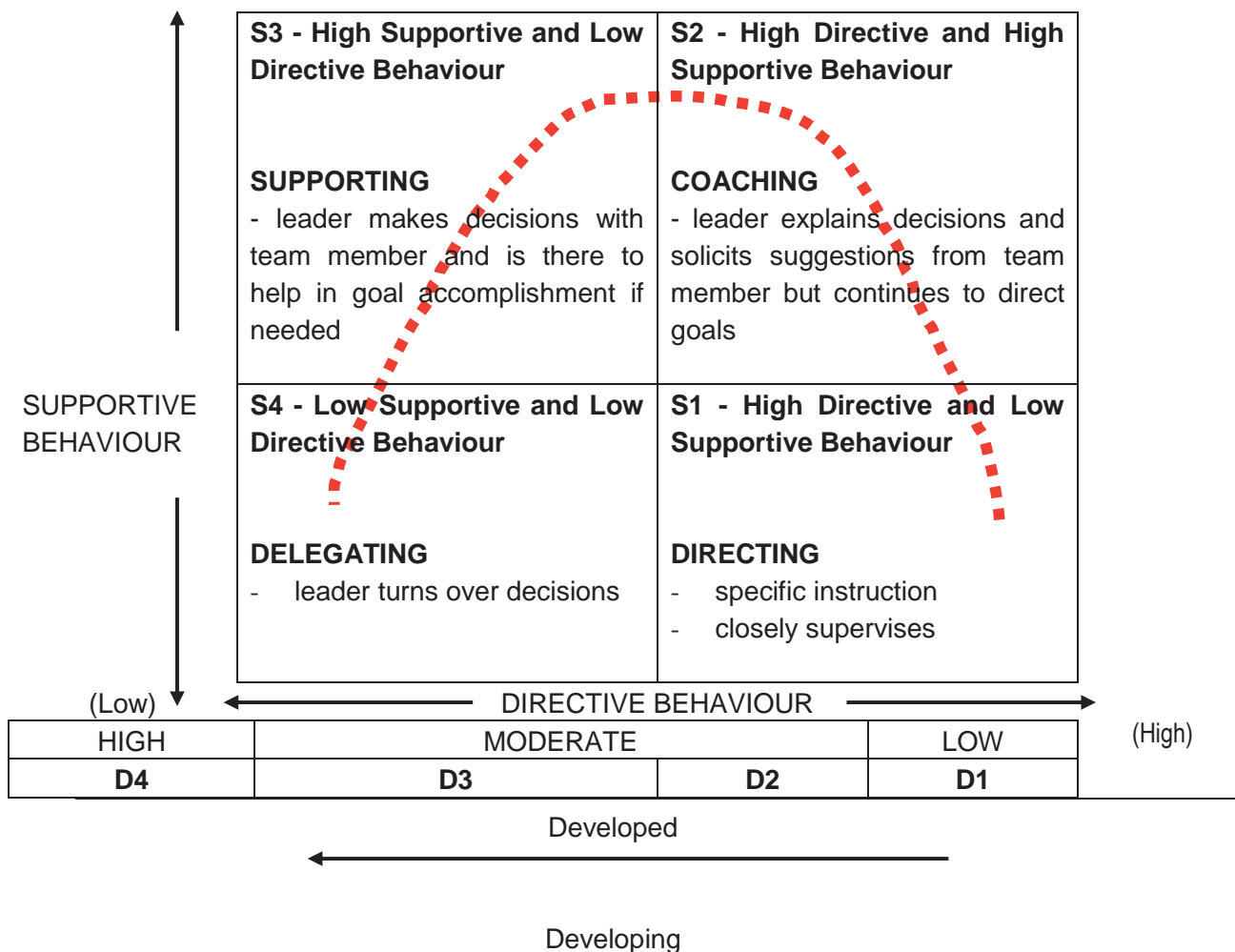
- Employee experienced in the role, very competent, enjoy everything they do, want to do more, love their job / company.
- *Situational Leadership style = S4 Delegating: You decide*

Applying Situational Leadership Styles to Your Team Members

1. List your direct reports.
2. Briefly describe the behaviours of that team member
3. Write down the developmental levels do you think they may be at
4. Assign an appropriate leadership style for that team member using the Situational Leadership Model.

