Productivity Link

Effective leadership conversation

Contents

Please note:

1. Introduction

Leaders today are constantly facing a shifting array of strategic challenges. Disruptive technologies, which can appear with little notice, re-organise industries and markets. New competitors and customer demands are challenging incumbent business models. Skills and capabilities that worked in the past are often not the ones that are needed to thrive in the future.

Today's leaders face a dilemma: they need to "make good strategic choices under uncertainty while engaging more people with different perspectives in the process". Thus, to do this well, leaders need to put their people back into strategy, in a smarter way. The strategy is the conversation.

2. Conversational leadership and its benefits

Leadership conversation is part of a growing recognition that the so-called "command and control" model of organisational leadership is fast becoming outdated in today's world. Smart leaders today are found to be engaging with employees in a way that resembles an ordinary person-to-person conversation more than it does through a series of commands. Furthermore, they initiate practices and foster cultural norms that instil a conversational sensibility throughout their organisations. Conversational leadership is defined as "the leader's intentional use of conversation as a core process to cultivate the collective intelligence needed to create business and social value".

Among the benefits of this approach is that it allows a large or growing company to function like a small one. By talking with employees, rather than simply issuing orders, leaders can "retain or re-capture some of the qualities – operational flexibility, high levels of employee engagement, tight strategic alignment – that enable organisations to outperform better-established rivals".

Conversations in the leadership mindset also build respect and trust, encourage bi-directional feedback, create learning experiences, and elicit the best from everyone, including leaders themselves. Meanwhile, those in the management mindset involve processing

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information, evaluating alternatives, completing tasks, and meeting deadlines. Together, the conversations create alignment, inspire innovation, mobilise change and produce superior short and long-term results.

3. Leadership vs management

Both leadership and management represent a different set of skills, as well as an entirely different mindset. One is not necessarily superior to the other, and instead, a key challenge to an employee rising up the organisational ranks is to find the proper balance between the two.

Management is "intrinsically result-oriented" where managers "develop work schedules, set goals and delegate responsibility". Managers are there to answer questions and to assist employees in completing their tasks. Their "orientation is tactical and geared to solving problems". However, even at the lowest levels, managers are challenged to develop a new mindset, a new set of skills. As a so-called "high potential" moves up from individual contributor to first-line manager, he or she is for the first time in a position where future promotion will depend largely on team results, not individual accomplishments or expertise. The hiring and supervising of individual contributors will demand leadership qualities from the beginning manager: the ability to assess, not just technical skills but how well an employee fits with the organisation's culture, and the ability to motivate and mentor employees with varying temperaments and skillsets. That shift in emphasis grows even more pronounced when the young manager is promoted to essentially become a "manager of managers."

Meanwhile, leadership is more process-oriented. Just as important as meeting deadlines is how the group gets there. If a bottom-line goal is achieved without involving and developing the entire team, the organisation will not be prepared to meet future challenges and changing circumstances. A leader's primary objectives involve connection and alignment. A team is connected and aligned when its members see they have input into decision-making and planning, and hence feel a stake in the group's objectives. A connected and aligned team is one that is constantly learning, and thus better able to adapt to unforeseen changes. While managers are more likely to be answering questions, a great leader routinely asks them. Their orientation is strategic rather than tactical, with an emphasis not so much on solving problems as on generating possibilities.

A blend of the two skillsets is required as one moves up the corporate ladder. Ideally, the two will work in concert with one another: the "leadership mindset defines the objectives; the management mindset ensures that those objectives are met."

4. Conversational leadership framework

Conversational leadership takes root when "leaders see their organisations as dynamic webs of conversation and consider conversation as a core process for effecting positive systemic change". Taking a strategic approach to this core process can not only grow intellectual and social capital, but also provide a collaborative advantage in the increasingly networked world.

This simple framework below can be applied at several levels – from the design of single meetings or the development of multi-faceted programmes to long-term, large-scale strategic change initiatives.

