

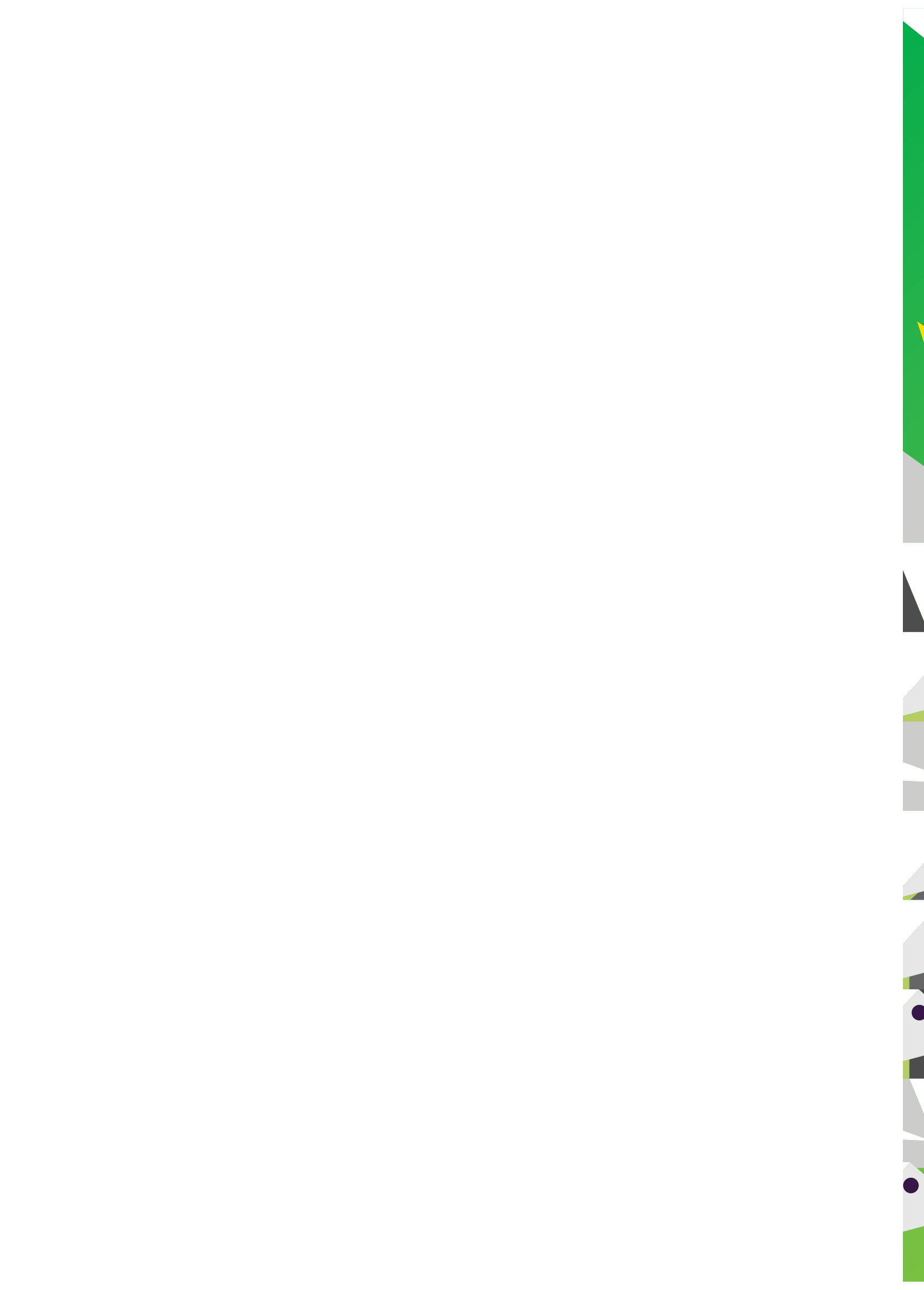
Section 2 *Continued*

Part 3

Leading the Work

Part 3: Leading The Work

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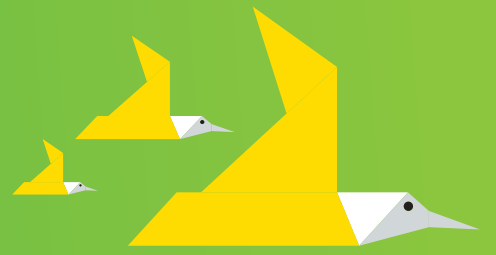


Parts 1&2

Checking In







Parts 1&2 Checking In

Reflection Exercise

1. I know what drives me as a leader, I am aware of my strengths and I am willing to keep learning and developing as a leader at Boral.
2. I know how to build trusting relationships with all of my team mates and I am comfortable having courageous conversations.
3. I take the time to look after myself so I can manage stress effectively and have the energy to keep others safe and productive.
4. I take the time to get to know my team, what is important to them, what their strengths and weaknesses are, and I am inclusive of their differences.
5. I am comfortable with using a range of leadership styles to suit the needs of my team and the situation.
6. I am skilled at giving feedback that supports the development of my team.

