

BSBSTR301

**CONTRIBUTE
TO
CONTINUOUS
IMPROVEMENT**

BSBSTR301

Contribute to continuous improvement

Release 1

Learner Guide

Aspire Version 1.1



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Before you begin

This Learner Guide is based on the unit of competency *BSBSTR301 Contribute to continuous improvement*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete. The features of this Learner Guide are detailed in the following table.

Feature of the Learner Guide	How you can use each feature
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	These highlight key learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There is a Learning Checkpoint at the end of each topic. Your trainer will tell you which Learning Checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table provides definitions for each foundation skill.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> Contributes to ongoing organisational improvement by mentoring others to support continuous improvement processes
Reading	<ul style="list-style-type: none"> Interprets everyday workplace documentation
Writing	<ul style="list-style-type: none"> Uses appropriate vocabulary and grammatical structures to achieve precise meaning in a range of documentation
Oral communication	<ul style="list-style-type: none"> Articulates information in a positive manner using appropriate terminology, tone and style appropriate to context and audience Uses questioning and listening techniques to exchange and clarify information
Enterprise and initiative	<ul style="list-style-type: none"> Identifies the nature and purpose of own role and associated responsibilities and how own role relates to others and contributes to broader work goals Takes responsibility for adherence to organisational processes and systems
Teamwork	<ul style="list-style-type: none"> Shares information and resources, offers assistance and facilitates effective group interactions
Planning and organising	<ul style="list-style-type: none"> Takes responsibility for routine low-impact decisions within familiar situations Evaluates effectiveness of decisions in terms of how well they meet stated goals
Technology	<ul style="list-style-type: none"> Uses a range of digitally based technology and applications to organise, monitor, manage and communicate relevant information effectively

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1: Coordinate continuous improvement	1A Communicate objectives and continuous improvement processes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Establish team roles, skills and improvement opportunities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Encourage participation in decision-making processes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Monitor and report continuous improvement outcomes	2A Monitor progress and identify improvements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Report on changes and training needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Develop plans to apply CI techniques	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3: Support opportunities for further improvement	3A Communicate recommendations to team members	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Monitor work performance and support team members	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Maintain CI reports and records	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1 | Coordinate continuous improvement

- 1A Communicate objectives and continuous improvement processes
- 1B Establish team roles, skills and improvement opportunities
- 1C Encourage participation in decision-making processes

1A Communicate objectives and continuous improvement processes

In today's competitive marketplace, an organisation's success is a direct result of its ability to identify opportunities to improve the quality and efficiency of its products, services and systems.

The modern marketplace is a competitive and fluid environment. Organisations must look for opportunities to succeed in all parts of business operations, including customer service, marketing, production, delivery, information and finance – to deliver the highest quality products and services to customers at a sustainable cost price. The key to creating and maintaining this success is continuous improvement (CI).

CI processes in an organisation

CI processes are essential to ensuring the sustainability and growth of any organisation.

CI focuses on making changes in an organisation that enhance business performance in specific areas. It aims to achieve regular improvements that contribute directly to the goals of the business and increase its sustainability. Sustainable business ensures an organisation stays current with the demands and impacts of the market and remains profitable over time, with minimal negative impacts to the environment and to its people.

CI commits to making all aspects of business operations better – particularly in the areas of systems management and product and service delivery.

Examples of CI

- Hiring a quality assurance (QA) person to monitor and review the work performed by team members.
- Implementing a quality control (QC) process to identify and eliminate errors before the customer is impacted.
- Reviewing customer satisfaction to remove barriers to service and product quality.
- Refining processes and systems to improve productivity and/or quality.

The concept of CI

CI is a concept derived from a Japanese approach called kaizen, which literally means 'change for the better'.

At the cornerstone of every CI system is quality. It is the standard of performance based on whatever the customer or manager sets in place. Quality is about excellence, consistency, uniformity and dependability in any product or service produced by a business.

The key concepts of CI include:

- focusing on the needs and satisfaction of customers
- aiming for quality outcomes
- eliminating waste, errors and defects that inhibit productivity and quality
- learning from complaints, errors, waste and mistakes
- consulting on an ongoing basis with business teams and other stakeholders
- effectively researching, planning and reviewing work operations
- ensuring a thorough implementation process
- monitoring and reviewing implemented changes
- acting on issues to make improvements.

CI tools and techniques

CI tools and techniques are the methods used to identify and address issues in business operations.

CI is a systematic and ongoing commitment that must be administered consistently through all parts of a business's operations. The purpose of a CI system is to check the current performance of a product, service or system; identify variations to the required objectives; and improve the outputs to meet internal and external stakeholder satisfaction, in a controlled manner.

Six popular CI systems are explained below:

1. Benchmarking
2. Best practice
3. Deming's PDCA cycle
4. Six Sigma
5. Total quality management (TQM)
6. Lean management

Benchmarking

Benchmarking is part of a CI system. It is the process of identifying a business's current performance levels in relation to high standards of achievement in the industry and to internal organisational systems and processes.

An organisation needs to look inside and outside to determine what can be achieved and where it can accomplish higher performance levels. Benchmarking shows whether an organisation's performance is stronger or weaker than other internal and external systems and provides a clear picture of where improvements are needed.

Benchmarking is based on establishing key performance measures (such as number of incidents, waste, number of errors or defect rates), then comparing current performance to that of identified metrics. You will need to study your internal systems and how other businesses operate to understand the processes they use to achieve higher levels of quality, profit and customer satisfaction.

Since benchmarking is a *process* of CI, once you have implemented changes, repeat the process and benchmark your business again to see how the results have changed. This will tell you what is working well and where you can still improve.

Benchmarking can be carried out across three levels:



Best practice

Best practice is often a key part of benchmarking; it refers to the methods or systems in a particular industry that serve as the highest standard of doing things.

Best practice is often linked to management systems and the business practices that form part of those systems. A system can be defined as a series of parts that work together to achieve a planned outcome. Systems are everywhere in organisational life and are essential to achieving high-quality performance outcomes. Systems clarify processes, provide objectives and help steer the performance of a certain task toward

a set standard, hence achieving consistency, compliance and quality along the way. Systems also help to identify and minimise mistakes, clarify procedures and provide support to workers. They are regarded as the glue that holds all of the building blocks together, creating the foundation for business success.

Australian Standards are the most well-known best practice recommendations for management systems. Examples include:

- AS/NZS ISO 9001:2016 – Quality management systems – Requirements
- AS/NZS 10002:2014 – Guidelines for complaint management in organizations
- AS ISO 31000:2018 – Risk Management – Guidelines
- ISO 26000 – Social responsibility
- ISO 50001 – Energy management systems
- AS/NZS ISO 45001:2018 Occupational health and safety management systems – Requirements with guidance for use

Best practice standards can also include:

- systems used by high performing and industry-renowned organisations, such as the Forbes Top 100 companies of the year
- industry guidelines put out by employer associations, e.g. the Australian Hotels Association (AHA).

PDCA

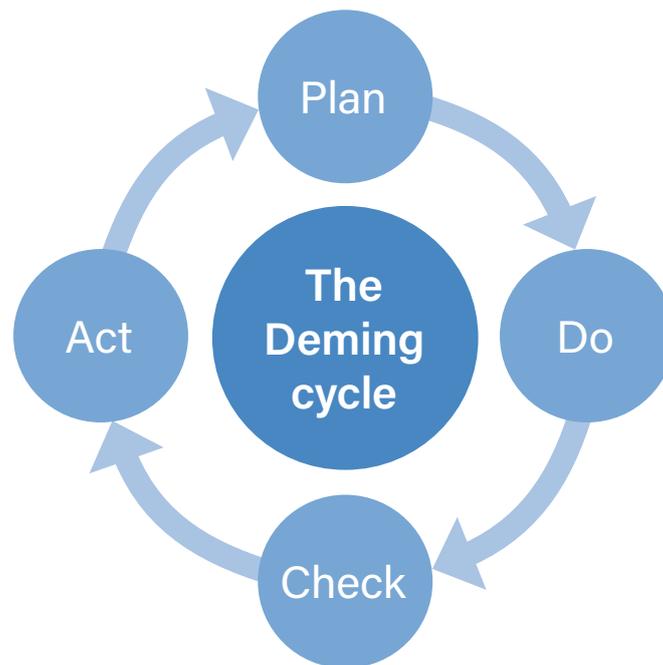
The PDCA cycle provides a framework for effective planning, implementation and corrective actions based on the results of a review process.

One of the most commonly used CI theories is Deming's cycle, more commonly known as the 'plan, do, check, act' (PDCA) cycle. Deming created the cycle in the 1950s.

The cycle involves the following:

- **Plan** – Determine the customer's needs and service delivery issues. Develop strategies to improve on customer service delivery performance.
- **Do** – Implement the customer service strategies, with the knowledge that you will not achieve 100 per cent success and certain areas will need to be improved.
- **Check** – Collect verifiable data and assess the results of customer service performance. Compare what *should* be happening with what *is* happening.
- **Act** – Identify the key learnings from the evaluation process and decide how customer service strategies could be done better. Implement corrective actions to reverse a negative trend or remove a root cause that is stifling customer service performance. Communicate the changes to staff and customers.

Begin the cycle again if the change did not work, or if there are factors in the organisation's external or internal environments that affect the program, system or process. For example, there may be improvements in technology that will enable the organisation to improve its product delivery efficiency.



Six Sigma

Six Sigma is a CI methodology that uses statistical measures to identify variation and measure defect rates.

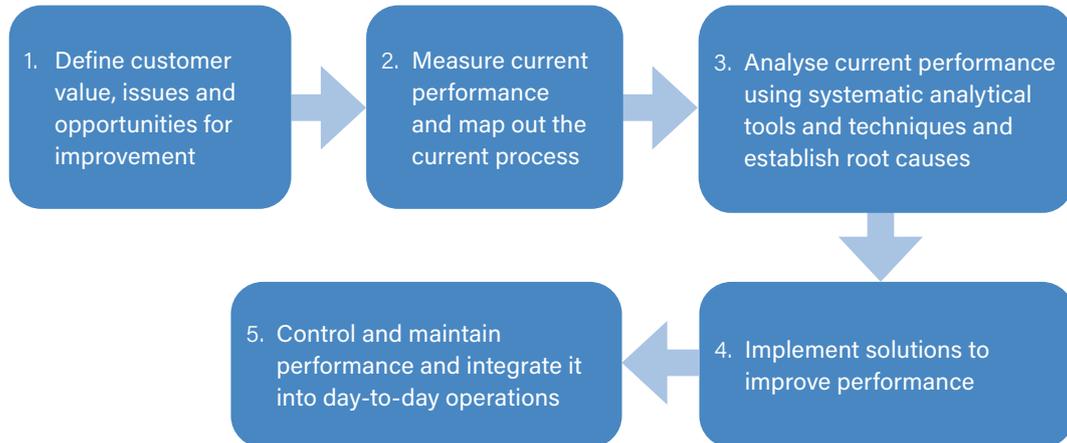
Six Sigma was introduced by American engineer Bill Smith while working for Motorola in 1986. The theory can be used in production, accounting, customer service, financial services, insurance, marketing, sales and logistics (among others), and it aims to eliminate defects and variation in the production process.

Six Sigma is based on leadership-driven principles. It establishes a clear focus on achieving measurable and quantifiable financial returns and making decisions based on valid data and statistical analysis.

In the Six Sigma philosophy, all work is viewed as processes that can be defined, measured, analysed, improved and controlled.

Further information is available at the American Society for Quality's website at asq.org – in the menu click on 'Quality Resources' then 'Topics' and 'Six Sigma'.

Six Sigma uses a structured method known as the DMAIC methodology (define, measure, analyse, improve, control) to improve current processes. The five steps to Six Sigma are outlined below.



Total quality management

Total quality management (TQM) is a widely approved philosophy about CI systems. It is a collection of ideas to improve the profitability of or customer satisfaction in an organisation by improving the quality of its products and services and increasing its productivity.

Quality management is a system that is used to monitor and control outputs in relation to an organisation's products and services. Quality is about meeting the customer's expectations on a consistent basis and eliminating variation – which is the enemy of quality. Since quality plays a pivotal role in ensuring an organisation's survival in an often-overcrowded marketplace, it is an essential part of business sustainability.

TQM focuses on CI of an organisation's internal processes. It increases the quality of the organisation's products and services and therefore improves customer satisfaction. TQM aims to embed awareness of and focus on quality in all organisational activities – to do things right the first time rather than responding to problems after the fact.

Deming's 14-point plan for TQM

1. Create a plan; publish the aims and purpose of the organisation.
2. Learn and adopt the philosophy of quality.
3. Understand the purpose of inspection; stop depending on inspection.
4. Stop awarding business based on price alone.
5. Improve the system constantly.
6. Institute training.
7. Teach and institute leadership.
8. Drive out fear, create trust and create a climate for innovation.
9. Optimise the efforts of teams, groups and staff areas.
10. Eliminate exhortations and targets for the workforce; provide methods of achievement.
11. Eliminate numerical quotas for the workforce.
12. Remove barriers that rob people of pride of workmanship.
13. Encourage education and self-improvement for all.
14. Make it everyone's job to accomplish the transformation.

