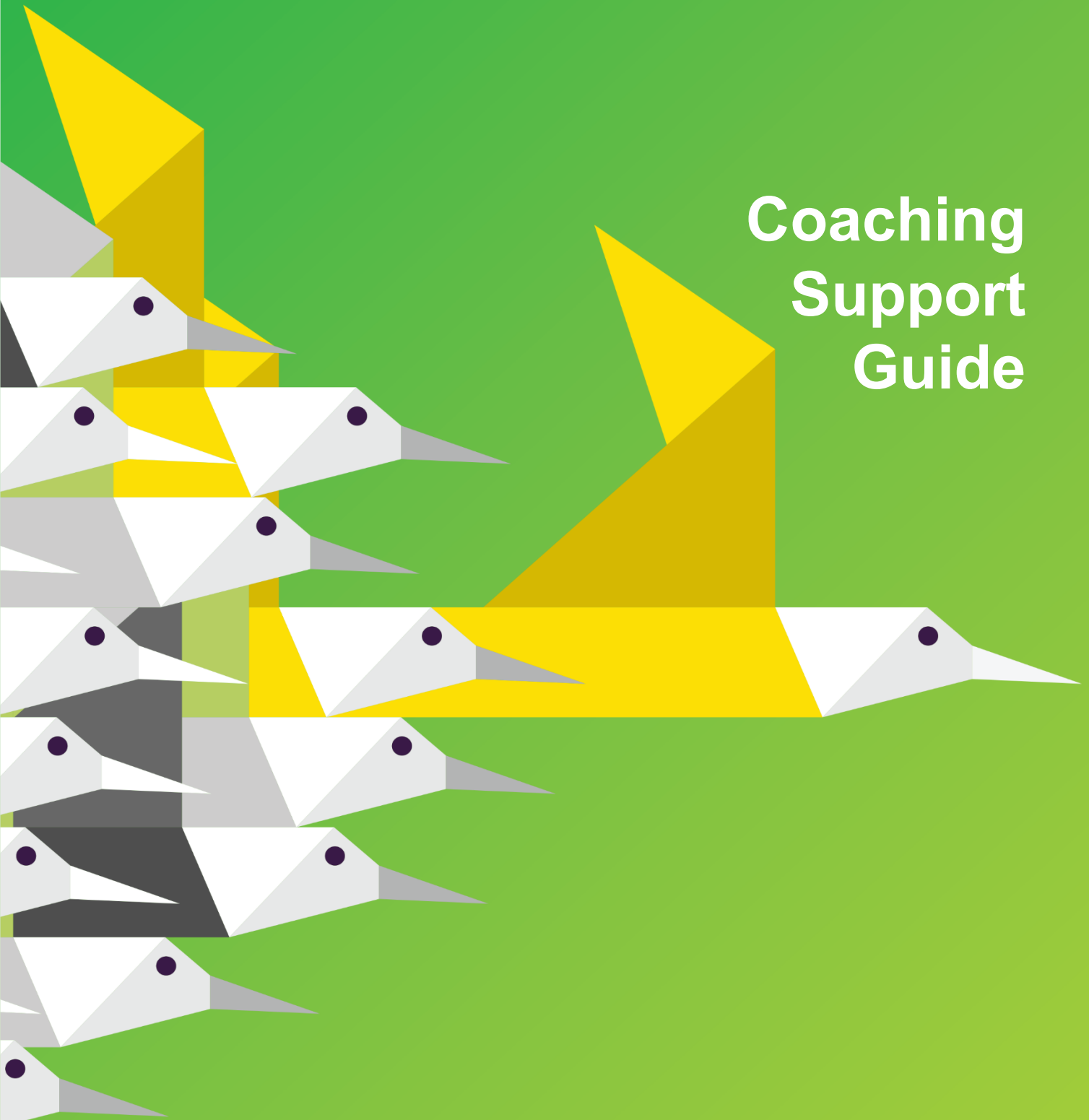


zero|one|ten  
Leader



# Coaching Support Guide





# Coaching Guide Content

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# How to use this Coaching Guide

- The purpose of this Coaching Guide is to provide you with a tool to support you in your role as a coach for the zero|one|ten Leader program.
- This Coaching Guide will provide a summary of the key learning elements from each of the three stages – Leading Self, Others and Work.
- You play the critical role in the success of this project:

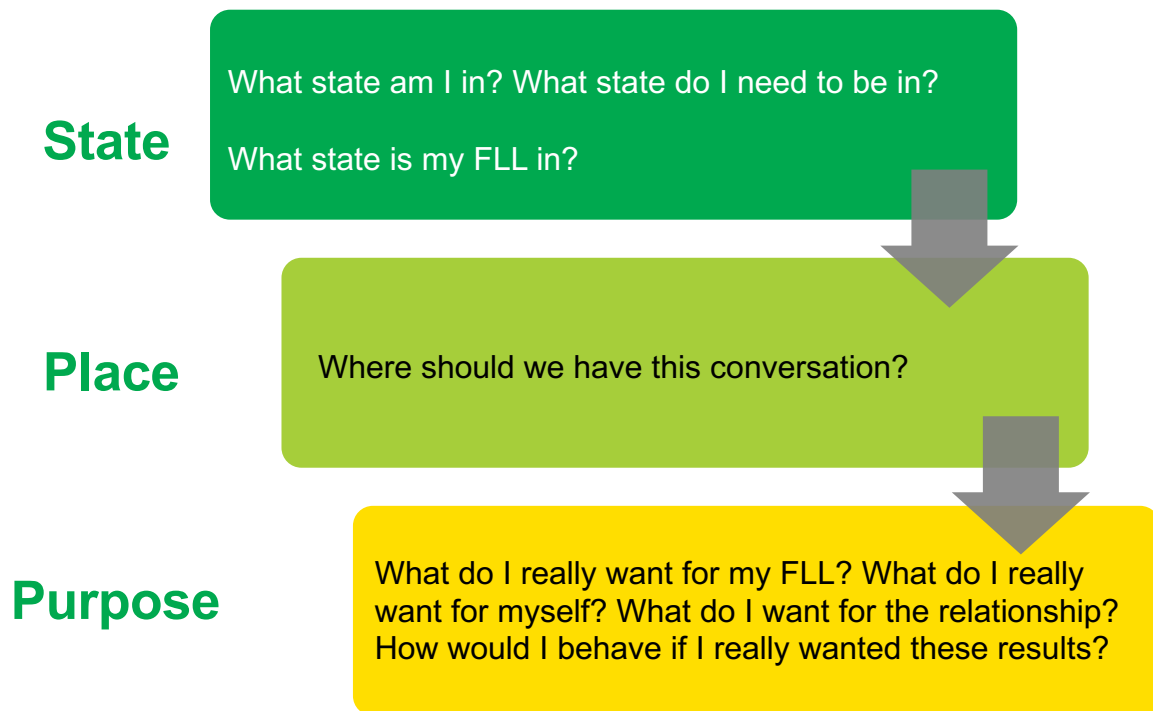
You will act as the role model for best practice.

You will onboard your FLLs, and while attending to their hopes and concerns ensure they understand why this initiative is so important to Boral and zero|one|ten.

You are their coach and responsible for driving behaviour change through regular catch ups.

<b>Colour</b>	<b>Important Considerations</b>
	General Reminders / Key Learnings
	Actions for your FLL
	Suggested Coaching Guide / Probes

# Preparing for Quality Conversations





**Zero|one|ten**  
**Leader**  
**Program**  
**Day 1:**  
**Leading Self**





## Summary

# zero|one|ten Leader Program Day 1: Leading Self

### Key learnings:

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 to have 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.

### Summary of your interactions with your FLL

1. Call four weeks before to invite them to the program
2. Call the week before to discuss hopes and concerns
3. Development conversation with senior leader: reflections and key takeaways
4. Development conversation: 360 degree feedback and development plan

### Key models:

- Success profile
- Diagnostic
- Circle of influence and concern
- Quality conversations
- Unconscious bias
- Motives
- Trust
- Courage
- Resilience

### Text / email prompt

- Show someone in your team appreciation for work well done
- Spend time with one of your employees exploring what motivates and drives them

# Interaction 1

## Onboarding Call

**What:** Onboarding: Call your FLL to invite them to the FLL program.

**When:** Allow 10 – 20 minutes four weeks before the program.

**Why:** To ensure the FLL is aware of what the program is about, why it is important to Boral and what their role is. To give them a chance to ask questions and to feel comfortable with the process.

### **What to talk about in your onboarding conversation : Program at a glance**

- The program is a 4 – 6 month program which all Boral FLLs will have the opportunity to take part in.
- This is a program to support you in your leadership journey. You will think about who you are as a leader, how you can use leadership to support your team and ensure safe production. This is a program to support you in your leadership journey.
- You will attend three full day workshops with approximately one month between each workshop.
- In workshop 1 you will be exploring self-leadership, your own strengths and development opportunities, what motives and drives you, how you build trust, courage and resilience.
- In workshop 2 you will explore your leadership styles and how best to use a range of styles with your team.
- In workshop 3 you will focus on how you can lead the Boral strategy, we will talk about balancing safety and production.
- There will be about twenty of your peers from across the construction materials business in each of your workshops.
- Between the workshops you will have some skill building activities as well as support conversations with me. We will track your development over the course of the program.
- I have been through two days of training to help me coach you across the program.

# *Interaction 1*

## **Onboarding Call (continued)**

### **Questions**

- What is your initial reaction to this investment in FLLs at Boral?
- How do you think this could support you in your role?
- What do you need from me to help you?

### **Ask them to do the following – Actions**

Before we catch up again in the week prior to the program I would like you think about two things:

- Your hopes and concerns for the program
- Your biggest challenges right now as a leader

You will need to complete an online diagnostic. The link will be sent to your phone. It should take about ten minutes.

Schedule a ten minute phone call with me before the workshop to discuss your hopes and concerns before you go to training.

### **Craft your own visionary message**

# Interaction 2

## Hopes and Concerns

**What:** A phone call with your FLL to discuss your hopes and concerns.

**When:** Allow 10 – 15 minutes, approx. 7 days before the day 1 of the zero|one|ten Leader program.

**Why:** So your FLL can share any anxiety they may have about the program. They may also ask questions about the diagnostic and program logistics.

### Some suggested questions

- Now that you have had time to reflect on the upcoming program do you have any hopes and concerns?
- Are there any challenges that you are currently facing that the program may be able to support you with?

### Action reminders:

Make sure to complete the diagnostic before the workshop.

