

HANDBOOK FOR FRONT LINE MANAGERS

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FOREWORD

This handbook has grown out of a project collaboration between the School of Engineering at Jönköping University, Fagerhults Belysning AB and Scania CV AB.

The handbook was produced by a group of researchers and teachers from the School of Engineering and the School of Health and Welfare at Jönköping University. The group consisted of Associate Professor Johan Karlton, Associate Professor Anette Karlton, Senior Lecturer Karin Havemose, Professor Sofia Kjellström and Associate Professor Denis Coelho.

The following individuals participated from Fagerhults Belysning AB: Production Manager Ulf Nilsson, HR operations Jonathan Lundin, Front line manager Tony Lennartsson, Front line manager Lena Swenzen, Front line manager Daniel Hjerpe, Front line manager Kristoffer Emanuelsson and Head of Learning and Development Eleonor Svenningsson.

The following individuals participated from Scania CV AB: SPS coordinator Erik Gustafsson, Front line manager Niclas Brånstrand, Front line manager Ardian Gashi, Workshop manager Joacim Nilsson, Organizational Psychologist Annette Sandback, Quality Manager André Thorsell and Johan Persson, Head of the SPS Office.

The group from Jönköping University mainly planned the work, authored most of the texts and provided the theoretical basis while the corporate groups have submitted proposals for text sections, reviewed texts and images, contributed with background facts, examples of applications, images and methods.

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Thank you to everyone who helped making this handbook possible.

Johan Karlton
Project Manager

TABLE OF CONTENTS

1. INTRODUCTION	7
2. YOUR POSITION IN THE COMPANY	
2.1 The company's purpose and objectives	9
2.2 Organization chart	10
2.3 An ordinary day	13
2.4 The technology in your department	13
2.5 Different interests	14
2.6 Your ecosystem	15
3. THE ROLE OF A FRONT LINE MANAGER	
3.1 The leader in the middle	21
3.2 Expressed expectations	22
3.3 Summary	23
4. YOUR DAILY WORK	
4.1 Daily management	25
4.2 The role of ICT systems in daily management	29
4.3 Development and cooperation	30
4.4 Getting it to flow	30
4.5 Prioritizing	32
4.6 Develop and train as you play	33
4.7 Basic potentials for resilient daily management	34
5. RESPONSIBILITIES AND DEVELOPMENT	
5.1 Work environment responsibility – what does this entail?	41
5.2 Your leadership	45
5.3 Your relationships	48
5.4 Difficult situations	50
5.5 Recruitment	51
5.6 Your sustainability and work-life balance	54
6. FOUNDATIONS FOR FURTHER DEVELOPMENT	
6.1 About resilience in your daily work	61
6.2 Coordination for resilience	61
6.3 Evolution of resilience	63
6.4 Resilience at different levels and with different time perspectives	64
6.5 Management and resilience	64
6.6 Summary	65
7. FINAL COMMENTS	69
REFERENCES	70

1. INTRODUCTION

Welcome to this handbook on the work of a front or first line manager¹.

This handbook is aimed primarily at front line managers (FLMs) in manufacturing industries. Front line manager is defined here as the first management level with personnel responsibility. It is the most common managerial position and is found in all companies that have at least one management level. It is an extremely important role. Research also highlights the FLM as a key position in the creation of well-functioning and sustainable production.

You may be new to the role of being a manager, if so this book will help you to understand your tasks. If you are an experienced manager but new to the company, you will find some suggestions on how to succeed in your new job. Finally, we hope that we can offer some pearls of wisdom for those of you who are experienced managers in a company you have known for a long time.

The handbook is also for you who collaborate with FLMs. You may be working in the line or as a team leader, which is a leader without personnel responsibility. You may be a second line manager or have a production support role with responsibility for protection and safety, planning and scheduling, quality development, technical maintenance, technological development, product development, logistics, HR functions or something else. We hope that the handbook will provide you all with useful advice and information.

This handbook is intended to clarify the content of FLM's work and how it can be developed. We do this by describing the role and work of the FLM but also the ever-present dynamics and problem-solving found in the role. We also want to underscore opportunities for systematically developing the potential for and ability to work as a FLM. To enable you to work and thrive in the role in the long term or support someone else in this role. FLMs have a major impact on both work environment and efficiency within their area. As such, the manager's work environment is also of great importance for success.

This handbook was produced in collaboration between researchers at the School of Engineering (JTH) and at the School of Health and Welfare (HHJ), both at Jönköping University and teams from two manufacturing companies, Fagerhults Belysning AB and Scania CV AB (called Fagerhult resp Scania in the rest of the book), representing each company's workplaces in Fagerhult and Oskarshamn. Both companies are long-term strategic partners of JTH and cooperate with JTH in research and education. The participating company employees were FLMs, second line managers, developers of operations, and professionals associated with their HR departments or corporate health services.

The handbook is based on experience from the companies, research for the handbook and findings from research conducted by others. A central concept has been resilience, which in this context implies an

¹ In literature, the terms front line manager, first line manager and supervisor all are used to denote the position we are targeting with this handbook. We have chosen to mostly use front line manager to emphasize the exposure in this position.

ability to handle unexpected situations, disturbing disruptions and to quickly return to stable normal production. We have also leveraged the concept of action strategy, which is an expression for how to make decisions in everyday activities and implement them to achieve your goals – in this case to succeed as well as possible in the position as a front line manager (FLM).

The handbook covers the following:

Chapter 2 Your position in the company

We start by describing the context in which a front line manager works. We review a common organizational structure, working conditions and the environment in which a front line manager works. The term ecosystem is presented as a metaphor for the immediate context.

Chapter 3 The role of a first line manager

In this chapter we search for a deeper understanding of the role of a front line manager, what it means and what expectations there are for you as a front line manager.

Chapter 4 Your daily work

This chapter discusses the operational content of your daily work and how you can collaborate as a front line manager with your colleagues. We describe what a front line manager actually does, and we provide suggestions on how to make your work easier and

more efficient. We also provide a structure and many examples of solutions for handling disruptions and improving stability in your work.

Chapter 5 Responsibilities and development

Here we examine the long-term aspects of your work. You can find topics such as how to manage work environment responsibility, leadership aspects, your relationships and what you can do to ensure you avoid an unsustainable work situation.

Chapter 6 Foundations for further development

This chapter provides a few brief theoretical starting points central to the work on this handbook. These theories provide a framework for managing, developing and improving work as a front line manager. The concept of resilient engineering is presented as a way of improving the ability to manage a dynamic and changing reality.

Chapter 7 Concluding words

This chapter contains some concluding remarks about the handbook and the work of the front line manager.

References

These are our most important written sources for the handbook and the project behind.

2. YOUR POSITION IN THE COMPANY

In this chapter, we draw a symbolic map that identifies and shows your position as a front line manager in the company's structure and context. Many of the topics here are revisited in subsequent chapters, where we delve into them in more detail to point to possible paths to development and learning.

2.1 The company's purpose and objectives

We start with the company's overall vision and business concept. Your work and that of your colleagues is aimed at realizing this vision. In short, the big picture is the company's place in the world, why the company exists, what the company has to offer and earn money from, and what values are embedded in the way this is done.

Here we focus on the production and the departments that have a direct impact on production. This is what is generally known as the production system.

A well-functioning production system is intended to meet customer requirements while achieving increased profitability and competitiveness. As at Scania, the strategy can include such guiding principles as:

- standardised work methods/normal situation,
- right from me,
- production on demand and
- continuous improvements.

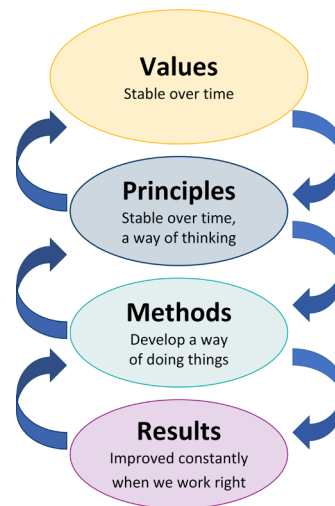


Figure 2.1 Method control at Scania

These principles are based on long-term core values, including:

- a) customer first,
- b) respect for the individual and
- c) eliminating waste.

Specific routines, methods and tools are developed in line with these core values and principles that FLMs can use in their day-to-day production management (Figure 2.1). This includes individual employees' development, knowledge, experience and willingness to continuously improve their work.

Every company has its unique strategy to manage its production, so in your case this may look different. The strategy might not be clearly formulated. It can be

more expressed based on work methods that have been applied and developed over time.

2.1.1 Your department's goal

As a FLM, you have your own goals and strategies that are related to your company's objectives and are aligned with your area of responsibility. The closer you get to actual value-adding production, the more short-term and specific these goals become. In daily production, these are aspects like the work environment, quality outcomes – direct flow, delivery reliability, takt time and similar. At department level there may also be annual targets, such as for safety, low absence due to ill-health and the development of methods and technologies.

2.2 Organization chart

An organization chart can be drawn up to facilitate an overall understanding of the company. The charts from Fagerhult and Scania (Figures 2.2 and 2.3, respectively) give examples of how the chain of command can be connected from senior management to your position as a FLM and the employees in your area of responsibility. The charts show how these two companies link their FLMs to the other levels of the company. The charts also describe the support available to FLMs. These are such roles as second line managers (PM and VC, respectively in the charts), group or team leaders, employees and your colleagues occupying similar positions, and a range

of other specialist roles, such as production technology, maintenance, method development, human resources (HR), company health service. The exact nature of the support varies from company to company. Taken as a whole, your immediate manager, any team leaders you may have and the other employees who report directly to you are extremely important to your everyday work.

Cooperation between different levels and functions is essential for good results. According to one experienced FLM from one of the participating companies, who has systematically worked on the development of their management and production system since the 1990s:

“Prioritization becomes difficult for a front line manager when others double and triple book them. I want us to build the management standard from the bottom up. What does a team leader need? What does a front line manager need? And then, what does a second line manager need? And what does a third line manager need? The opposite is usually the case. That is what we are doing now, and then everyone has to adapt, and this causes conflicts of interest and time.”

This quote highlights something very important. It is common for organizations to come up with new things that need to be handled, that is then pushed down in the organization and in the end, it will be the front line managers who have to take responsibility. A powerful way to organize can be to turn the perspective when you want to create an efficient business.