Lean management

Lean management (also known as lean manufacturing) is a system based on encouraging improvements to existing business practices and processes, relating to the manufacturing and production of products and services.

Lean management originated in the automotive manufacturing industry. During the 1970s, Toyota built a culture in their plants of joint responsibility between managers and workers to reduce waste of space and materials. By implementing lean management, just-in-time (JIT) manufacturing and kaizen, Toyota reduced the car production time from 15 days to one.

The core focus of lean management is reducing costs in the production process, starting from the perspective of the customer. The system operates through identifying and eliminating waste, improving production times and streamlining each step in the process to ensure everything adds value to the customer.

Lean management can incorporate Six Sigma and TQM principles and tools, so it is sometimes called 'lean Six Sigma'. Further information is available from the Lean Enterprise Institute's website at aspirelr.link/lean

A focus of lean management is the reduction of 'seven wastes', specifically:

1. Over-production
2. Waiting
3. Transportation
4. Inventory
5. Processing
6. Motion
7. Defects

CI processes

In every system, smaller yet independent processes explain how a task must be completed and what the outcome should look like.

All systems rely on clear and efficient processes that aim to identify and remove variation, errors and waste, and drive quality outcomes.

CI processes that form part of the greater CI system can include:

- best practice procedures for completing a work task
- random and scheduled quality audits
- the use of customer surveys, focus groups or questionnaires to elicit feedback
- evaluation and monitoring of team members' performance
- modifications and improvements to systems, processes, services and products
- policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
- regular team brainstorming/think tank sessions
- seeking and considering feedback from a range of stakeholders.

To ensure CI objectives are achieved, organisations must involve team members at all levels of the business.

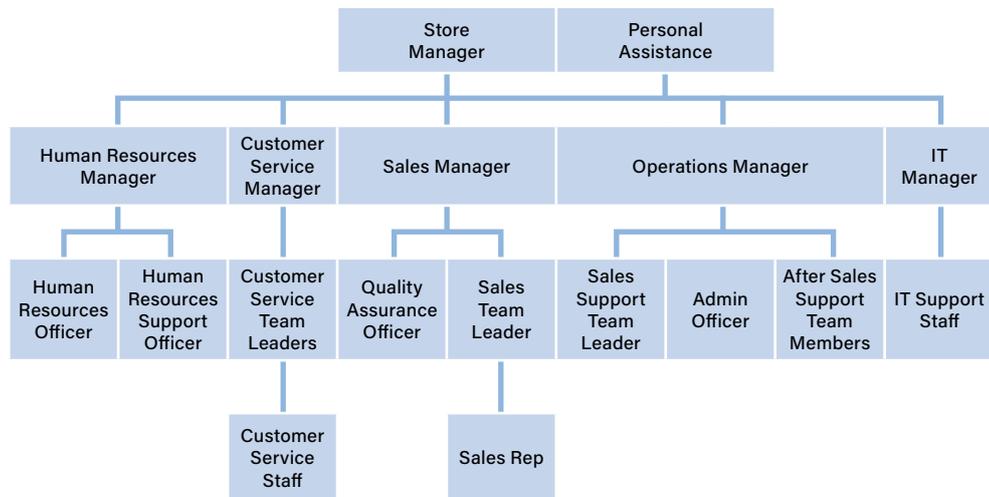
The team members who should be involved in the CI process will vary depending on an organisation's size, structure and scope of operations and the objectives of the business.

To communicate objectives and CI processes effectively with team members, ensure you have a firm understanding of your audience. You can find this information in the organisational chart. This is a document that describes the internal hierarchy and composition of the business. It defines who each person or team is accountable to, how issues are escalated and how information is to be shared across the business.

Example

B-Raw Fitness Supplies organisational chart

Refer to the example of an organisational chart for B-Raw Fitness supplies – a fitness and supplement retail store chain. This organisational chart shows the chain of command for team members and managers, and it illustrates how managers would share CI processes with their team members.



Communicate organisational objectives to team members

Communicate information about organisational objectives and CI processes to your team members on a regular basis to ensure every person who is responsible for CI understands the expectations and systems that are in place.

This level of communication will also ensure the workforce is actively contributing toward the organisation's goals.

The following table summarises the organisational objectives and CI processes you must communicate to your team members.

Objectives

- **Description** – The specific, measurable, actionable, relevant and time-bound (SMART) goals that the organisation is aiming to achieve.
- **Example** – To develop a new range of customer-driven products that will increase net profit by 8% every year.
- **Key question** – What do you want to achieve?

CI processes

Examples include:

- quality assurance audits
- staff performance reviews
- evaluations and monitoring of products and services
- customer surveys
- staff feedback processes.

Use effective verbal communication skills

Use effective verbal communication skills when explaining organisational objectives and CI processes to team members.

The golden rule for effective communication is planning. Be clear about what you are trying to convey and why, so your message is expressed in the best possible way and so you do not waste valuable time getting to the point.

A helpful strategy is to prepare some key points beforehand – particularly when addressing more than one person. Sort out the information you want to present, divide it into logical sections and make it clear and specific. Be sure of your material and give examples where appropriate. Strive for confidence in your delivery.

Below are some techniques you can use to ensure effective verbal communication of organisational objectives and CI processes.

Verbal communication	<ul style="list-style-type: none"> ▪ Use words your audience can understand. ▪ Relate your message to your audience members, their needs and their point of view. ▪ Speak at an appropriate volume and at a speed that others can easily follow and understand. ▪ Use a tone of voice that engages those around you and maintains their interest. ▪ Recognise your listeners' reactions and adjust your delivery accordingly. ▪ Always give your audience a chance to ask questions.
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Nonverbal communication	<ul style="list-style-type: none"> • Maintain consistent eye contact with everyone in your audience. • Smile to show you are happy to be speaking with your team members. • Use controlled hand gestures to emphasise your key points. • Maintain an upright posture with shoulders back, chest up and head looking forwards. • Avoid pacing but do not stand rigidly the entire time; instead, find a healthy balance of movement when speaking.
Summarising and paraphrasing	<ul style="list-style-type: none"> • Summarising and paraphrasing are important during brainstorming, discussions and meetings. • Summarise to make clear the major points of your message. • Paraphrase to ensure you have understood what is being said. Paraphrasing is simply repeating something said using different words (without changing the original meaning).
Active listening	<ul style="list-style-type: none"> • Maintain eye contact. • Lean in. • Ask questions to explore or clarify. • Listen to what people feel, not just what they say. • Stop thinking about your response and keep the person talking. • Paraphrase to confirm understanding.

Identify appropriate communication methods

Communication can be classified in two key ways: formal and informal.

Formal and informal methods of communication can be used to convey organisational objectives and CI processes to team members. Both are important to ensure operational objectives are achieved and to establish productive and proactive work teams.

Here is a comparison between formal and informal communication techniques that can be used with your team members.

Formal methods	<ul style="list-style-type: none"> • Formal business presentations • Team meetings, including agendas and minutes of meetings • Email (can also be informal) • One-on-one scheduled meetings
Informal methods	<ul style="list-style-type: none"> • Telephone conversations • Discussing a plan on an informal basis during a workday • Chatting informally during work breaks • Email (can also be formal) • Information posted on noticeboards

Practice Task 1

Question 1

Explain what an organisational objective is and provide at least one example to support your answer.

Question 2

Which of the following are examples of continuous improvement (CI) systems and processes?
Tick all that apply.

- Lean management
- Six Sigma
- Deming's PDCA cycle
- Total quality management (TQM)
- Hierarchy of control

Question 3

Which of the following are key requirements when communicating with team members?
Tick all that apply.

- Having a plan to ensure your communication is clear
- Keeping team members informed
- Using verbal communication only
- Checking that team members understand expectations
- Letting team members know how their actions can support workplace objectives

Question 4

Which of the following statements are correct? Select yes or no for each one.

- a) Quality management is about achieving maximum variation in a product or service. >> Yes >> No
- b) Australian Standards are the most well-known best practice recommendations for management systems. >> Yes >> No
- c) Benchmarking is about maintaining the sustainability of the business through a process of plan, do, check and act. >> Yes >> No
- d) TQM stands for total quality management and is a key process used in continuous improvement. >> Yes >> No

1B Establish team roles, skills and improvement opportunities

A key part of CI is to determine the current roles and skill levels of the workforce and to identify opportunities where competency gaps can be addressed.

People are regarded as the most important assets in any organisation. The more skilled, experienced and knowledgeable the workforce, the more it is likely to operate in a sustainable manner and maintain a competitive edge in the marketplace.

Without a skilled, quality-focused workforce an organisation will struggle to keep up with the evolving demands of its clients and may be overrun by its competitors.

To remain responsive to market demand and retain a competitive edge, organisations must conduct a review to determine the current roles of its team members and a skills audit to determine the competencies that need to be improved.

Identify roles of team members

Just like a sporting team has a number of people with essential roles and responsibilities, every member of a business team plays a key role, with important duties to fulfil if the organisation is to achieve its goals.

In the workplace, having a clear understanding of roles and objectives is essential to achieving CI and quality outcomes.

The roles of team members will vary depending on the structure and size of the organisation. You can use a range of organisational documents to determine the roles of team members. In most cases, a position description is the key document that should be reviewed.

Position descriptions usually include the following information to help identify team roles and responsibilities.

Type of position	An explanation as to whether the job is paid based on a salary or whether it is an hourly position, the hours worked, and whether the position is permanent or not.
Job title	The formal job title, reflecting the actual job being undertaken.
Position summary	A brief overview of what the job actually entails, including a summary of the key duties and major functions.
Key duties	More detail on each of the duties and functions undertaken in the role; it should identify the key duties and separate them from the other duties that may be undertaken.

Key relationships	Relationships with internal and external stakeholders which impact the position.
Skills	The required skills that an individual will need to undertake the duties required by the position.
Key result areas (KRAs)	Key areas of responsibility and focus that the job must satisfy.
High-level objectives and activities	The major results that must be achieved in the role. Worker activities must be listed under each objective.
Work environment	Where the position is to be fulfilled – for example, will the individual be working in harsh environments, on-site or off-site? Providing this sort of detail gives the candidate an opportunity to better understand the position and what is required by working in it.

Consult with team members

Members of a team bring their own sets of knowledge, skills and abilities that can add to team effectiveness.

These skills and abilities can often vary from what is written in a position description, which can also become quickly outdated as the operations and needs of the organisation change. As a result, use a consultative approach to discuss current roles with team members.

The benefits of a consultative approach include additional insights and ideas, improved satisfaction levels, and improved interest in and commitment to the job. Team members are more likely to feel their opinions are valued and that they play an important role in the context of the team and the organisation's goals.

Consultation methods

Consultation is an important part of developing improvement opportunities and involving stakeholders in the decision-making process.

Consultation is a two-way process involving the supervisor and team members. An effective consultation process should encourage team members to provide input about their roles and responsibilities, which allows the supervisor to discuss the information in an open forum.

The process of consultation can be achieved through the methods detailed below.

Meetings	Formal, scheduled meetings and informal, ad hoc gatherings between team members contribute to a better understanding of tasks, responsibilities and roles.
Interviews	Creating a list of questions to establish knowledge, skills and understanding of the task can help you identify individual needs and attributes.
Emails	If a team is geographically dispersed, a system of electronic communication can aid understanding and contribution by all team members.
Brainstorming sessions	Brainstorming allows a group as a whole to consider a number of possible perspectives. Successful brainstorming requires commitment, contribution and cooperation by all team members.

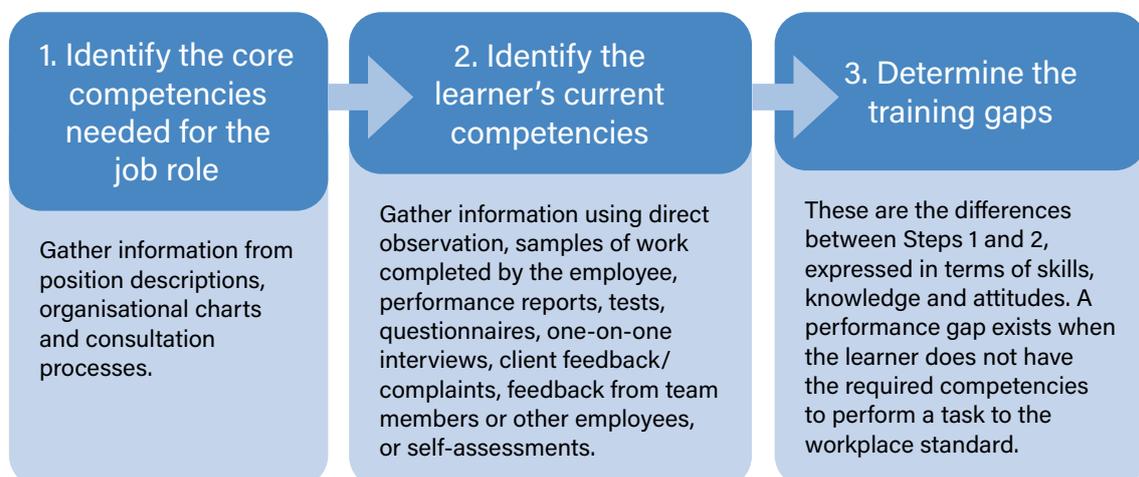
Conduct a skills audit

Team members will have different skills and learning needs based on their job requirements and existing competencies. A formal skills audit is the best way to identify learning needs.