Part 3

Leading the work

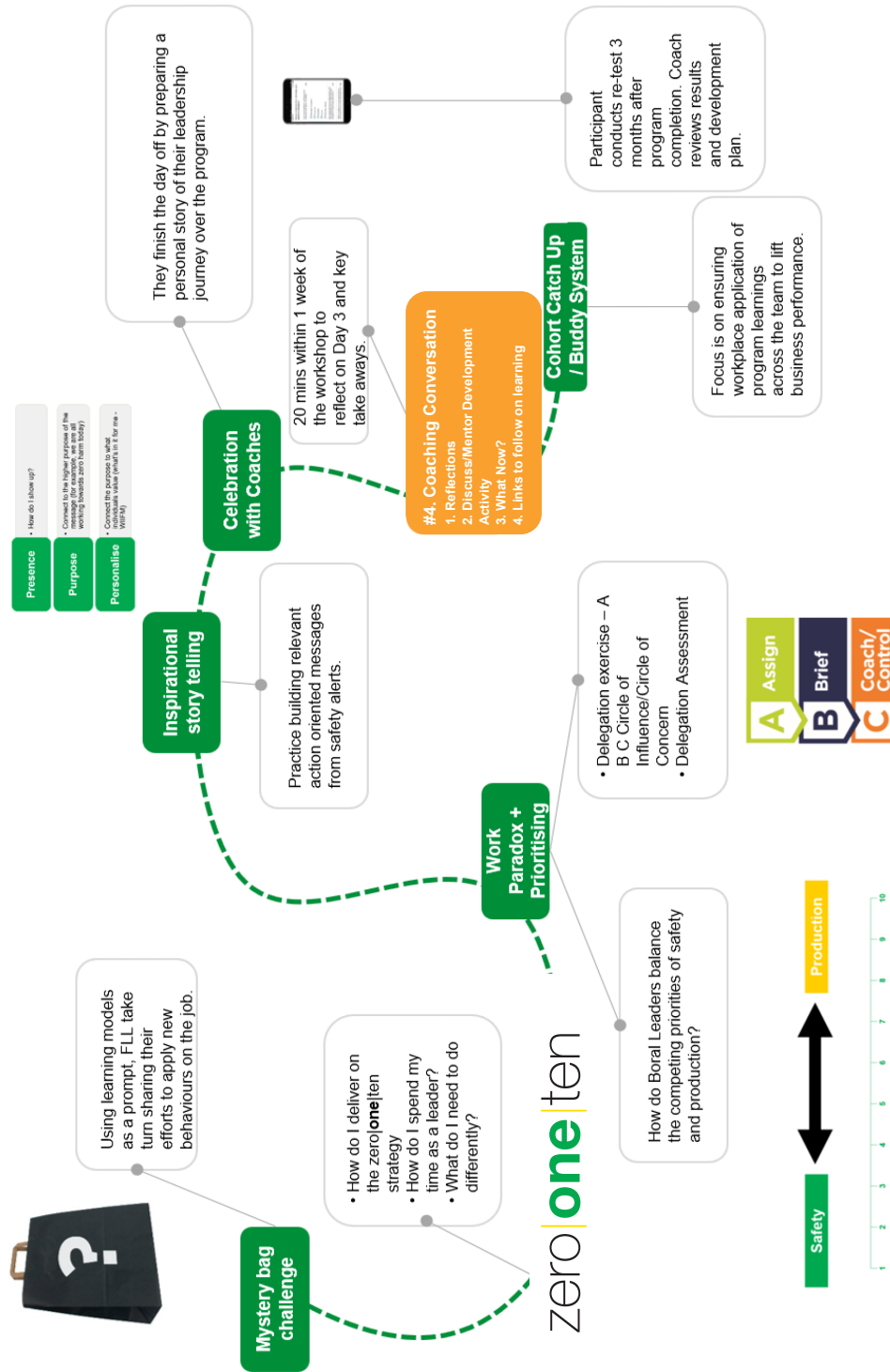




Part Three - Leading the Work

Part 3 Leading the work

Our Journey Together





Part 3 Leading the work

Day 3: Leading the Work

Learning Outcomes

1. As a Boral leader, safe production is the overriding commitment for myself and my team.
2. I can utilise the strengths of my team to get the right work done at the right time.
3. I know how to inspire my team to deliver on the zero|one|ten strategy

(1 = agree; 10 = disagree)



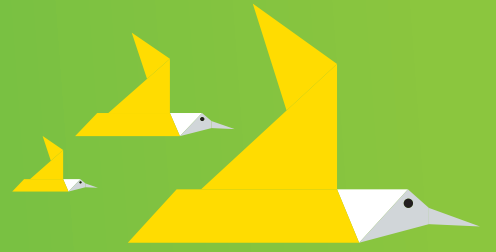


3a

Delivering
zero|one|ten







3a *Delivering zero|one|ten*

Delivering zero|one|ten

What is the strategy of Boral (as you understand it)?

How do you, as a leader, deliver on that strategy?



3a Delivering zero|one|ten

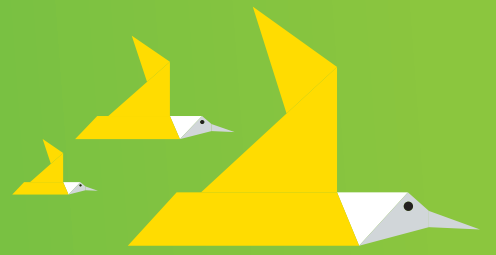
Delivering zero|one|ten

What do you most enjoy doing?

What do you least enjoy doing?

What is most important?

What is least important?



3a *Delivering zero|one|ten*

Insights: Delivering zero|one|ten

1. What did you notice about the way you approach your work? (How does it align with zero|one|ten? Where do you spend most of your time? Do you avoid certain responsibilities?) How do you, as a leader, deliver on that strategy?

2. Where did your leadership responsibilities show up?

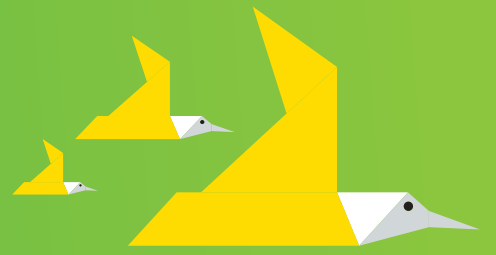
3. What strategies can you put in place to ensure you are getting the right work done at the right time? (Do you need to reframe, delegate etc?)