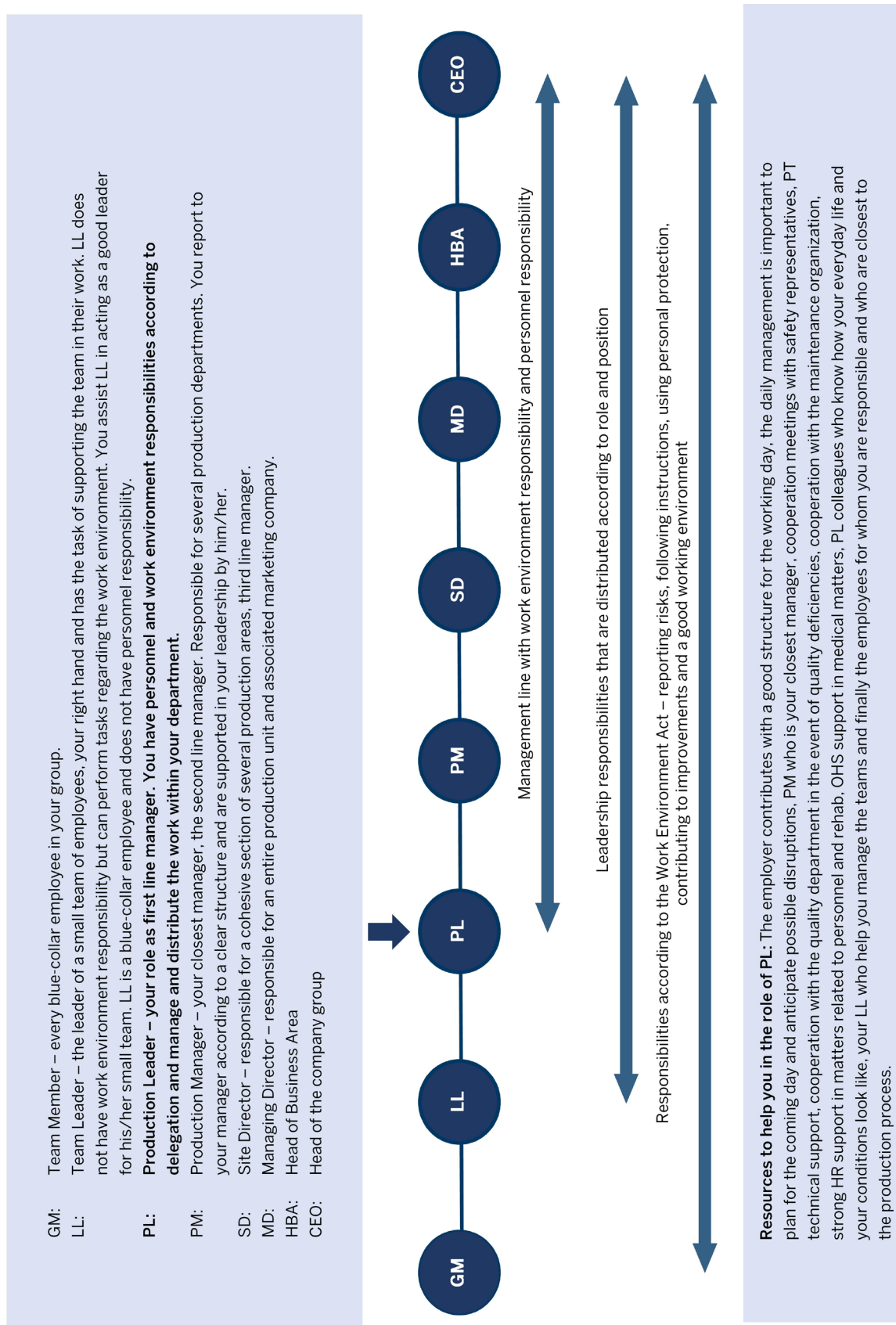
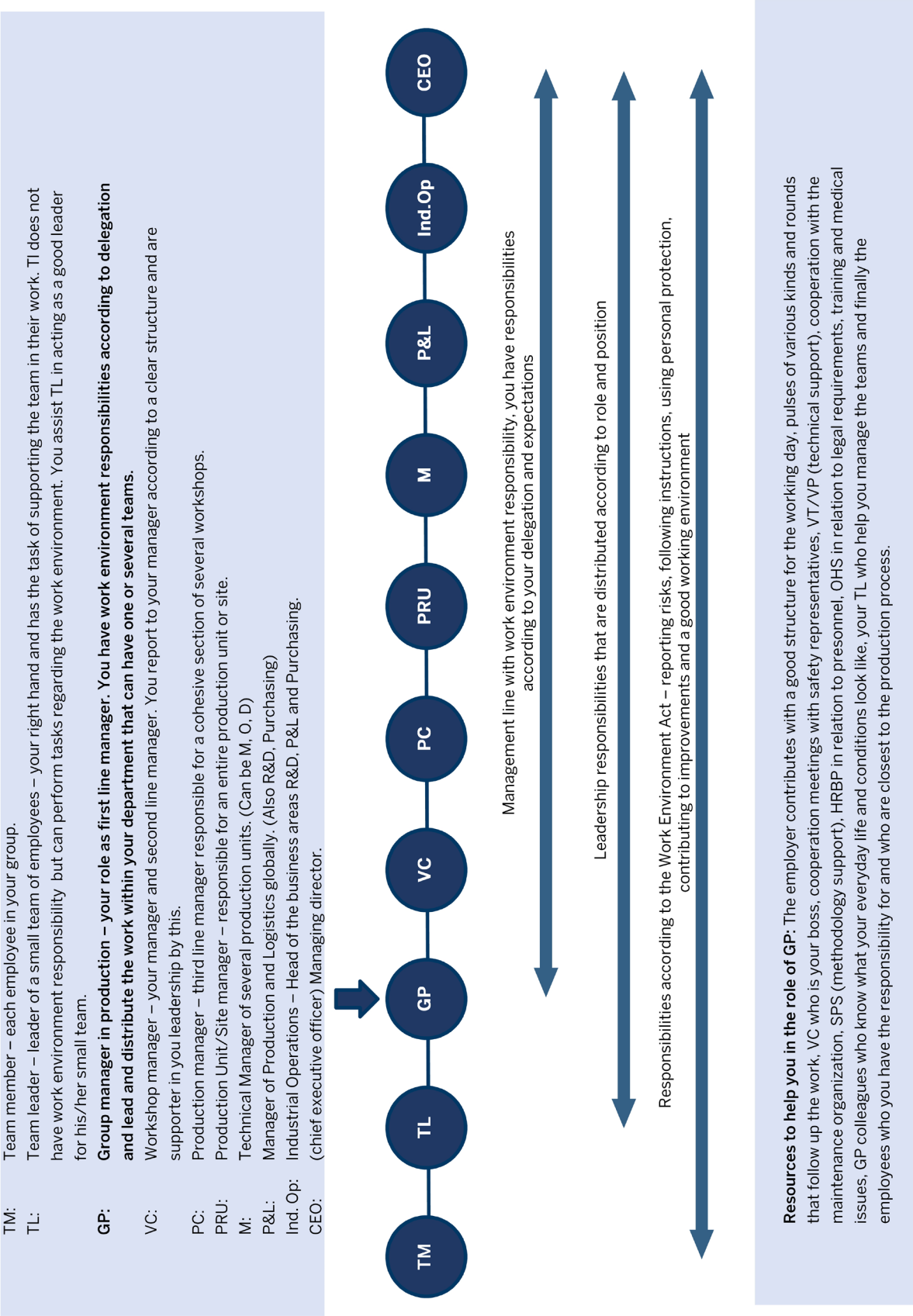


Figure 2.2 Chart of the production organization at Fagerhult in summer 2021



2.3 An ordinary day

The work also needs to be organized around the structure of the working day and follow-up of the results. At Fagerhult and Scania, the daily steering process begins with team leaders and employees holding short meetings at control boards that show the day's planning. The meetings can cover safety and the environment, what is to be achieved during the day, which employees are in place, important aspects from the day before or earlier that need addressing, and how these should be managed. The proactive content of these meetings can be improved by including risk analyses and discussing possible scenarios. The results are presented in the next meeting with the second line manager, who then passes the information on to senior executives in subsequent meetings. This gradually and quickly creates an image of the current situation, the problems that need to be solved and the level of decision-making at which this needs to take place. During the day, further meetings take place in different contexts that focus on both follow-up and development. It is essential for a FLM like yourself to understand how this is supposed to work, why it should work in this way and what is expected of you in terms of reporting and participation in follow-up and development processes. You need to know which forums you need to participate in and what is expected of you. You also need to share that image with your immediate colleagues. In today's industry, short pulse meetings and other frequent focused meetings are commonly used to keep an active problem-solving process alive. You can read more about this in Chapter 4.

2.4 The technology in your department

The technology in your department can be divided into technology related to the product and technology related to production. The product being manufactured may for example be large or small, be more or less complex in its composition and consist of technology that may be easy or difficult to understand. Extremes like clothes pegs and aircraft provide you with an intellectual span that gives a brief insight into how much the nature of the product affects how the work is structured, what skills are required and what the workplace can look like.

The production technology of course depends on the product but also on the task to be performed. A department that bends sheet metal or casts metal parts looks different from a department that assembles cars. Production departments heavily utilising machines are often highly automated, placing high demands on technical competence, while assembly departments often have many employees, placing high demands on employee management skills.

The nature of the production flow also has an impact. A clear continuous, paced flow places certain demands on involved employees, and many different flows and sizes of production series can have completely different demands, requiring many ramp-ups and adjustments.

The extent to which customers can influence the design of the product can also have a significant impact on the technology. Direct influence places demand on technical and organizational flexibility in both product design and production technology.

2.4.1 Information technology

You probably use a variety of information and communication systems (ICT) that help you keep track of your department's production performance and communicate with others, plan your upcoming work and other aspects that affect your department. Typically, you may use your computer for information about current and future workload, inventory balances, financial outcomes and expected outcome, wages and other personnel-related information, quality outcomes and follow-up, technical maintenance, etc. Some applications may be provided by external service providers.

For you as a FLM, it is important to understand how to use these systems in your daily work. You need to create your own overview of the systems you are dependent on, and it is essential that you receive the training and information you need to use the systems. If you work a lot on your computer, make sure you include breaks, try not to get stressed during crashes and waiting times, and use the right system for the right task. The General Data Protection Regulation (GDPR) applies to processing personal data on a computer, and you need to know what can be stored and sent.

The company needs to ensure that ICT support is available and clarify where to turn in case of problems. Companies sometimes appoint “super-users” to support their colleagues on different systems.

2.5 Different interests

Front line managers are unique in that they often work in a work environment where employees' and the company's interests differ. This sometimes leads to more or less open conflicts in terms of wages, leave or other working conditions. In these and in all other contexts where minor or major changes are to be implemented, you need to cooperate with the unions within your area of responsibility. In Sweden, the cooperation is for example governed by the Co-determination in the Workplace Act (MBL) and the Work Environment Act (AML). In the Swedish labour market, there are also many employee and employer agreements that are negotiated between the trade unions and employers' organizations and are therefore not formulated in legislation. This is possible because most employees and employers are members of their respective organizations.²

2.5.1 Representing the company

In many situations, you act as the employer's representative and must inform and agree with trades union officials about conditions at the workplace. Experiences from Fagerhult and Scania show that it is

² The presentation here is based on the Swedish tradition and legislation. If you are working in another country, it is important to know what legislation must be followed and how the local tradition can be used for creating beneficial results.

a great advantage to create good working relationships in everyday work and that it is important to be able to know and respect each other's roles and expectations. In essence, there is a shared interest because it benefits all parties when the company and the workplace develop well. If a conflict should later arise, it is a great advantage to know each other's opinions and that you have built up good working relationships.

2.5.2 Representing employees and (your) responsibility for personnel

Last but not least, as a FLM, you are the one who is responsible for the employees in your department. It is expected that, as a FLM, you are present in the organization. The sense of presence is something you create walking around among your employees, seeing them and being active in your communication and interaction with them. This means that you need to be alert and responsive to how your employees feel about their work and to try to create the best possible conditions that allow them to achieve good results. Being a leader and a manager is a balancing act. As a leader, you want to have a good relationship with your employees, be part of the team and be a person who enjoys their solid confidence and trust. You represent your employees and your department to your immediate manager. As a manager, you must also be able to represent the company's interests to your employees and have the integrity and ability to make decisions that may be perceived as uncomfortable by your employees.

2.6 Your ecosystem

You could say that the above is a brief description of your assignment as a FLM and the settings and contexts in which the work is to be carried out. In short, this is the environment in which you spend your current working life. Borrowing an expression from biology, it could be called your ecosystem or your company's ecosystem, depending on how we define ourselves. By comparing your department or your company to an ecosystem, we want to highlight how the whole and the parts are connected. We lean on each other in this interplay and work toward the same overall goal. To achieve this goal, we are a team where our roles and functions differ, but each of us occupies a place in the organization as a system. For this reason, it is a good idea to create clear roles where responsibility and mandate meet each other in the interfaces and where the importance of each role is specified. For this to work, both organizational and technical conditions must be met, such as routines, agreed work methods and technology that works. Since we are dependent on each other, changes affect us all. An impact on the company at one end will have repercussions in other parts. A company is also dependent on both its suppliers and its customers. Through these, we are in contact with the world around us, which is an even larger ecosystem that affects us. Figure 2.4 is an attempt to illustrate what we could call a typical ecosystem for a FLM. Of course, it is not comprehensive, and the situation will

differ between companies. For example, the smaller the company, the more support functions are likely to be embedded in the role of a FLM.

Each of the small bidirectional arrows describes the contacts and communication that are important to you.

As you can see, some arrows go to you and others to your department. Those that point to your department may often be delegated or are contacts with whom you are not always involved, although you still have to ensure that they work.

