



HOP | LAB[®]

PITCHING HOP

GUIDE



Practical guidance for the presenter.



How and when to use this guide

This Guide has been designed for personnel of any level who are looking to garner the support and interest of senior leadership to consider the HOP approach within their organisation.

It can be used in conjunction with the HOP & Learning Teams Presentation Template - an introductory slide deck which can be tailored and personalised to provide organisational context. Contact us to request a copy of the slide deck template, or create your own.



Introduction

Set the Tone

Welcome, introductions, acknowledgements, and overview.

PURPOSE

The Compelling Story

- Provide context
- Introduce the compelling point
- Explain **WHY** the Compelling point is important

PROCESS

HOP & Learning Teams

- Explain **HOW** HOP & Learning Teams relate to your Point
- Include organisation-specific information to support the Point

PLAN

HOP Proposal

- Outline **WHAT** you plan to do with HOP & Learning Teams
- Focus on objectives, outcomes & organisational considerations

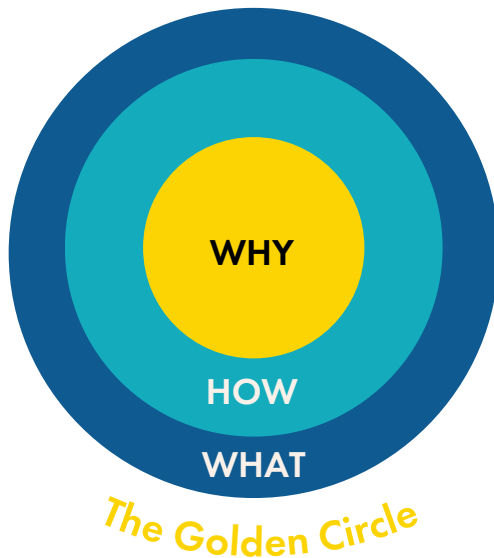
Conclusion

Summarise and invite

Thoughts, queries, discussion, and thank you's.

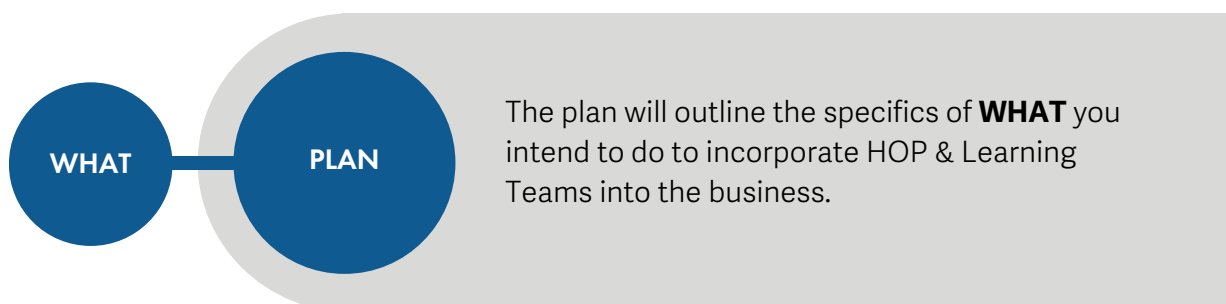
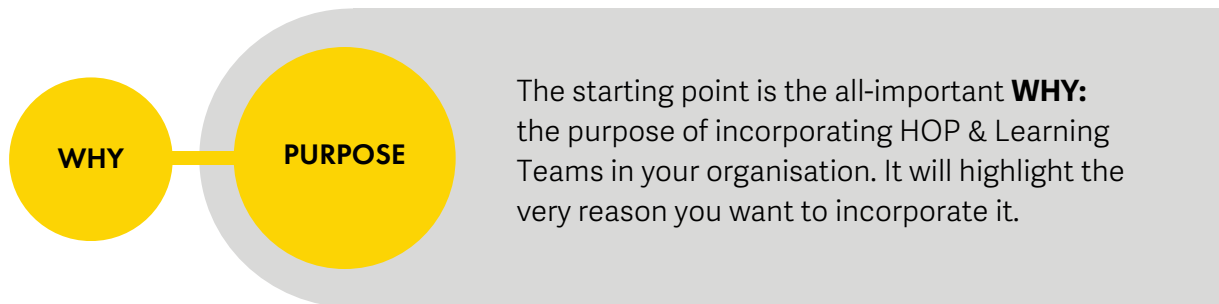


Convey the Why, How & What



Simon Sinek has discovered remarkable patterns about how great leaders and organisations think, act and communicate. He has introduced a simple yet highly effective model called the Golden Circle. The model can be used as a guide to motivate others and inspire action.