3b

Competing
Priorities

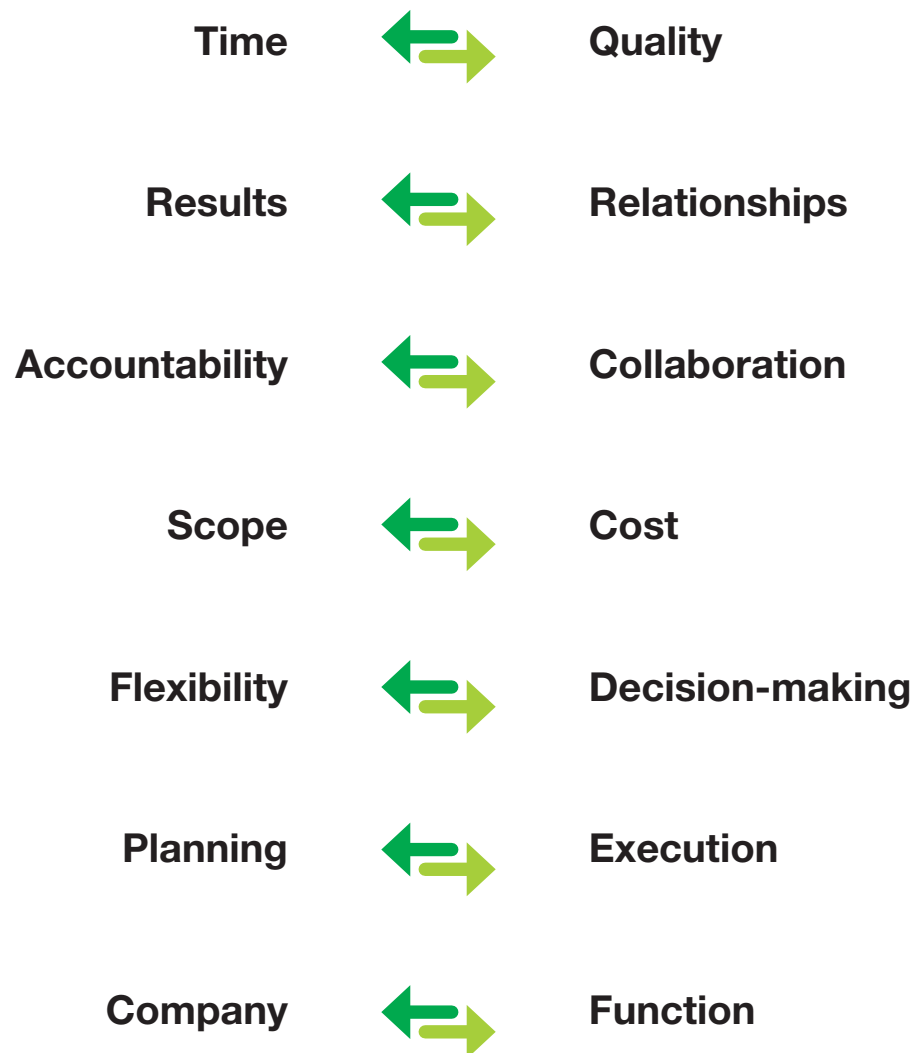






3b Competing Priorities

Some Common Competing Priorities



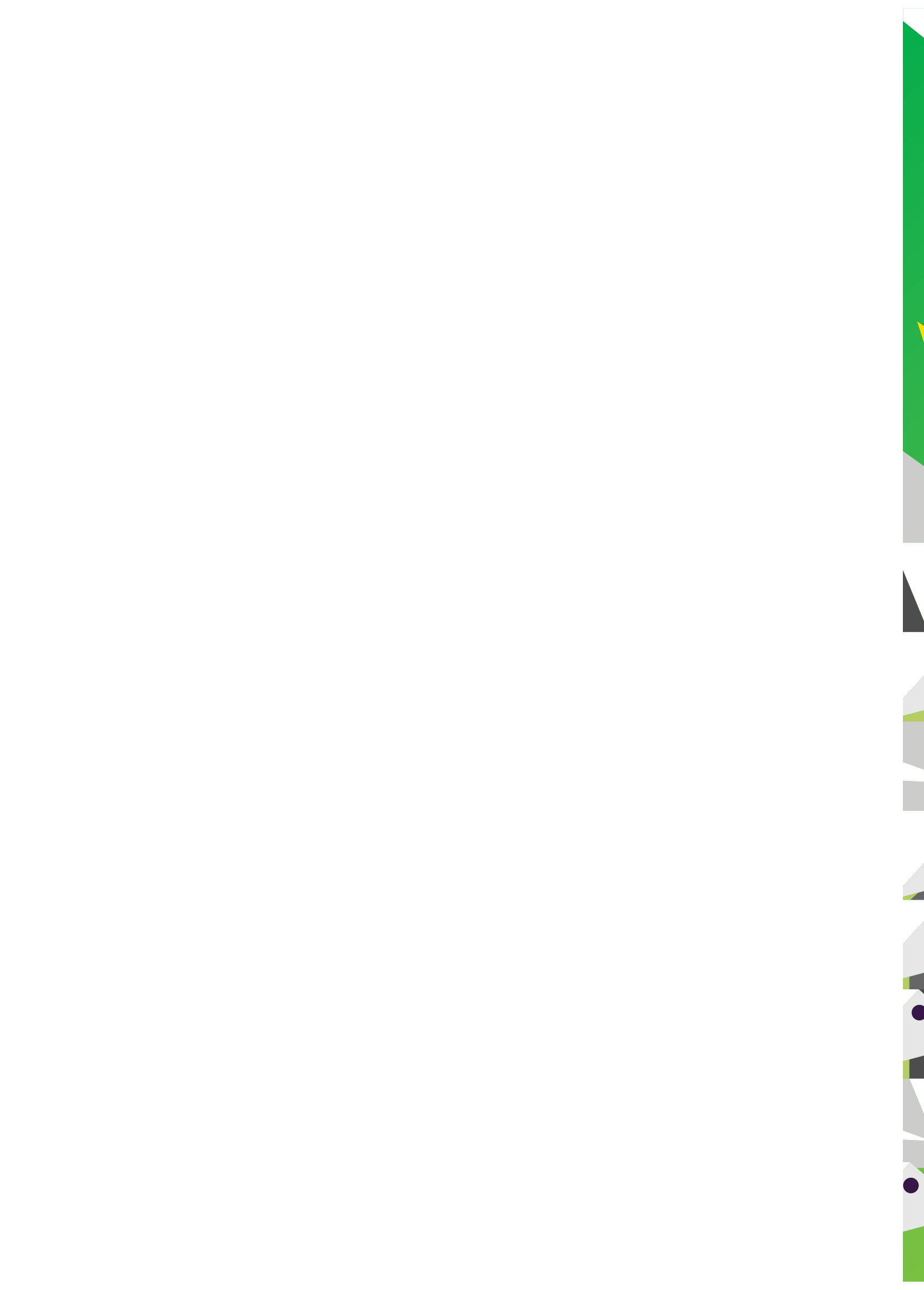


3b Competing Priorities

Safe Production at Boral

<p>Value of prioritising safety</p>	<p>Value of prioritising production</p>
<p>Concerns of prioritising safety</p>	<p>Concerns of prioritising production</p>





3c

Delegating



3d Delegating

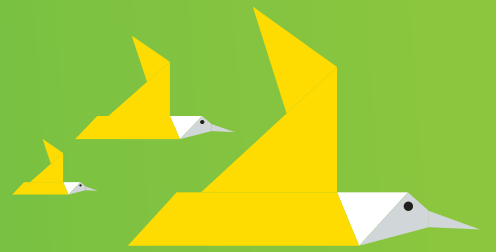
Delegating Strategically

Delegation self-assessment

Do you delegate effectively?

This survey is designed to give a general assessment of your delegation skills. Using the following key, circle the number next to each statement that reflects how often you identify with the statement. Score yourself at the end of the assessment.

		Always	Usually	Sometimes	Rarely	Never
1	I describe the background for the task or project and give clear directions when I delegate.	4	3	2	1	0
2	I feel in control, even with projects I've delegated to staff, who in turn may delegate to their direct reports.	4	3	2	1	0
3	I "model the way" by taking the time to train and develop a direct report as part of my engagement in the delegation.	4	3	2	1	0
4	I believe that delegating tasks is an appropriate use of my time.	4	3	2	1	0
5	I allow delegates to complete tasks independently and learn from their mistakes along the way.	4	3	2	1	0
6	I examine obstacles delegates may face and discuss these openly with them.	4	3	2	1	0
7	I determine, with the involvement of my manager, what political or organisational issues could impact the delegate's project.	4	3	2	1	0
8	I have contingency plans for delegated tasks to make sure they get done.	4	3	2	1	0
9	I have developed and implemented an evaluation plan to monitor how well delegates perform the assignment task.	4	3	2	1	0
10	I encourage my staff to make their own decisions and to solve problems related to the work they've been delegated.	4	3	2	1	0

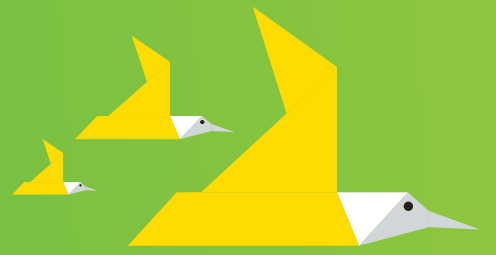


		Always	Usually	Sometimes	Rarely	Never
11	I try to determine a person's motivational needs when delegating tasks.	4	3	2	1	0
12	I treat delegation as a productivity maximiser and as a method of developing staff skills.	4	3	2	1	0
13	I see my role as that of a general contractor or conductor; I see the big picture while orchestrating the activities of delegates.	4	3	2	1	0
14	I don't hesitate to delegate a task that may be at the limit of a staff member's current capabilities.	4	3	2	1	0
15	I assess a person's knowledge, skills, and abilities before delegating a project and make sure they have the resources they need.	4	3	2	1	0
16	I never do anything that can be handled by someone on my team.	4	3	2	1	0
17	I ensure that progress reviews are held at milestones for delegated work.	4	3	2	1	0
18	I give the delegate latitude for how he/she will execute the project; I focus primarily on the results that are achieved.	4	3	2	1	0
19	At the end of the projects, I require that debriefs are held and cover what went well, what could be improved, and what was learned.	4	3	2	1	0
20	My approach to delegation management depends on employing 'soft skills' such as creative problem solving, communication, and persuasion.	4	3	2	1	0

		Always	Usually	Sometimes	Rarely	Never
21	I assess the extent that the delegate has taken ownership of the task and is committed to completing it successfully.	4	3	2	1	0
22	Workload considerations are something I factor into the choice of a delegate.	4	3	2	1	0
23	When I am reluctant to delegate something, I examine my motives to assess what is holding me back.	4	3	2	1	0
24	When a delegation I've made isn't progressing as it should, I consider organisational issues and dynamics as well as what the delegate did and did not do.	4	3	2	1	0
25	My assessment of the delegate, the situation, and my own point of view about the project dictate how involved I am in the delegation.	4	3	2	1	0
Subtotals (add each column)		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grand Total					<input type="text"/>	

Delegation scoring guide

- **80-100 points** means that you are generally comfortable with your role as a delegator and understand the importance of delegation to your effectiveness. This workshop will allow you to build on the skills you already have.
- **60-79 points** means that you accept the need to delegate work and attempt to do so. Opportunities for improvement remain that suggest extra attention. Use this program as a chance to dig deeper into the principles that characterise successful delegation.
- **Less than 60 points** indicates that you are either relatively new to using delegation as a management tool or you are battling obstacles to delegation. Use this program to focus your development efforts on the skills you need as a delegator.