Carry out a skills audit to discover the unique skills people currently possess and to identify their learning needs. The process can cover the whole organisation, a specific group of people (such as a team) or an individual. An organisation-wide skills audit involves the structured gathering of data about the current skills and capabilities of the entire workforce.

You must decipher the specific learning needs for each person and understand how to bridge the gap between an individual's current competencies and the needs of the organisation.

The three main steps in conducting a skills audit are shown below.



Implement a skills audit

The primary outcomes from a skills audit will uncover competency gaps that can be used to formulate a tailored learning and development plan.

A learning plan is a document that explains how competencies will be improved to meet the required standards.

To implement an effective skills audit:

- ensure the learning and development needs are aligned with the organisation's CI objectives and processes
- keep the process simple and flexible
- look at future as well as current skill/capability requirements
- gather sufficient, valid and reliable information about the job role and the learner's current competencies
- follow through by completing each step of the process in a timely manner
- continually identify the development needs of the people you manage and coach them to enhance their capability.

Provide performance improvement opportunities

Ensure your team members have access to suitable performance improvement opportunities so they can develop the skills, knowledge and attitudes required to support CI objectives and processes.

A performance improvement opportunity is a way in which the desired skill, knowledge or attitude is transferred to the team member. It is also sometimes referred to as a 'vehicle' because it takes the team members from Point A (not having a skill, knowledge or attitude) to Point B (developing the skills, knowledge or attitude to a competent level).

Provide team members with a range of suitable performance improvement opportunities to suit their different needs and learning styles. As a manager or supervisor, it is your responsibility to ensure that team members are encouraged to access these opportunities to meet organisational and individual objectives.

Performance improvement opportunities can be provided through:

E-Learning	<ul style="list-style-type: none"> ▪ Many companies have implemented e-learning, which encompasses several different types of technology-assisted training, such as web-based training (WBT). ▪ This training delivery method is valuable because it can automatically document progress through the learning module and provide appropriate practice modules to improve areas of weakness. ▪ However, during e-learning there is often little or delayed opportunity to discuss topics of interest, attitudes or learning difficulties with a facilitator. In addition, it is difficult to monitor, direct and reinforce the learner's progress to support the desired outcomes.
Tutorials	<ul style="list-style-type: none"> ▪ The tutorial method focuses on meeting the needs of the group. Learners can ask questions and pose discussions during the session. Tutorials are best used for developing knowledge that does not require immediate development of a skill. ▪ Several variations in the tutorial format allow it to be more or less restrictive on time and agenda. Communication usually begins as a one-way process from the facilitator to the learning group and then, as the session progresses, more interaction and discussion occurs from the participant group. ▪ A good tutorial begins with an introduction, agenda and ground rules about discussion and questions. The topic areas are divided into chunks with group questions strategically placed at key parts of the tutorial to generate discussion and identify the progress of the learner group. The tutorial should include visual representations and demonstrations of the tasks that need to be completed. It should conclude with a summary of the main learning points and/or conclusions.
Group discussions	<ul style="list-style-type: none"> ▪ The discussion method uses an informal two-way communication model between the manager and work team. It uses a short presentation (20 minutes or less) to provide staff with basic information. ▪ This is followed by an open discussion among the learning group that is led by a facilitator who supports, reinforces and expands upon the information presented in the short discussion. ▪ Verbal and nonverbal feedback from learners allows the facilitator to determine if the desired learning outcomes have been achieved. If not, the facilitator may need to spend more time on this area and/or present the information again, but in a different manner.
Coaching	<ul style="list-style-type: none"> ▪ Coaching assists in the achievement of long- and short-term goals that in turn assist in career development. The process helps individuals improve their current competencies and addresses areas that need improvement. ▪ Coaching should aim to: <ul style="list-style-type: none"> – build capability in task skills and technical competence – produce desired results – inspire and motivate – improve areas of underperformance.

Mentoring	<ul style="list-style-type: none"> ▪ Mentoring is the personal development relationship that exists between a mentor and mentee. While coaching focuses on developing technical and task skills, mentoring focuses on developing soft skills, such as communication, interpersonal skills, problem solving, teamwork and leadership. Mentors are generally currently in a position where the mentee aspires to be. ▪ Mentoring should focus on: <ul style="list-style-type: none"> – sharing experience and knowledge that will further the personal growth and success of the mentee – a structured mentoring program appropriate to the mentee’s needs – addressing behaviours that need to be changed, improved or removed – a mutually beneficial relationship where both parties trust each other.
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Develop learning plans

A learning plan is a formal document that outlines the goals and strategies for improving a team member’s competencies.

Once the skills audit process has been completed and performance improvement opportunities agreed to, document the learning and development journey so team members and management have clear goals and strategies in place. Furthermore, by documenting the process, you establish accountabilities that will help everyone involved to stay on course.

A typical learning plan includes the following information:

Learning objectives

These are the targets explaining what the learner hopes/needs to achieve. These should be written as SMART goals:

- **S** – Specific
- **M** – Measurable
- **A** – Actionable
- **R** – Relevant
- **T** – Time-bound

Focus areas

These are the gaps that need improvement, such as specific skills, knowledge and attitudes.

Actions to improve competencies

These are the learning opportunities team members will participate in to improve in the focus areas.

For example:

- e-learning
- tutorials
- group discussions
- coaching
- mentoring
- external training courses
- accredited training
- podcasts and YouTube presentations on key topics
- self-paced study and research using text or online articles and resources
- secondments and job rotations.

Indicators for success

These are the performance measures that explain how the learner will know whether they have been successful in meeting the learning objectives.

Answer the following nine questions when formulating a learning plan:

1

Who are the learners?

Use the skills audit outcomes to identify who your learners are. The skills, knowledge and attitudes to be developed may be similar or they may be completely different.

2

What do they need to learn?

The skills audit should identify the learning needs of the target audience. It is important to be 100% clear on what competencies the learners need to develop.

3

When do they need to learn it?

The learning required may vary according to when the competencies are required. Identify learning priorities and time frames for when they must be achieved.

4

Who will facilitate the learning?

The answer to this will vary according to the method of learning or training you choose. This may be you as the manager, an internal trainer, a subject matter expert, an external consultant/trainer, a workplace mentor or a coach.

5

How long will the learning take?

The time line for learning will vary according to the needs of the organisation and in most cases will be clear. The learning will vary according to the budget that has been allocated. You should also indicate the time frame required to complete the learning sessions.

6

How will the learning be measured?

Identify and utilise tools and/or methods to measure whether the training has met its goals. This will usually include the use or development of performance measures.

7

What resources will be needed during the learning process?

According to the learning needed. Resources can include a venue, personnel, equipment and learning support materials, etc.

8

What learning methods will be used?

When deciding which learning methods to implement, consider the learner's preferred style of learning, the objectives and the availability of resources.

9

How will ongoing learning be supported?

Consider what ongoing support should be provided to the learner and how long they should receive this support.

Example

Provide on-the-job coaching to improve performance

The use of a systems approach to performance management has seen Midfield Hospital improve patient safety, treatment, services and outcomes. A PDCA (plan, do, check, act) approach is used, along with a rigorous performance review process that generates inputs for the hospital's management system. With management support, supervisors at the hospital provide ongoing coaching as the staff development tool-of-choice due to the personal nature of the health services industry and the camaraderie developed in the team environment.

When interviewed about the factors that led to the ultimate success of the system and the hospital's outstanding record, senior administrator Professor Kerry Williams reported that the ability of her unit supervisors and professional support staff to adapt to the new processes and seek out better methods to produce excellent work performance was the underpinning secret to success.

Professor Williams stated that 'Our supervisory staff are quick to recognise achievement and praise creativity in the workplace. This is rare in the medical sector as hours are often very long and the pay for support staff is not at a level the industry should accept. This recognition and one-on-one support for all junior staff has created an atmosphere where success is expected. Achieving above-industry benchmarks for all levels in the workplace drives staff to greater heights'.

Practice Task 2

Question 1

Draw a line to match each performance improvement opportunity to its correct description.

- | | |
|--------------|---|
| » Coaching | » Uses an informal two-way communication model between the manager and work team. |
| » Discussion | » Focuses on meeting the needs of the group; learners can ask questions and pose discussions during the session. |
| » Mentoring | » Encompasses several different types of technology-assisted training, such as web-based training (WBT). |
| » E-learning | » The process of training, developing and empowering a person to develop their technical skills. It involves supporting and guiding a person through a task and enabling them to follow a process to make sound decisions. |
| » Tutorial | » The personal development relationship that exists between a mentor and mentee. The focus is on developing soft skills and leadership abilities. It involves encouraging self-development, listening and questioning, sharing experiences and enabling the mentee to work things out for themselves. |

Question 2

Draw a line to match each term about a skills audit process to its definition.

- | | |
|--|--|
| » Identify the learner's current competencies | » Gather information from position descriptions, organisational charts and consultation processes. |
| » Determine the training gaps | » Gather information using direct observation, samples of work completed by the employee, performance reports, tests, questionnaires, one-on-one interviews, client feedback/complaints, feedback from team members or other employees, or self-assessments. |
| » Identify the core competencies needed for the job role | » These are the differences between Steps 1 and 2, expressed in terms of skills, knowledge and attitudes. A performance gap exists when the learner does not have the required competencies to perform a task to the workplace standard. |

Question 3

How can teamwork help identify performance improvement opportunities?

1C Encourage participation in decision-making processes

For CI processes and systems to work effectively, it is important for leaders to involve team members.

There are two common critical factors found in successful businesses: constant review and improvement of performance by becoming better, faster, cheaper and more effective; and a culture of CI where team members are involved in identifying problems and resolving them collaboratively.

Therefore, one of the key principles of CI is teamwork – developing a culture that involves people across all areas of a business in identifying, implementing and monitoring process, product and service improvements.

Support participation and involvement by using communication, coaching and mentoring processes to encourage team members to develop their initiative and take responsibility.

Encourage participation and initiative

Many operational tasks and problems are not explicitly documented in a person's job description. Therefore, if a worker sees an issue or an opportunity to improve a business process, they have a choice to either take action or ignore the problem.

Successful organisations have turned to teams as a way to better utilise the talents of the workforce. Teams have a greater capability to identify problems and opportunities and develop CI approaches to address the needs in the organisation's operating environment.

However, team members' level of involvement in CI systems and processes is often dependent on the extent to which managers and supervisors allow employees to participate in reporting and resolving work-based issues and collaborating on improvement opportunities.

In addition, employees who lack initiative will not actively contribute to CI initiatives. Initiative means being proactive rather than inactive. For CI to thrive, team members must have a proactive attitude in which problems, quality variations and issues are picked up, reported and addressed in a timely manner.

Initiative is conceived and developed from within a person and is a reflection of an individual's attitudes toward themselves, others, their work and the business. However, initiative and participation can be modelled by the leader, who can also take charge in promoting opportunities for participation and communicating their expectations to team members.

Encourage participation and initiative through:

- opening up forums (such as team meetings) for team members to share ideas, information and insights based on areas that impact their job roles
- regularly asking for input via email or in direct conversations with team members
- clarifying team roles and expectations
- communicating regularly about CI successes and shortfalls and progress on ideas that have been provided to management
- developing a mentor or 'buddy' system to support team members to develop confidence and knowledge of other team members
- including CI agenda items in performance appraisal discussions
- rewarding and recognising outstanding contributions and behaviours toward CI systems and processes.

Benefits of involving team members

Team members who are involved in the CI process are more likely to be engaged in the business and to support any initiatives that are introduced.

By making participative-based decisions, you foster employee ownership and improve the knowledge and ability of workers, which in turn contributes toward greater performance in CI and innovation. In return, you are given a different perspective based on the experiences and insights of team members who are involved in the day-to-day frontline operations of the business.

Key benefits of involving team members in CI can include:

- increased initiative and responsibility in teams
- reduced waste, errors and economic impacts when great ideas are generated and converted into practical initiatives
- opportunities to increase organisational knowledge and workforce skills
- more input into ideas and opportunities for improvement
- greater level of engagement in the business
- increased support for changes that are introduced
- creation of fun and excitement in teams, as changes and improvements often break up a stale and mundane work environment
- more insight into the challenges and issues faced by the business.

