



TWP *Transformational
Work Practices*

Programme Overview

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1 Introduction

The acquisition of knowledge alone does not deliver value to an organisation. Value is realised when people do things differently. An effective change programme delivers sustained behaviour change.



Improvement in organisational performance requires behaviour change.

Tima Consulting has developed the Transformational Work Practices (TWP) programme to improve the ability of management to initiate and embed behaviour change within their teams.

The TWP programme provides managers with:

- an understanding of human-social factors
- insights into the characteristics of their teams
- practical techniques to initiate and support behaviour change
- coaching support during the application of new techniques
- a vision of how the team could be
- a clear plan to achieve the vision
- confidence in implementing the plan.

The TWP programme has been designed to complement conventional management training and does not set out to replicate training that has already been undertaken by an organisation. Increasing the ability of managers to initiate and embed change can increase the benefit that an organisation receives from its investment in training.



2 Programme Overview

Behaviour Change

Establishing sustained behaviour change is not a trivial endeavour. Most organisations have experienced failures when attempting to implement change programmes. A key attribute of successful behaviour change is that the appropriate level and nature of support is provided.



Successful behaviour change requires the appropriate level and nature of support.

The first step towards delivering sustained behaviour change is to establish a clear, unambiguous view of the workplace environment and to engage a core group of employees who will support the proposed change programme. This is the purpose of the Workplace Review.

The Workplace Review is based on face to face, structured interviews with small groups spanning the workplace. It is this personal and direct approach that allows Tima Consulting to penetrate beyond the limits of conventional climate surveys to get to the heart of the workplace dynamics. This approach allows Tima Consulting to demonstrate its understanding of, and empathy with employees, which encourages them to be open in communicating workplace issues and helps gain their support for the proposed change programme.

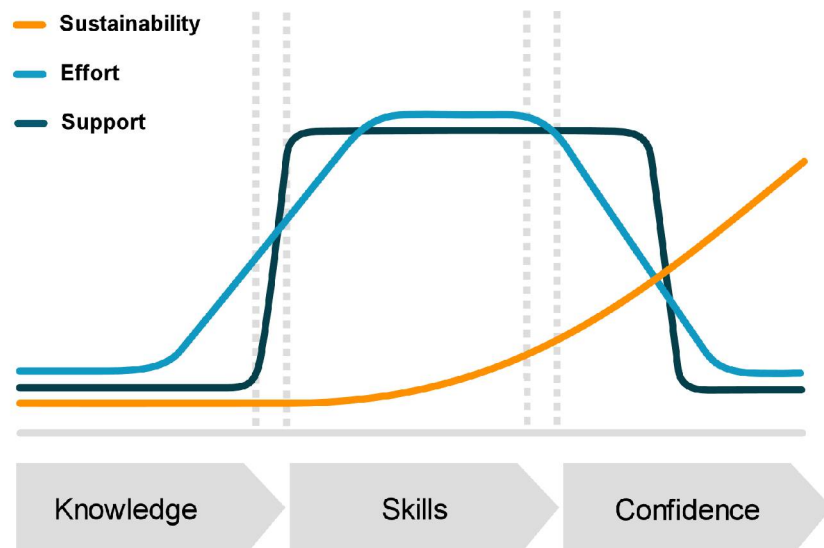
Once the Workplace Review has been completed it is possible to establish the objectives of the TWP programme and select the appropriate content. The objectives and content of the TWP programme will reflect both specific issues uncovered in the Workplace Review and the stage of development of the workplace environment.



The successful introduction of a new behaviour progresses through the following three stages:

- knowledge
- skill
- confidence.

As a new behaviour progresses through these stages the amount of effort required by the individual making the change, the support they require and the sustainability of the change evolve. The following chart provides an example of the changing relationships between effort, support and sustainability.



Acquisition of Knowledge

The acquisition of knowledge is the most straight forward stage and the one with which organisations typically have the most experience and success supporting. Acquisition of knowledge is a passive change from the perspective of the participants. They merely have to listen, typically in a classroom setting, and read some material in their own time. There is no imperative to change their behaviour and no simple measure of the degree to which they have internalised or usefully applied the knowledge.

Skill Development

Skill development requires effort. Skills can only be developed by doing something. They cannot be developed by reading a book, or by thinking about a subject. In some cases skill development also means taking a risk and doing something differently to how it has been done previously. In the context of the TWP programme it may mean changing the way managers communicate with their team by following the Praise and Ask™ guidelines; or it may mean changing the way those managers delegate and measure work performance to influence the degree of perceived control.

