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(BCIS)

SATCAP WP2.1

Supervisors Leadership Development

Report 1 & 2

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Details:

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Role: Provide Game design expertise

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Declaration:

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Developing Leaders and Supervisors to lead and drive change

1. Introduction

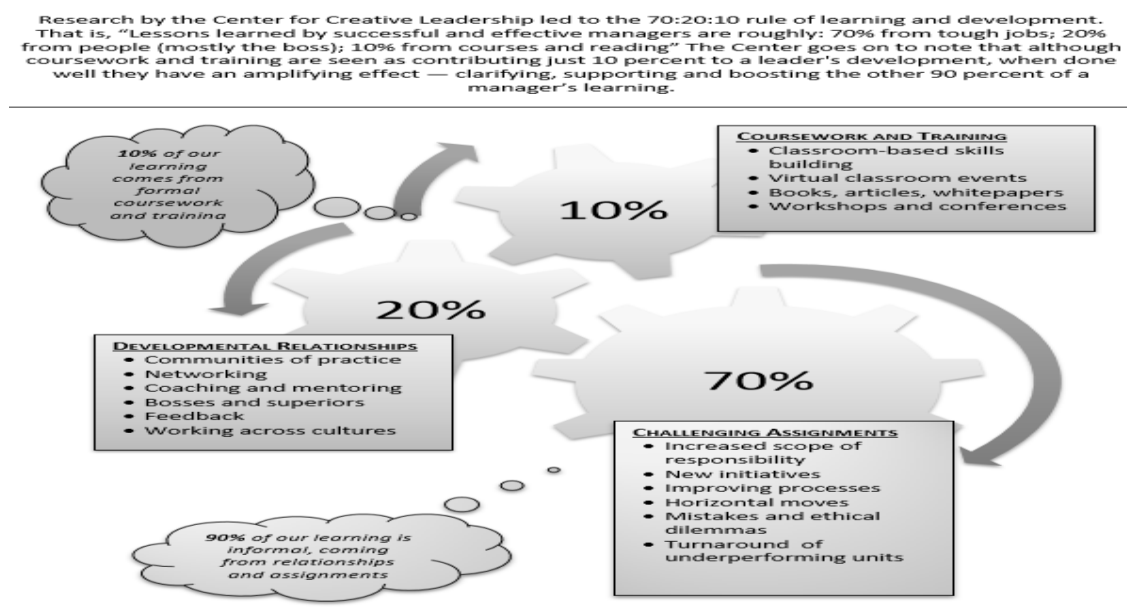
This report considers Centre for Creative Leadership articles (<https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>). The articles of Centre for Creative Leadership (CLC) have been reviewed, with key aspects around 'leading for change' highlighted, for potential guidance for mining leaders, including supervisors.

The guideline offers a well-known change process, and coaching model, which supervisors may apply in their contexts, as per their needs.

This guideline has been compiled through desk-top review, with key articles considered from internet search.

1.1 How do leaders develop?

70:20:10 Principle



The principle given above is relevant for mining leaders', including supervisors, for development. Section 2 considers a guideline for supervisors leading for change.

2. Section 2: Guideline on leading for change

In our fast-changing world, the need for change is clear: Without doing things differently, we are unlikely to succeed. We may become irrelevant. Change leadership becomes important. Change leadership, as per literature (<https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>), is working together to create a shared understanding of change required to execute the strategy, and how to best make it happen.

In keeping with the notion of change leadership, the literature review will focus on the skills, qualities, competencies and practices which support change leadership, and which supervisors in mining may employ. These are given below.