Barriers to CI

A barrier is anything that stops or stifles a CI initiative from becoming a reality.

Barriers to participation in CI systems and processes can often occur as many people are fearful of and resistant to change. Therefore, it is critical to plan for the common barriers that may arise when attempting to involve people in CI initiatives.

Barriers to CI can include:

- lack of understanding about the importance of CI to the organisation's sustainability and goals
- resistance to new ideas and change
- lack of understanding about why the change is required
- past negative experiences relating to change
- no immediate recognition or obvious rewards for new ideas
- cultural issues and poor attitudes toward change
- lack of trust in management.

Many of these barriers can be overcome by:

- identifying any restriction in policies and procedures that may hinder CI processes
- examining why change is necessary and the 'what's in it' for the team
- getting the team involved and engaged in CI processes as a part of normal work practices
- asking for ideas from the team who know and understand the work best and who can identify root causes for problems
- addressing concerns about past issues when CI processes have failed or led to problems
- keeping channels of communication open by sharing information with the team and providing updates on the progress of change
- identifying inconsistencies in work processes that may hinder effective work practices.

Example

Promote participation in CI initiatives

The human resources department at TJ Media recently launched a new reward system which is playing an important role in motivating its workforce and contributing toward CI. The reward system focuses on encouraging staff to contribute to finding practical solutions to everyday workplace issues, including reporting, client management, communications and general administration.

The system is based on the principles of fairness, excellence and innovation, and all staff are eligible to attain a specified number of points for their contributions, based on a set of metrics. As team members earn and accumulate points, they are able to purchase a range of prizes using a third-party online retail store. Prizes include cooking classes, tickets to events, regional tours, spa and wellness packs, driving and flying experiences, and other indoor and outdoor activities.

The reward system is communicated to staff on the staff portal and using posters which are situated in prominent areas around the building.

Practice Task 3

Question 1

Which of the following methods could you use to encourage team members to show initiative and participate in continuous improvement (CI) systems and processes? Tick all that apply

- Face-to-face discussions
- Team/individual meetings
- Announce ideas that are going to be introduced to the organisation's website
- Regular emails asking for input
- Coaching and mentoring
- Role modelling the right behaviours

Question 2

Determine whether the following statements are either a benefit of or a barrier to CI.

Reduced waste, errors and economic impacts	» Benefit	» Barrier
Increased organisational knowledge and workforce skills	» Benefit	» Barrier
Fear of change	» Benefit	» Barrier
Greater level of engagement in the business	» Benefit	» Barrier
Minimal communication from management	» Benefit	» Barrier
No immediate recognition or obvious rewards for workers	» Benefit	» Barrier

Summary

- Organisations must look for opportunities to improve the quality of their systems, products and services. The key is continuous improvement (CI).
- CI means an ongoing commitment to getting better in the areas of systems management and product and service delivery. It focuses on identifying operational issues and market opportunities, then doing something practical and cost-effective to address them.
- At the cornerstone of every CI system is quality. It is a standard of excellence, consistency, uniformity and dependability in any system, product or service that is produced by a business.
- CI must be applied systematically at all levels of business for it to be effective. Six popular CI systems are Deming's PDCA cycle, Six Sigma, total quality management (TQM), lean management, benchmarking and best practice.
- To ensure CI objectives are achieved, organisations must involve team members at all levels of the business and communicate the right expectations in a clear manner.
- To remain responsive to market demand and retain a competitive edge, organisations must conduct a review to determine the current roles of its team members and a skills audit to determine the competencies that need to be improved.
- Carry out a skills audit to discover the unique skills people currently possess and the learning needs of individuals.
- Provide team members with a range of suitable performance improvement opportunities to suit their different needs and learning styles.
- A key principle of CI is teamwork. Support participation and involvement by using communication, coaching and mentoring processes to encourage team members to develop their initiative and take responsibility.
- Barriers to participation in CI systems and processes can often occur as many people are fearful of and resistant to change. Plan for the common barriers that may arise when attempting to involve people in CI initiatives.

Learning Checkpoint 1

Coordinate continuous improvement

Part A

1. Draw a line to match each term about continuous improvement (CI) processes and systems to its definition.

- | | |
|----------------------------|---|
| » Best practice | » A process of identifying key performance measures, then comparing current performance to that of the identified metrics. |
| » Total quality management | » The highest possible standard of management systems and business practices in the industry. |
| » Benchmarking | » A process of improving the quality of products and services and eliminating variation. |
| » Lean management | » A plan-do-check-act process that involves planning, implementation and identifying corrective actions based on the results of a review process. |
| » PDCA | » Eliminating waste, improving productivity and streamlining each step in the process to ensure everything adds value to the customer. |

2. Which of the following statements relate to benefits of implementing CI initiatives?
Tick all that apply.

- Reduced waste, errors and economic impacts when great ideas are generated and converted into practical initiatives
- Creation of fun and excitement in teams, as changes and improvements can often break up a stale and mundane work environment
- A reduction in productivity and quality
- More input into ideas and opportunities for improvement
- Increased errors and complaints from customers

3. Which of the following statements relate to barriers of implementing CI initiatives?

Tick all that apply.

- Resistance to new ideas and change
- Lack of understanding about why the change is required
- Past negative experiences relating to change
- A rewards system that recognises outstanding achievements in CI
- Cultural issues that stem from poor attitudes about change

4. List and briefly summarise the three key steps of a skills audit.

Part B

Read the case study then answer the questions that follow.

Case study

Deanne works as the operations manager for a large sporting goods retailer. The organisation employs 25 sales and customer service representatives. The workforce is extremely diverse, with at least half from Asian, European and African countries.

Deanne reports directly to the contact centre manager, Sharlene. Sharlene has recently reviewed the level of customer satisfaction. The results indicated that the business is performing well below its competitors. 150 customers were surveyed and the overall average satisfaction rating was only 52 per cent. To help address this problem, Sharlene would like to see more contributions from the sales and service team members in the areas of CI. She has asked Deanne to find ways for team members to be more involved in identifying and rectifying product quality and customer service issues.

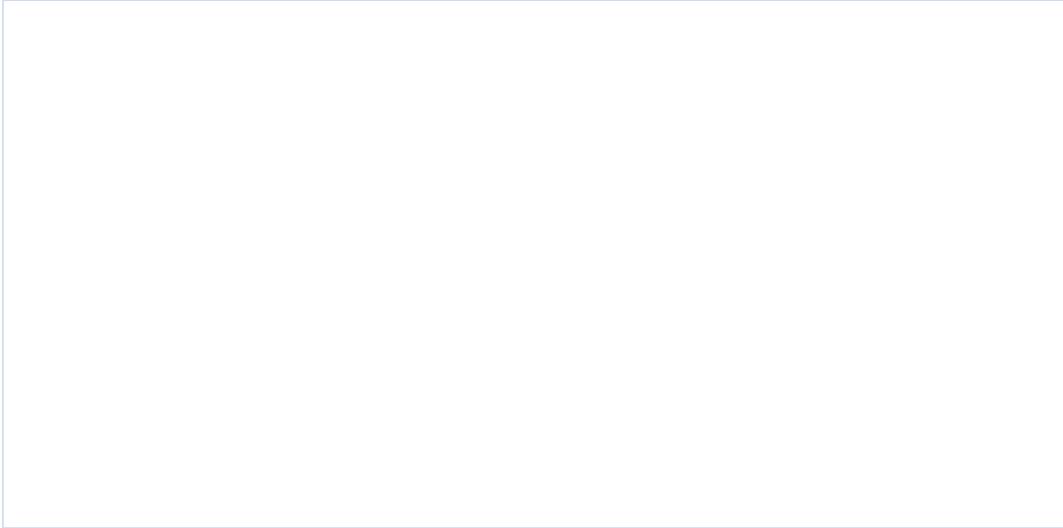
1. What types of communication skills does Deanne need when sharing information about organisational objectives and CI processes to the team members? Tick all that apply.

- Discuss the organisation's needs then allow two minutes for questions
- Speak using a steady volume, tone and pace
- Use plain language and back it up with written communication
- Ask specific questions to check for understanding
- Consider the communications skills of team members to ensure they understand what is being said
- Use extensive eye contact and a rigid informal posture

2. Describe two methods Deanne can use to identify the roles and skills of the sales consultants?

3. Write one CI objective that Deanne can use to communicate to the team members.

4. List three methods Deanne can use to encourage her team members to exercise initiative and decision making in CI processes.





Topic 2 | Monitor and report continuous improvement outcomes

- 2A Monitor progress and identify improvements
- 2B Report on changes and training needs
- 2C Develop plans to apply continuous improvement techniques

2A Monitor progress and identify improvements

To understand where issues and improvement opportunities exist, monitor the performance of work teams using organisational systems.

Continuous improvement (CI) is an ongoing cycle of planning, implementing, reviewing and introducing changes to improve the quality and productivity of products, services and systems. Central to any CI process is monitoring and reviewing performance. Without this step, it is impossible to make informed decisions about what needs to be done to improve business performance.

To monitor how well your team is performing, you will need to compare actual performance to the required objectives and performance measures, using valid information and data.

Organisational monitoring systems and processes

Use an organisational monitoring system or process to identify the performance of a work team.

Systems are essential for completing repeatable tasks to the right standards. They involve actions, resources, processes and people that all work cohesively to complete a job task. Organisational systems and processes must be followed if the performance monitoring process is to be completed effectively to the best possible standard.

Four steps are usually completed in a monitoring and review system:

1. Confirm areas where monitoring is needed

Concentrate on what is important in terms of standards of behaviour and key result areas (KRAs).

2. Confirm specific measures

These are the key performance indicators (KPIs) that must be achieved in a set period of time.

3. Compare what is happening with what should be happening

Once Steps 1 and 2 have occurred, it should be relatively straightforward to complete a comparison.

4. Take action as necessary

Identify the source of the variation and what needs the most attention. Implement contingency plans or performance development plans immediately.

Monitor progress using technology-based systems

Monitoring performance requires a systematic approach to provide reliable, consistent, fair and valid evaluation of team progress.

CI is not a one-off action; rather, it requires a process of continual monitoring and evaluation of a person's progress. Measure team progress against agreed performance measures that are relevant to CI. To support CI, carry out the monitoring process over a specified period of time, then conduct a review and establish a new set of measures.

To assist with the monitoring process, your organisation may have technology-based systems you can use to access reports, statistics and other performance data. These systems can provide automated reports, increase the accuracy of the monitoring process, reduce the time required to monitor performance and provide analysis to determine trends and issues in operational processes.

Examples of technology-based organisational systems:

- Human resource management information system (HRMIS)
- Health, safety and environmental (HSE) management system
- Client relationship management (CRM) system
- Accounting system, such as Xero and MYOB
- Project management system

Establish performance measures

To effectively monitor team progress, set clear performance measures and collect useful data to identify variations.

Measure performance and progress against an agreed set of standards. These may be benchmarks gathered from internal or external sources or a set of measures that have been developed by management teams. Performance measures can be grouped according to whether they are quantitative or qualitative, as described below.

Quantitative performance measures	Qualitative performance measures
<p>Quantitative performance metrics involve an evidence-based method of collection and analysis of work-related data. Workplace data can be generated automatically from existing information systems and extracted from observations and reporting systems. A combination of the two sources provides the most holistic measurement of performance.</p> <p>Quantitative performance can be thought of as 'how much' a person does in their job.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ▪ production volume for a month ▪ number of issues reported ▪ amount of money saved through practical initiatives ▪ reduction in errors and waste. 	<p>Qualitative performance usually refers to how well a job is completed – in particular, the aspects that determine the quality standards of a task.</p> <p>Qualitative performance can be thought of as 'how well' a person does their job.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ▪ number of errors in a work task ▪ desire to learn and excel in one's job ▪ integrity and ethics ▪ level of initiative to report and act on operational issues ▪ ability to work cohesively in a team to develop solutions to operational problems.

Gather data on team performance

The next part of the monitoring system is to gather useful data to determine actual performance and progress of work teams.

The goal of a monitoring and review system is to identify variations from planned objectives and eliminate them so the organisation's products, services and systems can operate more effectively and efficiently. The end result is implementing an improvement that adds value to the organisation.

When observing the performance of your team members, you will need to gather data based on both their work outputs and the performance measures and benchmarks that have been set. You can monitor performance by completing observations, asking for feedback from team members, accessing reports from operational systems and collecting useful quantitative data from other sources such as customer complaints.

Performance data can be collected from a number of sources, for example:

- reports, charts and other data generated by the organisation’s information systems
- statistical reporting tools such as Gantt charts (schedule of events, milestones and measures of performance in relation to time); control charts (show upper and lower statistically acceptable limits of performance); pie charts (compare all data in the system); and Pareto charts (compare one set of data against another)
- identified benchmarking measures to establish KPIs for key areas of the business (these become the benchmarks that you use to measure and monitor your performance)
- formal and informal surveys and feedback from team members, customers, suppliers, shareholders, other staff and managers
- regular discussions (formal and/or informal) with key staff members, managers and others in the organisation who can help you stay current with incidents, issues and trends
- audits, which can identify areas of excellence as well as areas of concern
- observation, which is an effective way of discerning the actions of individuals and gathering immediate and accurate data
- industry-wide surveys and reports issued by industry bodies
- information produced by external parties, either requested or available freely, such as newspaper reports or commissioned market research data.