Here, we will apply the model to the pitch framework to convey the purpose, process and plan to incorporate HOP & Learning Teams into your organisation.





Start Your Pitch with a



PURPOSE

The Power of Storytelling

Frame the **WHY** in a Compelling Story. A truly successful presentation reaches the audience on a subconscious level. It creates a mood and tone that the audience doesn't even realise is happening.

Storytelling can reach people in ways that help them to understand, enable them to remember, and forge connections. This makes it a powerful method to influence, teach and inspire action. Use this to your advantage when conveying that all-important purpose.

Has an influence on behaviour.

We convey emotion through narrative, and a compelling tale triggers a strong neurological response.

Creates connections

among people, and between people and ideas.

Helps to solidify relationships

in a way that factual statements encapsulated in data cannot.

STORYTELLING

Engages people

as though they are participants. Empathy motivates action.

Releases brain chemicals

that prompt powerful emotional reactions.

Captivates the audience.

The activity in a listener's brain follows and mimics the brain activity of the storyteller

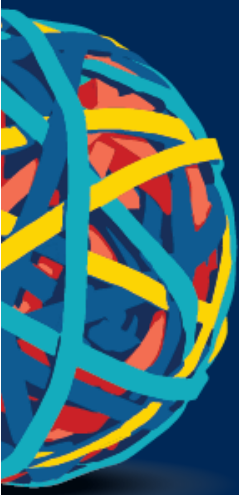
...Sticks! Stories help with learning

as they are easy to remember. They are recalled more accurately, and for far longer, than learning derived from facts and figures.



Story Development: Getting to the Point

To gather your story, write it down. It can be a short story, showcasing an organisational finding or problem that has had an impact on you. Draw from your direct experience.



To help develop your story, consider these key talking points:

The Context:
Information critical to shape the story

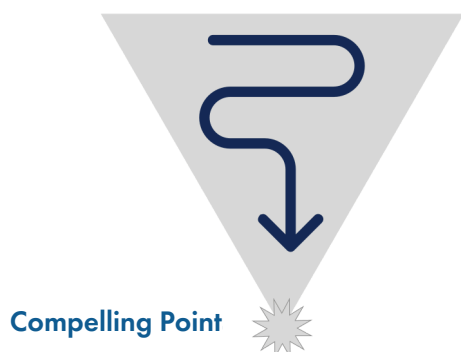
The Compelling Point:
Distill the story to ONE meaningful takeaway, theme or moral. It will help your audience to remember the core WHY of your story

WHY the Point is important:
Connect why this Compelling Point is integral to you and the audience

Here are two avenues to consider when introducing the Compelling Point in your story.

1

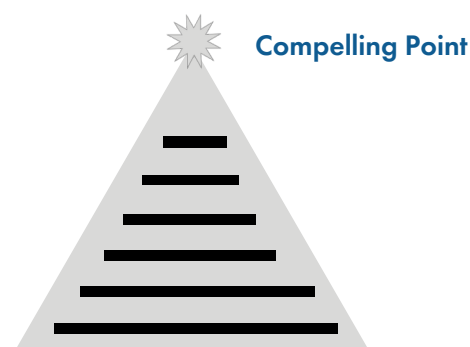
Provide the context and work up to The Point



Take the audience on a narrative journey by building up the context before revealing the Point - setting the scene and shaping the story.

2

Start with The Point and then provide context around it



Initiate the story with the Point, flowing on with the supporting narrative and context.



Story Development: Making it Memorable

To make your presentation one to remember, what can you do to make it interesting?

Consider how your story can be supported with some creativity to help your audience engage with the content. Don't be afraid to step out of the box and lean into your strengths!

Here are some ideas to get your mind thinking about possibilities:

- Humour - a relevant joke or anecdote
- Questions or analogies
- Group work, discussion
- An activity, game, poll or survey
- Images, videos, bringing a physical item
- Bringing someone who is involved with the story to share their perspective

Refining your Story: Use the 3Rs

Now that you have developed your story, use the 3Rs to refine and prepare yourself to present it.

REVISE

Revise the story to determine whether you like the sound and flow. Saying it out loud is a powerful method for feedback - such as reading it out loud to yourself, in front of the mirror, doing a video recording, or telling it to someone you know.