Confidence

Developing skill in a technique does not mean that the technique will become embedded in the way someone operates. For a skill to become embedded in someone's daily behaviour, they need to be confident in its application. In the workplace setting managers must be confident that they will get the results they are seeking if they stick with the behaviour. If they are not confident that a certain skill will work they may give up too easily in the face of adverse feedback. To move from having a skill to being confident in its application requires persistence and support.



Support

It takes a lot more effort to support someone through the development of a skill and the gaining of confidence in its application, than it does to support someone through the acquisition of knowledge. A key success criteria for the TWP programme is that the level and nature of support required to establish sustained behaviour change is understood and provided.

Programme Components

While the objectives and content of the TWP programme may vary depending on the outcome of the Workplace Review, the structure and components of the programme are consistent.

The structure and components for the TWP programme include:

- delivery days
- programme summary materials
- suggested strategies
- coaching of selected employees
- development of Personal Plans by participants
- coaching guidelines for senior management
- a summary report.

Each delivery day includes at least one two-hour training session, with the balance of the day being used to coach small groups and individuals. The training sessions involve the delivery of new material, workshops on applying techniques in the workplace and discussions on topics raised by participants. After each training and coaching day summary notes are provided on the material covered.



A Personal Plan is developed with each participant to encourage them to try new behaviours and learn from their experiences. Personal Plans provide an objective measure of the effort that participants are making and the lessons they are learning. This is a key aspect of the TWP programme as it is the point at which the participants move from acquisition of knowledge to skill development.

In order for participants to maintain the necessary effort and prioritise the activities associated with the TWP programme it is essential that senior management actively supports the programme. Senior management is provided with support guidelines to facilitate this. During the TWP programme participants require a mentor with whom they review their Personal Plans and get feedback on their progress. Coaching guidelines are provided that describe how to support participants with their Personal Plans.

At the conclusion of the TWP programme a summary report is presented outlining the process undertaken, discoveries made and the behaviour changes that have been implemented.



3 Programme Content

The TWP programme content is arranged in a series of modules. Each module is aligned with one of the following themes:

- Motivation
- Teams
- Communication
- Change.

A typical TWP programme would include six modules. Examples of commonly included modules are:

- Introduction to human-social factors
- Motivation in the workplace
- Praise and Ask™.

An introduction to this modules follows.

Introduction to Human-Social Factors

The purpose of this module is to provide managers with an understanding of the human-social factors that underpin the techniques they are learning and to allow them to make more informed observations of their team members.

Concepts covered include:

- The Control Gradient
- Confirmation Bias
- Social Influence.



An understanding of human-social factors leverages the existing knowledge and skills of the management team as well as providing insight into, and learning from, their workplace experiences.

Motivation in the Workplace

Participants learn the role they play in influencing the style and degree of motivation of team members who report to them. The possession of skills and knowledge alone does not lead to optimum performance. Motivation and focus of attention are just as important, although they are typically not as well understood. Improvements in these areas can quickly and easily translate into improved contribution and performance.

Concepts covered in this module include:

- **Indicators of intrinsic and extrinsic motivation**
There are key indicators that provide an insight into the nature of motivation that an employee feels. Understanding these indicators allows a manager to select an appropriate strategy to motivate team members.
- **Managing cognitively exited employees**
It is common for employees to take an emotionally safe position when setting goals and considering contributing to improved performance. "Why set the bar higher?". Understanding this process leads to strategies that can be used to encourage employees to take a risk in order to receive an emotional reward.
- **The role of feedback in motivation**
There is simply no motivation without feedback. While this can be readily demonstrated and seems obvious when explained, few organisations have processes in place to provide the necessary feedback to support high levels of motivation. The manager is uniquely placed to provide timely and appropriate feedback that can have a marked impact on team member motivation.



Praise and Ask

Participants learn the role they play in setting the tone of the workplace and directing team culture away from blame and towards performance and learning. Simple techniques are introduced that managers can use to focus the attention of employees on problem solving and to encourage the repetition of desired behaviour.

Concepts covered in this module include:

- **Employees are “supervisor watchers”**
Employees repeat behaviour they see, rather than what they are told. Managers play a key role in defining and validating behaviours in the workplace.
- **How to avoid a “blame culture”**
A workplace focused on blame is not focused on performance and learning. Managers are in a key position to recognise and reinforce good behaviour. Recognition of appropriate behaviour is the first step in moving from a blame culture towards one of performance and learning.
- **Goal alignment between the employee and the organisation**
There are often stark differences between the goals of employees and the goals of the organisation. These differences can result in contrasting expectations of what is appropriate behaviour.
- **How to ask questions to focus attention**
The use of questions is the manager's most effective tool to develop a rapport with employees and to focus their attention on matters of interest to the manager.
- **The effect of observation on performance**
The judicious use of direct and indirect observation can have a marked impact on the performance and focus of attention of employees.