2.1 Change leadership skills

As per the Centre for Creative leadership (<https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>) 3 skills provide the necessary connection between the process part of change and the people part of change. These include:

- **Communicate**
Successful leaders communicate the “what” *and* the “why.” Leaders who explain the purpose of the change and connect it to the organization’s values or explain the benefits create stronger buy-in and urgency for the change.
- **Collaborate**
Bringing people together to plan and execute change is critical. Successful leaders include employees in decision-making early on, strengthening their commitment to change.
- **Commit**
Successful leaders make sure their own beliefs and behaviours support the change. Change is difficult, but leaders who negotiate it successfully are those who are resilient and persistent, and willing to step outside their comfort zone. They also devote time to the change effort and focus on the big picture.

2.2 Key leader competencies to guide change

As per Centre for Creative Leadership <https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>, for strategic change, effective leaders guide the process from start to finish. The key competencies identified that are part of leading the process:

- **Initiate:** After understanding the need for change, effective change leaders begin by making the case for the change they seek. This can include evaluating the business context, understanding the purpose of the change, developing a clear vision and desired outcome, and identifying a common goal.
- **Strategize:** Successful leaders develop a strategy and a clear action plan, including priorities, timelines, tasks, structures, behaviours, and resources. They identify what would change, but also what would stay the same.
- **Execute:** Translating strategy into execution is one of the most important things leaders can do. Successful change leaders focus on getting key people into key positions (or removing them, in some cases). They also break down big projects down into small wins to get early victories and build momentum. And they develop metrics and monitoring systems to measure progress.

Execution is a key competence that supervisors need.

2.3 Qualities for leading people through change

As per Centre for Creative Leadership <https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/> , the most effective change leaders devote considerable effort to engaging everyone involved in the change, remembering that people need time to adapt to change.

Effective change leadership is about leading people, not just processes. Successful change leaders can't focus exclusively on results — they need to support employees.

Crucial qualities for leading people:

- **Support:** Successful change projects are characterized by leaders removing barriers to employee success.
- **Sway:** Influence is about gaining not only compliance, but also the commitment necessary to drive change. It is also about mapping out the critical change agents and defining what “buy-in” looks like from each stakeholder that will lead to a successful outcome. Effective change leaders identify key stakeholders and communicate their vision of successful change to them.
- **Learn:** Successful change leaders ask lots of questions and gather formal and informal feedback. The input and feedback allow them to make continual adjustments during the change.

2.4 Practices to build change leadership resilience

As per the Centre for Creative leadership (<https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>), practices include:

- **Personal Energy Management:** Manage your own resistance. “Show up,” give your best, and relinquish attachment to the outcome. Stay in the present.
- **Shift Your Lenses:** Take charge of how you think about adversity. Understand your beliefs about the situation, and choose your response. Exercise compassion for yourself and others.
- **Sense of Purpose:** Develop a “personal why” that gives your life meaning. This helps you better face setbacks and challenges. Also, look for ways that crisis and adversity may connect to your larger life purpose.

2.5 Challenges to implementing change

Supervisors may experience challenges to implementing change. As per the Centre for Creative leadership (<https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>) challenges include:

- **Understanding the need for change:** Leaders may try solutions that are familiar with but not appropriate under evolving circumstances. Their commitments to change lack true conviction, leading to abandonment later on.
- **Framing the change:** Leaders set the scope of the change too broadly or too narrowly. They fail to align important stakeholders or get early input from key people in the organization about factors that could affect success. They don’t assess readiness before proceeding.
- **Undertaking the change:** Change may be a struggle because leaders uncover issues they should have known about or find that as things progress they’re unable to adapt or adjust to new realities.
- **Sustaining the change:** Leaders are dealing with change overload; they have difficulty sorting out what’s really important and compete for the resources required for implementation. Keeping focus and commitment to any single, new initiative or change can easily interfere with another area of change.

2.6 Change-capable leadership

The Centre for Creative leadership (<https://www.ccl.org/articles/leading-effectively-articles/successful-change-leader/>) suggest that to succeed at implementing change in an organization, you must build greater collective capacity for change, or what is called change-capable leadership. It's about understanding how to shift mind-sets, build rigor and discipline, and learn new skills. Building greater collective capacity for leading and living change is key.