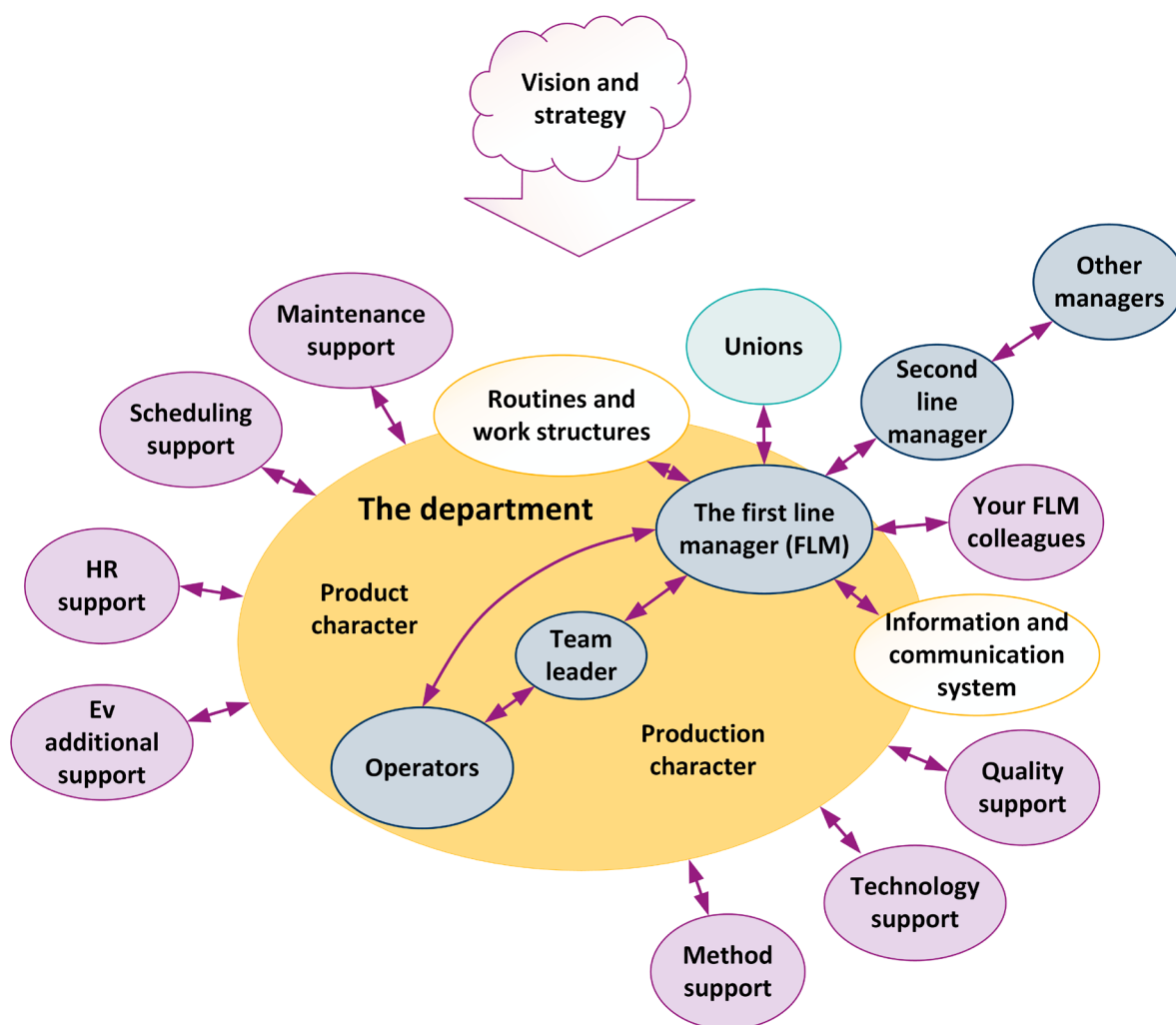


Figure 2.4 An ecosystem for a first line manager. Blue ellipses illustrate the line responsibility, purple ones various support functions.

For reflection:

- How would you formulate your company's idea and vision, why does your company exist?
- What are your short-term goals in your department?
- What are your long-term goals in your department?
- What does your surrounding organization look like?
- What are the main expectations of you?
- Which information and communication systems are important in your work and how do you ensure that you master them?
- What does your own ecosystem look like and how is it staffed?



3. THE ROLE OF A FRONT LINE MANAGER

Here we deepen what the role of the front line manager means.

The FLM has a key part to play in a company's long-term competitiveness, regardless of what is produced or the size of the company. The main task of the FLM is to ensure a high volume, stable production of goods and services (output) without compromising the company's values and principles regarding, for example, safety and work environment. To do this, the FLM must be skilled in managing and controlling the inflow of daily events (input) that is sometimes stable but often contains unforeseen deviations and disruptive interruptions. Variances/disturbances may include a shortage of personnel, malfunctioning machines, materials that are not in place, defects in materials, urgent personnel issues, conflicts, delivery delays, rapid changes in production and so on. See Figure 3.1.

In Chapter 2, we described your ecosystem, the environment in which the FLM works. More

specifically, you as the FLM can be described as being the manager of production personnel who, together with you, ensure output. Your responsibility could be a production line, department or unit. The number of your employees could vary from a few people up to around 40–50, sometimes even more. Most of these will be permanent employees, some with long work experience, others could be more recent employees. Some employees could be temporary agency workers and others may be on loan from another department. If you have large groups of personnel, you may have team leaders or group leaders reporting directly to you and to whom you delegate some responsibility for a small group or team. These are your most important collaborators, forming a communication channel and link to your other employees. Your employees also have expectations of you: that you are available, that you see them, that you resolve problems and conflicts.

In addition to your employees, your unit is one of the parts in a larger system consisting of *other*

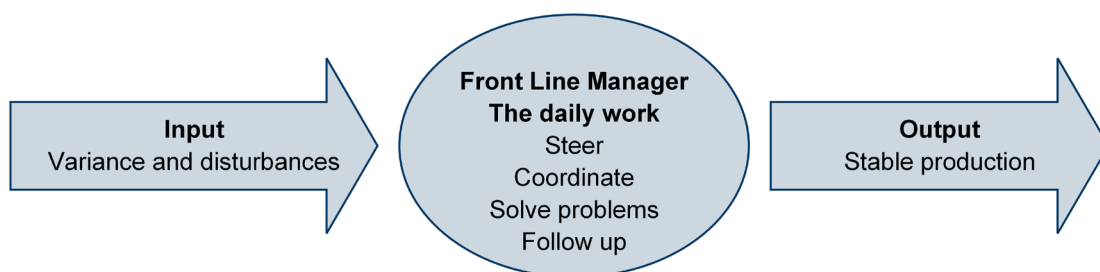


Figure 3.1 Front line manager's daily work, coordinating an unstable input to an even and stable production and output.

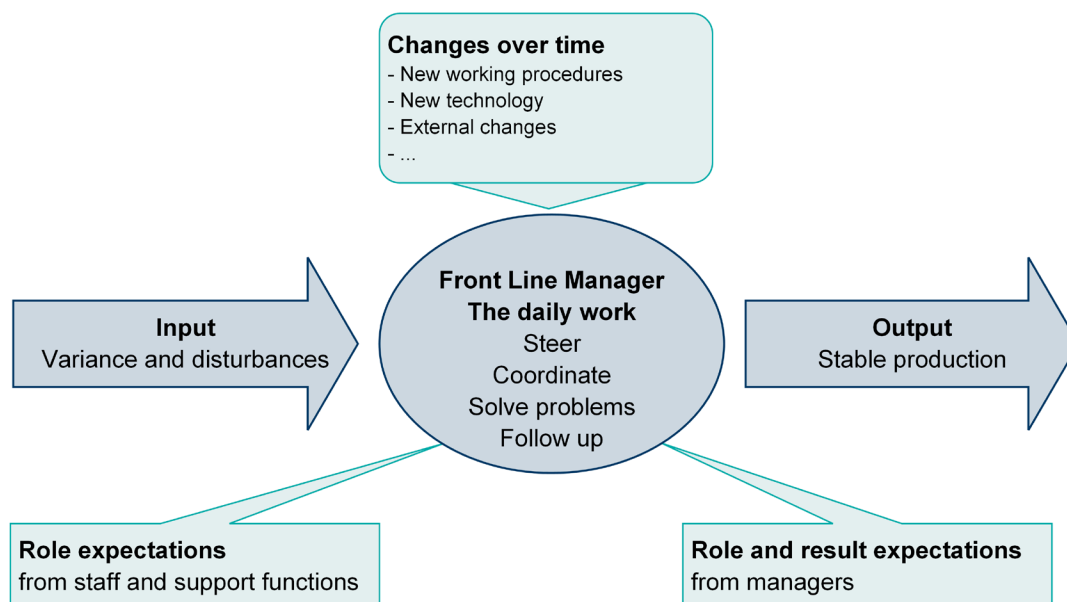


Figure 3.2 Front line Manager, leading from the centre.

departments/units and manager peers. They are your important partners; you plan with them, solve problems with them, share employees among units, and test ideas with them.

In addition to these, you are dependent on various *ancillary or support functions* in your daily work. These may be machines that need to be maintained and adjusted, planning support, ICT support, HR issues, or quality issues. Ancillary or support functions may also cause deviations/disturbances in the daily work. It can be at the start of development projects, involving different departments, that include you or your department. There may not be time to solve your

problem at a particular moment, if they have different priorities or depend on others to solve the problem.

In addition, you have *senior managers* who have expectations on you, beyond being responsible for day-to-day management of production, to also be engaged in organizational changes and implement such changes into your work. You may also possess important knowledge and opinions about upcoming changes, on which they in turn depend.

The overall description of your work has now grown into a complex chart in which relationships and dependencies describe your role as a FLM as “leading from the centre”, see Figure 3.2.

3.1 The leader in the middle

The complex chart illustrates that it is a challenging job. This quote from a former FLM describes the work:

“The most difficult job I have had is being a front line manager, and I have also worked as an operator, team leader, workshop manager, manager of our overall production system and in the management team... front line managers really get to roll up their sleeves... doing the hard work. A really tough job – have to satisfy everyone, both above and below them.”

At the same time, the job’s attraction and challenge is that no two days are ever the same: problem solving, collaboration and relationships with employees, management colleagues and ancillary/support functions. It makes the work varied, challenging and developing but also places demand on your leadership skills and endurance. Front line managers have a demanding and key role to play, but many also find it an enjoyable job that keeps them at the heart of the action. Here’s what some front line managers say about their role and their work:



“It is a pleasure to achieve our goals together.”

“Listening and giving support in different issues gives you a lot back.”

“It is working in a team of great colleagues, talking through and solving different problems.”

“Build a wealth of knowledge in a process of continuous learning.”

“Stimulate commitment through participation.”

“Cross-functionality is the key to success.”

3.2 Expressed expectations

The expectations that different groups in the organization have for a FLM largely govern the FLM's role in each personnel group.

Here we present expectations from three different groups that are important for the FLM, expectations from employees and team leaders in the manager's own area, expectations from support functions and, ultimately, expectations from senior executives. The expectations we present here are based on the results of thirty in-depth interviews conducted with the represented employee categories.

3.2.1 Front line workers expectations

Front line workers expect a FLM to be *easy to connect with and to lead their group in a good and clear way*. This is seen in comments like wanting a manager who you can talk to, who listens and does not act out of prestige and is good at solving problems. In addition, front line workers also want a manager who is fair, can resolve conflicts and acts when the group does not work as a team.

A second ability includes *taking action, making decisions and implementing these*. This also includes being well organized and structured, not forgetting about issues and being able to delegate effectively. Accessibility

and presence in the company's own operations are also important. In addition, having a well-functioning information flow to front line workers, not least in contexts where this is critical, that is to say, in the event of sudden changes.

Development capacity is the third ability the employees emphasise. Clear goals and visions for the department, good at transferring knowledge, providing guidelines, feedback and praise so that front line workers feel they are developing.

3.2.2 Expectations from support functions

Support functions, such as quality, maintenance, or engineering, expect a FLM who is able to *collaborate well*. This means, for example, that the support functions will be contacted in problematic situations and that the FLMs are open about their need for support, know how the support functions can contribute and participate actively in problem solving.

There are also expectations that a FLM has *an overall understanding of the production flow, the processes it consists of and employees' contributions to it*. Presence in production and technical understanding are important when communicating with support functions and in situations requiring prioritization when several different, sometimes parallel, problems need to be addressed.

Another expectation is that a FLM is a *very able representative for his/hers department*, both in initiating and organizing the department's participation in collaboration but also being able to accept criticism and communicate it well to their employees. This includes facilitating communication and flow of information between support functions and their own employees.

3.2.3 Expectations from senior management

Senior managers expect a FLM *who likes to work with people and is good at developing and managing front line workers*. In addition, they want a FLM who pushes forward, who is self-motivated, stress-resistant and can collaborate, including being able to ask for help when needed.

Another important expectation is the ability to *deliver in a desired way*. This includes planning, executing and following up on the company's core principles, priorities and methods, both explicitly and sometimes tacitly understood. Here, too, it is considered central to have an understanding of the department's operations and processes.

A further expectation regards *development of the company and the FLM's own workers and using well-founded and developed methods for doing this*. This can be following development trends in the FLM's own

department and daring to take initiatives and decisions on changes, while putting the work environment of their own workers first. It could also include keeping the department's improvement groups alive, active and encouraging creativity and inventiveness.

Finally, there is a strong expectation of *close and detailed cooperation with second line managers and other managers*, helping each other, being loyal and living up to agreements. *Team players* who contribute with their part and can be trusted.

3.3 Summary

When you read about all these expectations, it is easy to understand that this is the manager 'leading from the middle' who always must handle a diverse job and has to have a close connection to daily deliveries and daily developments while having an understanding of long-term development. The expectations overlap and define the role of the FLM. They also describe a job that really means playing a central role in the company, being visible and that your own personal contributions are very important. In the next chapter, we will look at how to handle these expectations well.

For reflection:

- Do you recognise yourself in Figures 3.1 and 3.2?
- The expectations section describes different types of expectations. Which of these can you identify with?
- What requirements and expectations does your company have of you and how do you know this?
- What expectations do your employees have of you and how do you know this?
- How do you manage all the expectations?
- What support is there for your role in your company?

4. YOUR DAILY WORK

What follows is a presentation of experiences and ideas about how you can make your daily operations work well.