3d Delegating

Delegation ABC's

A

Assign

- Understand the purpose or organisational need for the task or project
- Define the result expected in measurable terms
- Do a capability assessment of your delegate
- Expand your go-to people
- Determine a contingency or “Plan B” if something goes awry

B

Brief

- Aim for a two-way dialogue
- Provide the what and why
- Establish a timeframe
- Identify responsibilities and resources
- Clarify understanding and get commitment

C

Coach/Control

- Establish the appropriate level of control over the assignment:
 - Recommend
 - Inform then initiate, or
 - Act on your own (with status updates)
- Define a plan for monitoring progress and provide coaching support
- Follow up
- Evaluate the outcomes in terms of:
 - Delegate's roles
 - Work/performance outcomes



3d Delegating

Delegation Planning Tool

Assign

What is the task?

Who can you delegate this task to? Consider a team member with whom:

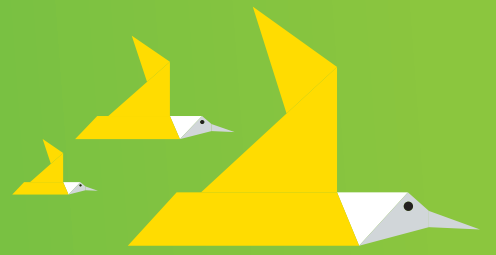
- You want to build go-to performance
- You want to stretch
- You want to reposition positively

Delegate name:

Brief

What details will you share with the team member about the “what” and the “why” (time frame, resources, etc.)? How will you explain how this project fits into the bigger strategy of the organisation?

How will you gain and verify commitment from the team member?



3d Delegating

Coach / Control

What type of coaching/development will this team member need?

What level of control will be appropriate (recommend, inform, then initiate, or act)?

What is your plan for monitoring progress over time?

How will you evaluate the outcomes with respect to:

- The team member's role?

- Work/performance outcomes?



3d Delegating

Consider the ‘what’s...

What

What have you learnt about yourself today?

So What

What implications does this have for your leadership?

Now What

What are you going to do about it?





3d

Inspirational
story telling



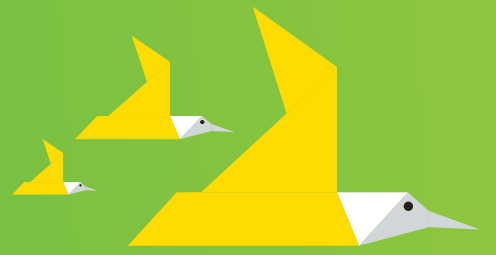


3d Inspirational story telling

When do we need to be inspirational at Boral?

What makes someone a great communicator?

What makes public speaking hard/scary?



3d Inspirational story telling

The three 'P's of public speaking

Presence

How do I show up?

Purpose

Connect to the higher purpose of the message
(for example, we are all working towards zero
harm today)

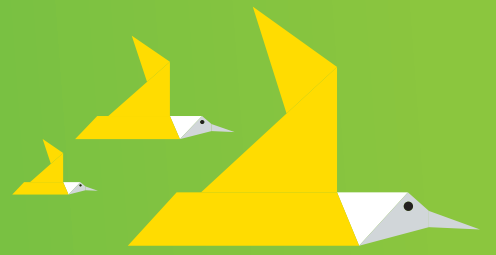
Personalise

Connect the purpose to what individuals value
(what's in it for me - WIIFM)

3d Inspirational story telling

Communicating for impact

Posture & Movement	Gestures & Facial Expression
<ul style="list-style-type: none"> • Use the “ready position” when standing – knees relaxed, weight and energy forward. • Lean slightly forward when seated, with small of back against chair. • Move purposefully, walking toward people and tying in with eye communication. 	<ul style="list-style-type: none"> • Allow your natural gestures to surface as they do when you are conversing with friends. • Rest your arms at your sides in a natural position when not gesturing (no fig leaf, parade rest, or other limiting positions). • Show your personal impact and enthusiasm by using natural gestures.
Eye Communication	Voice, Language & Pauses
<ul style="list-style-type: none"> • Maintain 3 - 6 seconds of eye communication with each listener. This helps to focus your thoughts. • Finish a thought or sentence with one person or portion of the audience at a time. • Benefit from the “ripple effect” – still focus on individuals but use a random pattern. • When seated, include the persons sitting next to you. They typically receive little, if any, eye communication. 	<ul style="list-style-type: none"> • Relax your upper body to “let” your voice out rather than push it out. • Use vocal projection to create attention and focus. • Be brief, pointed, and specific in your language. • Pause to avoid “um” and “uh” fillers and to allow for interaction. • Create word pictures to help your audience visualise your points. • Use vivid, specific language, adjectives, and adverbs to make your presentation come alive.



3d Inspirational story telling

Creating an inspirational message

Converting a Safety Alert

Think about the business strategy that aligns with this safety message and for which you need to gain strong commitment.

What is the larger purpose of this message?

What are things others care about that are connected to this purpose?

Ask yourself, "Is there a story I can use to illustrate why this matters? Can I paint a verbal image of what this is about using a metaphor?"

Identify three key points to support your message.

How will I demonstrate sincerity in this message?



3b Competing Priorities

Three P's Checklist

Presence

Moderate pace of speech	<input type="checkbox"/>
Strong posture	<input type="checkbox"/>
Be present, no distractions	<input type="checkbox"/>
Pause to avoid "um" and "uh" fillers and to allow for interaction	<input type="checkbox"/>
Use natural, authentic gestures	<input type="checkbox"/>
Succinct sentences - no "run-ons"	<input type="checkbox"/>
Sustained, steady, and direct eye communication	<input type="checkbox"/>
Avoid fiddling with pens, hands & hair	<input type="checkbox"/>
Consider your tone - not monotone	<input type="checkbox"/>