REVIEW

We continually learn and improve by doing, and responding to the feedback.

Make modifications until you are comfortable delivering the story and are proud of the way it comes across.

REFLECT

Reflecting can help to consolidate thoughts and improve performance.

Reflect on the process. What you discovered about writing and delivering - such as how you felt, what you did well, and what you may do differently.



Bringing the Compelling Point to Life



Introducing HOP & Learning Teams

Now that you have your Compelling Story and Point, step through the process of how HOP & Learning Teams is a valuable approach to explore in your organisation.

Consider the below aspects to introduce to your audience. It will be important to distil the information to key areas of interest and focus from your Compelling Point. In other words, gather how HOP relates to your purpose.

- What is HOP & Learning Teams?
- HOP Principles
- Benefits and Strengths of HOP & Learning Teams
- Outcomes from incorporating HOP & Learning Teams

The **HOP & Learning Teams Presentation Template** can assist with this component. These slides are designed to be a starting point to tailor your presentation. Contact us for a copy of the slide deck template if it can be of use to you.



Incorporating HOP & Learning Teams is the action you are proposing to take to address the Compelling Point.

We recommend including organisation-specific information to support your reasoning. For example:

- Connecting HOP Principles to your organisation's Mission and Values
- Presenting objective and/or subjective information (such as data, analysis and feedback) to highlight the issue or finding you have outlined Aligning
- Organisational Strategic Direction with Benefits and Outcomes



Detailing the Plan Specifics



Outline the HOP Plan Specifics

Now it's time to outline what the plan is to incorporate HOP & Learning Teams within the organisation.

Refer to the HOP & Learning Teams Presentation Template which entails:

- HOP & Learning Teams Course outline, objectives and outcomes
- HOP Program Objectives
- Proposed HOP Program
- Organisational Considerations



Tailor the above areas to your specific plan to incorporate HOP & Learning Teams within your organisation.

When starting out with HOP, you may find yourself requiring budget, approval, (or a mix of these) to get the ball rolling.

What is your current position? This will help you to evaluate needs and further consider your approach and requests. Whatever position you currently hold, there are ways to successfully incorporate HOP.

Conclusion

To finish strong, summarise the key points of your presentation, linking how HOP & Learning Teams will help deliver the purpose from your Compelling Story. Allow time for thoughts, queries and discussion with your audience, thanking them for their time and attention.



Delivering a Top HOP Presentation

Automatic survival reactions in public speaking are very normal, ranging from:

- Intellectual (e.g. your mind draws a blank, you lose your focus), and
- Verb (e.g. using stalling words such as 'like' and 'um' to buy time to think), to
- Physical (e.g. sweating uncontrollably, dry mouth)

Never fear! We can overcome these jitters with preparation. Here are some tips to follow:



Follow a Structure

Use the Pitch Framework to develop your presentation; use the basic HOP & Learning Teams Presentation to build and tailor slides; and use the 3Rs to polish your delivery of the purpose



Practice your Presentation

Repeat as often as you need to feel comfortable. **REMEMBER** we are often our own worst critics! We're all human, and we learn and improve by doing. Practice self-compassion and observe outcomes (both successes and mistakes) without judgement.



Be Creative

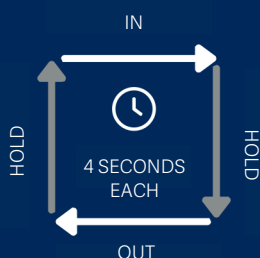
Consider ways to make your presentation memorable and connect with your audience. What will make it stand out?



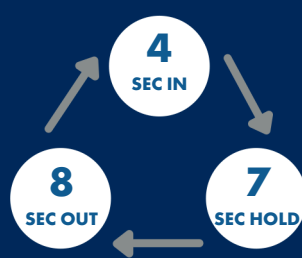
Follow a Structure

Establish yourself as the confident storyteller. Nail the purpose of why HOP is an interest to you and valuable to the organisation.

On the day, help to combat nerves with these techniques:



Box Breathing



4-7-8 Breathing



BREATHE DEEPLY
GENTLY SHAKE HEAD,
ARMS & LEGS

Shake It Off



Pitch Example: The Rake

Pulling together a Compelling Story and Point

Set the tone with something engaging, or unusual. In this example, we bring a rake to the meeting (or show a photo on a slide).