To begin with, we present three important structures that lay the foundation for day-to-day operations. They relate to procedures and methods, to the support of information and communication technology (ICT) systems and, finally, to interaction with the closest functions. These three structures create basic conditions for supporting daily operations and making them work.

In the next three sections, we share experiences and suggestions from the FLMs who have contributed to the development of this handbook and a chapter on the important art of prioritization. The headers are taken from our discussions and reflect the fact that daily work often has a high pace and that parts of the work cannot be planned but are responses to different events and situations.

The final section is based on a framework of how daily operations can be made more efficient and developed. Accordingly, the work is divided into 1) anticipating challenges and risks, 2) monitoring or keeping track of the situation 3) responding to disruptive events and 4) learning from them. We present ideas from participating companies that are based on these four aspects and activities they use to create robustness in their production.

4.1 Daily management

A central part of the procedures followed by FLMs is daily management or the daily steering process. The core or “hub” of daily management consists of one or several regularly recurring planning and reconciliation meetings using control boards. The purpose of daily management is to manage the company’s business in a structured way.

At Scania, a series of these control board meetings were held with different groups of personnel three times a day for the day shift and two more for evening and night shifts. Starting in the early morning, team leaders had meetings with the operators to review the current production situation. Typical discussions covered the results of yesterday’s work on safety, quality, delivery, outcome, and productivity, as well as today’s plans concerning safety and work environment, quality, delivery, outcome, productivity and improvement activities. The results were reported to the FLMs, who had their control board meeting with team leaders and then this was repeated with the FLMs and the second line manager. The results of previous meetings were added at each stage. The meetings continued upwards in the decision-making hierarchy and, within one or two hours, senior managers had a good overview of production outcomes, production forecasts for the day and other important issues that might require input. Important information from the control boards (such as KPIs) was continuously updated in the ICT systems to

provide a good overview of the status of production. The control board meetings were an example of a routine and method in which functions and processes were reinforcing through the structure of the organization. By the end of the meeting, a plan had also been drawn up for how each team would work during the day and what support from senior managers and other functions was necessary for the production to function.

See Figures 4.1 and 4.2 for examples of control board designs. It is important that the control board is really customised for your own company. For more detailed information, it is referred to the literature about “daily management” or “lean daily management”.

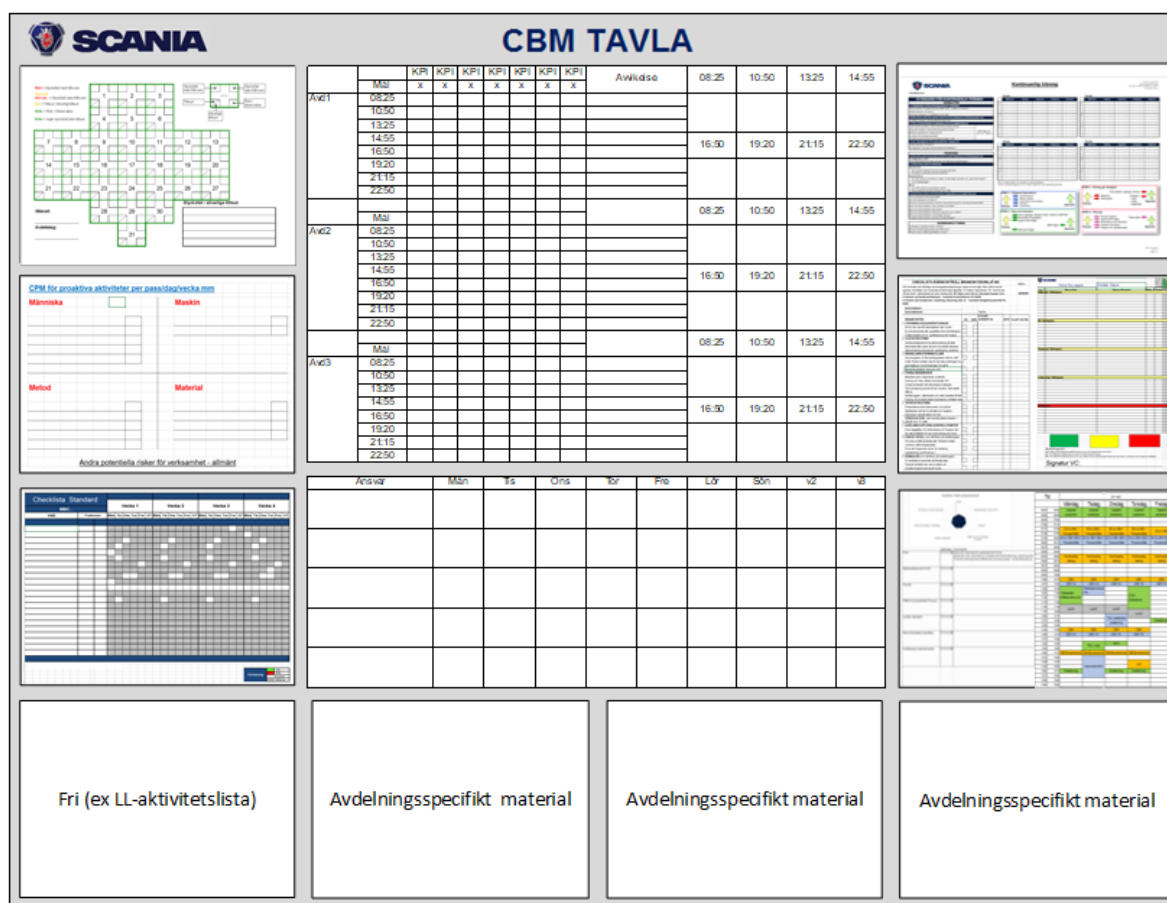


Figure 4.1 Control board from Scania

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Figure 4.2 Control board from Fagerhult

In addition to the control board meetings, there is a daily, weekly and monthly meeting structure designed to create a rhythm and relief for the participants, and the meetings are all about different issues that need to be addressed in both the short and the long term.

Figures 4.3 and 4.4 contain structures for weekly and annual meetings. It is also important that these are really customised for your own company.

Time		Group manager (FLM)				
		Monday	Tuesday	Wednesday	Thursday	Friday
06:24	06:30	Production start-up	Production start-up	Production start-up	Production start-up	Production start-up
06:30	06:45					
06:45	07:00					
07:00	07:15					
07:15	07:30	DS&CBM/Focused area	DS&CBM/Focused area	DS&CBM/Focused area	DS&CBM/Focused area	DS&CBM/Focused area
07:30	07:45					
07:45	08:00					
08:00	08:15					
08:15	08:30					
08:30	08:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
08:45	09:00					
09:00	09:15	Contin. Training	Contin. Training	Contin. Training	Contin. Training	Contin. Training
09:15	09:30					
09:30	09:45					Roadmap 640
09:45	10:00					
10:00	10:15	CBM	CBM	CBM	CBM	CBM
10:15	10:30	CBM VC	CBM VC	CBM VC	CBM VC	CBM VC
10:30	10:45		P&L Leadership/Reconciliation		1. PoU, 2. Fire safety patrol	
10:45	11:00	Focus eQ				Kaizen presentation
11:00	11:15					
11:15	11:30					
11:30	11:45	Lunch	Lunch	Lunch	Lunch	
11:45	12:00					
12:00	12:15	1. KPI, 2. TIA				
12:15	12:30					Handover
12:30	12:45				VC-PL	
12:45	13:00	CBM	CBM	CBM	CBM	CBM
13:00	13:15	CBM VC	CBM VC	CBM VC	CBM VC	CBM VC
13:15	13:30					Weekend plan
13:30	13:45		FBG meeting	Info		
13:45	14:00					
14:00	14:15	Go, Look, See revision cabin	Weekly meeting MBCP	Go, Look, See revision cabin	1. Rehab/personnel pulse	
14:15	14:30					
14:30	14:45					
14:45	15:00					
15:00	15:15	Handover		LLG	Handover	
15:15	15:30	Monthly meeting Safety				
15:30	15:45					
15:45	16:00					

Figure 4.3 Example of a weekly schedule for FLMs from Scania

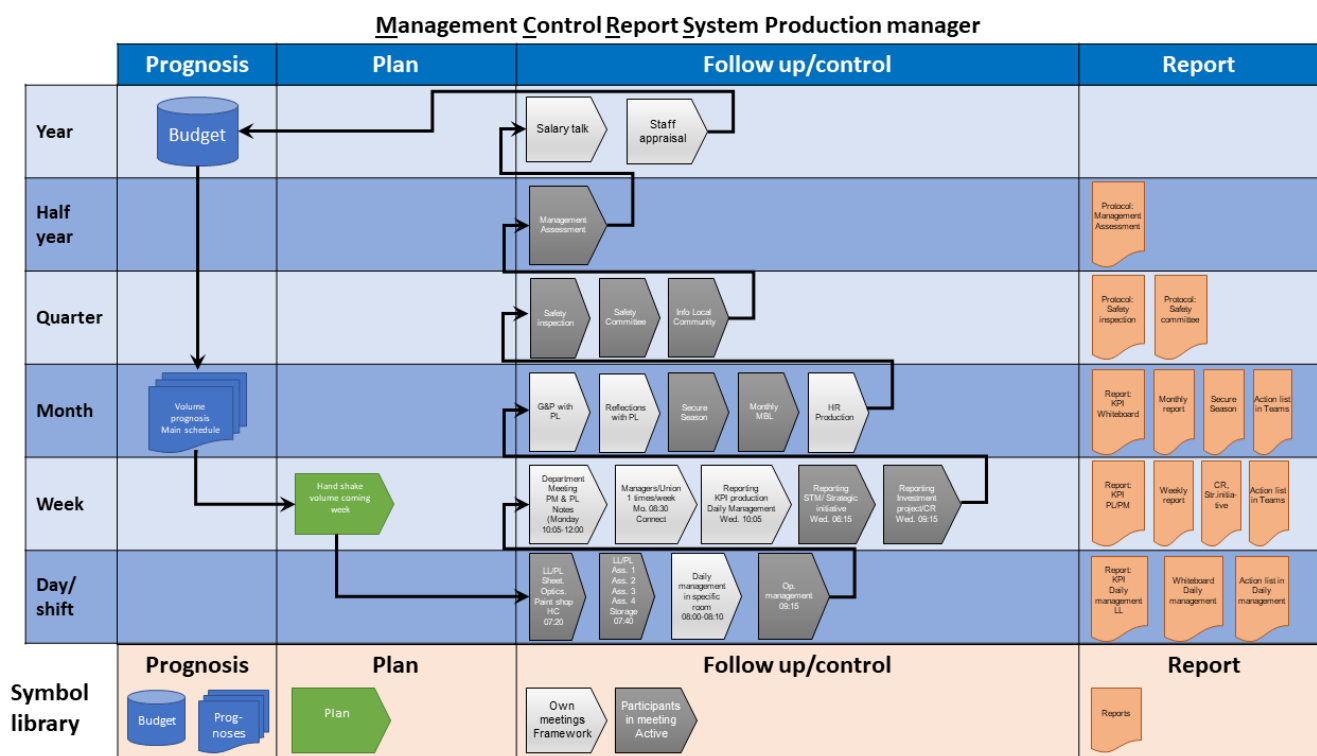


Figure 4.4 Example of meeting and reporting structure from Fagerhult

4.2 The role of ICT systems in daily management

Technical (digital) information and communication systems (ICT systems) are valuable tools that can give FLMs an overview of the production process and offer cognitive assistance in various actions. One FLM says:

“I get a lot of cognitive assistance from our ICT system, which makes me feel confident and in control. For example, it alerts me if someone reaches their overtime limit.”

However, it is a precondition that ICT systems have a logical and user-friendly design so that they are used. Otherwise, they may be counterproductive in the use of routines, methods, and tools:

“One of our ICT systems is not sufficiently developed – it is messy, illogical, and difficult to search and find your way in. This is because each department presents what they think is best – there is no overall structure and there are different names for the same thing which is confusing. That is why it isn’t used very much.”

Easily accessible and clear routines for, for example, deviation management, help to avoid recurrence as far as possible. If you are to learn from deviations, you must document them, making it easy to find them and learn from them, for instance through documentation in the ICT system. For example, one of the companies had a procedure in which each department was contacted for action when more than three identical deviations on one shift were reported in the ICT system, which supported the FLM in taking action.

Participating companies used a wide range of ICT systems. These included special software for different types of computerised monitoring, follow-up and inspection. Phones using SMS, e-mail and WhatsApp for specific groups of employees were also used. The messaging features of the phones allowed you to reach everyone involved quickly and often efficiently.

4.3 Development and cooperation

Daily operations are primarily handled by operators, team leaders, support functions and second line managers. Build good collaboration with them. One way of doing this is contacting them to prepare them

for something you know that you will soon need help with so that you can plan this together. Also, be sure to provide support for your employees in interacting with support functions. It is not always easy for a team leader to seek help. We have found that there can be an undesirable difference in how a team leader is treated compared to a front line manager, and this may sometimes cause problems. This is when you may need to prepare the support function in question that the team leader may come and what you, as a FLM, expect in the way of support, without the team leader in question having to know about it. In this way, you can help create good relationships with your support functions and train your team leaders on how they can interact with them.