Conversational Leadership:
Creating Architectures for Engagement Across All Levels of System

Source: Hurley, T. J., & Brown, J. (2010, March). Conversational leadership: Thinking together for a change. *Oxford Leadership Journal. 1*(2). Retrieved June 2, 2014, from http://www.oxfordleadership.com/journal/vol1_issue2/brown_hurley.pdf

To design effective architectures for engagement, a conversational leader will:

- Clarify purpose and strategic intent.

- Explore critical issues and questions.

- Engage all key stakeholders.

- Skilfully use collaborative social technologies.

- Guide collective intelligence toward effective action.

- Foster innovative; capacity development.

Clarify purpose and strategic intent

Designing powerful architectures for engaging all key stakeholders in thinking together around critical issues requires one additional element – purpose or strategic intent. It serves as a touchstone for every aspect of engagement, at every level of scale.

Clarity of purpose or strategic intent determines which issues or opportunities are important and which questions matter. It helps leaders discover who the relevant stakeholders are and choose which processes will support the type of engagement needed to fulfill that purpose. Clarity of intent is the "north star" that serves as the attractor around which effective approaches can be crafted.

"Without clarity of purpose and strategic intent, no one knows where they are headed or why."

Explore critical issues and questions

Both individuals and organisations are "naturally passionate" about those issues that impact them or those they care about. However, a primary orientation toward issues and problems alone often neglects a simultaneous focus on and investment in the architectures of engagement for thinking together that are required to address critical issues. These include a sophisticated assessment of the system of stakeholders who are impacted by (or who impact) the issue, the creation of personal invitational processes to attract relevant

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stakeholders to the table, the choice of conversational processes appropriate to the issue, the framing of strategic questions at the heart of the issue, and the development of the convening and hosting skills required to assure that that issue-oriented strategic dialogues with key stakeholders across traditional boundaries yield constructive results.

> *"Without a focus on critical issues and questions, there is no reason to act."*

Engage all key stakeholders

The process of identifying critical questions may also illuminate the need to have diverse voices representing key parts of a system or multiple perspectives on an issue present for innovative solutions to reveal themselves. The emergence of cross-functional teams, multi-stakeholder dialogues, and large-scale processes that emphasise getting the whole system in the room all reflect growing awareness that a more robust "ecology of thought" is needed to fully understand any truly important issue, develop viable systemic solutions, and catalyse widespread engagement and support for organisational or community change.

Conversational leadership starts with a belief in the possibility of collective intelligence – the recognition that we can be smarter, more creative, and more capable together than we can alone. In practice, this leads to asking, "Who needs to be at the table because they have perspectives or information that is needed? Because they play key roles in decision making? Because they will be involved in implementation? Because they are affected by decisions made and actions taken?"

> *"Without engaging key stakeholders, there is little chance of breakthrough thinking or finding innovative paths forward on critical issues."*

Skilfully use collaborative technologies

Discovering shared purpose, evoking collective intelligence, and crafting effective strategies for action do not happen by accident. To address critical issues and questions with diverse stakeholders effectively, choosing

processes for "engagement that allow the contributions of all to coalesce in ways that foster 'coherence without control' must be intentional". Otherwise, bringing key stakeholders with diverse perspectives together can lead to polarised debate, chaos, or a proliferation of ideas without the ability to choose and act. Today, face-to-face technologies have powerful complements in the virtual world. Web-based videoconferencing, online collaboration tools, virtual communities of practice, social media and other rapidly evolving digital tools are now available to support community building, knowledge development, and complex, coordinated action.

Conversational leadership involves understanding these and other collaborative social technologies, wisely choosing those appropriate for a given purpose, and integrating them in skilful architectures of networked inquiry and cascading action.

"Without the skilled use of collaborative social technologies, dialogue often devolves into diatribe, and solutions are owned by those with the loudest voices or the most power."

Guiding collective intelligence toward wise action

The outcome of all this activity is wise, effective action in service of purpose and strategic intent. Once leaders begin to view the organisation as a living network of conversations, they can focus that network on questions that truly matter. In addition, they can design infrastructures that enable the "harvests" from those conversations to connect and complement each other at every level of system.