### Be an active listener:

- Be present and give the person speaking your undivided attention. (No mobile or laptops)
- Look for all non-verbal communication as well as the words said.
- Ensure you clearly understand what is being said. (Tip: occasionally summarise what you've heard)
- Fight the urge to think of your response. Focus on what he or she is saying instead of planning your reply.

# Interaction 3

## Reflections and Key Learnings

**What:** Reflection and key learning from workshop 1.

**When:** Allow: 15 – 20 minutes, approx. seven days after the workshop. Your FLL should take the responsibility to schedule this call with you.

**Why:** So your FLL can make time to reflect on the learning points in day 1 and begin to embed them into their daily leadership.

### Key learnings:

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 to have 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.

### Using positive questions to create change

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

### Action reminders:

Make sure to get feedback on the diagnostic from your team before our next catch up in the next couple of weeks.

# Interaction 4

## Diagnostic Review

**What:** Development conversation to set goals and support behaviour change.

**When:** Allow: 60 minutes within 30 days of the workshop.

**Why:** To support your FLL to review their leadership strengths and opportunities for development, to get feedback on how they are doing as a leader and to set their first set of development goals.

**Models to be aware of:** Success Profile, Trust, Courage, Resilience.

**Preparation:** Print the diagnostic and reflect on what you would score your FLL.

### Diagnostic Review Coaching Session

Remember to prepare for your quality conversation : State, place, purpose.

Before getting into the detail of the coaching, spend time building warmth and trust. Ask them how they are, how the family is etc?

#### Part 1: Checking In

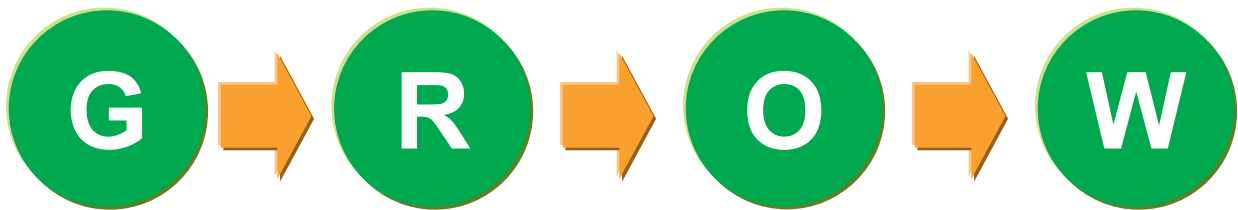
- What has stayed with you most since the program?
- What changes have you made already and why? What impact?

#### Part 2: Diagnostic Review

Use the GROW model (over page)

- G – Goals
- R – Reality
- O - Options
- W – What will you do

# GROW Coaching Framework



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











**Learning  
Models –  
Leading  
Self**



# Everything you need to know

## Self-Awareness: Motives, Values and Drivers

 <p><b>CHALLENGE</b></p> <p>Motivated by achievement in the face of tough obstacles.</p>	 <p><b>AUTONOMY</b></p> <p>Prefers to work autonomously with freedom to take initiative.</p>	 <p><b>INFLUENCE</b></p> <p>Motivated to seek increasing levels of responsibility and being in charge.</p>
 <p><b>COLLABORATION</b></p> <p>A preference for work-related interdependence, group decision-making, and pursuing shared goals.</p>	 <p><b>STABILITY</b></p> <p>A preference for process-oriented, structured and stable work environments.</p>	 <p><b>BALANCE</b></p> <p>Motivated to integrate work and life in a sustainable, enjoyable and meaningful way.</p>

### Why it is important:

Drivers are the preferences, values and motivation that influence a person's career aspirations. They are at the heart of what is important to each of us and impact the way we behave and the way we lead.

### Suggested Coaching questions:

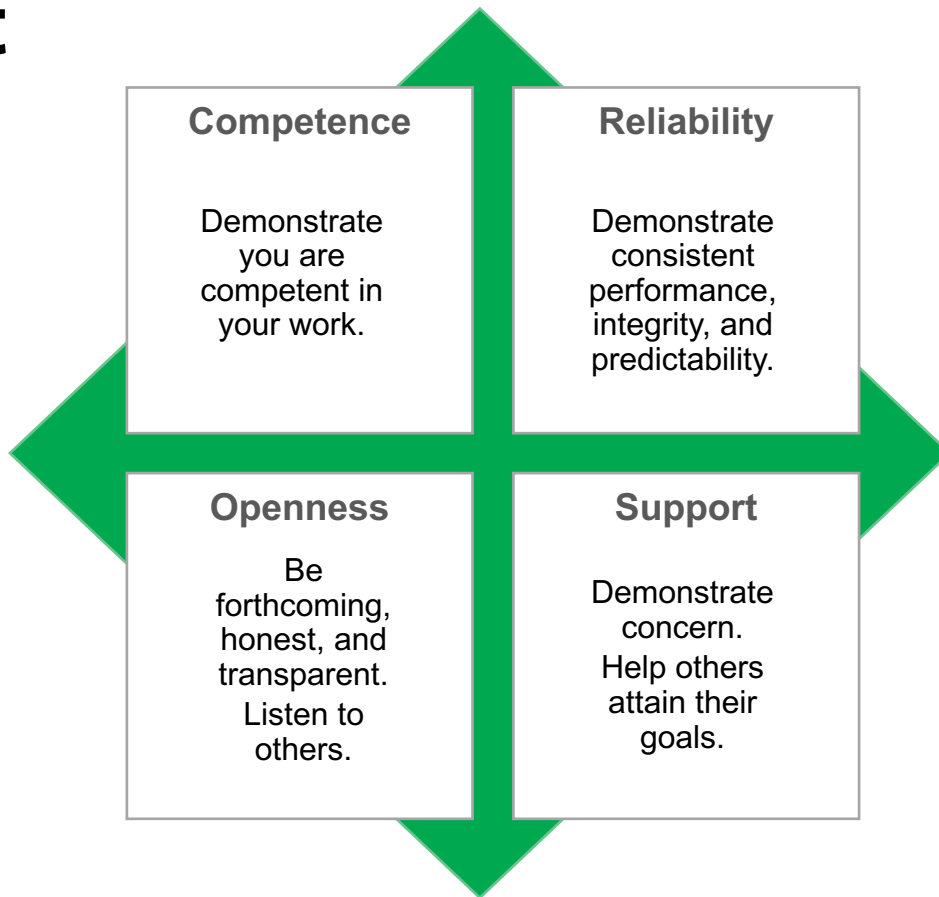
- Which of the six motives are you most driven by?
- Were you surprised?
- What are the strengths of your drivers? What are the "watch-outs"?
- Have you shared your drivers with your team?