Team Member	Describe Behaviours	Development Level	Appropriate Situational Leadership Style

THE SITUATIONAL LEADERSHIP MODEL



Your goal as a team leader is to gradually increase the competence and confidence of your people so that you can use the less time consuming styles of S3(supporting) and S4(delegating)

Development Level of Follower (s)

The curve running through the model represents the performance or learning level of the individual. As people’s development or competence moves, the level of support and direction you give to the person also moves. One important fact that cannot be over emphasised is what is called the audit level of supportive behaviour. By looking at the model you will notice the performance curve never actually hits zero level of supportive behaviour. (*Performance curve is represented by broken red line*) The message for leaders is that they always need to give some level of support to their people - regardless of their development level. There is no way anyone can use this model to cop out on support.

TRAINING AND ISSUES OF ADULT LEARNING

What is training?

The type of training that we think of most commonly is obtaining skills- how to do things, or learning about new policies or practices. So when in your work role you are working with new employees or showing someone a new form to fill in, you are training. So as a workplace trainer, you should be aware of training and adult learning. Learning is a complex process that requires a great deal of skill on the part of the trainer. The trainer must pay attention to the learning needs of the participant, how to motivate them to want to learn, the material to be included, and the methods to be used.

Why train us?

Most learning within companies happens haphazardly. Newcomers are usually shown the basics of a task or skill, and then left to learn the rest on their own. This can result in accidents errors or bad habits that could have been avoided. The best person to conduct training is usually the most proficient member of the team. Therefore, this course is designed to enable you, as highly skilled member or leader of your teams, to develop skills in training others so you will be able to be most effective.

Adult Learning Principles

The way in which an adult learns is different to that of a child. One of the main differences is the role of the educator- for adults, the educator acts as a facilitator for learning, and the failure of the adult's ability to learn is not seen as the fault of the educator. Further, when engaging in training, adults tend to engage in a more collaborative partnership than the traditional "teacher-student" relationship which is represented by a large power imbalance.

Part of being an effective instructor or on-the job trainer involves understanding how adults learn best.

Adult learners are unique and have various needs and characteristics:

- Adult learners are *autonomous* and *self-directed*. This means that adult learners prefer to be guided through the learning process to develop their knowledge rather than given specific facts/information (i.e., in a school classroom). The facilitator should also show participants how the learning process will help them reach their goals (e.g. promotion, etc.). Always keep in mind that adult learners have different needs and learn at different rates. Therefore, some adult learners will need minimal direction and guidance, whereas new starters may need to be given more information and support.
- Adults have *life experience* and *pre-existing knowledge* from a variety of areas (i.e., previous work activities, family responsibilities, prior education, extra training etc.). Allowing adults to apply their experience and knowledge to the learning process will help them to engage in the material and achieve stronger learning outcomes.

- Adult learners are *goal-oriented*, in general, and only engage in a learning process if they see some benefit to it. The benefit is often estimated as a function of the training's ability to help the adult achieve a goal. Therefore the training material should be related to the goal that the adult wishes to achieve (i.e., acquiring a new skill, getting a job offer etc). The training facilitator should help the learner develop a goal early in the learning process and show them how the training relates to that goal.
- Adult learners are *relevancy-oriented* which means that they need to have a reason to learn something (i.e., it relates to their work or other responsibilities). Identifying the reasons to learn something will help to engage adult learners.
- Adult learners are *practical* and will focus on the aspects of the training that they see as most useful or relevant to them in their work. Facilitators must tell the adult learner how the knowledge and skills that are being trained are relevant and applicable to their job if it is not already emphasized.
- Adult learners need to be treated as equals and with *respect*. It is important to acknowledge the experiences and pre-existing knowledge that adult participants bring to any training and should be given the opportunity to communicate their knowledge to the facilitator.

Adult Learning: Motivation

There are six main factors that motivate adult learners:

- **Social relationships:** making friends, developing social contacts/networks/associations and friendships.
- **External expectations:** fulfilling the expectations or recommendations of a person who has formal authority or power.
- **Social welfare:** to improve service to others and the community.
- **Personal advancement:** to promotion, secure professional advancement, and to stay "competitive" in the labour market.
- **Escape/Stimulation:** to relieve boredom, to break routines, and to provide stimulation/enjoyment.
- **Cognitive interest:** learning for the sake of learning, gaining knowledge, and satisfying intellectual curiosity.