Conduct a gap analysis

A gap analysis is a three-step process that compares the current state or actual performance against the desired state or performance in order to identify gaps.

Once performance gaps have been identified, you can then determine the changes required to address the gaps through a CI initiative.

Identify the objectives	<ul style="list-style-type: none"> ▪ Improved financial performance, e.g. increased turnover or profit ▪ Market share ▪ Shift into new market/area/industry ▪ Reduce staff turnover
Identify the current performance	<ul style="list-style-type: none"> ▪ Current financial performance, e.g. turnover or profit ▪ Market share ▪ Current market/area/industry ▪ Current staff turnover rate
Identify the gap	<ul style="list-style-type: none"> ▪ The difference between the planned objectives and the current level of performance

Improvement needs and opportunities

After completing a gap analysis, develop, approve and implement the identified CI needs and opportunities.

When identifying and actioning CI decisions and changes it is important that consultation and ongoing communication are maintained so the changes stay consistent with the strategic and operational goals of the organisation.

Improvements identified as a result of review processes should focus on two key areas: improving operational systems and processes; and improving the competencies of team members through training.

CI needs and opportunities may include:

- undertaking an organisation restructure in the manager's department
- implementing formal training, coaching and mentoring plans to increase the competencies of team members
- amending existing operational processes to eliminate or clarify steps in the process
- increasing social media usage in the communications team
- designing a new layout for a work area to improve safety or productivity
- changing the steps in a quality assurance process
- changing the training process for induction of new staff.

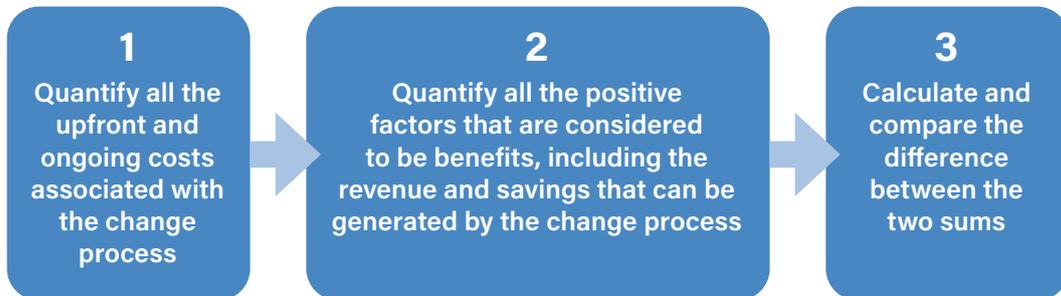
Conduct a cost versus benefit analysis

Calculate the costs and benefits of implementing training or a CI change to determine the viability of the change.

Cost benefit analysis (CBA) is a model commonly used in business to identify the viability of an investment. It was first introduced in the 1930s by Jules Dupuit, a French engineer. It became popular in the 1950s as a simple means of quantifying a project's costs and benefits to identify whether to go ahead with the project.

A CBA can be completed before a change process is implemented to identify the costs and value to the organisation of implementing the proposed improvements.

A CBA includes three key steps:



The difference between the two sums (costs and benefits) will show whether the change process will financially benefit the business. If the costs outweigh the benefits, the changes should not be implemented, unless there is a legal or other stakeholder requirement that overrides the costs involved.

Identify cost savings

The savings associated with implementing a change process should be highlighted when reporting on a CBA.

In addition to the revenue that can be generated from implementing a change process, it is important to identify the cost savings, as these can often be of more value to the organisation's bottom line.

There are essentially three types of savings that can be made from a change process:

Direct savings	These are quantitative savings directly attributed to the CI or innovation. For example, reduced administration costs.
Costing avoidance	This refers to spending that is no longer required as a result of implementing the changes. For example, the organisation is no longer required to pay ongoing leasing fees for an existing resource.
Intangible benefits	These are qualitative benefits as a result of implementing the changes. For example, less time manually processing administrative tasks and increased automation allows staff to concentrate on more meaningful tasks.

Determine the value and costs of the investment

The most challenging part of calculating costs versus benefits is to quantify the value of the revenue and costs of the investment.

The benefits of implementing a CI or innovation may at times be difficult to quantify and assess, for example, a reduction in staff attrition, or an increase in productivity or value from indirect sales. When quantifying the benefits, you may need to isolate the portion of the changes to productivity, performance, sales or other measurable output that may occur as a result of the change.

The key is to focus on producing a quantified metric, such as a rate, percentage or dollar value that can be determined. However, if the benefits are too difficult to objectively quantify, reasonable assumptions based on valid evidence may be used to determine the costs and benefits.

When calculating costs and benefits, consider the:

- salaries of the people involved in the CI process
- difference in hours required to use a previous process compared to the new process
- reduction in direct costs due to a reduction in staff conflicts, disputes, performance problems and work-related injuries
- costs saved by correlated reductions or improvements, based on performance before and after the date the changes were implemented – such as reduced attrition rate, fewer errors, increased customer satisfaction or higher productivity.

Example

Cost versus benefit analysis

Thomas is the information technology (IT) systems manager at TNT Services. He recently completed the following CBA for implementing a process change that involved replacing the CRM system.

Option	Cost	Risk	Benefit	F/MF/NF
Replace the CRM system	Purchase costs: \$35,000 Training costs: \$9,500 Integration costs: \$27,500	Loss of customer data Initial downtime of 15 hours per week for the team Processing times increase due to sales representatives spending more time on each order	Higher performing sales teams with a more efficient system Automated sales and service tasks saving one hour per day of productivity Less supervision needed to support the sales department Increased sales predicted at \$7,500 per month	Feasible but needs to be carefully managed with a change and training strategy

F: Feasible

MF: Maybe feasible

NF: Not feasible

Practice Task 4

Question 1

Number each step from 1 to 4 in the order you would follow to monitor team progress.

- Identify the source of the variation and what needs the most attention. Implement contingency plans or performance development plans immediately.
- Once Steps 1 and 2 have occurred, it should be relatively simple to complete a comparison.
- Confirm the key performance indicators (KPIs) that must be achieved in a set period of time.
- Concentrate on what is important in terms of standards of behaviour and key result areas (KRAs).

Question 2

Summarise the steps involved in completing a gap analysis for identifying improvement needs and opportunities.

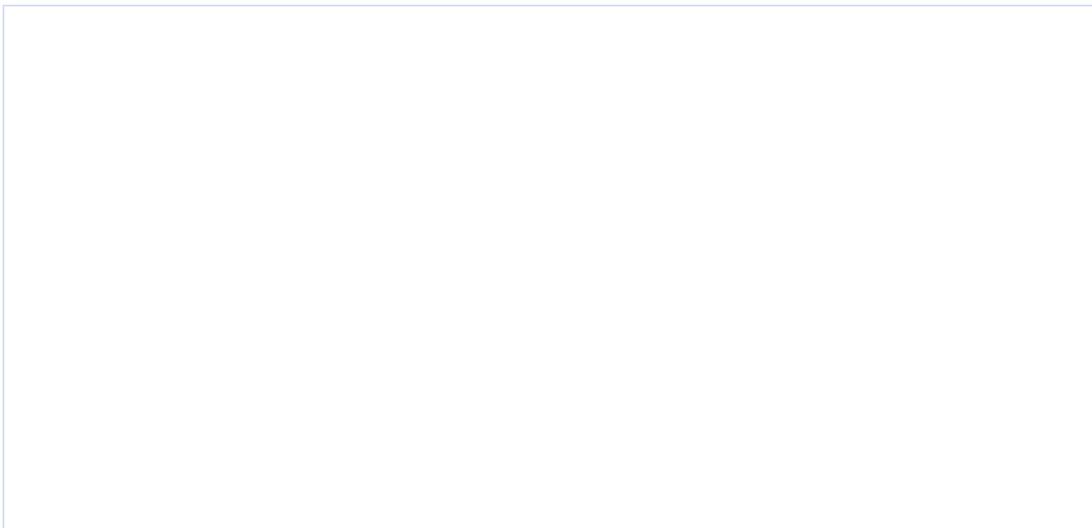
Question 3

What are the three key steps in conducting a cost versus benefit (CBA) analysis?



Question 4

List three types of technology-based systems that can be used to monitor performance and identify gaps.



2B Report on changes and training needs

Before any changes are introduced, report the findings of the monitoring CI process, as well as the training needs of team members, to key stakeholders.

Gaps in operational performance can reveal opportunities to make changes in work processes or implement training to enhance the competencies of team members. These CI opportunities and training needs should be reported to relevant stakeholders, specialists and experts.

Stakeholders, including team members who are affected by the change, need to be kept informed of any issues and potential changes that impact their job roles. These may be employees, senior management, external business and operational specialists and consultants, or even suppliers and clients impacted by changes in products, services and systems.

Report to key stakeholders

Effective communication with stakeholders to report issues, improvement opportunities and training needs is an essential part of successful change implementation and CI.

It may be necessary to consult with relevant change specialists on specific elements of the improvement process or on an ongoing basis throughout the change project. Likewise, you may also need to consult experts, either internal or external to the organisation, for specific expertise and opinions.

Key stakeholders are listed below.

Change stakeholders

- Employees (may be divided into subsets where change impacts departments differently)
- Customers
- Clients
- Suppliers

Specialists

- └ Change management consultants
- └ Organisational development consultants
- └ Strategy development specialists

Experts

- └ External subject matter experts, e.g. IT consultant
- └ Internal subject matter experts, e.g. IT team leader
- └ Experienced staff members
- └ Procedural experts

Reporting methods

Reporting means sharing information, notifying stakeholders of achievements, problems and issues you experience, and communicating change plans.

Business reports are commonly used to describe the true outcomes achieved over a period of time in a business, following a monitoring and review process. Reports must be professionally written and provide a clear and accurate picture of the current performance of resources and how they have contributed to operational objectives.

All information contained in the report must be of a quality standard: it must be reliable, valid, current and sufficient.

The format for presenting findings to your stakeholders will be informed by the organisational reporting policies, procedures and style guides, as well as the unique needs of your stakeholders.

Reports should have a clear and logical flow and structure, so your stakeholders can easily read and find the information they are looking for.

A standard structure for a business report:

- Report title
- Executive summary
- Introduction
- Findings
- Recommendations

Example

Business report template

Report title

- Name of the report
- Who the report is addressed to
- Date
- Who compiled the report

Executive summary

- A summary of key findings and high-level points and recommendations

Introduction

- What was monitored
- The monitoring system used
- Data sources and collection methods

Findings

- Presentation of the information and evidence, including successes and issues
- Objective analysis of the operational results achieved, including trends, patterns and forecasts
- Variations in performance from the objectives

Recommendations

- Changes that need to be implemented to meet business objectives
- Costs and benefits of the proposed changes

Present report to stakeholders

The final step is to present the report to your target audience within the required time lines.

This will usually be in the form of an email attachment, an in-person presentation, via a shared drive or as a hard copy (through internal mail).

Ensure you attach relevant appendices or documents as noted in your report, and follow up to make sure your recipients have received the report.

Your report may need to be formally presented to key stakeholders as part of ongoing communication and consultation processes. Formal presentations are used to inform stakeholders about the progress of the change process. Schedule and plan them to achieve optimum outcomes.

Practice Task 5

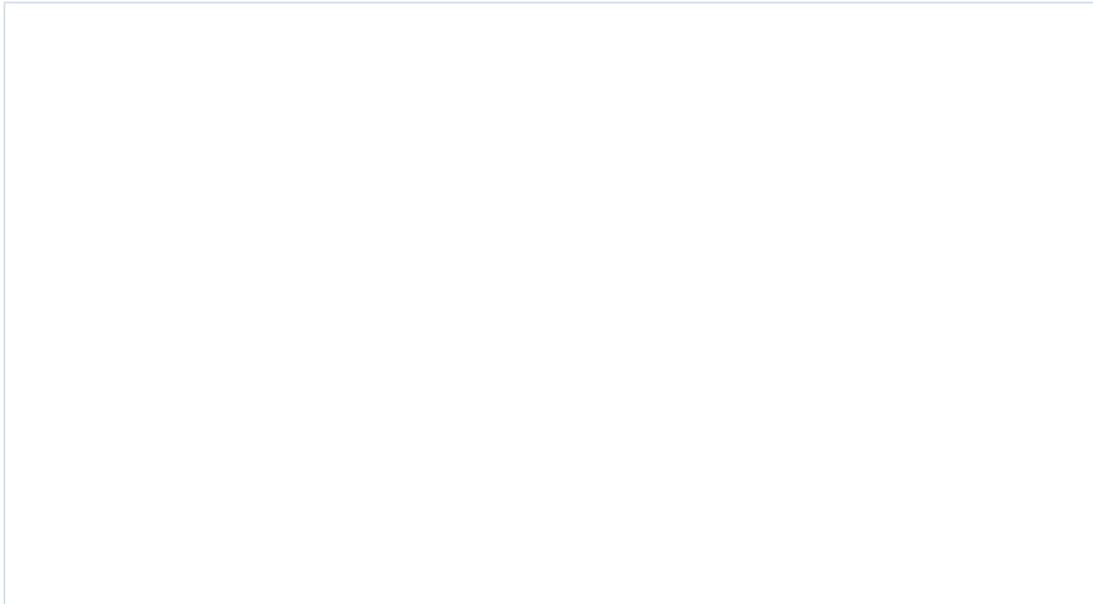
Question 1

Which of the following information do you need to include when reporting on potential changes and training needs to stakeholders? Tick all that apply.