# What to look for

## Self-Awareness: Motives, Values and Drivers

<p><b>Challenge Motives</b></p> <p>Achievement/Challenge motivated individuals drive to personally accomplish significant outcomes.</p> <ul style="list-style-type: none"> <li>▪ Want to be the best at something</li> <li>▪ Not give up – even when it may be a good idea to do so</li> <li>▪ Take risks</li> <li>▪ Push themselves</li> <li>▪ Achieve challenging goals</li> <li>▪ Can subject others to stress</li> <li>▪ Seeks visible results</li> </ul>	<p><b>Autonomy Motives</b></p> <p>Individuals motivated by autonomy drive to act independently.</p> <p>Someone driven by autonomy:</p> <ul style="list-style-type: none"> <li>▪ Prefers to do his/her own thing</li> <li>▪ Can feel limited by organisational processes</li> <li>▪ Enjoys the freedom to make independent decisions</li> <li>▪ Takes initiative</li> <li>▪ Develops new ideas, material and methods</li> </ul>	<p><b>Power/Influence Motives</b></p> <p>Someone driven by power or influence drives to have impact through influencing and instructing others. They often seek opportunities for recognition, authority and/or control.</p> <ul style="list-style-type: none"> <li>▪ Thrives in highly visible roles:</li> <li>▪ Leverages position to influence direction and decisions</li> <li>▪ Likes visible signs of recognition</li> <li>▪ Seeks to lead and set direction for others</li> <li>▪ Readily takes on additional responsibilities</li> <li>▪ Likes getting things done through others</li> </ul>
<p><b>Collaboration Motives</b></p> <p>Someone who values relationships drives to seek out opportunities to build strong relationships and/or be of service to others.</p> <p>This motive type:</p> <ul style="list-style-type: none"> <li>▪ Seeks to relate to and help others</li> <li>▪ Shares responsibility</li> <li>▪ Gives credit to others</li> <li>▪ Fosters harmony</li> <li>▪ Provides service to others</li> <li>▪ Emphasises giving to others</li> <li>▪ Works with and lives by strong values</li> </ul>	<p><b>Stability Motives</b></p> <p>Someone motivated by stability drives to seek environments that provide safety and security and avoid risk.</p> <p>The stability-motivated individual:</p> <ul style="list-style-type: none"> <li>▪ Prefers stability</li> <li>▪ Prefers job security</li> <li>▪ Prefers predictability</li> <li>▪ Prefers a regular income</li> <li>▪ Tends to rely on established best practice</li> <li>▪ Will seek a career where they can employ their specialised skills</li> </ul>	<p><b>Balance Motives</b></p> <p>Someone motivated by balance drives to seek environments that are comfortable and have variety. This person:</p> <ul style="list-style-type: none"> <li>▪ Keeps things in perspective</li> <li>▪ Enjoys the good things in life</li> <li>▪ Avoids stress</li> <li>▪ Has a wide variety of interests inside and outside of work</li> <li>▪ Seeks changes, differences, and variety in what he/she does</li> </ul>

# Everything you need to know Trust



## Why it is important

Trust lies at the heart of effective relationships. Whether in or out of the workplace, trust generates feelings of goodwill. When there is trust things run more smoothly, people pull together and can rely on each other to do their part.

## Suggested Coaching questions:

- Which of the four elements of the trust model are you best at?
- Which is hardest for you to do?
- How have you demonstrated trust in the past week?
- What are a few of the behaviours you could put into action to build more trust with your team? Or with other leaders in the business.
- Is there anything I can do to help you build trust?
- Is there anything you need from me in any of these four areas?