Adult Learning: Barriers

Barriers to learning include lack of time, money, confidence, interest, information regarding learning opportunities, scheduling problems, "red tape," child care, transportation and a lack of motivation. Motivation can be enhanced by understanding what motivates adult learners (see above) and understanding the barriers to learning so that strategies can be developed to enhance learning.

Adult Learning: Maximising Training Outcomes

If you are going to train, you must remember that learning is a continual process, and that each person learns at a different rate. Positive reinforcement (i.e., encouragement) can enhance learning, as can appropriately timed instructions (i.e., don't overload the learner with too much information at once). There are four critical elements of learning that must be addressed to ensure that participants learn. These elements are:

- **Motivation:** The participant should understand and/or recognise the need for the training. The facilitator must develop a rapport with the learner, give emphasis to the most important tasks, provide tasks that are difficult enough to challenge the learner, but not so hard as to overload them with too much information and give the learner specific feedback on their performance.
- **Reinforcement:** Reinforcement is used to encourage learners to demonstrate desirable work related behaviours. This can be achieved through praising/ acknowledging/ rewarding the "right" behaviours or discussing errors when the learner demonstrates an undesirable behaviour. Reinforcement should be regular, frequent and relate directly to the learners work-related behaviours.
- **Retention:** Retention involves remembering information between training sessions. In order for adult learners to retain information, they need to understand the information, be able to interpret it and then apply it to their workplace. If a participant does not learn the material initially, they will have difficulty retaining it between training sessions. Retention can be improved through practice and asking questions about any unfamiliar tasks.
- **Transference:** Transference of learning means that the information given in training is used in the workplace or a new setting (other than the training setting). This is the ultimate goal of training. Transference can be enhanced by associating the training material to something the adult learner already knows (i.e., relate to past experience and pre-existing knowledge), make sure the participant understands the information at the time it is being trained and make sure that the training is directly related to job requirements.

The lessons from adult learning about training are that training needs to be

Appropriate to the learning needs of the individual and motivating in that the need to learn has been established

Primacy- the things that are learnt first are learnt best- right first time

Recency-things that are learnt last are best remembered- summarise

Active learning-participants learn more when they are actively involved and with feedback-both the trainer and participant need information from each other so that the trainer knows that the participant is following and the trainees receive feedback on their performance.

One-On-One Training

Giving one-on-one training is a very effective means of transferring knowledge, especially if it is done correctly. The successful transfer of techniques/knowledge involves two key factors - giving clear, specific instruction and ensuring that the instruction is understood. To do this you must have a clear understanding of the process/knowledge area yourself consider the listeners perspective.

There are 10 steps to giving clear and useful instruction;

1. Make sure you understand the purpose of the instruction, the knowledge area or the technique
2. Consider what the other person already knows
3. Build rapport, make sure you are choosing the right time and right place
4. Explain the purpose and the importance of the procedure/technique/knowledge area
5. Give an explanation of how the information fits into the bigger picture
6. Break the instruction down into a series of steps
7. Describe the steps in a logical order
8. Summarise what you have said
9. Check understanding by
 - asking specific questions
 - encouraging them to repeat the key points back to you
 - ask them to practice the technique while you watch
 - give them specific feedback about their practice
10. Encourage them to feel positive about carrying out the action.

When you are training someone one-on-one make sure you

- use positive language
- use words they understand (avoid jargon or technical terms if these words are new to them)
- work from the known to the unknown (always relate the instruction to what they already do or know)
- give opportunities for them to ask questions as you explain
- use visuals where possible (plans, written instruction, pictures are easier to follow than just words)
- get them to practice what you preach (people learn better if they can do as well as listen and talk)

You will know how well you have taught a process, technique or knowledge area by whether the person can carry out the process correctly or apply the knowledge correctly.

Developing a Training Plan

Training is most likely to occur when it is written down, when timelines are set. Training is most likely to be effective if there is joint agreement to a training plan.