Change-capable leadership is about individual and collective actions, behaviours, and mind-sets needed to lead change effectively. It's about *how leaders behave* while doing the work of change and how to forge a common direction around change. Change-capable leadership requires knowing how to align people and resources toward that change direction and build the collective commitment (often referred to as buy-in) to making the change effort successful. Change-capable leadership becomes critical for supervisors.

2.7 Supervisors basic management functions

Supervisors need to carry out basic management functions. This is discussed below.

The principles of management have been categorized into the four major functions of planning, organizing, leading, and controlling popularly known as the P-O-L-C framework

(https://www.tutorialspoint.com/management_principles/management_principles_polc_framework.htm).

The P-O-L-C Framework

Planning	• Defining Organization Vision & Mission • Setting Goals & Objectives • Strategizing • Plan of Action to Achieve Goals
Organizing	• Formulate Organizational Structure • Resource Allocation • Job Design

Leading	• Leadership & Direction • Motivation • Coordination & Communication
Controlling	• Process & Standards • Review & Evaluation • Corrective Action

This framework is unpacked below:

2.7.1 Planning

Planning means determining what the organization's position and situation should be at some time in the future and deciding how best to bring about that situation (https://www.tutorialspoint.com/management_principles/management_principles_polc_framework.htm).

Planning as a process typically involves the following steps –

- Selection of goals for the organization.
- Establishment of goals for each of the organization's sub-units.
- Establishment of programmes for achieving goals in a systematic manner.

Operational planning generally covers the entire organization's goals and objectives and put into practice the ways and action steps to achieve the strategic plans. They are very short terms usually less than a year.

2.7.2 Organizing

Organizing may be referred to as the process of arranging and distributing the planned work, authority and resources among an organization's members, so they can achieve the organization's goals (https://www.tutorialspoint.com/management_principles/management_principles_polc_framework.htm).

Organizing involves the following steps –

- **Creating the organizational structure** – Allocating human resources to ensure the accomplishment of objectives.

- **Making organizational design decisions** – Decisions are made about the structure of an organization.
- **Making job design decisions** – Roles and responsibilities of jobs designed and allocated, and the process of carrying out the duties is defined.

Organizing at the level of a particular job involves how best to design individual jobs so as to most effectively utilize human resources.

2.7.3 Leading

Leading entails **directing, influencing, and motivating** employees to perform essential tasks. It also involves the social and informal sources of influence to inspire others. Effective supervisors lead subordinates through motivation to progressively attain organizational objectives

(https://www.tutorialspoint.com/management_principles/management_principles_polc_framework.htm). It becomes important for supervisors to create harmony among individual efforts to collectively work towards organizational goals.

2/7.4 Controlling

Controlling involves **measuring performance** against goals and plans, and helping correct deviations from standards. Controlling facilitates the accomplishment of plans by ensuring that performance does not deviate from standards

(https://www.tutorialspoint.com/management_principles/management_principles_polc_framework.htm).

Controlling is not just limited to finances and budget management, but also spans across compliance with company policies and other regulatory policies. Performance management is an important control function.

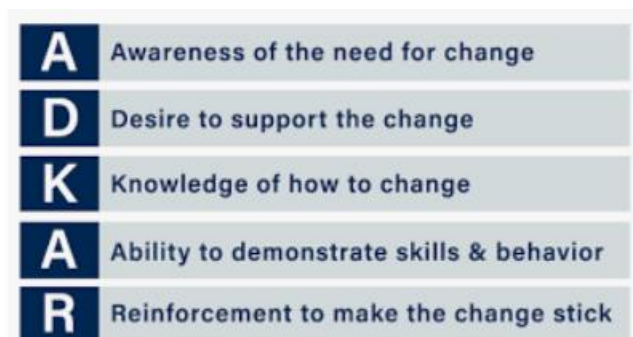
2.8 Application Tools

Supervisors may use the tools as highlighted below to support them with change management and coaching respectively.