# What to look for Trust

Competence	Reliability	Openness	Support
<ul style="list-style-type: none"> <li>▪ Meets performance expectations</li> <li>▪ Consistently executes at the top of their game</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walks the talk</li> <li>▪ Honours commitments and keeps confidences</li> <li>▪ Being transparent about company strategy and direction</li> <li>▪ Keeps confidences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asking questions rather than telling</li> <li>▪ Sharing how they are feeling about their work rather than bottling up emotions</li> <li>▪ Being transparent about company strategy and direction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes the time to connect with others in a personal way</li> <li>▪ Ensuring team members are not overwhelmed with work</li> <li>▪ Showing empathy for different roles</li> <li>▪ Takes the time to give honest and thoughtful feedback that support with development</li> <li>▪ Having their team mates backs when things are progressed up the line</li> <li>▪ Does not attempt to cover up mistakes</li> </ul>

# Everything you need to know Courage



## Why it is important

Leading is a courageous act. It’s being out front, ushering in change, and challenging the status quo. Courage involves being comfortable with conflict, championing new ideas and taking action. Courage is a skill that is in short supply in organisations.

## Suggested Coaching questions:

- Did you learn something new about yourself during this session?
- What is the most difficult thing for you to do in this model?
- When was the last time you had to show real courage? What did you say and do? What was the impact?
- When do you need the most courage as a leader at Boral?
- Who do you know in the organisation who has great courage? Tell me about how they use courage effectively?
- Thinking of zero|one|ten, when is courage useful to deliver our strategy?
- Will you need courage to ask for feedback?

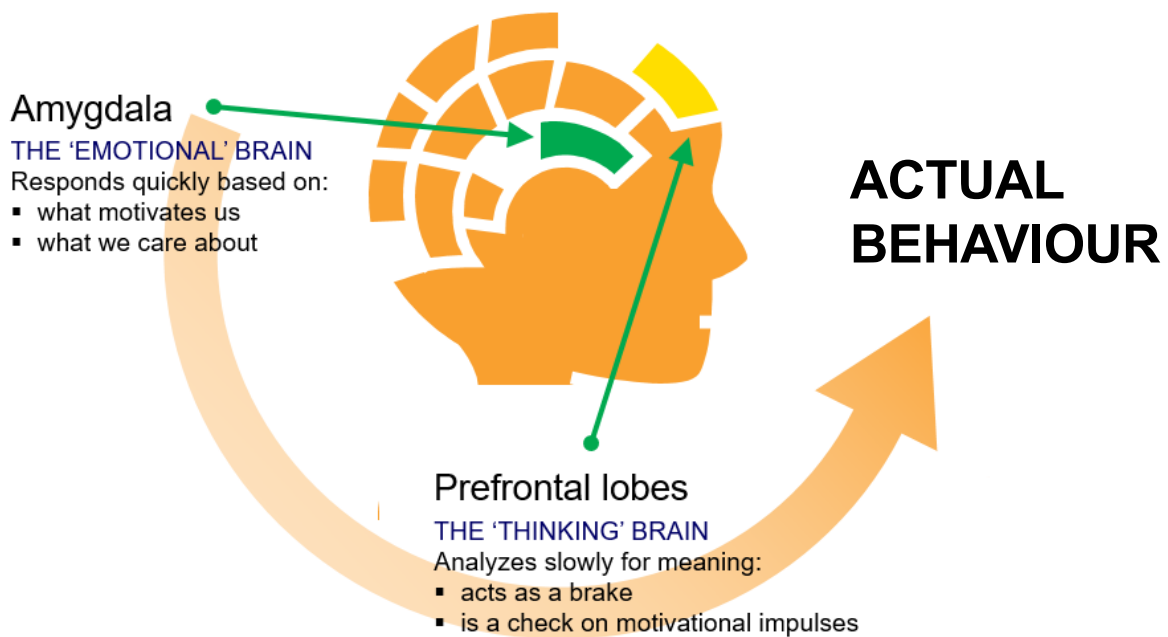
# *What you can expect to see*

## **Courage**

Talented	Less Skilled	Overused skill
<ul style="list-style-type: none"> <li>▪ Will tackle difficult issues with optimism and confidence</li> <li>▪ Lets people know where they stand honestly and sensitively</li> <li>▪ Volunteers to tackle tough assignments</li> <li>▪ Is happy to share unpopular points of view and can do so in a motivating manner</li> <li>▪ Is self-confident and is comfortable to be out in front of other people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shies away from difficult issues or challenging assignments</li> <li>▪ Expresses point of view in an indirect manner</li> <li>▪ Avoids giving corrective feedback</li> <li>▪ Fails to take a stand on important issues</li> <li>▪ May get emotional when things get tough</li> </ul>	<ul style="list-style-type: none"> <li>▪ Struggles to identify which battles to take on and when to back down</li> <li>▪ Shares point of view on everything and could be seen as intimidating and/or a know it all</li> <li>▪ Communicates bluntly and fails to recognise the impact on relationships with others</li> <li>▪ Neglects own work in favour of getting involved in multiple difficult issues</li> </ul>



# Everything you need to know Resilience



## Why it is important

The workplace is a high pressure environment where things can and will go wrong. Set backs are unavoidable. Resilient people meet their set backs head on and have the ability to both cope and bounce back quickly. They use their resilience to stay in control and to maintain a positive mindset.

## Suggested Coaching questions:

- What did you learn about yourself from this session?
- Can you identify the things that trigger your stress response?
- What steps can you take to build some coping mechanisms for these triggers?
- What techniques do you use to help yourself remain calm under pressure?
- What can you do to help others either remain calm or calm down during a high pressure situation?
- What are you doing to manage your own wellbeing, resilience and energy?
- How energetic do you feel right now? What might you need to change?