Context: Setting the Scene, Introducing Characters, Shaping the Story



We're going to do something you probably didn't think you'd do in this meeting. Let's think of as many uses as we can for this rake.

Invite input from the audience, and write a list. Provide commentary, relating the list to common uses, genius ideas, hacks, etc.

This is a great list! There's another use that I'd never come across until a few weeks ago...I was on a regional work trip. Usually, my family life dictates that early mornings are a write-off capacity wise. But being away from home, I had some time.

I decided to visit our site, found myself in the laundry, and it was a hive of activity. There were carts moving every which way, it was hot, it was steamy, it was loud, all 12 industrial washing machines and dryers were whizzing away. The two staff on shift (Marg and Jo) were seamlessly gliding about the room loading, unloading, pushing, folding, sorting.

Their job is to provide clean linen and personal washing to the people we care for, and they're good at it. It was clear that they'd been there for some time, and working together for some time.

I learned a lot about how they got their work done, but there was a moment that stood out while we chatted over coffee. They explained that when the linens are wet, they're incredibly heavy. With the machines being as deep as they are, it requires some hard pulling (sometimes above head) to get them out. The two of them wash 128 beds-worth of linens a day. That's over 250 sheets, let alone the towels and personals as well.



Compelling Point

When we were talking about their work and difficulties with handling wet washing in particular, Marg looked me in the eye somewhat nervously and asked, "wanna know how we do it?". I said "of course". She crept into the recess behind a machine, and she pulled out the rake.



Pitch Example: The Rake (Cont.)

Build to the Point

This is where you connect the experience to yourself (the presenter) and your audience.

THE WHY: Reflections leading to The Compelling Point. Connecting experience to the presenter and audience.

Being in that moment, understanding their world, I could see how this makes so much sense. And furthermore, it's a literal back-saver. To be clear, this was not following procedure, yes it could damage the linens, and no it's not an approved tool.

It's \$5 from Bunnings. But I wouldn't have known about it, if it wasn't for Marg speaking up and sharing openly. I was SO grateful in that moment, but also fearful.

I thought to myself, 'where else are our staff innovating and we don't know about it?' And, 'what else are they nervous to tell us?'

We can't help what we don't know. We can't share what we don't know with those who might to find solutions, or share solutions to problems we didn't know were problems!

When I've done site visits before, they'd be prepared and accompanied. Never would I have seen the busyness that this place was in the early hours, nor do I usually have the opportunity to truly connect and learn from our staff.

It was a real eye opener as to how our staff are navigating the everyday stuff. The everyday difficulties. Making the work seamless. That's what we need more insight on. I'm the first to admit that without being there, without understanding, I might've been tempted to tell these workers to stick to procedure (which by the way were mostly two person on tasks which would be difficult to do with the workload). In light of due diligence, I think if we can get accurate information about what's actually happening, we'll be in a better position to make decisions and respond appropriately.

We need to create environments where we can better learn from our staff, and get them to share openly what they know without fear. And just like Marg, I bet they have a bunch of solutions 1: to problems that we didn't even know were there, and 2: that would not only make the work easier for them, but more productive and efficient for the business.

How many other rakes do we have out there?



Connecting HOP with Compelling Point

This is the opportunity to introduce Human Organisational Performance and explain HOP & Learning Teams.

THE WHAT: Benefits and Strengths Relating to the Compelling Point and Organisational Context

We've found an approach that will help us discover these rakes: Human & Organisational Performance (HOP for short).

HOP is a systems-based approach to look at ways we can improve work, involving those who know the work best. It focuses on understanding the operational context and conditions of everyday work.

HOP has methods which will allow us to learn about operations- one of these being Learning Teams. These will create the environment we need for our workforce to discuss openly so that we can get a clearer picture of where we can focus to improve, and also share what's working well.

One of the primary focuses of HOP & Learning Teams is enabling worker owned improvements. As you know, the feedback from reports on our levels of engagement and trust with the workforce could be better.

I think this will do wonders for our relationship with the workforce. It empowers them, creates accountability, and where they need to feed ideas up the line to get action, that also happens. We'll be getting better information to make decisions and uphold due diligence. I had a look at our improvement and safety reporting metrics, and information is scant at the moment.

There are five foundational principles of HOP (outline these).

In particular, the 'learning is vital' principle aligns closely with our value of Continual Improvement through Connection.