2.8.1 Change management process

A well-known change process is the ADKAR Prosci model (<https://www.lucidchart.com/blog/using-the-adkar-model-for-change-management>). The ADKAR change management model includes:

ADKAR



This change management process, as above, may be used by mining supervisors, as per their contexts.

Employees may be resistant as change can be hard and uncomfortable. The attitude of “But this is the way we always do it” can be difficult to overcome. Created by Jeff Hiatt, founder of Prosci, the ADKAR change model has been proven to help individuals understand and accept change so that companies can successfully innovate and become more efficient.

2.8.2 GROW model for coaching

A coaching model that mining supervisors may use is suggested below.

The GROW coaching model (<https://www.thecoachingtoolscompany.com/the-grow-model-explained-for-coaches-questions-tips-more/>) provides a framework for the core elements of an *effective* coaching session. It's a simple, structured coaching method to help identify a goal for each coaching session, work through what's getting in the way, brainstorm ideas and finally commit to taking concrete action.

GROW Model (<https://www.thecoachingtoolscompany.com/the-grow-model-explained-for-coaches-questions-tips-more/>) overview:

- T - Topic (choose a topic or theme for the coaching session)
- G - Goal (choose a goal or required outcome for the coaching session)
- R - Reality (explore where they are around the topic/goal, what's going on for them, what's getting in the way)
- O - Options (explore ideas and brainstorm what they *could* do to move forwards)
- W - Will Do (identify the actions they *will* do to move forwards)

To note, the 'T' in the GROW Model accommodates the 'topic' for the coaching session.

2.8.3 Active listening and courageous conversations

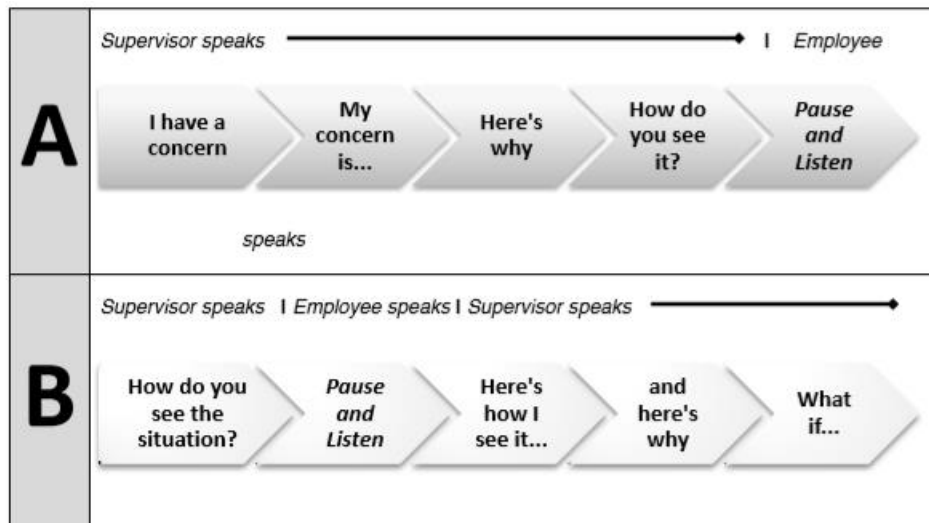
Active listening (<https://www.verywellmind.com/what-is-active-listening-3024343>) refers to a pattern of listening that keeps you engaged with your conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice.

Active listening (<https://www.verywellmind.com/what-is-active-listening-3024343>) involves more than just hearing someone speak. When you practice active listening, you are fully concentrating on what is being said. You listen with all of your senses and give your full attention to the person speaking.

Below are some features of active listening:

- Neutral and non-judgmental
- Patient (periods of silence are not "filled")
- Verbal and nonverbal feedback to show signs of listening (e.g., smiling, eye contact, leaning in, mirroring)
- Asking questions
- Reflecting back what is said
- Asking for clarification
- Summarizing

The tool below maybe used by supervisors to have courageous conversations.