# What to look for Resilience

Talented	Less Skilled	Overused skill
<ul style="list-style-type: none"> <li>▪ Stays focused and composed in stressful situations</li> <li>▪ Maintains a positive attitude and forward-thinking approach despite troubling circumstances or setbacks</li> <li>▪ Takes constructive action to navigate difficulties or obstacles</li> <li>▪ Is viewed as a source of confidence in high-stress situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gets easily rattled in high pressure situations</li> <li>▪ Exhibits low energy and motivation during times of stress and worry</li> <li>▪ Acts defensively when faced with criticism or roadblocks</li> <li>▪ Takes too long to recover from setbacks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is unreasonably confident and optimistic; could miss the early signs of trouble</li> <li>▪ Fails to show emotion in appropriate circumstances; comes across as cold and uncaring</li> <li>▪ May allow stress to pile up, risking burnout</li> <li>▪ Minimises the implications or severity of the situation</li> </ul>

**Zero|one|ten  
Leader  
Program  
Day 2:  
Leading  
Others**



# Summary

## Part 2: Leading Others

### Key learnings

1. 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.
2. I am comfortable to use a range of leadership styles to suit the needs of my team and the situation.
3. I am skilled at giving feedback that supports the development of my team.

### Interactions

1. Development conversation with senior leader: reflections and key takeaways.
2. Development conversation: 360-degree feedback and development plan.

### Key models:

- Motives and drivers
- Leadership styles
- Feedback

### Intersession skill building challenges

- Have a feedback conversation with someone in your team.

# Interaction 5

## Reflections & Key Learnings

**What:** Reflection and key learning from workshop 2.

**When:** Allow: 15 – 20 minutes, seven days after the workshop. Your FLL should take the responsibility to schedule this call with you.

**Why:** So your FLL can make time to reflect on the learning points in day 2 and begin to embed them into their daily leadership.

### Key learnings

1. 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.
2. I am comfortable to use a range of leadership styles to suit the needs of my team and the situation.
3. I am skilled at giving feedback that supports the development of my team.

### Using positive questions to create change

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

# Interaction 6

## Development Conversation

**What:** Development conversation to set goals and support behaviour change.

**When:** Allow: 60 minutes within 30 days of the workshop.

**Why:** To support your FLL to review their leadership strengths and opportunities for development, to get feedback on how they are doing as a leader and to set their first set of development goals.

**Models:** Motives, Leadership Styles, Feedback

**Preparation:** Print a copy of their goals from the last session. Bring the latest version of their diagnostics.

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





**Learning  
Models –  
Leading  
Others**



# Everything you need to know The 6 Leadership Styles

Leadership style	Primary objective:
<b>Directive</b> 	Immediate compliance
<b>Visionary</b> 	Providing long term vision and direction
<b>Affiliative</b> 	Creating harmony
<b>Participative</b> 	Building commitment and generating new ideas
<b>Pacesetting</b> 	Accomplishing tasks to a high standard of excellence
<b>Coaching</b> 	Long term professional development of employees

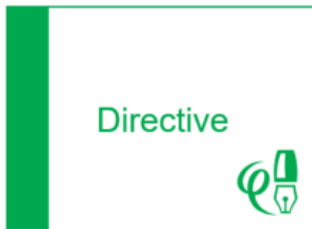
## Why it is important

Leadership styles impact up to 70% of the climate that the employee experiences and climate can account for up to 30% of the performance. Leaders must know how to flex all six of the leadership styles with their teams. They should know which to use with each of their team members and which to use for various leadership challenges.

## Suggested Coaching questions:

- What resonated with you about the leadership styles assessment?
- What didn't resonate?
- What is your dominate leadership style?
- What is the benefit of this dominate style and how does it help you to deliver zero one ten?
- Which leadership styles do you need to develop?
- How might you go about developing one or more of these styles?

# What to look for Leadership Styles



- Provides clear direction by telling team members what to do, without listening to or permitting much team input
- Gives lots of directives
- Expects immediate employee compliance
- Controls tightly, often requiring many detailed reports
- Relies on negative, corrective 'personalised' feedback
- Motivates by stating the negative consequences of non-compliance



- Develops and articulates a clear vision
- Provides clear direction – tactfully, but without doubt as to what is expected and who makes the final decision
- Solicits some team member input
- Sees influence as a key part of the leader's job
- Persuades team members by explaining the 'whys' behind directions or decisions, in terms of the team members' or organisations best interests
- Uses a balance of positive and negative feedback to motivate



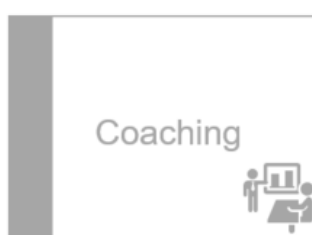
- Is most concerned with promoting friendly interactions
- Places more emphasis on addressing employees personal needs than on goals and standards
- Pays attention to and cares for 'the whole person'; stresses things that keep people happy
- Avoids performance related confrontations or conflicts that may cause hard feelings



- Considers specific direction and close supervision unnecessary when trust has been established
- Trusts that employees can develop in the appropriate direction for themselves and the organisation
- Invites employees to participate in the development of decisions; prefers to make decisions by consensus
- Holds many meetings and listens to team members
- Rewards adequate performance and rarely punishes or gives negative feedback



- Has high standards, expects self-direction of themselves or others, and leads by example or modelling
- Is apprehensive about delegating because he or she believes he or she can do most jobs better than their team members, takes responsibility away from team members and does the task themselves
- Has little sympathy for poor performance, hence does not develop team members
- Rescues the situation when employees experience difficulties



- Sees a leader's job as helping or showing employees how to improve their performance, and also encouraging their professional development
- Encourages employees to set their own goals, development plans, and identify solutions to problems, rather than by setting specific goals for performance criteria or by telling employees what to do
- Helps employees identify their unique strengths and weaknesses
- Reaches agreement with employees on the leaders and employee roles in the development process

**Zero|one|ten  
Leader  
Program Day  
3: Lead the  
Work**



# Summary

## Part 3: Leading the Work

### Key learnings:

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

1. Pre-workshop catch up: how are my team doing in zero|one|ten?
2. Development conversation with senior leader: reflections and key takeaways.
3. Final diagnostic review and where to now.