Research and best practices in every sector are demonstrating that "successful outcomes and measurable results are more likely when the voices of all key stakeholders to bear on critical issues using face-to-face and online technologies are carefully chosen to foster effective engagement". This is true regardless if one aims to strategise, foster innovation, improve organisational processes, or nurture community connections. Conversely, the potential for collective intelligence or wise action is compromised when any ingredient of the framework is missing or poorly executed.

"Without collective intelligence and wise, effective action, the future of our organisations and our communities remain imperilled."

Innovative leadership and capacity development

In today's environment, developing the capacity for conversational leadership and fostering "process intelligence" at every level of the system may be one of the most productive investments that organisations can make. An expanded concept of leadership development – one that encompasses the skills, knowledge, and personal qualities required to create and guide collaborative networks and inquiring systems that continually renew their capacity to learn, adapt, and create long-term business and social value is needed.

"Without leadership capacities that rise to today's complex systemic challenges, we rely on perspectives and approaches from an earlier era that are no longer adequate and undermine our best intentions."

Personal Capacities of a Conversational Leader

- Creates a climate for discovery and emergence
- Evokes and honors diverse perspectives
- Asks powerful questions
- Suspends premature judgment
- Explores assumptions and beliefs
- Embraces ambiguity and not-knowing
- Listens for connections between ideas
- Captures key insights and articulates shared understanding

Source: Hurley, T. J., & Brown, J. (2010, March). Conversational leadership: Thinking together for a change. *Oxford Leadership Journal. 1*(2). Retrieved June 2, 2014, from http://www.oxfordleadership.com/journal/vol1_issue2/brown_hurley.pdf

Developing Conversational Leadership

- Do leaders in your organization see it as a living network of conversation in which the "real work" is accomplished?

- How are you leveraging the power of conversation as a cone process for thinking together in designing strategic change initiatives?

- How much time do you and your colleagues spend discovering and framing the right questions in relation to time spent finding the right answers?

- How knowledgeable are you and other organizational leaders about the use of both face-to-face and virtual technologies for collaborative learning, collective intelligence, and coordinated action?

- Are your physical work spaces and meeting areas designed to encourage the informal interactions that support good conversation and collaborative learning?

- How much of your leadership and capacity development budget is geared toward helping leaders think systemically, see inter-dependencies, and master conversational approaches that foster thinking together about critical issues?

- Is crafting architectures for effective engagement among key internal and external stakeholders an essential role and capacity for leaders?

- How does your organization help leaders cultivate the personal capacities required for success in all these ventures?

Source: Hurley, T. J., & Brown, J. (2010, March). Conversational leadership: Thinking together for a change. *Oxford Leadership Journal. 1*(2). Retrieved June 2, 2014, from http://www.oxfordleadership.com/journal/vol1_issue2/brown_hurley.pdf

5. Drivers and barriers

Below are some of the key lessons learned in making the conversational leadership approach work. Effective planning requires maximising the driving forces and minimising things that will stop the process from working.

Drivers	Barriers
Clarity of strategy An important driver of success. If people are going to "get it" there needs to be at heart key themes, goals and ideas that logically hang together and reflect the context, needs and potential of the organisation.	**Unresolved strategic decisions** These gets flushed out quickly in conversation. If the organisation has failed to make a key decision (for example; abandoning a key market or product) the conversation breaks down in those areas affected by the decision. The strategy needs to include clear time frames and criteria if decisions are unresolved and played into the conversation.
Engagement of leadership The bottom line is that the process needs a strong advocate on the top team with the influence to involve colleagues in the development process. The business case needs to be clear and the work to engage the leadership group needs careful planning.	**Lack of agreement on strategy amongst leadership group** No amount of conversation is going to address a fundamental disagreement. The process can be modified to use facilitation to help leadership group identify strategic options and work through their preferred way forward. The picture development process would then follow.
Focus on conversation Traditional approaches to strategy communication involve a series of briefings in small or large groups using face-to-face, online or video methods. A conversational approach provides a much richer, more motivating and more engaging approach in which team member make their own meaning of the strategy and how it relates to them. This is a more adult approach, which need to be recognised and celebrated, and difficult things which need to be resolved by the team.	**Lack of consultation of key people in the system** Key people may include key customers, business owners, non-executives, senior figures in partner organisations, trade union leaders, employee forums, works councils, and suppliers. These key people vary by organisations.
	Lack of investment in conversational leadership Given the critical role of facilitation, investment is required to make sure the conversation is well executed.
Measurement Before and after measures, and on-going tracking of employee perception, are powerful reinforcement of the process. The evidence generated helps sustain the conversation. Typical measures include awareness and understanding of strategic plans, among others.	**Lack of feedback** The feedback process is critical and ensures the recurring questions, themes, challenges and solutions get shared broadly and responded to as appropriate.