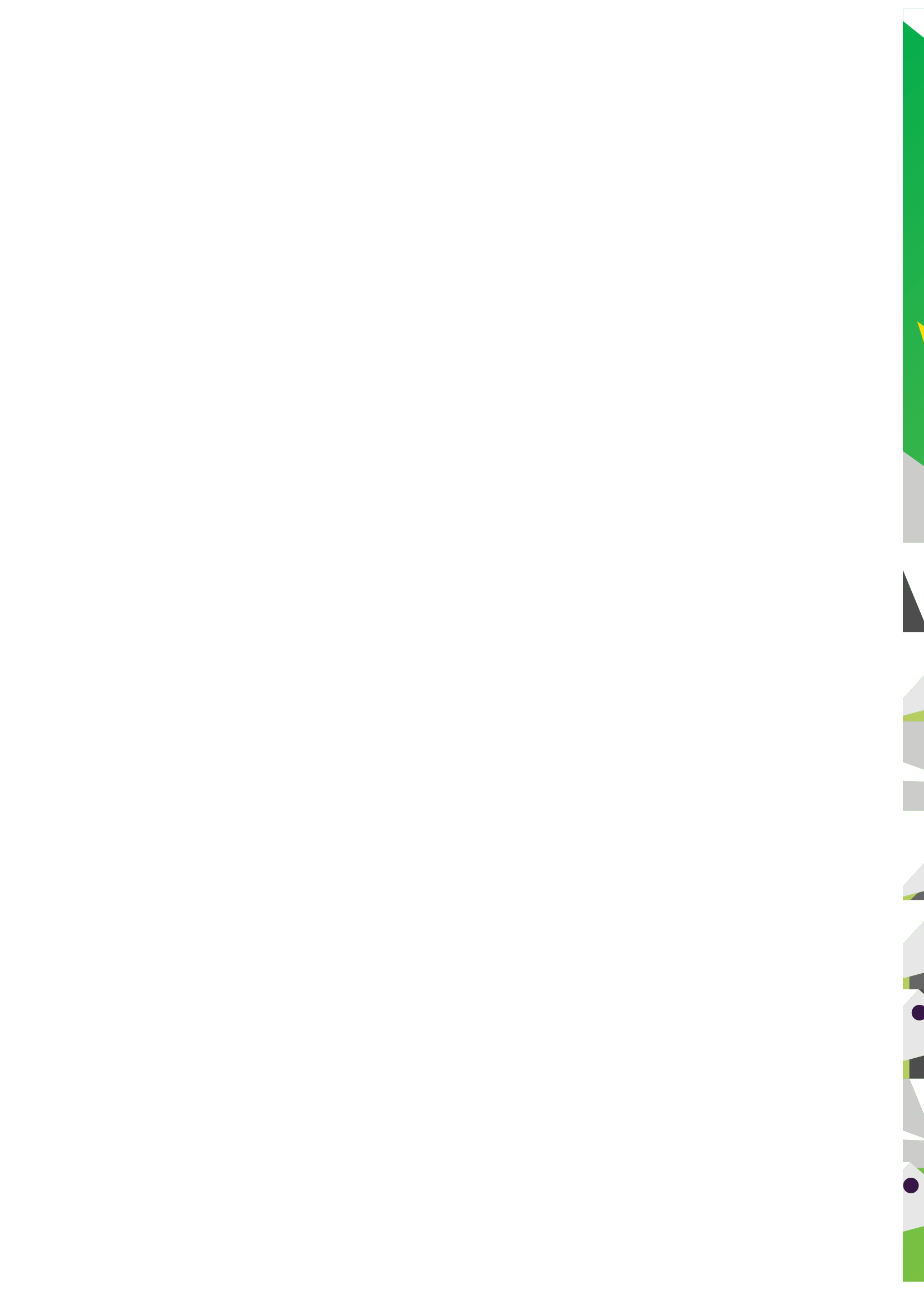
Purpose

Was the larger purpose of this message clear?	<input type="checkbox"/>
Was it linked to zero one ten	<input type="checkbox"/>
Do you know how it will make a difference to the business?	<input type="checkbox"/>

Personalise

Was the WIIFM message clear?	<input type="checkbox"/>
Did they use a story to illustrate why it matters?	<input type="checkbox"/>



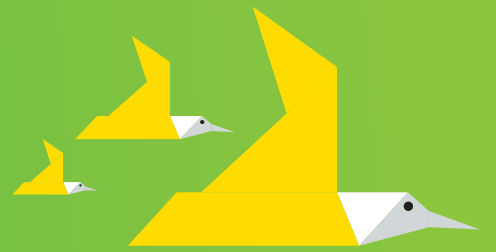


3e

My Leadership Story







3e My Leadership Story

Preparing your leadership story

What part of the program did I connect with the most?

Tip: How has this impacted you personally? Be sincere

How will the program impact others in the organisation?

Tip: What will be different?

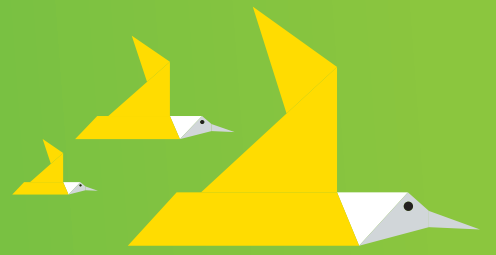
Why is the investment in this leadership journey so important to Boral?

Tip: Is there a story you can use to illustrate why this matters?



3e My Leadership Story

Preparing your leadership story



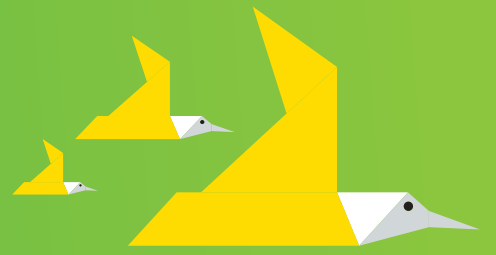
A series of 20 horizontal lines for writing, spanning the width of the page. The lines are evenly spaced and extend from the left margin to the right margin.



Next Steps







Next Steps

Reflections and Key Learnings

- Reflecting on the workshop, which of the key learning models are you already doing well?

- Prepare to share a story of where you have been successful with one of these key learning models.

- What are your peers doing really well with? What did you learn from their successes?

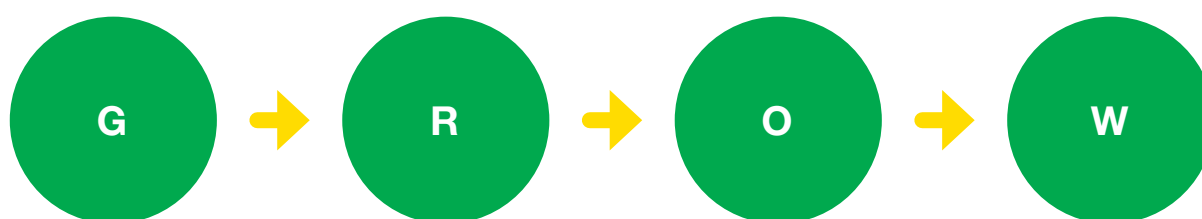
- If you role model the key behaviours from this workshop, what might the future look like for you and your team?

- If all of the FLLs are role modelling this style of leadership what might the impact be?

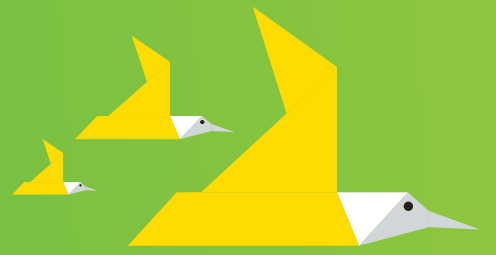


Next Steps

Part 3: Leading Work Development Conversation



Foundation			
Goals	Reality	Options/ Obstacles	Way Forward/ Will
<ul style="list-style-type: none"> What is your goal in this area? 	<ul style="list-style-type: none"> Why did you pick this goal? 	<ul style="list-style-type: none"> What will get in the way of you achieving this goal? 	<ul style="list-style-type: none"> What actions will you take to reach this goal?



Next Steps

Preparing for your development conversation

Action reminders:

Prepare for your session by thinking about the coaching model below. Your senior leader will ask you about your goals, what you want to achieve and how you will get there.

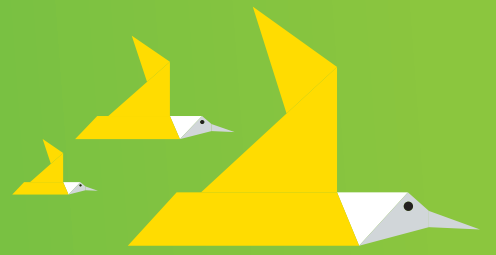
You might like to review your diagnostic again. What has changed since the last time you reviewed it?

Stretch			
Goals	Reality	Options/Obstacles	Way Forward/ Will
<ul style="list-style-type: none"> • What do you want to achieve? • What is your goal in this area? • Why is it important for you to improve? • How will this improve your leadership? 	<ul style="list-style-type: none"> • What, Where, Who, When, How? • Why did you rate yourself this way? • Tell me about a situation where you have done this well? • How do others see you? What feedback have you received on this specific skill? • Are there any discrepancies? 	<ul style="list-style-type: none"> • What could you do/ What could stop you? • What skills, abilities, experiences are required to help you be successful in this area? 	<ul style="list-style-type: none"> • What is the plan/ When will you start? • What can you do next week? • Do you need anyone to support you? • What change will you expect to see?