### Key models:

- Story telling
- Delegation
- Work paradox

### Intersession skill building challenges

- Share your leadership journey with your team.

# Interaction 7

## Reflections & Key Learnings

**What:** Reflection and key learning from workshop 3.

**When:** Allow: 15 – 20 minutes, seven days after the workshop. Your FLL should take the responsibility to schedule this call with you.

**Why:** So your FLL can make time to reflect on the learning points in day 3 and begin to embed them into their daily leadership.

### Key learnings:

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

### Using positive questions to create change

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

### Action reminders:

Share your leadership journey with your team in a toolbox before our final catch up for the zero|one|ten Leader program.



# Interaction 8

## Development Conversation

**What:** Development conversation to set goals and support behaviour change.

**When:** Allow: 60 minutes within 30 days of the workshop.

**Why:** To support your FLL to review their leadership strengths and opportunities for development, to get feedback on how they are doing as a leader and to set their first set of development goals.

**Models to be aware of:** Work Paradox , ABC delegation, story telling.

**Preparation:** Print a copy of their goals from the last session. Bring the latest version of their diagnostics.

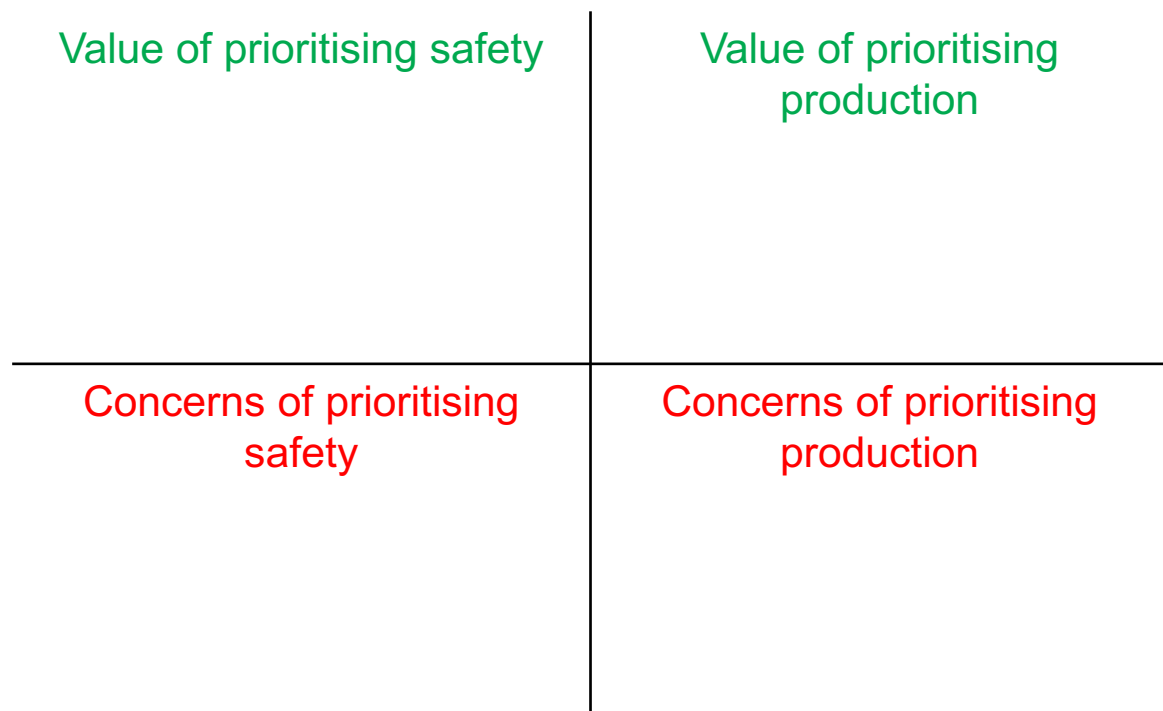
	<b>Goals</b>	<b>Reality</b>	<b>Options/ Obstacles</b>	<b>Way Forward/ Will</b>
<b>Foundation</b>	<ul style="list-style-type: none"> <li>What is your goal in this area?</li> </ul>	<ul style="list-style-type: none"> <li>Why did you pick this goal?</li> </ul>	<ul style="list-style-type: none"> <li>What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



**Learning  
Model –  
Leading the  
Work**



# Everything you need to know The Work Paradox



## Why it is important

Organisations such as Boral are complex. There are many competing tensions, that is, where one priority may conflict with another but where neither is more or less important than the other. Leaders must learn to embrace both mindsets and explore solutions that act to balance the competing tensions.