4.4 Getting it to flow

We have received a lot of suggestions from our interviews and discussions with experienced front line managers on how to make daily operations work well. The following is a summary of their experience and suggestions.

Table 4.1 How you can get flow in your work

Your approach and abilities	Suggestions
Leadership through being present	Being present in production physically. See, pay attention to your employees. Coach your staff.
Your communication skills	Use active listening – to your staff, support/ancillary functions, stakeholders.
Create development and learning	Seize opportunities as they arise and don't forget to give feedback to your staff.
Become a champion at seeing opportunities and risks	Look forward, think about what could happen and learn from experience.
Utilise the resources and support resources you have around you	If you get into a downward spiral, have trouble coping with the expected deliveries – fix the situation with your colleagues, ask for help getting out of the spiral.
Dare to get help	When you are new, don't fall into the trap of wanting to solve everything yourself – doing it alone. If you take on everything yourself, you will eventually be unable to show leadership.
Create your own skills network	Build connections – it's easier to take advantage of all of the expertise around you if there are many people to ask and discuss with. Don't forget to give feedback.
Prioritize and delegate	Show trust, allocate responsibility and prioritize.
Interaction with ancillary/support functions	Your daily operations are carried out in conjunction with ancillary/support functions. Interact with these and make sure your employees interact with them – that keeps the gears oiled.
Clarify roles and responsibilities	Be both clear and “demanding” with ancillary/support functions. Clarify roles and responsibilities between you.
Motivate and engage	Encourage your staff, ancillary/support functions and yourself – your self-management.

4.5 Prioritizing

A tangible and ever-present element of the work of a FLM is prioritizing what needs to be done. The routines of daily management include meetings and reports, which provide a structure for prioritizing tasks and problem-solving. However, when several equally important things occur and need to be handled, you must decide which priority to apply based on your experience and in interaction with those around you. A well-known method, attributed to American President Dwight Eisenhower, is based on a four-quadrant matrix, in which one axis is divided by the urgency of the matter and the other axis is divided by the importance of the matter. Figure 4.5 shows a simplified illustration of the matrix.

Since planning ahead normally allows you to be more efficient, create better long-term development and have a less stressful working day, it helps to put most of your work in the box that denotes important and not urgent – the “schedule box”. This means that important tasks can be solved with reflection and thought, and there is more time to consult with others. Figure 4.6 shows what a better version of the matrix could look like.

The schedule box also includes personal development for both you and your employees. Putting the matrix into an organizational context, the illustration naturally becomes a little more difficult to implement.

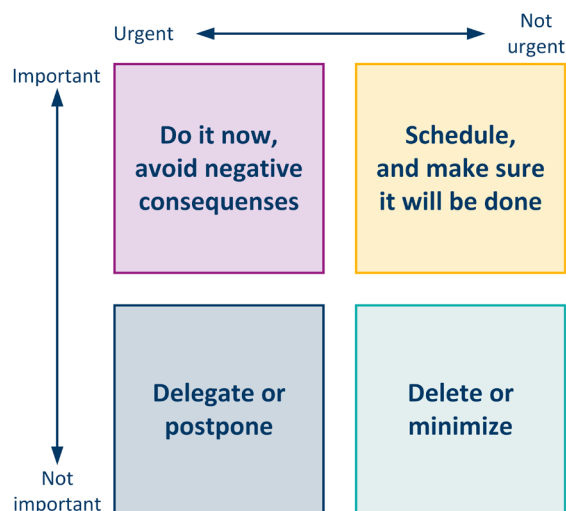


Figure 4.5 Prioritization matrix

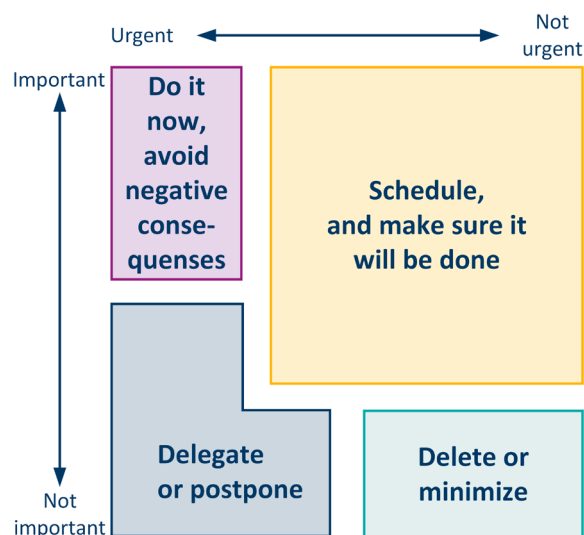


Figure 4.6 “Optimised” prioritization matrix

Delegating urgent matters must be done with care and must be accompanied by the necessary powers and resources. It is important that it doesn't result in causing problems for others. It is still your joint achievements that count.

4.6 Develop and train as you play

As a FLM, you work closely with your front-line workers. You solve problems together, raise problems with other parts of the company, analyse, learn

and develop together. A large part of your work is driving development and learning and training in the methods, tools and processes that make the company work. As a key player in that game, you need to learn and understand how the production system works and is made up. You also need to develop your staff, so they become good players in the team. At the same time, it is not always easy to set aside specific time for that.

A summary of experience and suggestions follow in table 4.2.

Table 4.2 How you can train and develop while playing

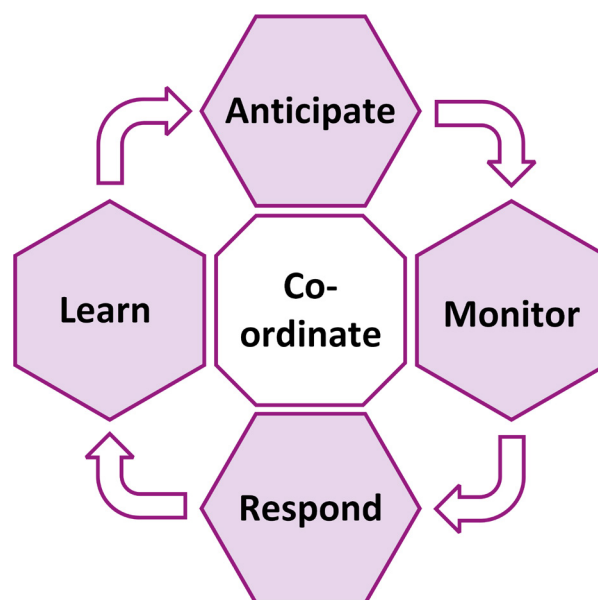
Develop your approach and abilities	Suggestions
Your thirst for knowledge and curiosity	Be on the offensive, ask if you don't understand, learn more.
Train your skills in management and teaching others	Practice explaining and train your front-line workers in methods, tools and processes – become confident with these so you can guide your staff.
Get help from support functions	Do you have ideas about what you want to develop or teach others – ask for help from the HR department, your fellow managers and others.
Be active in self-management and your development over time	Take responsibility for it, be curious and involved, use your own room for manoeuvring and train your employees to work and collaborate independently.
Use part of your time on learning and training – it is worth it	Add in time to coach, train and learn. Development and training take time, but when your staff is well trained, you will spend less or no time putting out fires and managing unnecessary stops in production.

4.7 Basic potentials for resilient daily management

One focus of research has highlighted the development of organizational resilience as a means of systematically improving how variances and deviations are handled. The theory argues that certain basic potentials can be used in an organization to build up and maintain a resilient production system, that is to say, a system that can continually adapt, in which working methods can be changed to cope with unexpected or changing conditions and deviations³. In daily management, the potentials are about being able to:

1. *Anticipate* what can happen during today's/this week's production – see possible difficulties that may arise.
2. *Monitor* or “keep track of the situation” of what is happening in an ongoing process – critical parts that are particularly important to follow.
3. *Respond* to what happens, for example, deviations – what is appropriate to tackle right now.
4. *Learn* and practice to be better – isolate the facts and build knowledge about how difficulties can be handled.

Figure 4.7 illustrates the theory and shows that coordination is central to making the four potentials work well together.



Figur 4.7 Potentials required to develop resilient day-to-day management

The following sections provide examples of how these four potentials can be developed, and what they look like in practice in the FLM's day-to-day management and advice and recommendations. The examples come from Fagerhult and Scania. It is not enough to develop activities within one or a couple of these potentials; all four need to be in place and unite like links in a chain to enable you, as a FLM, to develop a more resilient way of working and delivering. Keep this in mind as we go through them one at a time, because they also overlap in some of the examples. The control board meetings is one approach that supports developing several of these potentials.

³ See for example Hollnagel, E. (Ed.). (2013). Resilience engineering in practice: A guidebook. Ashgate Publishing, Ltd..

4.7.1 Potential to anticipate

The potential to anticipate is about creating a more preventative and proactive way of working. To try to anticipate what could happen and to prepare what you would do if it happened. This can also be called dealing with possible, feasible or imaginable issues. Control board meetings, especially the first morning meeting, are a great opportunity for including anticipating elements. Here are some examples:

- a) Include a proactive element in the morning's control board meeting (called CPM – Change Point Management at Scania) where you try to anticipate disrupting deviations in the process during the day and address them before they occur, such as staffing or handling frequent robot breakdowns. Scania uses a matrix tool containing questions you ask yourself or the group.

"In the past, we never used to ask ourselves whether something could happen, we were just reactive."

- b) Prepare different scenarios with your employees at your morning control board meeting according to the day's situation.
- c) Conduct risk analyses before all changes – discuss at control board meetings.

Other ways to develop the potential to anticipate and create structures or routines over the long term include:

- d) Use a discussion tool to find out how employees are feeling and to be able to respond early if they are moving in the wrong direction. Use it at least once a week.
- e) Train your employees in versatility and flexibility, train more people in key roles.
- f) Use skill matrices to expand employees' versatility and flexibility skills to manage disruptions by entering fields other than their usual to help others.
- g) Ensure that the allocation of responsibilities in the existing system is clear before a disruptive deviation occurs.
- h) Network with other departments, for example by inviting them to meetings to increase their understanding of your own department's work. For example, a FLM invites the logistics department *"to make them understand why we might need to place materials differently – it's at the core of efficient work in assembly"*.
- i) Develop alternative operating methods for critical processes, what to do if a stop occurs in critical parts of the regular production flow.
- j) Always perform a test assembly or "initial series" to help anticipate what will happen before the production ramp-up starts.

4.7.2 “Keeping track of the situation” (monitoring) potential

The potential to “keep track of the situation” or knowing what is happening is business-critical and a key reason why control board meetings and daily management have become common in the manufacturing industry. To put it in another way, you are primarily in search of the critical, the things that you are most uncertain of whether they will work. Activities that can help “keep track of the situation” may include:

- a) Control board meetings, that permit monitoring and reconciliation of what is going on during the day, for example, achievement of targets using KPIs.
- b) That non-conformances are discovered and reconciled with team leaders at control board meetings or out at the production line.
- c) ICT systems that can follow different processes, for example, sick-leave.
- d) *“I get a lot of cognitive assistance from the ICT system, which makes me feel confident and in control. For example, it alerts me if someone reaches their overtime limit.”*
- e) That deviations are entered in the ICT systems for action, follow-up and learning.
- f) Well documented work processes that are constantly updated, such as “position standard” and “element sheets” – active documentation of what needs to be done every second of the work processes.
- g) Good contact with team leaders, who are key figures in keeping track of the situation and unforeseen events.
- h) *“What employees are talking about”, “Talk a lot with my staff”.*
- i) Weekly meeting with second line managers, *“get a sense for the situation – if I have too little to do, I can help others”.*
- j) Different types of meetings, for example, focus meetings.