Section 2 may be used as a stand-alone guideline for supervisors leading change.

3. Data gathering

A mini on-line survey is to be administered, in August 2021, through the SATCAP team, to get some views on digital training methodologies, including VR and AR training methodology. Mines training teams participated.

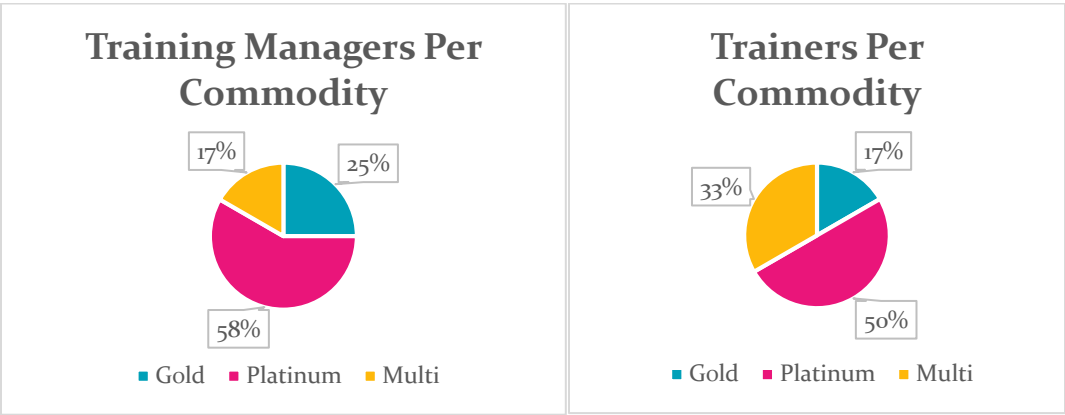
3.1 On-line survey tool

Survey Questions

3. Does your company make use of Virtual Reality (VR) training methodology?
4. Does your company make use of Augmented Reality (AR) training methodology?
5. Does your company make use of e-learning methodology?
6. Does your company rely on classroom-based learning?
7. Does your company rely on a blended training approach?
8. Does your company do leadership development via digital platforms?
9. Do you prefer to use digital (VR, AR) and classroom-based training as a blended approach?
10. Does your company make use of external provider's on-line training offerings for senior employees?
11. Would you consider using VR methodology for Miners training?
12. Would you consider using AR methodology for RDOs training?
13. Would you prefer open source applications be used in the design of digital (AR/VR) training solutions?
14. Does your company do digital literacy skills training for semi-skilled employees?
15. Does your company do digital literacy skills training for skilled employees?
16. Do you think that simulated training, VR or AR training methodologies may not allow for the physical and environmental contexts to be accommodated (eg. weight of the drill)?
17. Does the IT/Systems requirements around digital (VR, AR) training solutions hinder implementation?
18. Is the cost to use a digital (AR, VR) training solution more than the cost to deliver classroom-based learning?
19. Do you think that a digital (VR/AR) training solution offers return on investment to the company?
20. Does your company use VR training methodology for safety training?
21. Does your company use AR training methodology for safety training?
22. Does your company use a blended training methodology for safety training?
23. In your view, do you think that training should be modernised, through implementation of modern training technologies/methodologies?
24. Is integration of the digital (AR/VR) training solution with the existing IT systems on the mine a concern?
25. Is the limited 'shelf – life/life-span' of a sourced VR/AR training solution a concern?