Source: Pounsford, M. (2013, January). Building the Big Conversation: Bringing strategy to life. *The Big Conversation Company Ltd*. Retrieved June 2, 2014, from http://www.bigconversationcompany.com/white_paper.pdf

Case Study

TUI Travel Plc

TUI UK & Ireland is part of one of the world's leading leisure travel companies, created following the merger of two of its best known brands, Thomson and First Choice in 2007. It has a vision to "Make Travel Experiences Special and three strategic goals: to deliver earnings of £200m on a turnover of £4billion sterling, to achieve employee engagement scores of 80 percent and to reach customer recommendation scores of 65 percent."

TUI believes that the holiday begins not on arrival but from the time people first start thinking about their choices and that the total experience – from first interaction with the company to returning home – is important. Its leadership team believed that "every employee, customer-facing or in support roles, played a key part in contributing towards the business's financial success". They also recognised the importance employees placed on working for a travel company. The business needed to feel like a "fun place to work" with colleagues supporting each other.

However, employee research showed that awareness of the company's goals was very weak: 80 percent of employees could not name even one of the goals; and one in three could not name any of the three goals. In addition, nearly one-third of employees said they could not openly express their opinions. If TUI UK & Ireland was going to achieve its goals, everyone in the business needed to understand them and see how they could contribute to them.

The challenge

TUI UK & Ireland has a dispersed workforce of 18,000 people, many working in retail outlets and overseas. It needed to create an intervention that would build understanding of the business strategy and relate it to the needs of numerous teams operating in very different roles and environments. The company also has to create a process that would address the issue of communication being too one-way. If they wanted people to contribute, they needed a style of communication that invited them to do so and displayed the kind of friendly, conversational culture that was important to business success.

Goal and objectiveness

The overarching goal was to build "line of sight" between the activities of individuals and teams and the strategic goals of the business. They wanted a process that would enable people to "get it": "I see how I fit and what I can do to help". In support of this, they aimed to:

- Bring to life the company goals and help people understand the strategy;

- Help people understand how they and their team contribute to the business strategy;

- Encourage people to express their views about how to achieve the strategy at a local level; and

- Build confidence in the future of the business.

The solution

To achieve these objectives, they needed team-based conversations focused on the business strategy. They wanted a unifying approach to reflect the fact that every employee contributes to the customer's experience but they also wanted people to have local conversations that were meaningful to them.

TUI sought help from the Big Conversation Company and adopted the Big Conversation strategy. With the help of The Big Conversation team, TUI created a colourful 'Big Picture' – a visual representation of the company strategy that also looked fun to reflect the nature of the business. There would be one picture to reflect that everyone was working together towards shared goals. Pictures also have the benefit of being very memorable. The leadership group was coached to role model the delivery of the conversations throughout the business.

Co-creation of the picture was as important as the final image. Sessions with each functional team were held and they populated the draft with their content. Based on this, a sketch of four islands representing where they have come from, where they are today were developed, delivering their strategy and vision. They took this to employee forums and invited feedback from every function to develop and test the emerging imagery.

They also took a draft to the CEO and his colleagues. During this conversation, they found the team making key decisions about the future prompted by the emerging picture – the picture itself was compelling the leaders to be clear and unified about future direction. The Big Conversation team also

coached seven members of the executive group on how to use the picture as the basis for a conversation about direction and strategy. The CEO talked through the big picture with the group of 70 executives and, breaking into groups of 10, the seven coaches took them through the picture and role modelled how it could be used.