Foto: Scania AB

4.7.3 Potential to respond

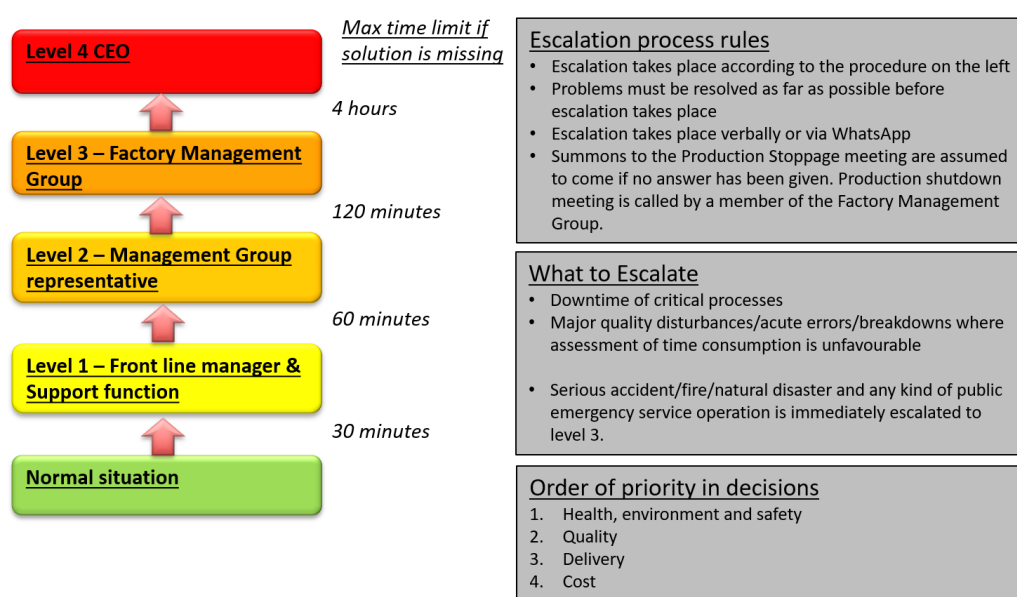
The potential to respond, being able to handle urgent matters, mainly concerns being able to do what is necessary to prevent operations from stopping. Some examples are as follows:

- a) Control board meetings in daily management play a central role in responding. Current issues that are raised at the meetings are added immediately to a time-limited action list that indicates an individual responsible for the issue.
- b) Operators are alerted in the event of deviations –

if this is not enough, an escalation procedure is followed.

- c) Both companies have developed escalation procedures and a range of meetings that can be deployed in the event of major non-conformances and disruptive shutdowns (flow stops). The escalation process is similar to the one in daily management but follows a timed schedule in which a stop or non-conformance must be remedied by the operator within a specified (short) time. If this is not possible, the case is transferred to the team leader and then continues up the hierarchy until it

Escalation process



Figur 4.8 An example of an escalation routine from Fagerhult

is resolved. Skills and resources are added at each level. Scania employs standardised and structured methods known as Actions after deviations (AAD) or Actions after stops (AAS), that are typically used during escalation. These methods are pulsed and follow a pattern of joint analysis, rapid distribution of work and short response time, new meetings and joint analysis of the updated situation.

- d) In the event of more than three identical deviations in a single shift that can be attributed to another department, there is a procedure at Scania in which the responsible department is contacted for action.
- e) Both companies constantly address things that are raised and decided upon at control board meetings, and these issues are then reported upon in a future control board meeting.
- f) At Scania, FLMs receive an alert in the HR management system if an individual has been ill more than 3 times in 6 months, triggering a health meeting between the FLM and the employee. If the issue recurs, a more extensive analysis discussion is held.

4.7.4 Potential to learn and train

Business development requires employees at all levels to adapt and learn new ways of working and train in new skills. This can be strengthened by deliberately paying attention to and planning opportunities for

learning and training. When we talk about learning here, we are mainly thinking about learning linked to daily work and the learning involved in that:

- a) Control board meetings provide an opportunity for learning when good examples are brought up and shared.
- b) *"It is important that learning becomes part of everyday life".*
- c) Actions after deviations (AAD) – a meeting the day after with the same group that closed the deviation to discuss to learn what can be done to avoid similar problems. The documentation from AAD is used in the meeting. Five questions asking “why” are discussed. Actions after stops (AAS), the same as above but after production stops.
- d) “One-pagers” (an A4 sheet) are distributed to all departments about a risk that needs to be eliminated in the long term – is used primarily to eliminate accidents at Scania. Sometimes “one-pagers” can be made global, i.e., spread to all production units.
- e) Half an hour every day dedicated to continuous training in the standards used in each department. Senior managers can also participate or arrange this.
- f) Improvement groups in the departments discussing deviations.

- g) Team leaders provide feedback on improvements from control board meetings to their employees.
- h) Learning through weekly Kaizen meetings at major meetings, according to a rolling schedule, in which departments present a specific improvement aspect in their processes/procedures.
- i) Expanded management team meeting once a month when FLMs meet site management and discuss examples of good practices that are then shared.
- j) *"We have a climate of encouraging improvement work – if I make a suggestion, others listen".*
- k) Learning also takes place because FLMs share and test ideas with each other and discuss how improvements can be made among themselves.

Each of these four potentials for resilient daily management may look very different at different workplaces. Even so, the lists shown above can still provide a good idea of what is involved in the different potentials. Feel free to develop your and your company's potentials for your own situation. We hope that our ideas can be useful and inspire.

For reflection:

- How can you use/benefit from/create daily procedures and technology support that will provide a structure that helps in your work?
- What daily follow-up procedures do you use in your current role?
- What does your meeting structure look like?
- What support functions are available in your daily work?
- How do you escalate disruptions?
- Based on the examples we have given in the chapter, which approaches, and abilities would you benefit most from to develop your management skills?
- A resilient production system is resistant to disruption and flexible in its recovery because it constantly takes advantage of an awareness of what is happening. Structure, technology, and “mindset” work together to anticipate, monitor, respond to and learn from what happens, whether things are going as intended or have gone wrong. Is this way of working new or familiar to you? It may be a good idea to talk to your manager or a colleague to learn more about how these steps work at your company.

5. RESPONSIBILITIES AND DEVELOPMENT

This chapter discusses responsibilities and developments in daily work but are less linked to daily deliveries. Instead, it is more focused on developing long-term ways of working that are useful for FLMs. This includes the work environment, leadership, relationships, recruitment and your own sustainability.

5.1 Work environment responsibility – what does this entail?

The work environment is becoming increasingly important. A good work environment, high quality and high productivity go hand in hand, and the participating companies place high priority on the work environment. Work environment legislation is central to Swedish working life and is complemented by the various provisions (AFS) that regulate specific areas of work. Companies formulate their guidelines and policies based on the provisions of legislation. These are then expressed in procedures and checklists in daily work. As a FLM, you often have a delegated responsibility for the work environment, a responsibility that is applied, enforced, and maintained in specific tasks carried out by you or your team leaders or teams.

Delegation of work environment responsibility to the FLM is done in writing, in a document that shows what the responsibility entails and what powers are

attached to the delegation. Both the FLM and the second line manager sign the delegation document. Your work environment delegation gives you the formal responsibility for the work environment over a limited part of the whole company – in your department.

The Work Environment Act states that employers, in cooperation with employees and trades union partners, must do everything necessary to prevent employees from being exposed to ill-health or accidents. The employer is always responsible for ensuring that workers can carry out their duties without being injured or becoming ill. This means, among other things, that employees must be instructed in their work tasks so that they learn the work correctly. They should also know about potential hazards in the workplace so as to avoid injury or



Figure 5.1 Systematic work environment management – a continuous process that involves everyone.

accidents. Employers are to delegate responsibility in the company in such a way that multiple management levels are assigned responsibility for risk prevention and the achievement of a satisfactory work environment.

Systematic work environment management should be included as a natural part of daily operations. It should encompass all physical, psychological, and social conditions that have an impact on the work environment. The employer must give its employees and the safety representatives the opportunity to participate in the systematic work environment management. Responsibility for the work environment is taken by the employer by examining, conducting, and monitoring work in such a way that ill-health and occupational accidents are prevented, and a satisfactory work environment is achieved. For managers to be able to detect risks and deficiencies in the work environment, they must be able to interact with safety representatives and workers by conducting risk assessments, etc. When planning changes in the company, employers must assess whether the changes involve risks of ill-health

or accidents that may need to be rectified. Even if we do not want to end up in such situations, the formal work environment responsibility is also important for investigating responsibilities after serious events have occurred.

5.1.1 Safety and protection

An important part of work environment work is about safety and protection. No one should feel unsafe in their workplace.

At Fagerhult, FLMs have a checklist for conducting risk assessments in their team. This checklist is completed once a year in collaboration with the technical department and the safety organization, as well as in the event of major changes in the company. Work with the checklist is divided under the headings: *Personal injury, Production, Physical environment, Psychosocial work environment, Discrimination or victimisation* and *Fork lift driving/fork lift work*. These headings are further divided into such sub-headings as Ergonomics, Lighting, Noise and so on.

Scania places a very high priority on safety and protection. Incidents or identified safety deficiencies are addressed and handled directly and a risk analysis is carried out with the closest concerned before action is initiated.

Front line managers conduct work environment inspection rounds within their area of responsibility, for example, four times a year with their local safety representative. The second line manager and chief safety officer may also participate in one of these work environment inspection rounds.

Front line managers also handle incidents and accidents on an ongoing and daily basis. These are reported in a national work environment information system (T)IA that is owned by the Labour Market Insurance (AFA) providers and require measures before being considered as addressed and complete. FLMs are also responsible for notifying the Swedish Social Insurance Agency about accidents on their accident notification form. In case of serious incidents and accidents, the report must always be sent to both the Swedish Social Insurance Agency and the Swedish Work Environment Authority.

5.1.2 Rehabilitation process

As a manager and leader, you are responsible for working with prevention, promotion of good health and planning return to work for employees who are on sick leave. Front line managers often also have responsibility for rehabilitation of their employees, and this responsibility might involve raising ergonomic issues or other safety and protection issues. The company you work for is most likely to have a structure and routine for how to handle the situation when an employee falls ill. The size of the company often determines how formalised that process is. The larger the company, the clearer the process. Your role as a FLM is perhaps even more important when an employee falls ill than when the employee is healthy and at work. You become the lifeline or the connection to work, especially for those employees who are not at the centre of social life at work. Stay in touch, inform about scheduled rehab meetings in time, comply with the agreed parts of the divisions of responsibility in the rehab plan and demonstrate commitment to their return to work. See Figure 5.2 as an example.

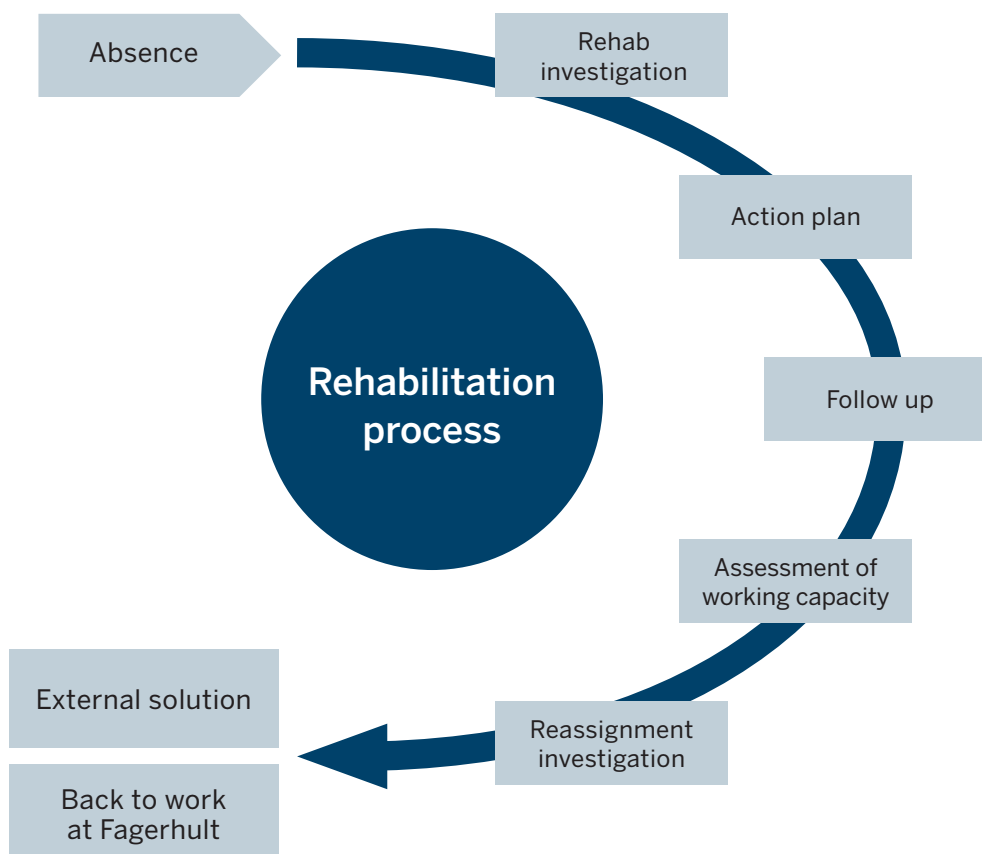


Figure 5.2 An example of the rehab process from Fagerhult.

A person who falls ill, quickly loses contact with day-to-day matters at the workplace. This can also have consequences for their self-esteem and feelings of

belonging. Make it easy for them to return and remember the confidentiality of what you can/may share with other employees who may be curious about the situation.

5.2 Your leadership

As a FLM, you are likely to be the most important manager for your employees at work. The next sections provide a few brief insights into how you can develop your leadership skills.