- The training plan may cover 1 month, 3 months, 6 months or a year.
- The training plan is very useful for new employees and should be developed during induction.
- It is particularly useful for ongoing development and motivation

The 4 step instruction checklist for skills training is as follows;

1. Get ready to do it

Put the trainee at ease,

Describe the task and show them the finished job (the objective)

Ask for the trainee's prior knowledge of the task

Gain trainee's interest in the task

2. You do it

Show work layout and function of equipment

Do task at normal speed while trainee watches- this is to demonstrate what is to be done so the trainee can see what is expected (modelling the desired behaviour)

Do the task slowly, naming stages and key points

3. Trainee does it with you

Trainee does it naming stages and key points

Because this is the first try-out with you helping be supportive and encouraging, correcting any errors as they occur

Bad habits if allowed here are difficult to change later so stick to standards

Trainee repeats task or any stages which give trouble until correct

4. Trainee does it alone

Trainee does whole task while you watch and assess, monitor progress

Be available to answer questions and follow-up on occasions to check that task is still being done correctly

Debrief for Active Listening and Adult Learning Exercise Observer Checklist

1. Receiver failed to listen to message:

Yes/No

Why did you assume that?

2. Receiver listened to only part of the message, rather than the whole message:

Yes/No

3. Receiver distorted the message to conform to his/her expectations of what he/she thought the sender was saying:

Yes/No

4. Receiver listened and made judgments and evaluations of the sender, thus making sender defensive:

Yes/No

5. Receiver heard the words of the message but did not understand the sender's meaning

Yes/No

6. Receiver paraphrased sender's remarks and reflected the feeling appropriately.

Yes/No

7. Receiver kept his/her interpretation of sender's remarks until he/she could check them out:

Yes/No

8. Did your own feelings stop you from listening?

Yes/No

9. Did you paraphrase the sender's message adequately?

Yes/No

10. Did you reflect the sender's feelings accurately?

Yes/No

11. What body language were you aware of?

Own: _____

Sender: _____

12. The factors that most interfered with your communication were:

External –
describe: _____

Internal–
describe: _____

13. What did you learn about your listening habits?

ON THE JOB TRAINING

Some Reasons that people do not live up to their potential

1. They don't know when they should do it
2. They don't know how to do it
3. They don't know what they are supposed to do
4. They think your way will not work
5. They think their way is better
6. They think that something else is more important
7. There is no positive consequence to them for doing it
8. They think that they are doing it
9. They are rewarded for not doing it
10. They are punished for doing what they are supposed to do in some way or another
11. The consequences are irrelevant to doing or not doing and they just do not care

Checklist for Training – is it the solution to all developmental and performance needs?

80% of issues are about the definition or structure of the job	Unclear job expectations	Clarify job role Does the person have clear accountabilities and procedures specified?
	Absence of standards	Clarify standards Are the performance standards known, reasonable and attainable?
	Lack of feedback	Improve feedback systems Does the person get on a regular and consistent basis, information on how they are performing and do they know if they need to improve their performance?
	Lack of motivation to perform	Improve punishment/reward systems Does it make any difference if they perform well or not? Are the consequences consistent and immediate?
	Task interference	Provide tools, enable focus Has the person sufficient focus on critical tasks? Are adequate resources available?
20% of performance improvement needs have a skill/ knowledge requirement	Knowledge	Usually provided as information with discussion and questions to ensure understanding
	Skill	Usually developed through demonstration and practice
	Can't do	If after training and support has been provided but the person still cannot do the task, re-design the role around their strengths, assign a new role or decide that they are a poor match.

Induction

Induction is the process of helping a new employee to become familiar with their work environment, their role and the Company. The overall purpose is to provide the employee with the necessary information, resources and motivation to enable them to adapt to, and perform in, the new work environment quickly. The first 3 months of the relationship between the company and new employee is critical to laying the foundation of a positive attitude and successful, committed performance and when managed well, maximises the chances of the employee 'fitting in' to the organisation and therefore being retained. The probation period is not to be used as a tool to expedite termination when insufficient induction, support or role clarity has been provided.