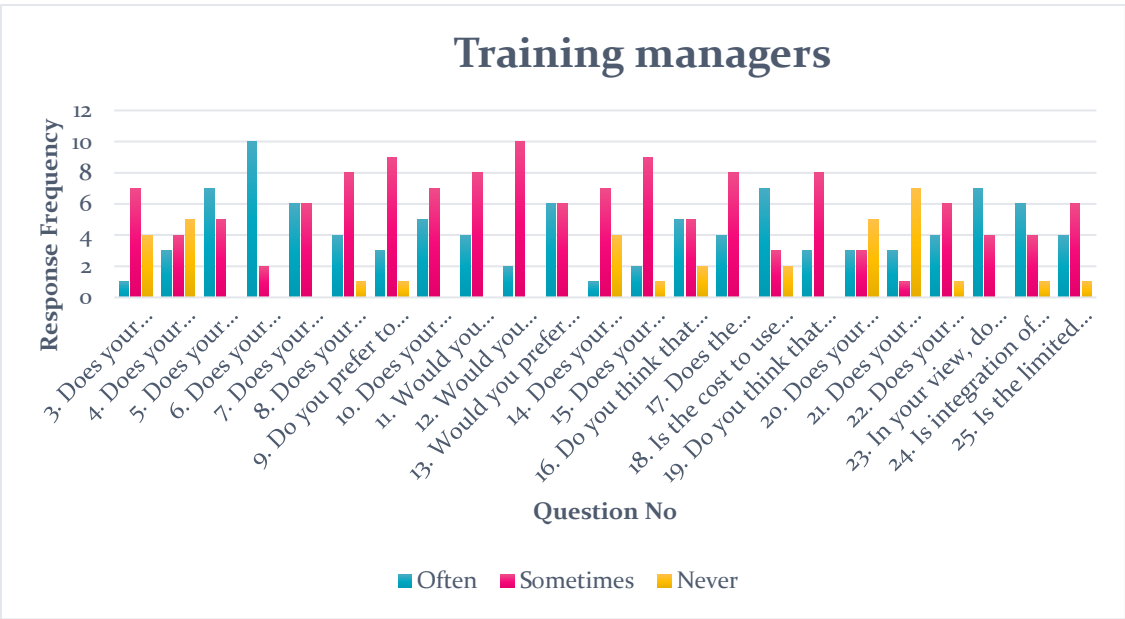
3.2 Responses

Training Managers and Trainers responded from PGM, Gold and Multi-Commodity operations. The pie charts shows the participants.

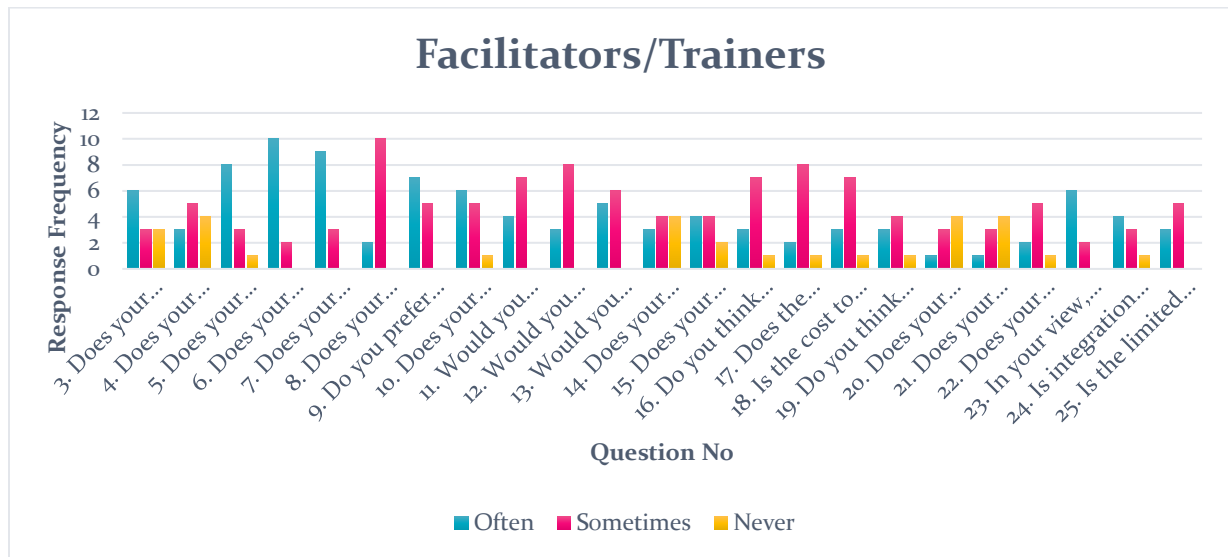


Responses to questions are given in the graphs below.