5.2.1 Collaboration and communication

At the core of leadership rests the notion that it is about influence. The role as FLM gives you the opportunity to influence and affect. This is done through cooperation and communication – both verbally and in writing. Good communication always helps, no matter who you are interacting with at any given time – an employee, direct supervisor, colleague, union representative, engineer or support function. There are often procedures and processes to follow that help you do the right thing, but HOW you perform these depends on your communication skills and plays a part in the results you achieve. It is much easier to be active in an environment where your respectful curiosity, helpfulness and clarity have laid the foundation for others to be eager to help you when you need it, than to have to fight to get them to help you when an undesirable incident has occurred.

5.2.2 Leadership and culture

Each company creates its own corporate culture. This is formed over time by shared norms and unspoken

or explicit rules, and it is expressed through common behaviours and attitudes. The inherent culture can have very different characteristics, but a healthy organizational culture is often characterised by respectful cooperation, solution-focused management of challenges and a good work environment. A company can be more or less value-driven, which will influence how you match with this. You are influenced by the way the company thinks and acts. Sometimes a good match occurs, where your own values coincide with the company's values. That makes it easier to exercise your leadership in the way that is required. However, sometimes the match is less optimal. Then your values run counter to the company's values, and it will take more effort to lead in the direction the company wants. "How can I provide good leadership in this organizational culture?" will then be the relevant question.

5.2.3 Leadership by being present

Practising leadership by being present and available is highlighted by participating companies as one of the most important qualities of the work of the FLM. This is when you are seen in the daily processes and interact with operators and team leaders. It gives you the opportunity to train approaches and methods in the processes together with the employees and define where additional training or support is needed.

While successful "leadership by being present" is a challenge, your goal and your ambition should be to achieve it. Here's some advice:

- Follow your weekly schedule. The weekly schedule makes you more efficient and gives you more time for leadership through being present. Parts of the weekly schedule are also part of your leadership through being present – for example, continuous training.
- Practice regularly coaching in daily contexts with your employees to ensure that systems and methods are adhered to, for example control board meetings and one-by-one reconciliations.
- Targeted, guided coaching at a specific time, based on performance appraisals and regular targeted efforts included in an agreed development plan, such as with your team leaders, are also important elements of leading through being present.



5.2.4 Group and individual development – from the FLM's perspective

The role of the manager has changed in recent decades. It is no longer enough to have thorough knowledge of the technical process and be technically proficient or competent. Today, great importance is also placed on proficiency in leading your team. Under current legislation (AFS 2015:4), this is also included as an expectation or requirement on leadership. The group and the individual need both organizational and social potential to be able to function well and develop. In addition, you can contribute by being fair, present and supportive. At the group level, the reality is often that the composition of your group is influenced by things not under your control. Some companies allow you to recruit your own employees; in other companies your new employees are assigned to you.

Sometimes you have a stable team that allows you to take a long-term approach, sometimes employee turnover is high, and you are constantly working to stabilise and create a group of new employees who have been put under your wings. The FLMs' group size may also vary. Having 5 or 40 employees to get to know really matters. If your group is very large, you will often need to work with and through the team leaders that you have selected or that are available to help.

The development of the group goes from the basic level of knowing the company's code of conduct and your local working rules, up to the working group that embraces individual differences in a good team spirit. At the individual level, you work with an individual development plan, which gives each

individual the opportunity for personal development. You are also part of a group of colleagues, and you need an individual development plan and a good and supportive work environment. In the box below you find what some FLMs say about what it is like to be a manager in a company:



"Being the spider in the web."

"Being a relationship builder, the one that is the putty between different functions."

"Tearing down walls and building bridges."

"Participating in the strategies developed for the future and the survival of the company."

"Daring to try – manage the risks."

"Act now – think long-term."

(Be aware...) "how your actions affect the whole."

"I work for their (employees') development – not for my own."

Examples of leadership development in the participating companies are team/group leader training, leadership programmes, group development

focusing on behavioural styles, employee discussions and working with employee surveys and taking the pulse of commitment, leadership and job satisfaction.

5.3 Your relationships

Your relationships with your employees are a central part of your leadership practice that can be both stimulating and challenging. Present and responsive leadership by a FLM is a prerequisite for building good relationships with the employees. This includes coaching your team leaders and being attentive to each of the operators' qualifications and development potential. It requires a conscious effort that involves putting effort into earning the trust of the group; being able to speak "their language"; developing a working climate in which your employees dare to express feelings; allowing employees to fail in order to develop; being fearless when managing and resolving conflicts; striving to develop a positive mindset and positive energy in the team and demonstrating that this is prioritized by being available and taking the time to talk to the team members. Quote from an experienced FLM:

"I walk around a lot to get to know the team and individuals to capture their development potential and assist each one in that development. I receive a lot of help from the employees in return."

To be successful in being more present, some FLMs have chosen to have office space on the factory floor by their production line. Here's another quote:

"I think that my primary task is to coach my team leaders in problem solving."

In Table 5.1 you find a summary of experiences and suggestions from experienced FLMs how to create good relationships with your employees.

5.3.1 Relationships with colleagues

Close collaboration with other colleagues in the same position as you facilitates being supported in your leadership. The companies that have been involved in writing this handbook regard collaboration between FLMs as very valuable, and they have deliberately created good conditions for this. Actions that contribute to cooperation include joint meetings, co-location of offices (must be balanced against the importance of proximity to employees), joint lunches and coordination of information sessions.

5.3.2 Relationships with senior managers

Regarding the relationship with the immediate manager, an experienced FLM emphasises:

"If you have a good dialogue with your manager and there is mutual trust, there is every chance of success; then it is up to me how to make this happen".

It is important that you seek support and approval for changes from your manager. If new ways of working or solving problems are developed, the relevant managers need to be aware of and approve what is happening in their area of responsibility. Several FLMs also feel that you may need to explain for your manager that you may need to deviate from regular routines to achieve solutions to acute problems.

Table 5.1 How you can build good relationships with your employees.

Your approach and abilities	Suggestions
Clarify the role of the team leader and develop your collaboration	Your team leaders usually take the “first punch”. They must be good at filtering what is important to pass on, what they can solve on their own. For them, leading without being a manager with formal personnel responsibility poses a challenge.
Be clear in your leadership style	Clarify what you expect. If you can answer no to a question immediately – do so instead of avoiding the question for a long time.
Be clear in your role	Be clear about what your employees can expect from you.
Be aware of where you focus your energy and commitment	Think about where to put your commitment, on the many talented, dedicated, and loyal employees or those who are not well functioning, and “eat up” your time.
Personal management style	Don't just talk about problems, add a little time for chatting, taking an interest in your employees, talk about what's good.
Your professional approach	Develop your professional approach. Lend an ear, be personal – but not private.
Keep a healthy distance	Maintain a healthy distance to your employees, develop a socially sustainable leadership style in which you don't become too occupied by your employees' personal problems and tragedies.

The systematic way in which the companies build relationships between managers at different levels is very similar to how relationships are built between

FLMs. Joint meetings, meeting points and lunches are also included in this.

5.3.3 Relationships with support functions

Support functions are important and necessary resources, and experts in their respective fields. Our findings indicate that support functions want you as a FLM to work closely with them, to accept help from them, and to be open to them in daily problem solving. As a FLM, you and the company you work for need to ensure that you build relationships between you and the support functions. One important issue to consider is the extent to which you have immediate and sufficient access to support resources when you need them. This can be solved formally or by systematically building a culture that ensures that there is a strong will and ability of support functions to contribute to stable production. Another way for you to build long-term assistance is to prepare the way for your employees and team leaders and help them to build good relationships with the support functions. This can get them to grow their sense of responsibility and to build a close collaboration with more people than just you.

5.4 Difficult situations

It is not possible to prepare for everything. There are situations that will always be difficult to deal with – for example, downsizing, redundancies, employees who pass away, crises that you will experience from time to time. Even situations of a more everyday character can be difficult, such as when employees

run bad mouth of each other, insult each other or act inappropriately with sexual innuendos. But learn from what you go through and get help when you need it. Life experience and work experience contribute over time to making more and more difficult situations become manageable. Contributions from experienced colleagues are often a huge asset. HR and the occupational healthcare system can also contribute with their expertise. Use your internal or external network – dare to ask the question – remove the “shame” of not being able to do it all yourself. We



Foto: Patrik Svedberg

help each other and learn from each other in such situations. Here's what one FLM says:

"I've been in situations – dismissal for personal reasons, in this case inappropriate behaviour – digesting what has happened has been hard for me as the front-line manager and for the team – but it has also had positive effects, the symbolic value it indicated, that we act and take it very seriously."

You need to practice your ability to act professionally in conversations, to be able to function well in your role when difficult situations arise in the workplace. It is not a question of being a psychologist, but you need to know how to structure a professional conversation and how to actively listen, respond to emotions and then, if necessary, follow the correct procedure if there is one. You must use your wits, and self-awareness is an important part of dealing with difficult situations. Acquire the necessary vocabulary for subjects you need to discuss with an employee. Learn to defuse the sensitive questions through practice. Get better by practicing. Part of this is making it possible to talk about difficult things. Then you remove any potential "sense of shame" and start to talk about what really is happening. But that requires both trust and not assigning guilt. This will help you when you need to ask someone about their alcohol habits, when you need to talk about the problem with someone who regularly smells of strong body odour or when an employee in your group has poor mental health and questions whether life is worth living.

5.5 Recruitment

A key part of working as a FLM is recruiting and training new employees. You will always have employees who start and leave for different reasons. A well-developed and well-considered description of how to do this is of great help and an important investment. Individuals who fit in and thrive are of great importance for whether your department is to work.

The process itself has two main parts: employment and then introduction and training. It is important for you to participate in both parts. The first part is a question of finding a person for a vacant position. To do that, you need to be able to describe what type of person is needed, what work the person should be able to perform, and general requirements regarding the intended job. You will often find it useful to consult with your employees, managers and the trade union in this step. A good idea is not only to think about how to replace a previous employee but how the person you recruit can help develop operations according to the strategies your company has. At Fagerhult or Scania, responsibility for the hiring process then shifts largely to the HR departments. If you work in a small company, you may need to do interviews, take references and perhaps carry out work tests yourself. Once the employee is in place, they must go through onboarding. Most large businesses have created an onboarding programme. There may be a digital

learning platform for onboarding – if so, then you can use that. The onboarding can be seen as training that can begin even before the person starts in the job. It then becomes more intensive over the first few days, and then continues at different intervals later. This is a hybrid process with where the individual is welcomed, focusing on the role and individual, and providing an introduction to the work to be done and a systematic description of the workplace. Important elements of the process include safety, rules and regulations, training in work processes, machinery, equipment, how it works “out in the real world” and getting to know the team. The new employee also needs an introduction to health, staff matters, benefits, rules of conduct and a meeting with the trade union.

During the first few weeks, the new employee gradually learns the work and enters the team. It is

essential for the FLM to create good conditions, to give a feeling of how important the employee is and to create a sense of confidence for the individual. Make the person active in the team, develop the new team with another employee. Spread it out over time. Follow up. Do some team building. Emphasise it is all about “development while you play”. A good onboarding process can make a difference in the willingness to continue in the job. A lot is invested in every employee – recruitment must not fail due to bad onboarding.

Resource-wise it may be more useful to manage the investment in a better overall and general introduction a few times a year – days when you gather new employees from different units to learn about each other’s functions and roles.