Your Company recognises the importance of effective induction into the company, role and the workplace, and the cost and disruption to overall performance when someone is unable to settle in. Tools are therefore provided to assist Managers' with this critical process. New employees are responsible to be sure that they are given all the information needed to be effective, so must ask if it is not forthcoming. Employees often commence under a 3-month probation, and assessments of progress and fit are conducted before confirming appointment as a permanent employee. These regular reviews covering Key Performance Indicators and Behaviours then follow into the ongoing provision of support and feedback, performance planning and review process.

Induction Procedures

The aim of induction procedures are to provide comprehensive tools to assist a recruiting Manager in this task as well as training programmes to efficiently utilise people's time, and requires regular probationary review of new employee progress and compatibility.

A recruiting Manager's role in the induction process is critical, (as new employees' would have already started forming an impression of the Company during the recruitment process). The Manager is responsible to plan the induction, ensure all people, equipment and resources are available on the first day of employment or when scheduled and provide necessary Coaching throughout induction, continuing into the employees tenure. An Induction Checklist can assist here. As the success of induction relates directly to how well it is planned the checklist helps a Manager consider tasks that need to be addressed during;

- 1. Pre-commencement-** ensuring all paperwork has been issued and signed, putting out a notice about the new employee, making sure workspace and required equipment is installed, determine who the employee should meet and schedule these meetings so that there is a 'diary' of activities for the employees first week, choose a workplace 'Buddy' to show the new employee the basic worksite arrangements and first tasks (if you won't be doing this yourself)

2. **Day 1-** Where-ever possible the Manager should be available to greet the new person on their first day.
3. **Week 1-** Follow through the plan developed in pre-commencement & ensure all Payroll forms are returned.
4. **Month 1&2-** During the first month of employment the induction program should be well underway and the employee should be settling into their new job quickly. To ensure things are on track and that the potential of the new employee is maximised, you should use the position description to develop and explain the Key Performance Indicators for the role review and provide feedback on progress at month 1 and month 2.
5. **Month 3- Probation Review-** To ensure an employee has fitted into their role well and is beginning to achieve their performance objectives, a final formal review which both parties prepare for, must be conducted. It is imperative that this review meeting be conducted prior to the cessation date of the probation period. If there are issues or concerns that need to be addressed, the Line Manager must make contact with the Human Resource Manager or their own Line Manager to inform them of these issues.

The likely outcome of this meeting should be no surprise because of the 1 and 2 month feedback sessions. Reviews of this nature should then be conducted every 6 months as part of good management practice.

Three essential components of induction

1. How employees fit into the strategic and operational context of the business.

To the Company; A 'code of conduct' or 'safety induction' which covers information pertaining to policies, safety and employee responsibilities will be issued with commencement paperwork and reinforced in the Company Familiarisation session. It will also address any legal implications which may arise in the event of the employee breaching their responsibilities with respect to policies or safety.

2. The position and team around the employee where specific training is planned to help the employee meet the competencies of the position and underpinning these two components;

To their role-Utilising the 'position description', the allocated Buddy or Line Manager will systematically go through each of the key result areas or competencies, explain the performance measures or standards and provide critical task demonstrations where necessary

3. Introduction to the work site and space where the employee will primarily be located and their obligations whilst attending work (workplace orientation).

To their work-team and work location- the Manager or Human Resources should do the introduction to the work-team (and for Managers to other departments), then allocate a 'Buddy' to show them amenities, emergency exits, safety issues (refer back to induction checklist).

Example Induction Review Questions

General Information

- What questions do you have about working on this site/route?
- Have you read the Induction Book? Is there anything in the Induction Book that you do not understand? Is there anything that you would like to go over again?
- Do you understand your workplace obligations in terms of occupational health and safety and accident/emergency procedures? Can you run through the procedure with me or tell me where you can find the information?
- Are you comfortable with the general information that you have been given regarding uniforms, driver tags, swipe cards etc.?
- Are you clear about the payroll process? Where and when do you need to lodge your timesheets?
- Do you have access to all the relevant contact numbers? Where can you find the numbers if you have lost them?