The main benefits I see from us incorporating this approach are:

- It leverages on worker expertise to build a realistic picture of the operational context, generating conversation around the 'real' issues
- It uncovers problems and innovations that may be hidden or unknown
- It efficiently generates insights to assist decision making, so that we can harness what's working well to develop effective and sustainable solutions to problems.



How Outcomes Will be Achieved

Present the outcomes that will be achieved and propose the plan of HOW to integrate HOP into the organisation.

THE HOW: Proposal to Incorporate HOP & Learning Teams into the Organisation

Outcomes we can expect from a HOP & Learning Teams approach are:

- Greater engagement, accountability and empowerment of the workforce;
- Developing innovative and applicable solutions for sustained work improvements; and
- Sharing rich and relevant insights to better influence decisions and enhance performance.

As a way forward, to explore how this might work for our organisation, I propose we do a pilot in Local Region.

I've spoken with our Area Manager who is on board to give this a go, and together we've devised how this could look. We've identified key Floor Managers and supporting staff from Safety, HR and Admin who would attend face to face training to learn about HOP & Learning Teams, and how this can apply to us in this Region. For those that need high-level information, they will receive 1-Day training, and for those more involved in the pilot, they will receive the comprehensive 3-Day training.

This proposal allows for widespread understanding of the approach, with the intention to upskill key staff so that they are able to run Learning Teams with our workers. We will be integrating this approach to the existing continuous improvement systems we have.

At the leadership level, we have organised a 2 hour virtual information session. For those of you who are interested in knowing more about the approach, you're welcome to attend, and please advise if you would like any of your direct-report staff to attend. We welcome your feedback and would love your support. We will also devise a 15 minute information session for the workforce that can be delivered in our morning briefs, meetings etc, with follow-up information on the progress and outcomes of the pilot.

Present options A, B, C tiered options, including costs. Summarise key points of presentation and engage with audience.



Let's find those rakes!



Pitch Example: Checklists and 'Stuff'

Starting with the Compelling Point

In this example, the story begins with the Compelling Point. The presenter then takes the audience through the supporting narrative to understand the context (the WHY) and realisation of the HOW and WHAT.

Kick off with the Compelling Point, then explain the events that led to it



Well team, I've had a realisation. The majority of my work days may add very little value to operations. Worse still, I could potentially be hindering safety rather than facilitating it.

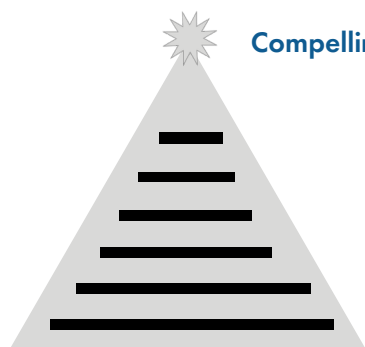
How did I get to this?

I was chatting with someone I'd never met before over the weekend. They asked me what I do for work, so I told them. Their response? "So ... is that ... checklists and stuff?"

My initial reaction was to justify all the reasons why the things I do in my role was important beyond checklists ... but I started to think, how many times have I seen the old 'tick and flick' in the name of safety? I could think of four documents straight away that a worker needs to complete before starting a job. Who made them do that? Well, ultimately ... me. I endorsed those checklists. That's probably about 30 minutes of paperwork just to start the day. Do the checklists keep them safe? Really? The time/value trade-off is something I've been mulling over.

As you know, it's been a sticking point for some time, our pre-work safety documentation.

That assumption about checklists and safety, I've heard similar before. I'm proud to help others, but when I thought about it, I make jokes or excuses about our profession all the time in social settings.



Compelling Point

Folks, have you ever come across this sort of thing when you say you're in safety? At best maybe just a slow nod or an eye roll, at worst maybe a few rude words? (Pause for response).

But why? Why do you think people see safety in a different way to us? (Invite input and discuss).



Pitch Example: Checklists and 'Stuff' (Cont.)

Engage the Audience in the Narrative

This is where you connect the experience to yourself (the presenter) and your audience.

The WHY: Involving the audience to understand the Compelling Point

Here's what I think. I think the intent of safety compared to what we're doing day to day has gotten a little lost along the way. I want us to do an exercise. Have a think back on the last week and tally up how many work hours you've spent doing stuff that you're not certain actually contributes to safety. Our operations. Also, I want you to write down the silliest things we do in this organisation, or our team, or our work tasks, in the name of safety. (Give time for audience to do the exercise).