- Report title
- Executive summary
- Audience
- Findings
- Recommendations

Question 2

List three groups of stakeholders that need information about changes to processes and training.



2C Develop plans to apply CI techniques

The CIs must be documented in a formal plan as part of the change management process.

Change management consists of three major stages: identification of change requirements and improvements; change management planning; and implementation of those changes. In these three stages, the number and nature of steps will vary according to the type of change and the organisation's and manager's preferred approach. The steps in each stage are outlined below.

Identify improvement requirements and opportunities

- Monitor and review work progress to identify the issues and improvement needs.
- Identify the organisational requirements needed to make the change.
- Analyse costs and risks and barriers to change.
- Prioritise the identified change needs.

Develop the change management plan

- Develop the change management plan in collaboration with key stakeholders.
- Set clear objectives and performance measures that can be used to monitor and review the impacts of the change process.
- Assign resources to begin plan implementation.
- Record the information for the change process in a formal document.

Implement the change

- Implement the change management plan.
- To manage resistance, communicate the reason for the change and the plan.
- Action change interventions and activities to ensure change becomes embedded.
- Monitor the plan and evaluate the change.

Example

Change plan template

Objectives

- Objective #1
- Objective #2
- Objective #3

Action steps

Priority	Program/ activities	Responsibilities	Time frames

Reporting strategy

Report name	Stakeholders	Reporting/ communication methods	Responsible person	Time frames

Kotter's change process

Handle change management in a strategic and sensitive manner to achieve the best outcomes for the business.

Improvements can be difficult to implement as many people are resistant to change. Therefore, it is critical that you have all the relevant information in order to implement changes in your work team.

Change management involves taking a planned approach to help people transition through a period of change. The success of any change usually stems from the manager's ability to provide team members with appropriate information and support.

John Kotter, an academic who studies leadership and change, developed an effective process for leading change.

Successful change management practices can be broken down into the steps listed below, following Kotter's 8-step change management model.

Kotter's 8-step process for leading change	
1	<p>Create a sense of urgency</p> <p>Change leaders need to ensure that employees feel an urgent need for change. They can do this by formulating a compelling and persuasive reason for why change is needed. CI and innovation need to be consistently promoted to ensure people understand the role they play in sustaining organisational success.</p>
2	<p>Build a guiding coalition</p> <p>Leaders need to get on board senior management and other stakeholders who have power to affect outputs and outcomes and who have influence over inputs. A stakeholder with high power and influence over transition would be the senior manager or management group ultimately responsible for approving the project and making funds available to implement change.</p>
3	<p>Form the strategic vision and initiatives</p> <p>Leaders need to create a strategic vision that will direct the change and initiatives. This is critical in promoting innovation and CI. The vision needs to be effectively communicated throughout the organisation and to external stakeholders.</p>
4	<p>Enlist a volunteer army</p> <p>Leaders need to empower a broad group of people as change agents – people who can act on the vision and drive change. These agents need to be encouraged to engage in creative problem solving to ensure issues do not become major problems.</p>

Kotter's 8-step process for leading change	
5	<p>Enable action by removing barriers</p> <p>Leaders need to remove barriers to change that threaten the achievement of the vision. They need to increase the driving forces for change and decrease the resisting forces. To identify driving and resisting forces, a force field analysis can be conducted. In some cases, the driving forces can be increased, while in others the resisting forces can be decreased.</p>
6	<p>Generate short-term wins</p> <p>Leaders need to plan for and track accomplishments, rewarding short-term wins that move the organisation towards achieving the new vision.</p>
7	<p>Sustain acceleration</p> <p>At this stage, leaders should change organisational policies and processes that do not support the vision. This may mean hiring or promoting people who can implement change and/or create new processes.</p>
8	<p>Institute change</p> <p>Embed the change by demonstrating the relationship between organisational success and the new behaviours.</p>

Plan for the impacts of change

In preparing for change, you need to analyse a number of factors that may result, following the implementation of a CI process.

This includes implications to workers and their ability to perform their job roles to the required standards.

Changes can impact worker performance in the following ways:

- Creation of new hazards that can impact the health and safety of workers
- Creation of new roadblocks and challenges in a workflow process
- Decrease in productivity due to the time required to follow a new process
- Introduction of new systems that may not integrate with existing systems, causing excessive downtime
- Increase in time required to learn how to use new equipment and develop confidence in the new process

Collaborate with team members

Collaboration involves managers and team members working together on operational issues and developing plans to make improvements in the workplace.

Collaboration occurs when the manager sets clearly defined goals and procedures, and when individuals are provided with opportunities to contribute. Giving team members an opportunity to collaborate on the development of CI plans and change processes helps to build engagement, commitment and, ultimately, better support for CI initiatives.

Below is a list of strategies you can use to facilitate collaboration. As a manager, the skill is in determining which of these strategies will be effective depending on the circumstances. For example, empowering team members can be effective but relies on those team members having the skills and ability to handle increased responsibility.

Establish a shared purpose

- Provide a convincing reason why team members should contribute to the change plan development process. Explain 'what's in it for them' and how it can improve their performance and job satisfaction.

Set clear expectations

- Clarify your expectations as to how people can contribute, including what is and is not acceptable. Explain everyone's responsibilities and roles in the collaboration process.

Empower team members

- Build a culture of consultation and participation by encouraging team members to contribute their ideas and concerns. Allow for 'failures' and ask team members to stay curious. Help your group realise viewpoints outside of its own.

Encourage the development of new ideas and provide ongoing opportunities for issues, improvement opportunities and change plans to be discussed in an open forum.

Be consistent

- At all times, keep your word by following through with your actions. This is essential to build trust and confidence with team members. Do not make promises or undertake tasks you are unable to act on.

Recognise individual contributions

Set and celebrate individual contributions, improvements and milestones. Motivate employees to collaborate on CI initiatives by letting them know their efforts will be recognised and respected.

Model the behaviour you want to see

Show team members your expectations through your personal actions. Model the integrity you want your team to follow, and hold yourself and your team accountable. Take a stand when necessary. Rely on others. Admit errors and mistakes and do not be afraid to say, 'I don't know'.

Dissolve structural barriers

Organisational policies and processes can hinder collaboration with team members. Take a critical look at policies and processes and identify bottlenecks that may prevent the participation of team members in CI. Open up channels of communication with internal and external stakeholders. Identify and work to overcome process inconsistencies.

Invite healthy debate

An effective team encounters conflict. Do not be afraid to discuss and address potential conflicts. Healthy discourse will benefit your team and the organisation. Treat conflicts or disagreements pertaining to task-related discussions and possible improvements as a normal occurrence. Ensure team members do not harbour any animosity towards one another once a team meeting ends. Ensure conduct always remains professional and communication respectful. However, too much disagreement is not healthy. Agree on a process to resolve issues constructively.

Practice Task 6

Question 1

Which of the following statements are correct? Select yes or no for each one.

- | | | |
|---|-------|------|
| a) Team members should be involved when planning which continuous improvement (CI) techniques will be used. | » Yes | » No |
| b) Change management processes need to be documented as part of a formal implementation process. | » Yes | » No |
| c) Team members can provide valuable input into CI change processes. | » Yes | » No |
| d) Kotter's 8-step change process starts by creating a sense of urgency around the change process. | » Yes | » No |
| e) Improvements as a result of review processes should only be made at a management level. | » Yes | » No |

Question 2

Outline three ways you can collaborate with team members when planning to apply CI techniques and processes.

Summary

- A key to all continuous improvement (CI) processes is monitoring and reviewing performance. Without this step, it is impossible to make informed decisions about what needs to be done to improve business performance.
- To monitor how well your team is performing, use your organisational systems to compare actual performance to the required objectives and performance measures, using valid information and data.
- A gap analysis is a three-step process that compares the current state or actual performance against the desired state or performance in order to identify gaps. Once performance gaps have been identified, managers can then determine the changes required to address the gaps through a CI initiative.
- A cost versus benefit analysis can be completed before a change process is implemented to identify the costs and the value to the organisation of implementing the proposed improvements.
- Gaps in operational performance can reveal opportunities to make changes in work processes or implement training to enhance the competencies of team members. Report these CI opportunities and training needs to relevant stakeholders, specialists and experts.
- Change management consists of three major stages: identification of change requirements and improvements; change management planning; and implementation of those changes.
- Collaborate with your team members when developing change management plans to ensure the change process will be effective.
- Collaboration involves managers and team members working together on operational issues and developing plans to make improvements in the workplace.

Learning Checkpoint 2

Monitor and report continuous improvement outcomes

Part A

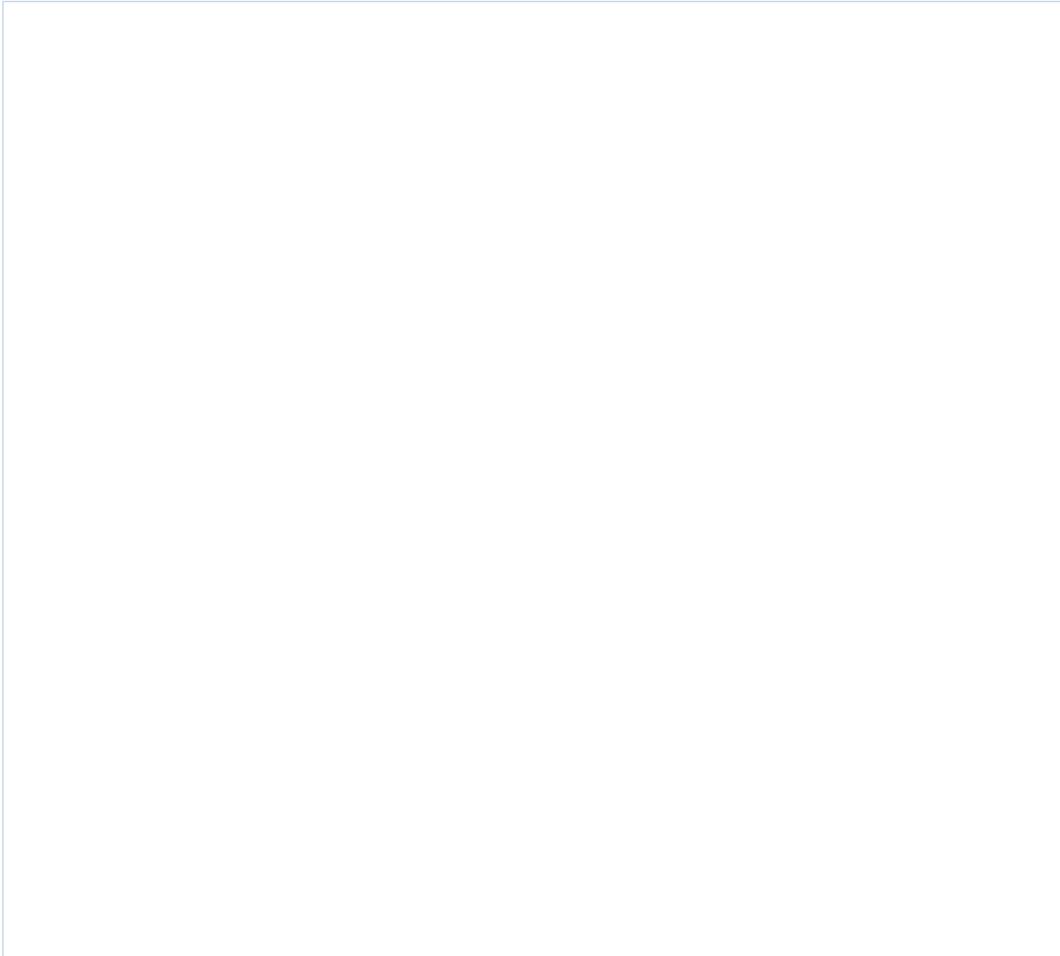
1. Which of the following are likely to promote collaboration with team members in continuous improvement (CI) processes? Tick all that apply.