Daily Procedure

- What do you have to do when you arrive at the depot? i.e., time cards, reporting to personnel, run sheets, con notes and instructions, street directories.
- What do you have to do when you locate your vehicle? i.e., vehicle checking, fault records, urgent repairs, temperature checks, signage.
- Do you understand what driver documentation papers you need? i.e., correct paperwork, ensure no. pallets on docket is actual number of pallets loaded.
- Do you know how to fill out these forms? Would you like another demonstration about how to fill out the forms? Can you show me an example of how to fill out the form?
- Do you know who to call in case of a delay in loading or unloading, in an emergency or when you breakdown? Do you know the after hours phone number? Where can you find these numbers?

Procedure on Return to Depot

- When returning to the depot, do you know where to park? Can you show me on the map?
- Where do you take your paperwork? Who do you give it to?
- Are you comfortable with loading and reloading the trailer? Can you show me how to do it?
- Do you know the procedures for cleaning the vehicle and for leaving unattended vehicles? Please run through the procedure for me.

Fuelling Vehicles/Trailing Equipment

- Do you know how to record the odometer readings and where to record them? Can you show me on the relevant forms?
- Are you familiar with the filling procedures (i.e., remove ignition key, enter relevant information, fill vehicle)? Is there anything that you would like to go over again? Can you run through the filling procedure for me?
- What information will you need to record when fuelling (i.e., relevant fuel and location details - daily check report) and where do you record it?

Accident Procedure

- Who do you attend in an accident?
- How do you check that the vehicle and loads are safe?
- Are you familiar with how to keep traffic flowing if it is possible and practical to do so? How do you do this?
- Do you know what information to obtain in case of an accident? Can you give me some examples?
- Do you know what information you are required to supply in an accident?
- Are you familiar with your rights regarding making statements? What are they?
- Do you know who to report an accident to? What is their name and what is their phone number?

Company Requirements

Have you read and understood the company requirements i.e.,

- **Carry tools**
- **Mattress care:** cover sheets
- **Reporting Accidents**
- **Accounting for pallets (including written information)**
- **Fuel procedures**
- **Complete vehicle daily check report**
- **Hill procedures:** do not run off greater than 110 km/h or exceed 2150 RPMs
- **Use of engine brake:** do not use in built up areas
- **Use of lanes:** Always right in metro areas
- **Fan use:** Horton fan in Adelaide Hills area
- **Gear selection:** correct use prior to entering Adelaide Hills
- **Trailers:** match trailer numbers with manifest
- **Uniform rules:** wear at all times
- **Tailgating forbidden**
- **Attitude:** maintain professionalism at all times
- **Pick up, delivery, and fridge setting instructions:** Check with operations
- **Passengers:** Only allowed if proper forms are completed
- **Arrival procedures:** call Adelaide depot 30 mins prior to arrival
- **Alcohol:** Not to be consumed or carried in vehicle
- **Reading:** no reading at all times

Paperwork

- Do you know what paperwork you need to fill out? And how to fill it out (ask for an example of each)

What is the difference between a Buddy, Coach and Mentor?

1. A Mentoring program seeks to assist the individual with their development, both personally and professionally;
2. A Coaching program seeks to increase the individual's job-related skills;
3. A Buddy program is solely involved with providing a one – point access to operationally necessary information. In essence, the development of the individual is not an expected output.

The primary aspects of the Buddy's role and responsibilities are detailed above.

The role of a Buddy must be distinguished from that of a Manager, Mentor or Coach:

A **MENTOR** is someone, typically more experienced, who is involved with the all-round development of an individual in their business, personally, or both.

You are not being asked to act as your new employee's Mentor – you are not responsible for their growth or development as an individual, and it is not part of the role of a Buddy to take on such a responsibility. You will not be assessed on your success as a Buddy by whether or not the new employee you work with develops as an individual during the six-month period.

A **COACH** is someone tasked with developing an individual's job-specific skills. You are not being asked to act as your new employee's Coach. Although your role as Buddy may involve you explaining some simple job-related issues, or explaining straightforward procedures, it is not your job to replace formal training processes. If you feel your new employee queries are too detailed or specialized for you to answer, direct them to their Supervisor or Manager.

You are not the new employee's Manager or Supervisor. Your role as Buddy does not mean you will be held responsible for your new employee's performance. If queries arise regarding performance, disciplinary or policy matters, while you are free to give your opinion, and advice on how to approach the matter, you are not in a position to adjudicate or resolve the matter. The new employee must be directed to their Manager or Supervisor for resolution of the relevant issue(s).