## Some suggested questions

- What paradoxes have you identified at Boral?
- How could you deal with these?
- How do you feel about your role managing the tension between safety and production?
- What strategies do you have to engage safety and production simultaneously?
- What ideas did your group come up with during the workshop?

# Everything you need to know

## Delegation

<b>A</b>	<p><b>Assign</b></p> <ul style="list-style-type: none"> <li>▪ Understand the purpose or organisational need for the task or project</li> <li>▪ Define the result expected in measurable terms</li> <li>▪ Do a capability assessment of your delegate</li> <li>▪ Expand your go-to people</li> <li>▪ Determine a contingency or “Plan B” if something goes awry</li> </ul>
<b>B</b>	<p><b>Brief</b></p> <ul style="list-style-type: none"> <li>▪ Aim for a two-way dialogue</li> <li>▪ Provide the what and why</li> <li>▪ Establish a timeframe</li> <li>▪ Identify responsibilities and resources</li> <li>▪ Clarify understanding and get commitment</li> </ul>
<b>C</b>	<p><b>Coach/Control</b></p> <ul style="list-style-type: none"> <li>▪ Establish the appropriate level of control over the assignment:             <ul style="list-style-type: none"> <li>- Recommend</li> <li>- Inform then initiate, or</li> <li>- Act on your own (with status updates)</li> </ul> </li> <li>▪ Define a plan for monitoring progress and provide coaching support</li> <li>▪ Follow up</li> <li>▪ Evaluate the outcomes in terms of:             <ul style="list-style-type: none"> <li>- Delegate’s roles</li> <li>- Work/performance outcomes</li> </ul> </li> </ul>

### Some suggested questions

- Who are the go-to people in your team?
- Who do you want to develop and stretch?
- Do you have a task in mind you need to start delegating? How will you brief them?

# *Everything you need to know* **Inspirational story telling**

## **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).





**Appendix:  
Success  
Profile  
Diagnostic**



# At a Glance Success Profile

**What should FLLs be great at?**

**What experiences increase their chances of success?**

Competencies	Experiences
<ul style="list-style-type: none"> <li>▪ <b>Communicates effectively</b> – Develops and delivers communications that convey a clear message to a diverse audience.</li> <li>▪ <b>Manages conflict</b> – Handles conflict effectively and de-escalates.</li> <li>▪ <b>Instils trust</b> – Builds trust with the team through honesty, authenticity and consistent behaviours.</li> <li>▪ <b>Ensures accountability</b> – Holds self and others accountable to team goals.</li> <li>▪ <b>Builds effective teams</b> – Builds a team that applies their different skills and perspectives to achieve common goals.</li> <li>▪ <b>Customer focus</b> – Builds relationships with customers and delivers to the customers needs.</li> <li>▪ <b>Directs work</b> – Provides direction, delegates and removes obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Safe Production</b> - Works safely at all times.</li> <li>▪ Experience with people of <b>diverse backgrounds</b> in tense or challenging situations.</li> <li>▪ Exposure to <b>customers</b> to appreciate their perspectives and have insight into their experiences and motives.</li> <li>▪ Onsite experience, <b>knowledge of Boral</b> products, work standards, practices and processes.</li> <li>▪ Exposure to <b>different sites, departments or business areas</b> to gain broader Boral and industry knowledge.</li> <li>▪ Exposure to <b>great leaders and role models</b> to know what leadership looks like.</li> </ul>
Traits	Drivers
<ul style="list-style-type: none"> <li>▪ <b>Respect for others</b> - Respect people from all walks of life.</li> <li>▪ <b>Openness</b> – Adapt to change and appreciate differences in opinion, values and experience.</li> <li>▪ <b>Resilience</b> - Staying calm under pressure, maintaining a positive outlook.</li> <li>▪ <b>Perseverance</b> - Work through issues despite setbacks.</li> <li>▪ <b>Integrity</b> - Do what you say you are going to do.</li> <li>▪ <b>Courage</b> - Do the right thing even when it is hard.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Achievement</b> – Delivers upon goals. Works towards zero one ten.</li> <li>▪ <b>Supportiveness</b> – Works with, encourages and empowers others.</li> <li>▪ <b>Pride</b> – Pride in obtaining the best results for Boral, our customers and workforce.</li> <li>▪ <b>Care</b> – Facilitates safe environment for all.</li> <li>▪ <b>Improvement</b> – Seeks to continuously learn and improve.</li> <li>▪ <b>Values</b> – Lives and breathes Boral values.</li> <li>▪ <b>Professional</b> – Professional when interacting with others.</li> </ul>

**What characteristics should we identify and nurture?**

**What drives FLLs to be great everyday?**

# Diagnostic

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Trust</b>					
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
<b>Score</b>					

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Courage</b>					
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
<b>Score</b>					

# Diagnostic

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Resilience</b>					
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
<b>Score</b>					

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Builds effective teams</b>					
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
<b>Score</b>					

# Diagnostic

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Diversity</b>					
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
<b>Score</b>					

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Manages conflict</b>					
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
<b>Score</b>					

# Diagnostic

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Communicates effectively</b>					
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
<b>Score</b>					

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Directs work</b>					
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
<b>Score</b>					

# Diagnostic

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Ensures accountability</b>					
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
<b>Score</b>					

	Almost Never	Rarely	Sometimes	Often	Almost Always
<b>Customer focus</b>					
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
<b>Score</b>					