Ok team, what have we got? Let's start with the hours. I'll write them on the board. (Audience contribute their number of hours). Right, so we have numbers ranging from X number (highest number) to Y number (lowest number). I counted up Z hours of my own. Collectively, that's X number of hours. I don't know about you, but these numbers don't sit so great with me.

But for now, let's move on. How'd we go with the silliest stuff we do? (Invite input from audience) Yep, safe to say, it's no wonder we get the reactions we do.

I took this one step further, and sought some feedback external from our team. Moe, who you'd know is one of our health and safety reps basically said: "I wish you'd all listen rather than tell us how to be safe, we're not two years old". That's summarising, and removing a few colourful words, but there were a fair few nods in agreement with that from the reps.

The exec team shared that there's frustration with the type of information we give them. While the dash looks beautiful and mostly green with lots of numbers about all the stuff we're doing, they feel the context is lost in the numbers. They'd also like to know more about the connection of what we do and how this improves safety. We had a pretty interesting conversation about LTIFR as an example.

So at the frontline we've got a perception that we're using our mouths more than our ears. At the top level there's frustration about the information we give them, and ambiguity about what we do to improve safety. So what do we do?



Connecting HOP with Compelling Point

This is the opportunity to introduce Human Organisational Performance and explain how HOP could be applied in the organisational context.

The WHAT: How HOP would deliver a shift from telling, to listening, learning and understanding

We've got to be honest with ourselves here and take a good, hard look at how we're operating. An old colleague suggested I attend a workshop on Human & Organisational Performance - called HOP for short.

I did a 1-Day Fundamentals Course. Basically, it's about understanding how work is actually done from those who know the work best. Not how we think it does, or should be done. It taught me quite a lot about how we really rely on the adaptability of our people to make things go, and most of the time that they go well... which to be honest, was a real eye opener for me personally in how I see control and what we focus on mostly in safety.

I think this kind of thinking might be a real avenue for us to explore in how we work.

Currently we have:

- this abundance of safety stuff that we do;
- we've got metrics that aren't connecting the dots between this stuff and operations; and
- the perceptions of what we do as a team and safety more widely aren't always favourable

For us, it would be a paradigm shift from telling people how to be safe and doing a bunch of safety work that checks whether they're doing what the collective 'we' told them to do... to listening and understanding more from those who know the work.

A big thing for me was realising we don't need to go searching for holes and problems, we don't have all the answers, and we don't need to! We can work with our people to find pain points and ways to improve. That is the connection that's amiss.

I think this HOP approach will really help us listen to understand how our people are navigating the daily rhythms, getting the job done and achieving service needs. Safety doesn't need to be this separate silo from operations. Safety is embedded within operations. So if we're learning better about the operations, we'll be in a better position to work together to come up with ways to make improvements, safety included.



How Outcomes will be Achieved

Present the outcomes that will be achieved and propose the plan of HOW to integrate HOP into the organisation

THE HOW: Proposal for team members to undertake HOP training

The main things I see this will initially benefit are:

- that we'll be listening and learning from our people and leveraging on their expertise;
- we can break down the siloed approach that exists between safety and operations, allowing for an inclusive approach; and
- we'll be better equipped with information about the frontline that will help direct our day-today activities.

Once we've got a handle of this approach, I think this will influence what we're focusing on from an output and reporting perspective. That's not to say we throw baby out with the bathwater here with our activities or reporting. It will give us the freedom to determine what's valuable, get rid of what's not, and what we can transform to add more value. By gathering stories we're learning from our people, we can share with the exec team. This might help them to connect with what's happening out there safety and work-wise, and be in a better position to make decisions with tangible impacts.

All this fits in really well with our company values of community, collaboration and innovation. So I've had this one day of training on this approach. If you think this is something worth pursuing, what I propose is we organise some in-house training for us to get our heads around HOP and the learning methods that compliment it.

There's a three-day course that should give us a comprehensive overview and how we can apply this to our business. From there I propose we give ourselves a few days to let it soak in and consolidate our thoughts and ideas, and have a follow-up strategy session if we think this is something that will help us.

How's all this sounding? *Invite feedback from audience.*

Thanks team for your time, thoughts and input. I think this could be a really exciting venture for us to add more value! If you have questions or if anything comes to mind let's talk about it- I'll create a HOP 'thread' in Teams. I'll see what dates we can lock in for the course and get back to you all.



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