Buddy systems

Induction is all about making our new employees feel at home. Along the way, that also means helping them understand our company culture and the safety rules and others here. A Buddy program is a great tool to assist in both of these objectives.

It's tough being a new employee. You're not too sure what lies behind each door, there are enough acronyms and buzzwords to fill a book.

These concerns pale into insignificance, however, compared with the sheer confusion of not knowing what's 'normal' in the organization – what's 'right' and 'wrong' here – what's expected of me – what's the company's culture?

Not knowing the answer to these and similar questions makes every new employee feel like an 'outsider' – at least for a while.

Consequently, the typical new employee is less confident and somewhat insecure when it comes to relating with their colleagues – senior, peer or junior. Not knowing what's 'right', or what's 'accepted here', can make the new employee hesitant, and confused in interpreting the responses of others.

A Buddy program is a great way to accelerate the new employee's ability to deal with these early disconcerting issues.

By matching our new employees with a 'Buddy' – someone who has been in the company for a while – will assist in cultural integration and orientation. Done properly, our Managers and Supervisors will find that their interaction with new employees is much less about low level, operational issues, and much more about adding value.

Buddy Program's assist new employees in the early weeks of their employment.

This document is primarily designed to brief those who will be the new employee's Buddies, but it will also help new employees, and the Managers of both, understand more fully what the Buddy Program is, and what is expected of each party involved in the Buddy relationship.

The Buddy Program is an integral part of the company's orientation program for new employees. It is strongly recommended that you read this document in that context. Please refer to the Induction Checklist which covers all potential induction activities.

The Buddy Program matches new employees with employees who have been with the company for some time (typically 6 – 12 months), for a period of four weeks, with two goals:

1. To provide the new employee with a point of contact for general queries regarding day-to-day operational issues, and
2. To help the new employee integrate with the company by providing access to someone who is familiar with our culture, attitude and expectations.

By providing such a relationship, it is intended that:

1. The new employee will feel more at home with the company, in a quicker period;
2. Relatively straightforward queries regarding basic operational issues are dealt with in a timely and non-bureaucratic manner;
3. The initial confusion and uncertainty faced by all new employees is lessened;
4. Other orientation activities, can be related to actual real-world activities, and resulting basic queries can be resolved;
5. Our new employees find out how best to 'manage' us, the company, in a supportive and risk-reduced environment;
6. Manager /Supervisor time with new employees is freed up to deal with added value issues;
7. The new employee begins to add value more quickly, leading to increased confidence and self-esteem;
8. The Buddy is actively involved in making the company a better place to work, and our new employees more productive.

Employees are nominated by Departmental Managers, (sometimes in conjunction with Human Resources) on the basis of two criteria:

1. The employee's interpersonal skills; and
2. Their understanding and commitment to the company's vision and values.

Content of Buddy Discussions

Be familiar with the content of the induction schedule, so that you do not duplicate any training being provided there.

Your first meeting with your new employee should be introductory in nature. Show them around your department, introduce them to their colleagues, and direct them to where they will be working. Explain the operation of any equipment or systems they need in order to commence work.

Explain to the new employee how they can contact you during the day, and make it clear that you are available to them when required, but that they should use their discretion at all times. Explain that you will be meeting regularly (see below), and that non-urgent issues should be left until those times, but that anything that is materially hindering their work or performance can be discussed with you immediately.

Explain the difference between a Mentor, Coach and Manager (see above), and clear any ground rules regarding contact outside working hours (see below). Ask if they have any initial queries or issues, and deal with them. Then leave the new employee to get on with their assignment! – remember, your role is to help the new employee get on with the task at hand – not to prevent them from doing so!

During the working day, it may be reasonable to expect as many as 4 or 5 brief queries a day from the new employee in the first few days, tapering down to one or two a day thereafter. Although all new employees are different, after 2-3 months, you may hear little or nothing from them on a daily basis. THIS IS A GOOD SIGN. If you are still getting a large number of 'urgent' queries after the first month, then the Buddy program is not working, and you should speak to the program coordinator.