Each function, working with a communication partner, developed its plans to conduct the leadership conversation. Every manager would be a participant in a conversation before being a facilitator. Meanwhile, the team finalised the managers' pack including a short video from the CEO positioning the work and talking about what the picture meant to him, soft and hard copies of the picture, guidelines to using it and simple notes for action planning templates. A soft copy that broke the picture down was included for those few locations where the use of the big picture would not work and managers needed to use PowerPoint and telephone briefings.

The results

The key metrics against TUI's four communication objectives are:

- 87 percent said The Big Conversation brought to life the goals and helped them understand the strategy.

- 95 percent said they now understand how they and their team contribute to the business strategy.

- 90 percent said they were encouraged to express their views during their big conversation.

- 84 percent believe the business has an exciting future.

In addition:

- 90 percent of managers said the big picture had been an effective tool for communicating strategies and goals to their team.

"Following The Big Conversation, more than one in two people can name all three strategic goals. Sixty-two percent of these people got the exact numerical target for each goal (compared with the audit result from October 2010 where just one in five people could name one business goal, and one in three could not name any).

The Big Conversation advanced understanding throughout the business and directly supported the achievement of the strategy. The business is on target for its goals, and it

delivered record profits in the UK as a result of increased sales of differentiated and exclusive products, with online being the biggest channel. This is particularly impressive given that one of TUI's major UK competitor's saw its shares fall by 95 percent during the same period."

The Big Conversation helped to:

1. Build employees' understanding of the purpose and direction of TUI UK & Ireland and how they, whatever their role, supported it;

2. Engage people in a new way in talking about the business, encouraging them to take ownership for performance;

3. Break away from traditional top-down strategy communication to a much more discursive, exploratory approach getting away from jargon and 'death by PowerPoint';

4. Build leaders' confidence in communicating with their teams about strategy; and

5. Create more of a one-company ethos despite the varied activities within the business.

"The Big Conversation has delivered against its goals with measurable hard and soft business performance results. It has been a key enabler that has helped TUI UK & Ireland continues to perform well despite geopolitical and environmental challenges."

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Recommended Readings

Articles can be retrieved from NLB's e-Resources –
http://eresources.nlb.gov.sg

Books are available at the National Library.

Ertel, C. (2014). *Moments of impact: How to design strategic conversations that accelerate change.* New York: Simon & Schuster.
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Maxwell, J. C. (2013). *How successful people lead: Taking your influence to the next level.* New York: Center Sheet.
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McCann, J. (2014). *Talk is (not!) cheap: The art of conversation leadership.* Boston: New Harvest, Houghton Mifflin Harcourt.
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Talking it out: The new conversation-centered leadership. (2013, March 6). *Knowledge@Wharton*. Retrieved June 2, 2014, from https://knowledge.wharton.upenn.edu/article/talking-it-out-the-new-conversation-centered-leadership/

"The Big Conversation" TUI. (2013). *The Big Conversation Company*. Retrieved June 2, 2014, from http://www.bigconversationcompany.com/pdf/tui.pdf

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The Singapore Productivity Association (SPA) was set up in 1973 as an affiliated body of the then National Productivity Board, now SPRING Singapore. Its objective is to promote the active involvement of organisations and individuals in the Productivity.

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CPP Course Syllabus	
CPP	**CPP (Retail)**
Module 1: Understanding Productivity **(Duration: 1 day)** • Introduction to Productivity and Quality Concepts • Factors Affecting Enterprise Productivity • Productivity Movement in Singapore • Productivity Promotion in Businesses • Productivity Challenges	

Module 2: Productivity Tools, Techniques &
Management Systems
(Duration: 3 days)
• Business Excellence
• Productivity Measurement & Analysis
• Process management:
  ▪ Cost of Quality
  ▪ Lean Six Sigma
  ▪ Process Mapping & Analysis
• Integrated Management Systems
	Module 2: Productivity Tools, Techniques &
	Management Systems
	(Duration: 3 days)
	• Delivering Service Excellence
	• Productivity Measurement & Analysis
	• Process management:
	  ▪ Cost of Quality
	  ▪ Lean Six Sigma
	  ▪ Process Mapping & Analysis