- Explain change plans and strategies to ensure team members know what they need to do to support the CI initiatives
- Build a culture of consultation and participation by encouraging team members to contribute their ideas and concerns
- Establish guidelines for collaborative work that include respectful communication
- Instruct workers to stay in their direct work areas to focus on their tasks
- Affirm employees when useful contributions are made

2. What are the four key steps to monitor team progress for CI?

3. How can technology-based systems assist in monitoring team progress? What is your responsibility in monitoring CI progress?

4. Summarise four key principles of writing effective business reports.



Part B

Read the case study then answer the questions that follow.

Case study

Reginald is the operations manager for a large independent supermarket. The business has 40 staff across various departments including grocery, fruit and vegetables, dairy, deli, checkout, storeroom and accounts.

The store manager recently invested \$35,000 in a stock management system and plans to upgrade all of its computers and devices. Staff will be able to manage stock levels and place orders with suppliers far more efficiently than when using the previous version of the system, which involved significant amounts of printing and paper trails.

Implementation of the stock management system will involve a significant amount of restructuring and transformation of the internal hardware and software systems. The system is set to go live in four weeks.

1. Which of the following would be the benefits of implementing the new system?
Tick all that apply.

- Increased productivity in the picking team
- Increased customer/user experience
- Increased costs to the business once the system is implemented
- Fewer errors from the picking team
- Decreased sales due to less human interaction

2. How could Reginald involve the staff in developing the change management plan for the new system?

3. Write a basic change management plan to outline the objectives and strategies for the implementation of the new system.

A large, empty rectangular box with a thin blue border, intended for the student to write a basic change management plan. The box is positioned centrally below the question and occupies most of the page's vertical space.



Topic 3 | Support opportunities for further improvement

- 3A Communicate recommendations to team members
- 3B Monitor work performance and support team members
- 3C Maintain continuous improvement reports and records

3A Communicate recommendations to team members

Clearly communicate continuous improvement (CI) initiatives to your team members to ensure they understand the organisation's goals and expectations in regard to supporting changes in the business.

CI needs and opportunities, and the change process itself, should be communicated to all team members who are affected by the change and who have a responsibility to support the improvements that are introduced. Effective communication with team members is an essential part of successful change implementation.

The way you communicate recommendations for improvements with team members will vary according to their needs, the nature of the work being performed and the structure of the team. Routine procedures like agreeing by email could be unnecessary if you work in the same vicinity as your team members. In most cases, a team or one-on-one, face-to-face meeting will be more suitable.

Communication methods

Communication can involve verbal, written, formal and informal methods. The key to choosing the right method is to consider how best to effectively communicate CI requirements to stakeholders.

Communication methods are the vehicles or mediums used to communicate information to your team members. They range from an informal face-to-face conversation to the use of email or more advanced communications using web-based technology and software applications (apps).

Communication methods used to communicate CI information and training needs can include:

Electronic	Use of email, internal messenger apps, webinars, mobile/fixed-line telephone and other internet-based communications
Non-electronic	Group meetings, brainstorming sessions, focus groups and one-on-one discussions
Live/real-time	Communications by which feedback can be sent and received immediately, for example, telephone conversations, ad hoc discussions or face-to-face meetings
Virtual	Communications where there is a delay in the response, for example, use of email

Type of information to communicate

The information you need to communicate to your team members will vary according to their needs, the nature of the changes and how it impacts their job roles.

In most cases, team members will need to know the nature of the changes being introduced, including impacts on their job role, the organisation's goals and how they can support the initiatives. Flooding team members with too much information that is not relevant to their job role can be counterproductive and may only confuse people, leaving them unsure of their responsibilities.

Key content that team members need to know can include:

- a brief background of the issues, opportunities and needs
- the organisational goals/objectives for the CI initiative
- expectations and measures of performance standards to be achieved
- details of a new workflow or procedure, including changes to current procedures
- relevant hazards or risks that may impact the health or safety of workers.

Adapt your communication to individual needs

Effective communication involves knowing how to adapt your communication style to ensure the audience understands the true intent of the information.

When communicating CI recommendations, it is important to understand your audience and their level of language and literacy skills. Audiences have diverse backgrounds and cultural elements that may impact their understanding when it comes to communication.

For example, the team members you communicate with may have difficulties with the English language or may not understand some of the technical terms and industry jargon frequently used in the organisation.

Here are some strategies to help you adapt your communication style to groups and individuals in your organisation and to ensure your message is communicated effectively.

Understand the audience

- What does your audience already know?
- What is their demographic profile and how will this affect understanding?
- Will they understand jargon and technical terminology?
- Do they have any needs to be addressed, such as a hearing or visual impairment?

Plan methods	<ul style="list-style-type: none"> ▪ Will it be spoken or written? ▪ Will it be formal or informal? ▪ What are the main points? ▪ What media will you use? ▪ Will diagrams and visuals help comprehension? ▪ Is the environment too noisy? ▪ Do you need a private area?
Communicate clearly	<ul style="list-style-type: none"> ▪ Repeat and restate when communicating verbally. ▪ Use plain language in written communication. ▪ Make eye contact when communicating verbally. ▪ Use 'sequence signal' words – such as first, second, then – when giving or writing instructions. ▪ Use an appropriate vocal tone, pitch and intonation. ▪ Consider your pace when speaking – not too fast or slow. ▪ Be conscious of which words/parts of the communication you emphasise.
Check for understanding	<ul style="list-style-type: none"> ▪ Ask direct questions to ensure the audience understands the message you are communicating. ▪ Take into account the audience's language and literacy skills to ensure they understand the whole message. ▪ Consider cultural aspects; in some cultures, it is insulting for people to say 'no' and they would rather tell you they understand. ▪ Actively listen. ▪ Consider body language – nonverbal communication accounts for up to 70 per cent of meaning in spoken interactions.

Example

Confirm requirements with stakeholders

A review of internal processes at Sunshine Early Learning Centres identified the need for cultural awareness training for staff in response to a rise in refugee families from the Middle East attending their centres.

Sunshine's human resources (HR) manager, Harvey, has been tasked with introducing this training and ensuring it is embedded as part of the induction processes for all new staff. Harvey has conducted a number of information sessions by meeting with the organisation's frontline staff to inform them of the background to the change, the organisation's goals for the change and an outline of the training to be introduced. As a result of this process, Harvey has been able to answer a number of questions staff have raised about the training. He has also successfully alleviated a number of concerns staff have had over the past few weeks.

Practice Task 7

Question 1

Why is it important to provide clear communication to team members about continuous improvement (CI) initiatives?

Question 2

Which of the following communication methods would be appropriate for communicating a major change in business process that affects a small group of eight workers?

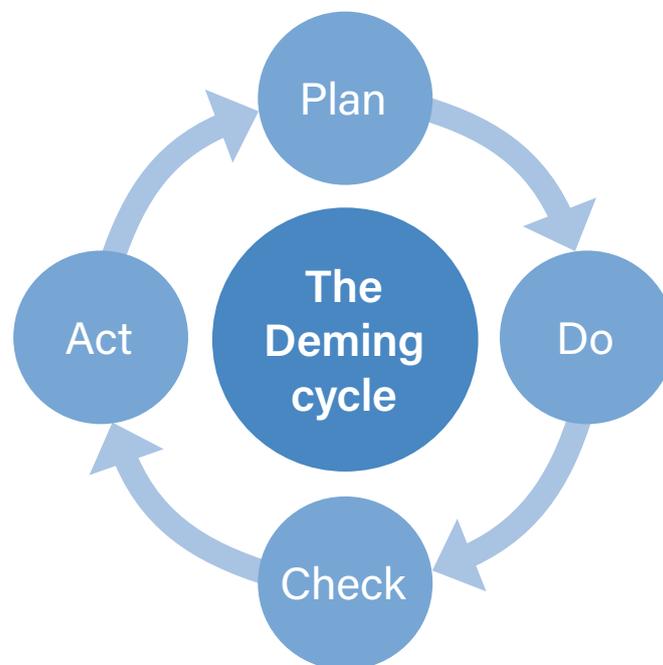
Tick all that apply.

- Email
- Individual one-on-one meetings with all team members
- Public announcement
- Posting a statement on the company portal
- Team meeting

3B Monitor work performance and support team members

Managers must ensure that all changes that have been implemented are working effectively and achieving the agreed objectives. Monitoring performance requires any deviations to be identified early and corrected with minimal disruption to the objectives.

Regularly review productivity, quality, safety, customer satisfaction and costs so any variations can be rectified. This process is the fourth step in Deming's 'plan-do-check-act' (PDCA) cycle.



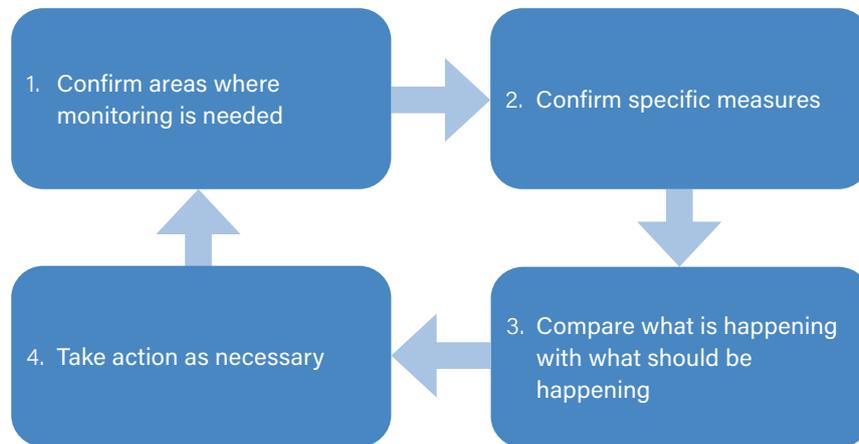
Assess performance

To ensure successful implementation of the CI plan, you need to identify the actual performance of work teams, based on pre-determined performance measures.

Prior to implementing any improvement process or change management plan, ensure the parameters set for performance are accurate and within the required standards. Team members also need to know the performance standards in order for them to be effective.

Performance measures must be based on the function of the role and must support CI objectives. If performance measures are set correctly, the process of assessing productivity should be relatively straightforward.

Here is the four-step performance monitoring process:



Monitor team members' performance and behaviours

When monitoring the performance of team members, focus on their work outputs and the behaviours they display in the workplace; this covers both the quality and quantity of their work.

For CI initiatives to be successful, team members must implement the required processes, achieve the desired standards and complete their tasks in a way that supports the core values of the organisation.

The types of work outputs and behaviours you need to identify and monitor can include:

Work outputs	Behaviours
<ul style="list-style-type: none"> ▪ Level of output generated by the employee ▪ Revenue generated by the employee ▪ Accuracy or quality of work ▪ Impact of their work on others ▪ Special projects or achievements 	<ul style="list-style-type: none"> ▪ Friendliness/professionalism in the workplace ▪ Enthusiasm and commitment levels ▪ Leadership ▪ Communication ▪ Initiative ▪ Punctuality ▪ Teamwork

Identify further opportunities for improvement

CI is an endless cycle of planning, implementing, checking and acting. The cycle continues until the task or process is no longer needed.

Implementation processes can be difficult to master due to a range of barriers in the workforce. After an initial change process is introduced, the monitoring process may reveal one or more areas where further changes are needed. This is common in organisational life and is a key part of the PDCA cycle (Step 4).

When changes are introduced and targets are not being met, you will need to determine remedial or corrective action and design and implement appropriate action plans. This may require modifications to systems or procedures, a renewed communication and promotional strategy, or innovative ways to get staff involved to better support the change process.

When implementing corrective actions, you will need to:

- scope the options for further improvements and obtain relevant information via research and consultation
- analyse and evaluate options for further improvements and revise performance measures as needed
- plan the implementation and develop appropriate procedures
- communicate the further improvements to relevant team members
- implement the improvements
- monitor, evaluate and review the performance of the improvements.

Provide ongoing support

To successfully carry out their new responsibilities, team members need support from managers.

The level of support you offer your team members will vary, depending on their needs, preferences, performance and areas they find most challenging.

A range of support strategies are outlined below.

Supervising	<ul style="list-style-type: none"> ▪ Providing supervisory support is key to ensuring team members are working effectively and efficiently and supporting organisational CI initiatives. It also enables managers to gain a personal understanding of their team members' outputs and skill gaps, through a process of direct observation. ▪ Supervision involves: <ul style="list-style-type: none"> – consistently observing the performance of team members – measuring and testing outcomes during and after the completion of tasks – conducting physical site/job inspections and observing tasks completed or in progress – being available at the ground level to provide input into activities and correct issues as they occur – monitoring the health and safety of workers and other people who come into contact with the job site – providing relevant instructions to team members about systems, policies and strategies.
Coaching	<ul style="list-style-type: none"> ▪ Coaching is a strategy that can be used to support effective team performance in technical areas of their jobs. On-the-job coaching is cost-effective, uses in-house expertise and provides instant feedback on progress. ▪ This method is a two-way process that aims to bring out the best in a person. It is one of the most effective ways to develop the competencies of workers at all levels of the hierarchical structure. It may involve providing the individual with opportunities to develop their technical skills, giving instructions, observing performance, reflecting on progress and offering advice on how they can improve their skills. In this process, the coach is proactively involved on a day-to-day level in the development of team members.
Training	<ul style="list-style-type: none"> ▪ Training is a key part of the CI cycle. Team members should be provided with regular opportunities to improve their skills and knowledge in order to support CI initiatives. ▪ Training opportunities may involve: <ul style="list-style-type: none"> – online training – external study using professional courses and education – one-on-one, on-the-job training – tutorials – group discussions.