Your relationship with the new employee should be open, confidential, positive and supportive.

Discussions between you and the new employee should be confidential. The company has no interest in knowing the details of any discussions between you and the new employee, and we are not involved in monitoring Buddy relationships. We simply ask that you are supportive of the company and your co-workers. We discourage gossip and speculation within a Buddy relationship, particularly as many new employees are not in a position to form an opinion on most issues during their early months with us.

The Buddy relationship operates under a 'no-fault' termination mechanism. This means that if either the Buddy or the new employee so requests, the Buddy relationship immediately ends.

NO REASONS WILL BE SOUGHT OR PROFERRED

NO DISCUSSION WILL ENSUE.

NO BLAME WILL BE APPORTIONED

Questionnaire for the Buddy to use at the close of the program

This brief questionnaire is intended solely to help us in the review and re-design of the Buddy Program, in order that it can best meet everyone's needs.

The contents of the questionnaire are confidential, and are not used for any other purpose.

Please indicate which of the following apply, by circling the relevant number:

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree not disagree; 4 = Agree; 5 = Strongly agree

1. I was satisfactorily briefed regarding my role as a Buddy:

1 2 3 4 5

2. I was happy with the way in which I was allocated my Buddy:

1 2 3 4 5

3. My Buddy seemed satisfactorily briefed regarding his / her role;

1 2 3 4 5

4. I was happy with the support provided by Human Resources;

1 2 3 4 5

5. The frequency of our meetings was adequate;

1 2 3 4 5

6. The content of our discussions was appropriate;

1 2 3 4 5

What is Coaching?

As a Manager you are responsible for hiring, developing, motivating and rewarding people at work. You are the team Coach.

Coaching is a process used to guide others to discover the best way to accomplish a work goal effectively. The Coaching process used will help the individual be better at the way they go about their job. Coaching is a natural activity, which goes on in most workplaces. Those Managers who realise the enormous benefits of Coaching will also recognise the need to Coach well. Coaching can look different depending on the situation and the person.

Expert Coach

Sometimes the Coach is the Expert and will be able to provide advice, information and recommendations to help staff. This can be more of a directing role.

Sometimes the Coach will be a facilitator, where lots of open ended questions are asked of the employee, so the employee can facilitate their own learning.

Facilitator Coach

The facilitator or Mentor Coach stimulates the employee to learn by asking open ended questions and encouraging them to find their own solutions to their issues, rather than to teach them directly. By doing this, the Coach is allowing their Coachee to take the lead role, while offering them feedback, support and encouragement.

The Benefits of Coaching

Coaching is an integral part of performance management. A Manager can provide Coaching at any stage in an employee's development.

1. Developing employee's understanding of own strengths and weaknesses
2. Enhancing employee understanding of the work environment
3. Enhancing worker productivity and performance
4. Motivating and maximising the contribution of employees
5. Developing self-directed learning
6. Building individual and team capabilities
7. Increasing retention of employees
8. Review employees progress against objectives
9. Providing an environment where an employee feels free to express tensions, conflicts, concerns and problems in a non-threatening atmosphere.

Responsibility to be a Coach

Think of some current famous sporting Coaches. Think about what they are responsible for!

Some of the potential outcomes from a successful Coach are;

- Maximising potential of the team
- Winning
- Helping their people be the best
- Helping them holistically - physically/ mentally/ professionally
- Developing skills
- Determining strategies to overcome challenges
- Gaining confidence

How many of these do you take responsibility for at work?

Take responsibility for Coaching and get better results from your people. Be proactive, don't wait for your people to come to you.

Identifying Opportunities to Coach

One of the most important skills a Manager needs as a Coach is the ability to identify coaching needs and coaching opportunities in the workplace. Some of the signals that would suggest a coaching need or opportunity exists are:

- Your staff complain they are bored with their work
- Customers complain that staff take too long to respond
- A member of your staff is considered competent in regard to a key responsibility but you recognise the potential for that individual to do better
- Staff ask for more challenges through their performance objectives
- Error rates increase
- Increases in absenteeism and turnover

Coaching Activities

- Off the job training
- Reading How to Guides
- Video
- Mentoring
- Buddy system
- Specific assignments
- Observing how someone else does the job

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