Module 3: Innovation & Service Excellence **(Duration: 3 days)** • Knowledge Economy & Innovation • Service Excellence • Team Excellence	**Module 3: Innovation & Service Excellence** **(Duration: 3 days)** • Introduction to Service Excellence & Sales Productivity • Store Management & the Roles of a Store Manager • Minimising Operational Constraints & Focusing on Sales • Setting Goals & Analysing Statistics • Coaching & Motivating Sales Staff • Service Behaviours that Encourage Business
Module 4: Critical Success Factors **(Duration: 1 day)** • Management Commitment • Managing & Sustaining Change • Overcoming Resistance to Change • Training and Education • Planning for Implementation and Control of Productivity Improvement Programme • Briefing on project assignment & Role of Productivity Practitioner	

As part of the CPP curriculum, participants are required to start a productivity improvement project upon completion of the in-class component. Project guidance will be provided by a professional consultant assigned for this purpose and is for a total of 2 man-days.

Funding & Payment

The course is supported by the Singapore Workforce Development Agency (WDA). Funding is available at 70% and 50% of the course fees respectively for SMEs and MNCs/LLEs/Statutory Boards. Please find the prices payable in the net fee table below:

For All Entities:	Nett Fee:	Nett Fee (with GST):
All Entities ($3950)	$1,185	$1,267.95

Here are the schedules for CPP:

CPP (Generic)

Jun-14		
Date	**Module**	**Time**
Monday, 23 June 2014	Module 1	9-5 pm
Wednesday, 25 June 2014	Module 1 & 2	9-5 pm
Wednesday, 2 July 2014	Module 2	9-5 pm
Friday, 4 July 2014		9-5 pm
Monday,7 July 2014	Module 2 & 3	9-5 pm
Wednesday,9 July 2014	Module 3	9-5 pm
Monday, 14 July 2014		9-5 pm
Wednesday, 16 July 2014	Module 4	9-5 pm

Productivity Link

Jul-14		
Date	**Module**	**Time**
Monday, 21 July 2014	Module 1	9-5 pm
Wednesday, 23 July 2014	Module 1 & 2	9-5 pm
Wednesday, 30 July 2014	Module 2	9-5 pm
Friday, 1 August 2014		9-5 pm
Monday, 4 August 2014	Module 2 & 3	9-5 pm
Wednesday, 6 August 2014	Module 3	9-5 pm
Monday, 11 August 2014		9-5 pm
Wednesday, 13 August 2014	Module 4	9-5 pm

Aug-14		
Date	**Module**	**Time**
Monday, 18 August 2014	Module 1	9-5 pm
Wednesday, 20 August 2014	Module 1 & 2	9-5 pm
Wednesday, 25 August 2014	Module 2	9-5 pm
Friday, 27 August 2014		9-5 pm
Monday, 1 September 2014	Module 2 & 3	9-5 pm
Wednesday,3 September 2014	Module 3	9-5 pm
Monday, 8 September 2014		9-5 pm
Wednesday, 10 September 2014	Module 4	9-5 pm

CPP (Retail)

June 2014		
Date	**Module**	**Time**
Monday, 23 June 2014	Module 1	9-5 pm
Wednesday, 25 June 2014	Module 1 & 2	9-5 pm
Wednesday, 2 July 2014	Module 2	9-5 pm
Friday, 4 July 2014		9-5 pm
Tuesday, 8 July 2014	Module 3	9-5 pm
Thursday,10 July 2014		9-5 pm
Tuesday, 15 July 2014		9-5 pm
Wednesday, 16 July 2014	Module 4	9-5 pm

Productivity Link

Jul-14		
Date	**Module**	**Time**
Monday, 21 July 2014	Module 1	9-5 pm
Wednesday, 23 July 2014	Module 1 & 2	9-5 pm
Wednesday, 30 July 2014	Module 2	9-5 pm
Friday, 1 August 2014		9-5 pm
Tuesday, 5 August 2014	Module 3	9-5 pm
Thursday, 7 August 2014		9-5 pm
Tuesday, 12 August 2014		9-5 pm
Wednesday, 13 August 2014	Module 4	9-5 pm