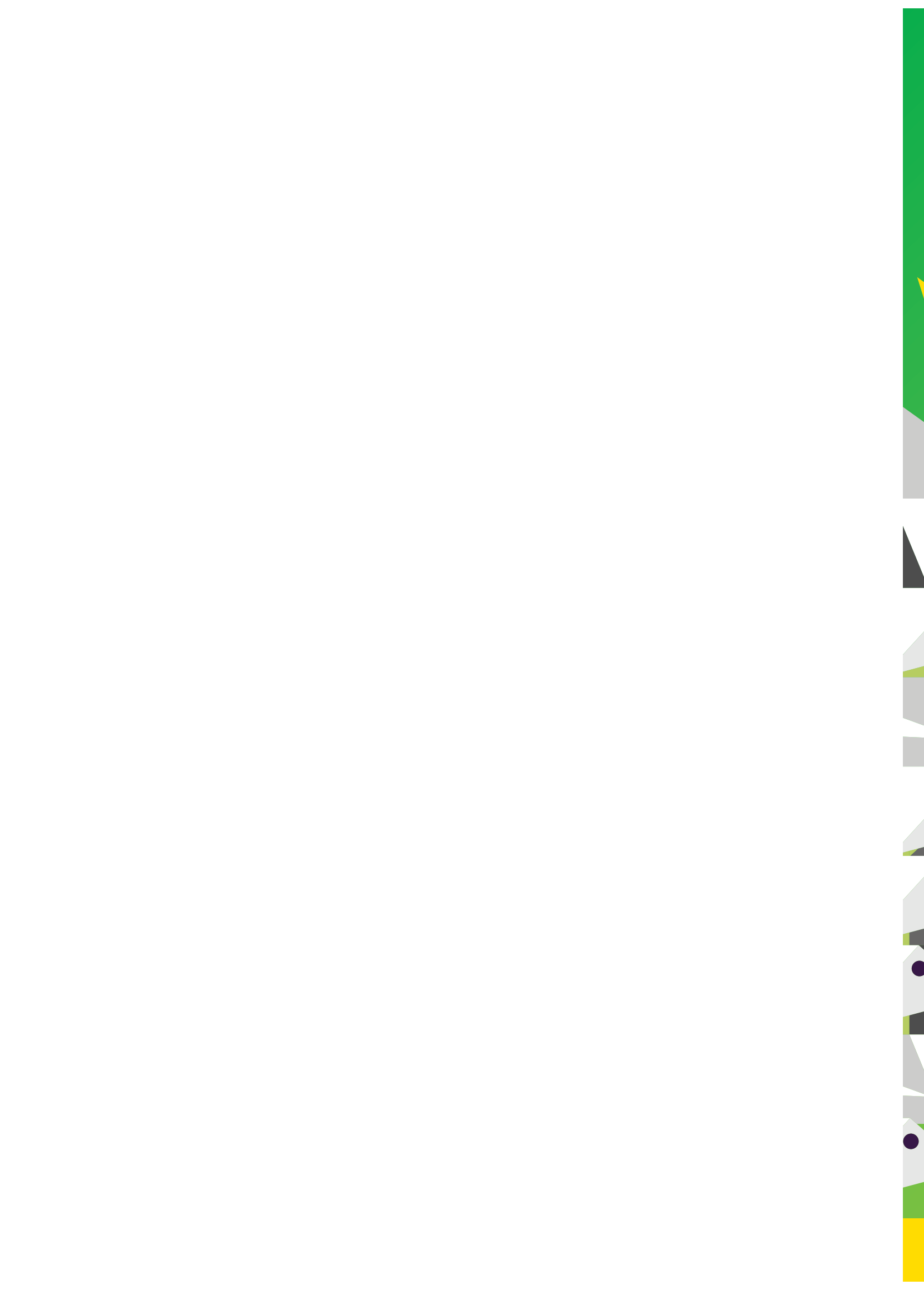
Next Steps

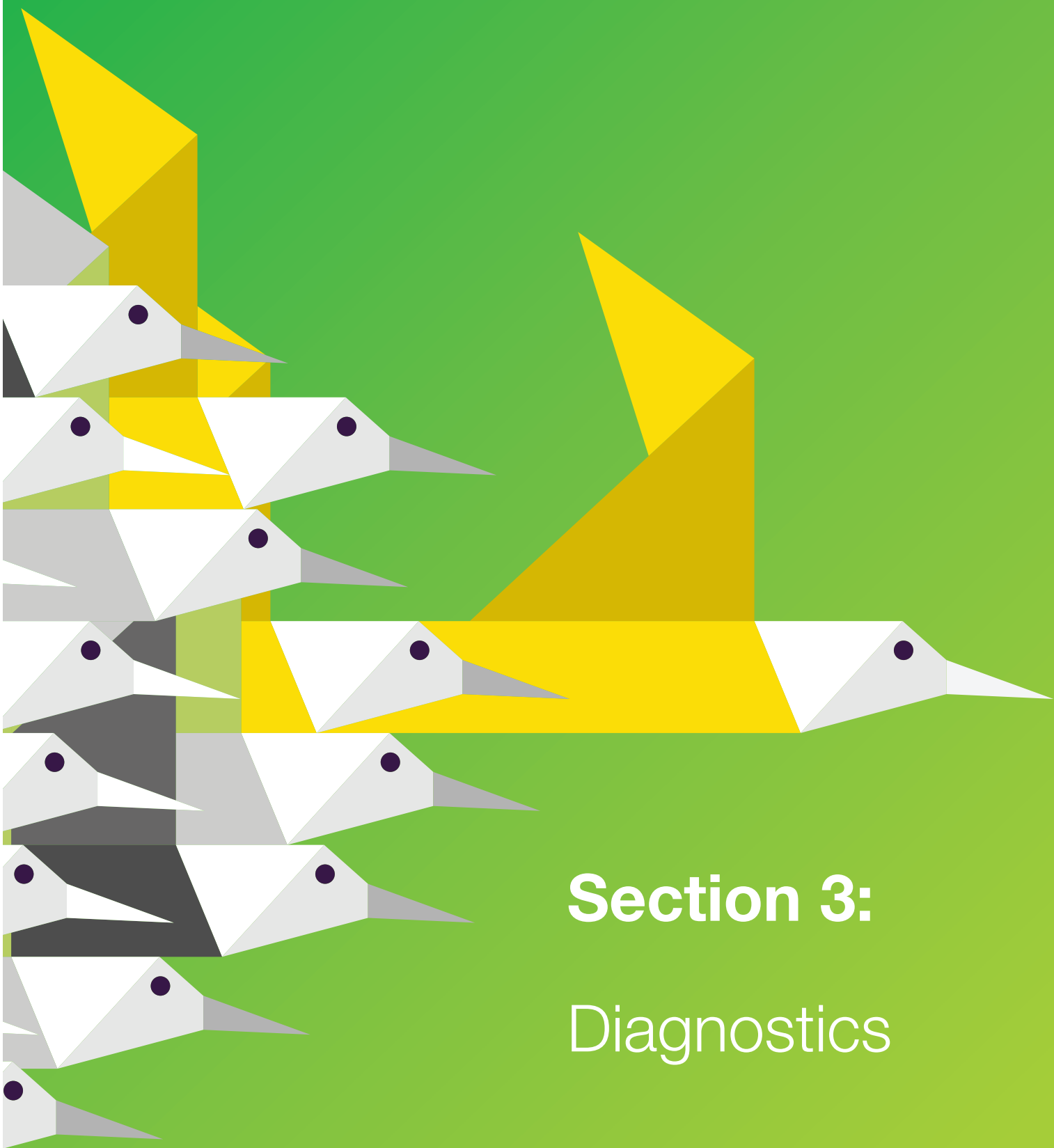
Preparing for your development conversation



Next Steps

Every day leadership - How will I
show up tomorrow?