Graph A: Training Managers responses



Graph B: Trainer Reponses



3.3 Analysis and Findings

- Mining companies use VR, AR and other digital training methodologies.
- Mining companies use blended training methodologies.
- Blended learning approach is preferred.
- On-line training is used.
- Open source application is preferred.
- Most respondents agreed that training should be modernised.

The data indicates that mines prefer blended training approaches. So a ‘one-size fits all’ approach should not be used. Various training methods like classroom-based learning and e-learning are still needed. They may be used to enhance and supplement other methods, and make training more exciting.

For supervisor development, gaming and motion graphics may be used as complementary training, as these are interactive.

4. Game Design/Motion Graphics - Theoretical Guidance

The Game Design theoretical guidance to be added as project progresses. This game-design theoretical guidance document may allow for game design principles, which mines may take into consideration in potentially designing for modern training. To note, the game design is provided as theoretical guidance only.

Motion graphics is animation, but with text as a major component. Essentially, it's animated graphic design (<https://biteable.com/blog/what-is-motion-graphics/>). Motion graphic videos are like graphic design in motion. They combine sound, text, symbols, charts, text, and animation to explain something. A motion graphics video is a type of explainer video that's mostly used to convey hard data and written information **in** short, memorable, and understandable ways.

Motion graphics are animations that create an illusion of motion using things like images, words, narration, sound effects, and music. But motion graphics are more than just digital works of art. Most of the time, their primary goal is to explain something or tell a story (<https://community.articulate.com/articles/what-motion-graphics-are-why-you-should-use-them-in-your-e-learning-courses>).

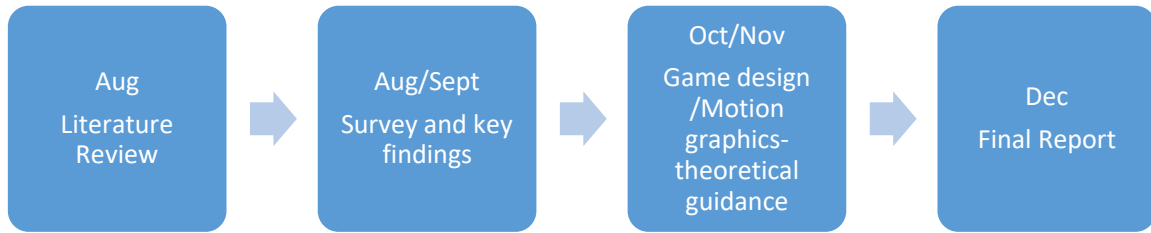
By adding motion graphics to your e-learning courses, you can more effectively capture and keep your learners' attention. Not to mention that this type of animation provides more than just a wow factor—it actually helps learners better understand the concepts by showing them instead of just telling them (<https://community.articulate.com/articles/what-motion-graphics-are-why-you-should-use-them-in-your-e-learning-courses>).

To note, the game design or motion graphics training modes information is to be provided as theoretical guidance only.

5. Conclusion

Change-capable leadership is about the individual and collective actions, behaviours, and mind-sets needed to lead change effectively. It's about *how leaders behave* while doing the work of change and how to forge a common direction and influence around change. To support supervisors in their change leadership journey, a guideline, with tools, for potential application has been suggested. This includes the ADKAR change management model and the TGROW coaching model, and gaming or motion graphics have been suggested as complementary training modes.

Timeframes for completion of this report:



References

1. <https://biteable.com/blog/what-is-motion-graphics/>; accessed 16 August 2021.
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