Aug-14		
Date	**Module**	**Time**
Monday, 18 August 2014	Module 1	9-5 pm
Wednesday, 20 August 2014	Module 1 & 2	9-5 pm
Wednesday, 25 August 2014	Module 2	9-5 pm
Friday, 27 August 2014		9-5 pm
Tuesday, 2 September 2014	Module 3	9-5 pm
Thursday, 4 September 2014		9-5 pm
Tuesday, 9 September 2014		9-5 pm
Wednesday, 10 September 2014	Module 4	9-5 pm

May 2014		
Date	**Module**	**Time**
Wednesday,7 May 2014	Module 1	9-5 pm
Friday, 9 May 2014	Module 1 & 2	9-5 pm
Wednesday, 14 May 2014	Module 2	9-5 pm
Friday, 16 May 2014		9-5 pm
Tuesday,20 May 2014	Module 3	9-5 pm
Thursday,22 May 2014		9-5 pm
Tuesday, 27 May 2014		9-5 pm
Wednesday, 28 May 2014	Module 4	9-5 pm

CPP (Food)

June 2014		
Date	**Module**	**Time**
Monday, 23 June 2014	Module 1	9-5 pm
Wednesday, 25 June 2014	Module 1 & 2	9-5 pm
Wednesday, 2 July 2014	Module 2	9-5 pm
Thursday, 3 July 2014		9-5 pm
Tuesday, 8 July 2014	Module 3	9-5 pm
Friday, 11 July 2014		9-5 pm
Tuesday, 15 July 2014		9-5 pm
Wednesday, 16 July 2014	Module 4	9-5 pm

Jul-14		
Date	**Module**	**Time**
Monday, 21 July 2014	Module 1	9-5 pm
Wednesday, 23 July 2014	Module 1 & 2	9-5 pm
Wednesday, 30 July 2014	Module 2	9-5 pm
Thursday, 31 July 2014		9-5 pm
Tuesday, 5 August 2014	Module 3	9-5 pm
Friday, 8 August 2014		9-5 pm
Tuesday, 12 August 2014		9-5 pm
Wednesday, 13 August 2014	Module 4	9-5 pm

Aug-14		
Date	**Module**	**Time**
Monday, 18 August 2014	Module 1	9-5 pm
Wednesday, 20 August 2014	Module 1 & 2	9-5 pm
Wednesday, 25 August 2014	Module 2	9-5 pm
Thursday, 28 August 2014		9-5 pm
Tuesday, 2 September 2014	Module 3	9-5 pm
Friday, 5 September 2014		9-5 pm
Tuesday, 9 September 2014		9-5 pm
Wednesday, 10 September 2014	Module 4	9-5 pm

Core Faculty Members

MR. LAM CHUN SEE
B. ENG IN INDUSTRIAL & SYSTEMS ENGINEERING (UNIVERSITY OF SINGAPORE)

Chun see manages his own consultancy practice, Hoshin Consulting and is also an associate consultant/trainer to the PSB Corporation and Singapore Productivity Association. Prior to running his own practice, he has had years of experience as an industrial engineer with Philips, and trainer and consultant with the then National Productivity Board, APG Consulting and Teian Consulting, He was conferred the Triple-A Award in 1989 for helping to transfer Japanese know-how, particularly in the area of 5S, into local programmes and packages. Throughout his years of consultancy experience, Chun See has assisted many businesses in analyzing their productivity and quality objectives and performance; primarily through the application of the PDCA technique and basic QC tools.

MR. LEE KOK SEONG
M.SC. IN CHEMICAL ENGINEERING (IMPERIAL COLLEGE, LONDON UNIVERSITY), B.SC. IN CHEMICAL ENGINEERING (NATIONAL TAIWAN UNIVERSITY)

Kok Seong has accumulated vast experience in the areas of productivity training and management consultancy throughout his 30 years of experience with the Standards, Productivity and Innovation Board (SPRING). He has provided consultancy assistance and training for numerous organisations both within and outside of Singapore in the areas of Productivity Management, Operation and Production Management, total Quality Management, Total Productive Maintenance, Shopfloor Management, Occupational Safety Management, Industrial Engineering Applications and Supervisory Management. He has also been greatly involved in the pinnacle Singapore Quality Award (SQA) initiative since its inception in 1993. his track records include the assessments and site visits of award recipients like Micron Semiconductor (formerly Texas Instruments), Motorola, Baxter Healthcare, Philips Tuner Factory and Teck Wah Industrial Corporation Ltd. Mr. Lee is currently a certified SQA Senior Assessor, as well as a resource person for Basic and Advanced Training Courses for Productivity Practitioners, a position he has taken on since 2007.