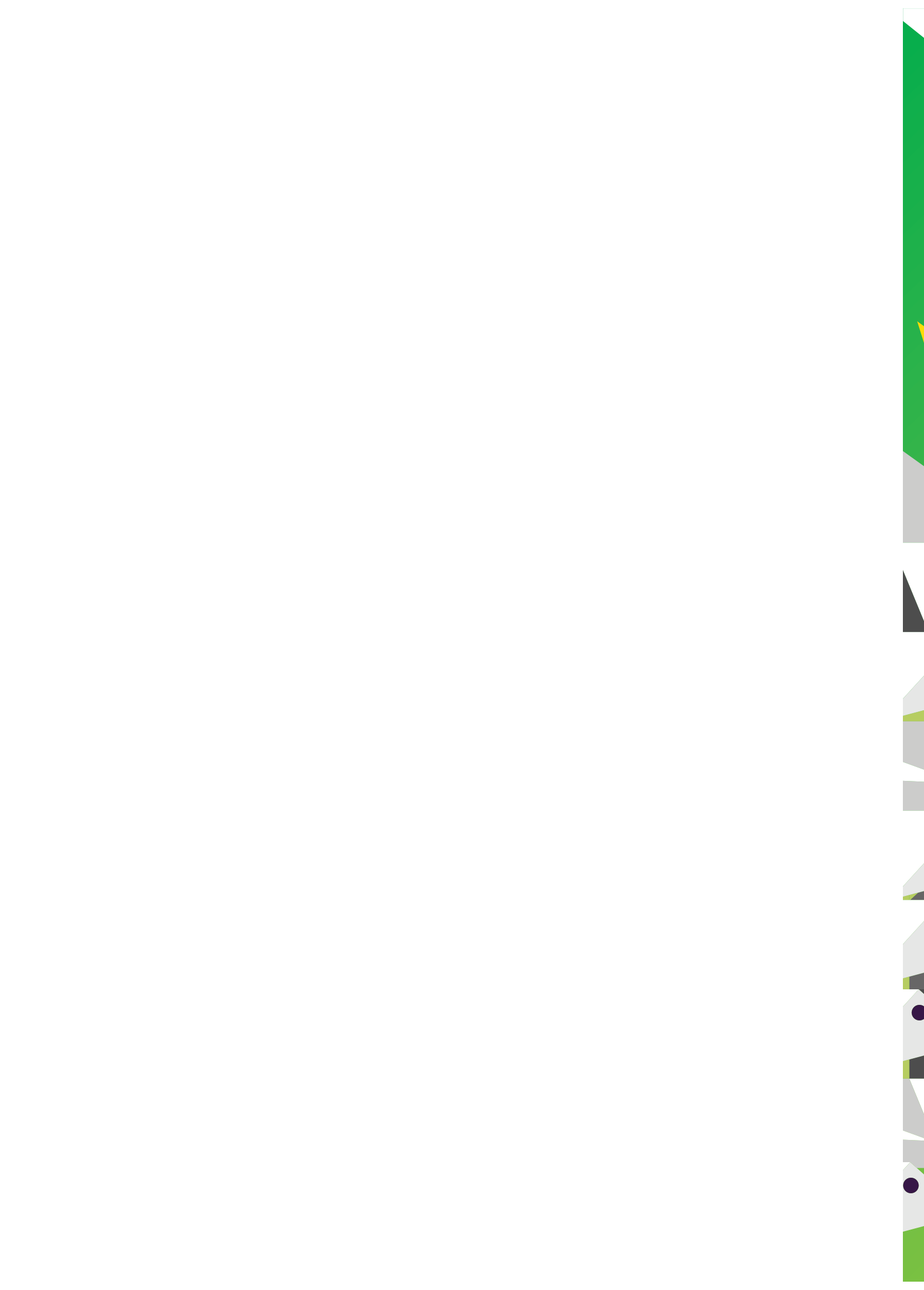


Section 3:

Diagnostics

Diagnostics

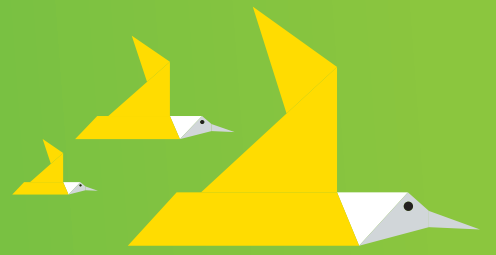
Self Diagnostic	207
Diagnostic for Team Completion	215



Self Diagnostic







Self Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
TRUST					
My words and actions are consistent	1	2	3	4	5
My team knows that I genuinely care about them	1	2	3	4	5
I ask for help when I need it, whether it be from my team or my manager	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
COURAGE					
I address safety issues and risks as soon as I see them	1	2	3	4	5
I stand my ground when it matters	1	2	3	4	5
I treat others fairly and speak up on their behalf	1	2	3	4	5
Score					

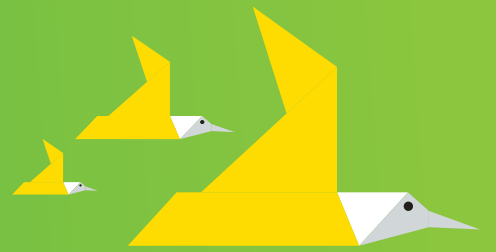


Self Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
RESILIENCE					
I know what stresses/frustrates me and can manage myself effectively when this happens	1	2	3	4	5
I take time to manage my physical and mental wellbeing so I have energy in and out of work	1	2	3	4	5
When something goes wrong I look for a solution and move forward (bounce back)	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
BUILDS EFFECTIVE TEAMS					
I trust that my team will do the best that they can	1	2	3	4	5
I take the time to show appreciation to my team	1	2	3	4	5
I have a range of leadership styles which I can use depending on the person or situation	1	2	3	4	5
Score					



Self Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
DIVERSITY					
I promote a team environment that supports differences and provides opportunities for development for all of my team	1	2	3	4	5
I know my team and respect the diversity of their experiences, strengths, values and motivations	1	2	3	4	5
I recognise my biases and how they impact my workplace interactions and decisions	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
MANAGES CONFLICT					
I am able to stay calm when others are not and I am also able to calm others down	1	2	3	4	5
I value differences of opinion and use it as an opportunity to find new and better solutions	1	2	3	4	5
I prioritise safe production over creating an environment where everyone is getting along	1	2	3	4	5
Score					



Self Diagnostic

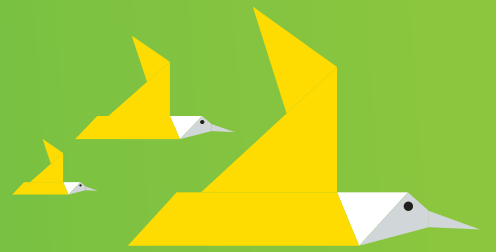
Diagnostic

Never Rarely Sometimes Often Always

COMMUNICATES EFFECTIVELY					
My toolboxes are engaging and I use them to give my team the information they need to do a good job	1	2	3	4	5
I utilise the expertise in my team and support them to solve problems effectively	1	2	3	4	5
I give my team timely feedback that supports them to develop their skills	1	2	3	4	5
Score					

Never Rarely Sometimes Often Always

DIRECTS WORK					
I work with my team to use BPS and Lean	1	2	3	4	5
I can manage my workload effectively and know how to prioritise safety and production	1	2	3	4	5
I provide appropriate guidance and direction based on my team members capability	1	2	3	4	5
Score					