Mentoring	<ul style="list-style-type: none">• The term 'mentor' is defined as a trusted counsellor or guide who is usually older and more experienced, and who guides the mentee through their development. Mentoring involves encouraging self-development, problem solving, leadership, innovation, listening and questioning, sharing experiences and enabling the team member to work things out for themselves.• In this process, the mentor meets periodically with the team member to discuss issues, shortfalls and opportunities for development.
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Practice Task 8

Question 1

Number each step from 1 to 4 in the order you would follow to monitor employee performance.

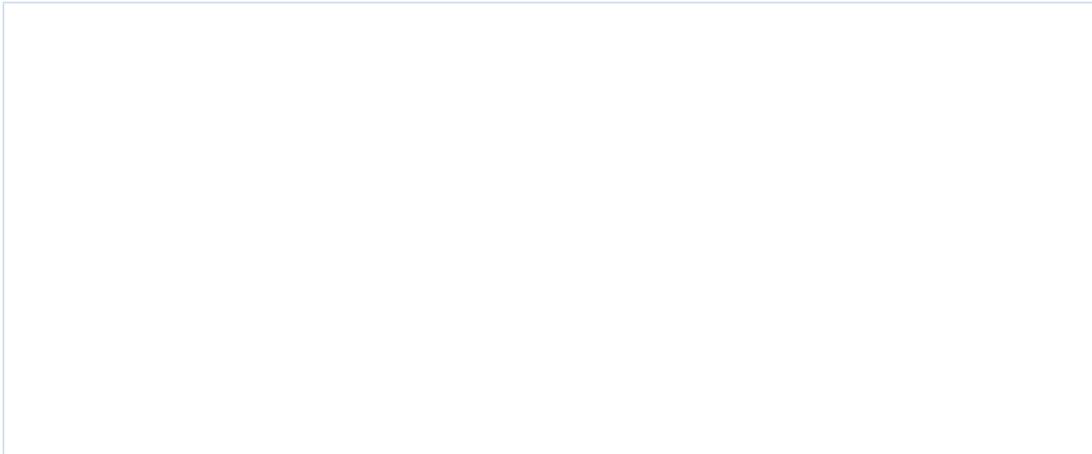
- Take action as necessary.
- Confirm areas where monitoring is needed.
- Compare what is happening with what should be happening.
- Confirm specific measures.

Question 2

List actions that could be taken to support team members when a continuous improvement (CI) initiative is introduced.

Question 3

Identify one area of operations you would need to monitor in your team's performance to identify further CI opportunities.



3C Maintain CI reports and records

Follow organisational systems, policies and procedures to ensure records, reports and recommendations for CI are retained correctly.

Every workplace will have an explicit or implied policy or processes for documenting information. These processes may be formally documented in a policy or communicated through the management team.

The record keeping and documentation processes will describe what records need to be completed, how the information should be stored and the period of time it should be kept. Policies and procedures should also clearly state who has authority to access these records and documents.

Follow organisational systems

CI records should be kept in accordance with the systems, policies and procedures of your organisation.

These guidelines ensure CI-based records are retained according to relevant confidentiality and privacy legislation. They also ensure authorised personnel can easily access records when needed.

Examples of CI information you may need to retain include:

- change management plans
- project plans
- performance reports
- performance improvement plans (PIPs)
- records of formal and informal counselling sessions
- performance appraisal reports
- productivity reports
- waste and error reports
- evidence of performance and behavioural issues, such as complaints from customers and staff
- email correspondence with underperforming staff.

Maintain and store records

A record is any electronic or hard copy document that provides evidence of a business activity conducted by an organisation. Records provide knowledge of what happened, when, how and who did it.

When working with information and records, high levels of accuracy can have major positive impacts on a business. In particular, it can assist others who need to source and understand important information and make sound business decisions. Inaccuracy and poorly maintained records can mislead and frustrate staff and impact productivity and quality of work. These issues are generally caused by low attention to detail, lack of attention to organisational requirements and poor literacy skills.

The following protocols apply to storing and maintaining information:

- Only record and save information that relates to CI initiatives and performance.
- Record all information accurately and avoid personal opinions, inappropriate terms and biased information.
- Check, edit and proofread your work.
- Follow the details of your organisation's information privacy policy.
- Keep passwords and sensitive or personal information secure at all times.
- Always file records according to their naming and classification system.
- File information within 24 hours.
- Keep a clear desk to avoid the risk of losing important documents.

Example

Information privacy policy

Policy statement

We recognise that we collect valuable and sensitive information from our clients, that is needed for the purposes of conducting business in a safe and efficient manner. We understand that this information must be treated sensitively and protected from various forms of misuse or loss. This policy aims to ensure that the personal and sensitive information of all clients is protected from unauthorised use, disclosure, access, theft or loss according to the requirements of the national privacy laws.

Scope

This policy applies to all BizOps staff including contractors and management, during their engagement with BizOps. It outlines the key principles and expected standards of behaviour in relation to employees and contractors at BizOps and their access to and use of clients' personal and sensitive information, including risk management strategies and reporting procedures.

Principles

The following principles underpin this policy:

- Information protection is the duty of all coaches, contractors, managers and staff at BizOps.
- All workers at BizOps must adhere to the 13 Australian Privacy Principles (APPs).

Key terms

- **Confidential** – Information that should not be disclosed to the general public or wider internal business personnel. Examples may include recipes, manufacturing processes, business strategies, engineering designs, exploration outcomes, trade secrets or marketing lists. Although it is difficult to define, confidential information can be more related to the relationship of confidence between parties in attaining the information rather than the information itself.
- **Australian Privacy Principles** – The APPs are contained in Schedule 1 of the Act and explain how personal information may be collected, used and protected in the course of doing business with a client.
- **Personal information** – According to the Act, this refers to information relating to an individual, including an opinion, which may be provided to BizOps as part of its sales quotation or order processing either in material form or not, and whether true or not. Such information may personally identify an individual or make the person's identity reasonably apparent.
- **Sensitive information** – According to the Act, this means information or an opinion about an individual's racial or ethnic origin, political opinions, membership of a political association, religious beliefs, philosophical beliefs, membership of a professional or trade association, membership of a trade union, sexual practices, criminal record or health information.

Practice Task 9

Question 1

List four types of records you need to keep when managing continuous improvement (CI) processes in the workplace.

Question 2

Summarise your general responsibilities for storing and maintaining CI documents and information.

Summary

- Communicate continuous improvement (CI) needs and opportunities to all team members who are affected by any changes and who have a responsibility to support the improvements that are introduced. Effective communication with team members is an essential part of successful change implementation.
- The way you communicate recommendations for improvements with team members will vary according to their needs, the nature of the work being performed and the structure of the team.
- Team members will generally need to know the nature of the changes being introduced, including impacts on their job role, the organisation's goals and how they can support the initiatives.
- Managers must ensure that all changes that have been implemented are working effectively and achieving the agreed objectives. Monitoring performance requires any deviations to be identified early and corrected with minimal disruption to the objectives.
- After an initial change process is introduced, the monitoring process may reveal one or more areas where further changes are needed. This is common in organisational life and is a key part of the 'plan-do-check-act' (PDCA) cycle (Step 4).
- To successfully carry out their new responsibilities, team members need support from managers. The level of support you offer your team members will vary, depending on their needs, preferences, performance and areas they find most challenging.
- Every workplace will have an explicit or implied policy or processes for documenting information. These processes will describe what records need to be completed, how the information should be stored and the period of time it should be kept.

Learning Checkpoint 3

Support opportunities for further improvement

Part A

1. Which step of the PDCA cycle represents the need to implement corrective actions to address shortfalls in performance once a change has been implemented?

2. Draw a line to match each term about communication methods to its definition.

- | | |
|------------------|--|
| » Virtual | » Use of email, internal messenger apps, webinars, mobile/fixed-line telephone or other internet-based communications |
| » Live/real-time | » Group meetings, brainstorming sessions, focus groups and one-on-one discussions |
| » Electronic | » Communications by which feedback can be sent and received immediately, for example, telephone discussions, ad hoc discussions or face-to-face meetings |
| » Non-electronic | » Communications where there is a delay in the response, for example, use of email |

3. List four communication techniques you must use when communicating recommendations for improvement to team members.

- List five types of information you would need to record and retain as part of a continuous improvement (CI) process.

- Summarise the importance of following organisational policies and systems for information and records management.

Part B

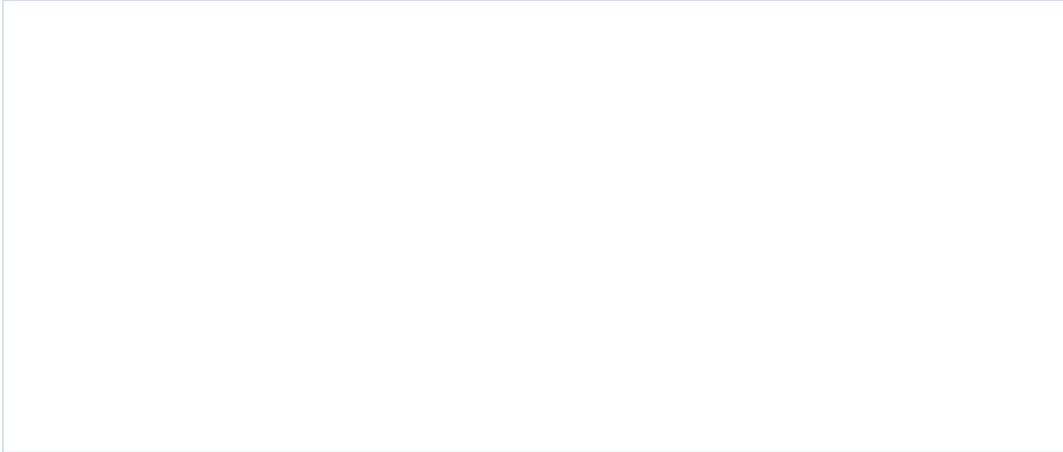
Read the case study then answer the questions that follow.

Case study

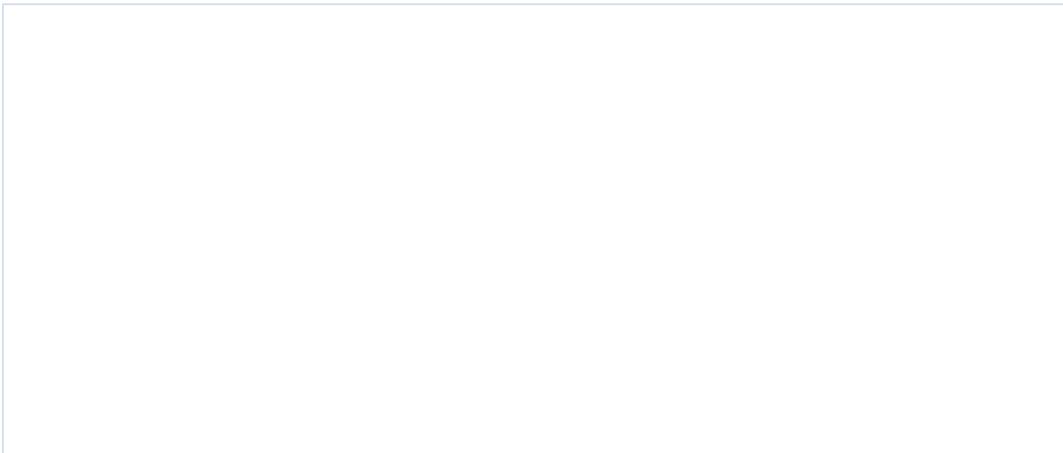
Jemma works as a branch manager for a mortgage broker. In the main office, there are 15 team members including sales agents, supervisors and administration staff. Due to the sensitive nature of the work involved, the organisation is at high risk of cybercrime, as well as physical theft of financial documents and personal information.

Based on a recent consultation process with team members, a number of security concerns were identified. As a result, Jemma is planning to introduce a range of enhanced security procedures in the building, such as swipe-card access to office areas, increased computer system protocols, a paperless desk policy and mandatory wearing of security/ID tags.

1. What information would Jemma need to communicate to team members about the proposed CI recommendations?



2. Identify two strategies Jemma can use to support staff who need to implement system improvement.



3. Identify actions Jemma can take to monitor CI of the security procedures.