MR. LOW CHOO TUCK
M.SC. IN INDUSTRIAL ADMINSITRATION (UNIVERSITY OF ASTON, UK); B.SC. IN PHYSICS (NUS); DIP IN QUALITY CONTROL INSTRUCTORS (INTERNATIONAL QUALITY CENTRE, NETHERLANDS); CERTIFICATE IN PRODUCTIVITY DEVELOPMENT (JAPAN PRODUCTIVITY CENTRE); CERTIFICATE IN ADVANCED MANAGEMENT DEVELOPMENT (INSEASD)

Choo Tuck currently provides training and advisory services in productivity and quality management to businesses and government in the Asean region and Middle East. He was previously the Executive Director of the Restaurant Association of Singapore as well as the Singapore Productivity Association, and was also the Director for Strategic Planning in SPRING Singapore. During his many years of service with SPRING Singapore, he gained wide experience in productivity training, management consultancy and productivity promotion, and has helped more than a 100 businesses in improving productivity, quality control and business excellence, including organisations such as Cycle & Carriage, Motorola, PUB and DBS. On top of that, he has also served as an Asian Productivity Organisation (APO) expert on Productivity for several APO member countries, and was part of a team of experts engaged by the Singapore cooperation Enterprise to provide productivity expertise to the Government of Bahrain in 2007 and 2008.

MR. QUEK AIK TENG
B.ENG (HON.) IN MECHANICAL ENGINEERING (UNIVERSITY OF SHEFFIELD); DIP. IN BUSINESS EFFICIENCY (INDUSTRIAL ENGINEERING_ (PSB-ACADEMY); CERTIFIED MANAGEMENT CONSULTANT (CMC); PRACTISING MANAGEMENT CONSULTANT (PMC); MEMBER, INSTITUTE OF MANAGEMENT CONSULTANTS (IMC) SINGAPORE

Aik Teng currently manages his own consultancy, AT Consulting Services. One of his most recent projects includes being the LEAD Project Manager for the Singapore Logistics Association. Prior to running his own consultancy, he has been with SPRING Singapore for 20 years, and was the Head of the Organisation Excellence Department from 2004-05. He was also

SQA Lead Assessor and Team Leader up till 2008 and has been involved in the SQA initiative since its inception in 1993. tasked to start up the consultancy unit within the then Productivity & Standards Board (PSB) to provide training and consultancy services to organisations, his consulting team assisted close to 30 organisations during that period. He was also involved in a project coordinated by the Singapore Cooperation Enterprise (SCE) to assist the Bahrain Labour Fund in their Labour Reform strategy, which included helping the Bahrain government to initiate a Productivity Movement as well as develop the productivity of the local enterprises. In addition, he was appointed as Project Manager to assist the Government of Botswana to implement a national Productivity Movement, from 1994 to 2003. Botswana is currently held as a model of Productivity in the Pan-Africa region.

MR. WONG KAI HONG
MBA IN STRATEGIC MARKETING (HULL), BSC (NUS)

Kai Hong is a business consultant, management trainer and company director. He has spent almost 2 decades in the consumer products industry, having worked with retailers like Isetan, Metro, Royal Sporting House, The Athlete's Foot and Sunglass Hut; brands like Reebok and Doc Martens; and technology group Wearnes Technology. He has been involved with various functions including operations, business development, project management, human resource, training, marketing, logistics, budgeting and general management. He has developed businesses in Singapore and many Asian cities such as Seoul and Beijing.

For registration or more information, write to us at
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Alternatively, you could also contact our secretariat:
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