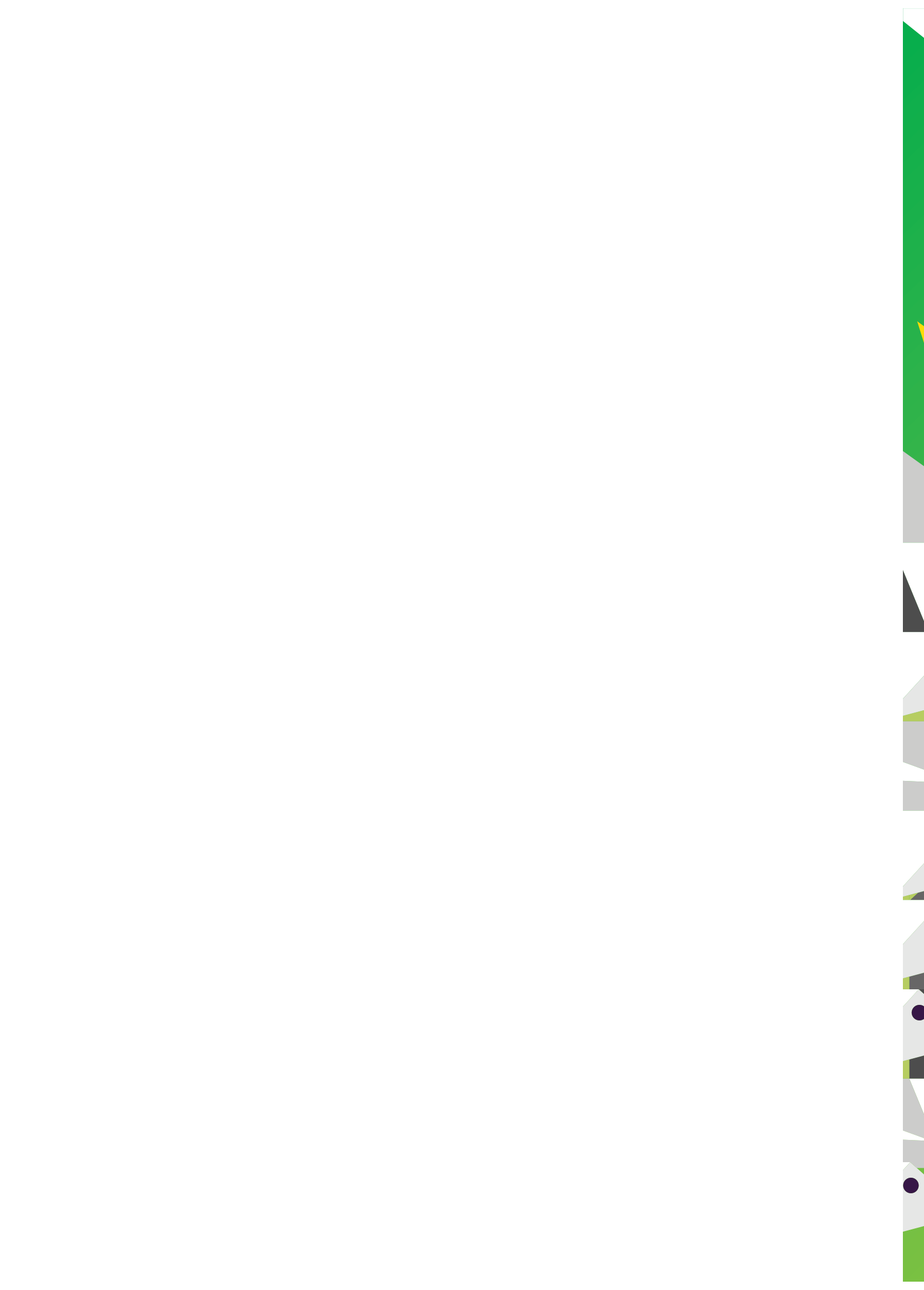


Self Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
ENSURES ACCOUNTABILITY					
I check in to see how things are going and know where things stand	1	2	3	4	5
I am responsible for my team's performance	1	2	3	4	5
I communicate performance goals clearly and hold my team accountable for achieving them	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
CUSTOMER FOCUS					
I understand the needs of my customers	1	2	3	4	5
I let my customer know when plans change, even when it might be disappointing	1	2	3	4	5
I have positive relationships with my customers	1	2	3	4	5
Score					



Leader Diagnostic







Leader Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
TRUST					
Their words and actions are consistent	1	2	3	4	5
Our team knows that they genuinely care about them	1	2	3	4	5
They ask for help when they need it, whether it be from the team or from their my senior leader.	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
COURAGE					
They address safety issues and risks as soon as they see them	1	2	3	4	5
They stand their ground when it matters	1	2	3	4	5
They treat others fairly and speak up on their behalf	1	2	3	4	5
Score					

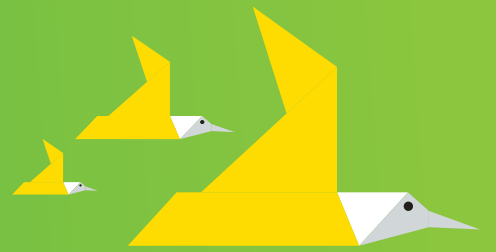


Leader Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
RESILIENCE					
They know what stresses/frustrates them and can manage themselves effectively when this happens	1	2	3	4	5
They take time to manage their physical and mental wellbeing so they have energy in and out of work	1	2	3	4	5
When something goes wrong they look for a solution and move forward (bounce back)	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
BUILDS EFFECTIVE TEAMS					
They trust that the team will do the best that they can	1	2	3	4	5
They take the time to show appreciation to the team	1	2	3	4	5
They have a range of leadership styles which they can use depending on the person or situation	1	2	3	4	5
Score					



Leader Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
DIVERSITY					
They promote a team environment that supports differences and provides opportunities for development for all of our team	1	2	3	4	5
They know the team and respect the diversity of their experiences, strengths, values and motivations	1	2	3	4	5
They recognise their biases and how they impact our workplace interactions and decisions	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
MANAGES CONFLICT					
They are able to stay calm when others are not and I can also able to calm others down	1	2	3	4	5
They value differences of opinion and use it as an opportunity to find new and better solutions	1	2	3	4	5
They prioritise safe production over creating an environment where everyone is getting along	1	2	3	4	5
Score					



Leader Diagnostic

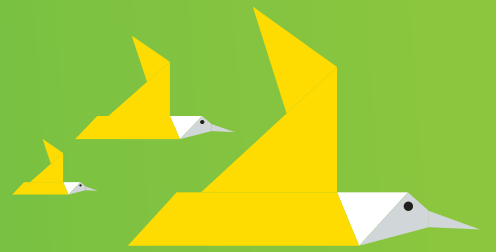
Diagnostic

Never Rarely Sometimes Often Always

COMMUNICATES EFFECTIVELY					
My leaders toolboxes are engaging and they use them to give the team the information we need to do a good job	1	2	3	4	5
They take the time to listen to the team and to ask good questions in order to support us to solve problems effectively	1	2	3	4	5
They give the team timely feedback that supports us to develop our skills	1	2	3	4	5
Score					

Never Rarely Sometimes Often Always

DIRECTS WORK					
They work with the team to use BPS and Lean	1	2	3	4	5
They can manage their workload effectively and know how to prioritise safety and production	1	2	3	4	5
They provide appropriate guidance and direction based on our team members capability	1	2	3	4	5
Score					



Leader Diagnostic

Diagnostic

	Never	Rarely	Sometimes	Often	Always
ENSURES ACCOUNTABILITY					
They check in to see how things are going and know where things stand	1	2	3	4	5
They are responsible for our team's performance	1	2	3	4	5
They communicate performance goals clearly and hold our team accountable for achieving them	1	2	3	4	5
Score					

	Never	Rarely	Sometimes	Often	Always
CUSTOMER FOCUS					
They understand the needs of our customers	1	2	3	4	5
They let our customer know when plans change, even when it might be disappointing	1	2	3	4	5
They have positive relationships with our customers	1	2	3	4	5
Score					