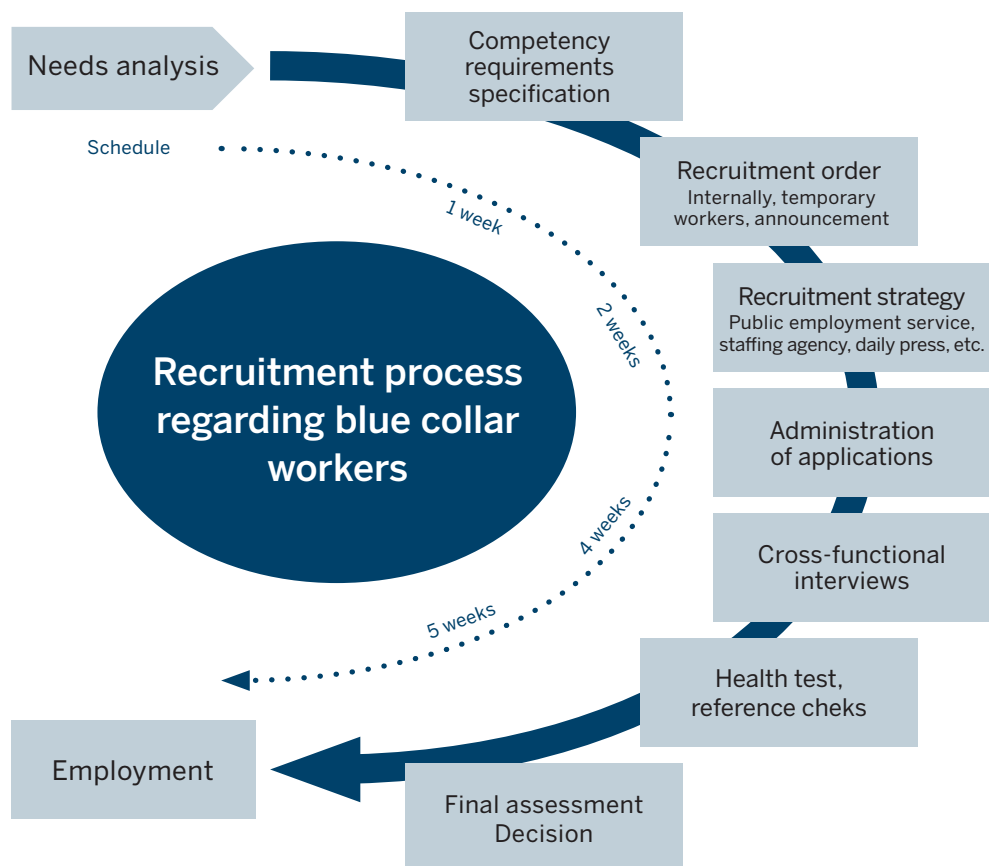


Figure 5.3 Overview of the recruitment process at Fagerhult

5.6 Your sustainability and work-life balance

Your role as a manager is only ONE part of your life. You often have several roles; perhaps as a partner, parent, friend, or loved one. Often, the most intensive periods of a life all happen at the same time – you become a manager for the first time while forming a family, renovating a house or moving. This makes it important to reflect on what is significant in life. Your total workload needs to be reasonable over time, so that you feel good and function well both in your job and in your life outside work. Try to find a rhythm in your working day, where you take advantage of rest periods offered by the work structure. Switch between tasks, take a micro break when possible, use your lunch break to relax. Lunch on the go should be an exception, not a regular occurrence. Similarly, overtime or work outside your scheduled work hours can be an exception, but not a habit. The social community at work can also help in stress relief. Find out to what extent you need to be available for work outside normal working hours. This is an important issue for those managing shift work that continues after their own working hours. You should also be protective of your recovery time outside of work. Hang away your workwear, so that

your hi-viz clothing (if you wear such at work) does not light up the whole hall as soon as you go out. Don't let thoughts about work fill your mind and focus. Do and think about other things. Take care of your important relationships and your physical and mental health and get enough sleep. Your job is important, but it is, after all, just a job. Life is bigger than that.

5.6.1 The requirements and resources for the job

"If you have what you need to do what you have to do well – you have the resources you need."

Requirements and resources are two key words for holding out in the long-term in the role of a FLM. Requirements mean everything that requires an effort from you. In addition to performance requirements, there can be mental requirements (like many irons in the fire all the time, decisions to make in real time without full details) and social requirements (like meeting many employees/colleagues every day and needing to be professional when you meet them) that make you feel tired. Resources are everything that helps you manage the demands on you and achieve your goals. These can be a good organization,

reasonable production targets, adequate staffing and the existence of operational support functions. Your resources can also include social aspects, like good colleagues and a welcoming attitude.

Your work offers both the potential for succeeding with your task and a specific content of your task. Both parts affect the balance between demands and resource. The goal is to have available what is needed to do your job. But your own approach also affects this balance. Being driven and ambitious in your job is usually helpful, because your motivation helps you learn quickly. But these attitudes can be so strong that they turn into a need for control or perfection. You then risk quickly becoming frustrated by the situation or using effort in an unsustainable way.

Especially when you are a new manager, you would be wise to accept that it takes time to learn the job. You don't know everything from the start. In addition, the organization you work in has its own inertia, where change takes time. That is good to think about if your job deals with change management. It is also wise to learn how to delegate effectively and invoke the help of your talented staff. Your role is important, but it's your team that drives the work forward.

5.6.2 Balanced workload

As a FLM, you are always juggling many things and dealing with disruptions and non-conformances on a daily basis. You always need to be one step ahead, be proactive, anticipate and prevent risk situations from occurring. In table 5.2 you can find ideas for how you can influence your load.

Table 5.2 is a summary of managers' experience and suggestions.

Work Balance is a dialogue tool that can be used in both groups and on a one-to-one basis. The tool has been developed by Scania and has helped to make talking about subjects related to work-related mental health possible. Users often have blue, green, yellow, and red magnets to indicate their status or feelings that day. They can then choose whether they want to say something about what made them choose that colour. The tool is based on trust – that you may/can/want to say something about how your feelings. And it is based on the fact that the discussion itself is the important thing – not that the group should all use blue all of the time. At the same time, it is a good signal for the manager concerned to pay attention and act if employees start to use too much red. You can find the tool on the next page.

Tabele 5.2 Some ideas on how you can balance your work load

Example	Description
Create structure in your work	It is important for balancing your workload, focusing on the right things and not missing anything. There are structural visual aids to use that make follow-up easy.
Use weekly schedules	They show what you do on which days and help you maintain the structure.
Delegate to team leaders /group leaders	Delegate and challenge your team leaders/group leaders by allowing them to take on more demanding tasks.
Sounding board	Use your manager or management colleagues as a sounding board. You are each other's suppliers in daily work.
Priorities	Dare to set priorities in busier situations, make sure you are quickly back into the game when the situation permits.
Recovery and reflection time	<p>Is very important. It is not scheduled, but if you feel you need time to get your feet back on the ground and reflect – put on your jacket and shoes, and go out, take a walk.</p> <p>This is especially important when you have large groups.</p> <p>Ensure there are gaps between your meetings. Devote a block of time each day for yourself, so you don't get overbooked. Keep in mind that each meeting creates new tasks.</p>
Balance as an item on the agenda for a management meeting	An important point and a forum to talk about your workload and an excellent opportunity to seek help from your colleagues.

For reflection:

- What elements of systematic work environment management can you see in your workplace – are there work environment rounds and/or other regular methods for identifying things that can improve your work environment? Who is involved in this work?
- Who do you turn to in rehab matters – how does the process differ for different situations such as substance abuse, physical stress injury?
- Based on your work situation – which relationships and partnerships do you need to focus on developing right now?
- Do you think you received a good introduction; did you miss anything?
- What is your development plan?
- What is important that will enable you to manage your job in a long-term and sustainable way?
- How/where/in what way do you get to recover?

MANAGEABILITY

Manageability can be summed up as your overall conditions. Factors that contribute to a high sense of manageability include a balance between demands and resources, support, clarity and the ability to influence.

Balance of resources and demands

- Do you have sufficient time to complete your duties?
If not, what hinders?
- Do you think that the right demands are being made of you?
- Do you have sufficient resources to be able to carry out your work tasks?

Support

- Are you able to escalate and raise issues at work?
- Do you get support when you escalate/raise issues at work?

Clarity

- Do you know what is expected of you in your different duties?
- Are there standard working methods to use, that make things easier for you?

Ability to influence

- Are you able to influence your work situation?

MEANINGFULNESS

Meaningfulness is about the sense of being appreciated, being an enriching environment, and a fair and stimulating social climate. A high sense of meaningfulness generates motivation and creativity.

Fairness

- Do you feel fairly treated in relation to colleagues?

Involvement

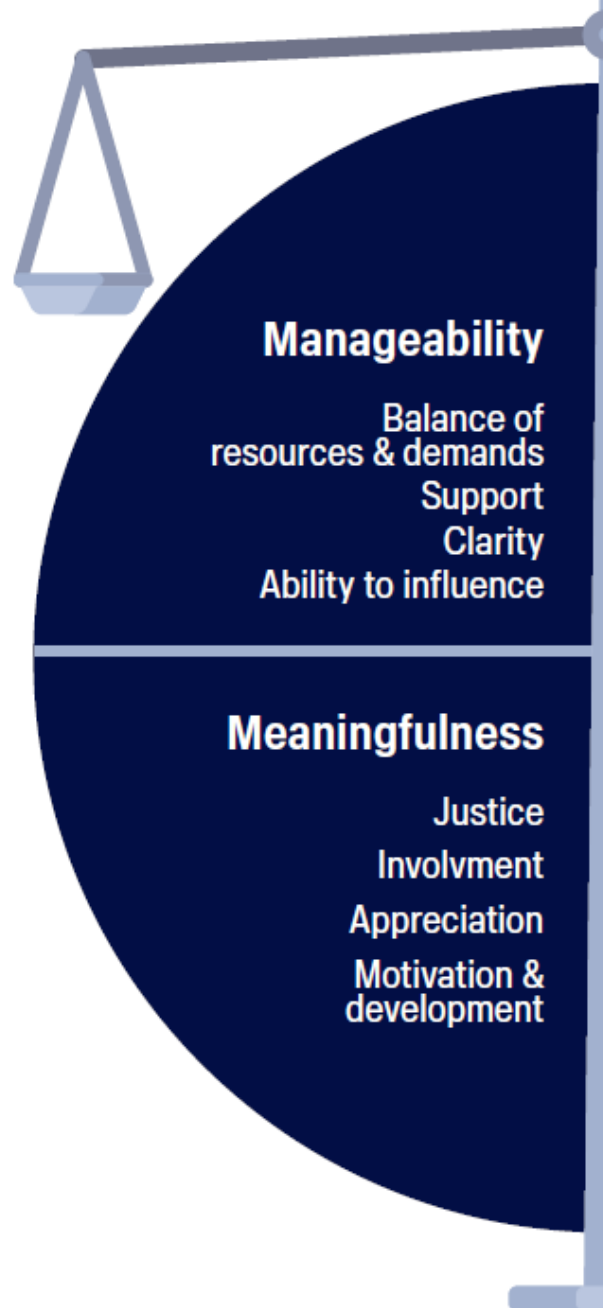
- Do you feel included in what's going on in your workplace?
- Are you encouraged to engagement and participation?

Appreciation

- Do you feel that you receive sufficient acknowledgement and reward for the work you do?
- Do you celebrate success at your workplace?

Motivation & development

- Do you find your work tasks motivating?
- Do you follow your personnel development plan?



Excellent



Good



Insufficient



Poor



COMPREHENSIBILITY

Comprehensibility is the feeling of an overall understanding of the organization's goals. Creating comprehensibility requires openness in the organization, which helps to create an overall picture of your work and conveys a sense that what you do is important to the organization.

Coherence

- Do you understand what is going on in the organization?
- Do you feel a sense of coherence with the organizational goals?

Role clarity

- If you have different roles, do you feel that they are compatible with one another?

Feedback from manager/colleagues

- Do you receive continuous feedback from your manager and colleagues on your work and behaviours, that helps you progress?

Confidence

- Do we treat one another with respect within the working group?
- Do you feel safe at your workplace?

RECOVERY

Recovery is about having the option for variation in work duties during the working day. Recovery can mean opportunity to use breaks for movement or rest to restore balance. Recovery can also be about having an opportunity to deliver on time, moreover room for focus and reflection.

Disconnect-relax

- Can you put your thoughts on work related things aside outside the work?
- Can you use breaks at work to relax/recover?

Movement

- Are you able to make use of breaks to continuously move around?

Energy

- Do you feel energised coming to work?
- Do you have any energy left leaving work?

Reflection & Focus

- Do you have time to reflect during the workday?
- Are there conditions in place for focused working?



Foto: Patrik Svedberg

6. FOUNDATIONS FOR FURTHER DEVELOPMENT

This chapter contains a brief presentation of some of the starting points used to write this handbook, and it can serve as a basis for further development of your resilience-creating potentials and to manage variation and disruption.

6.1 About resilience in your daily work

A central part of FLMs' work is to constantly handle unexpected or changing circumstances. To cope with this, it is necessary to be able to adapt and make changes in your work at all times. We often do this by optimising or adapting working methods locally. Common and often effective ways are to take shortcuts or rely on rules of thumb to make everything as painless as possible.

In this handbook, we use the concept of resilience, which in this case refers to an organization's ability to react to and manage variations, deviations or disruptions with as little impact on the stability of the company and planned results as possible. Resilience can be described as the ability to spring back, to be robust, but also to be able to improve adaptability or to be able to adapt continually to unexpected conditions. Developing resilience in an organization requires awareness of what has to be achieved, a strategy and allocated resources. Below we present some theoretical foundations for how

resilience can be developed and what you can focus on to expand your ability to build organizational resilience.

6.2 Coordination for resilience

In Table 6.1, we list situations and organizational conditions that make it possible, or facilitate, the development of a resilient company at an operational level, that is to say, the level at which the FLMs are active. The table sets out theoretical situations for dealing with various non-conformances and disruptions through cooperation and shared resources.

In brief, the table shows that planning and working together to help manage a deviation or a disruptive interruption (solve a problem) requires recurring deviations, because a single unexpected event is not sufficient. It also cannot be so transitory that there is no time to meet before it is too late, and it cannot be so long-lasting that permanent resources are needed to deal with the deviation. Furthermore, the shared resources need to be close enough and possess the necessary skills to help solve the problem. Finally, the necessary resources must be available, and they must not risk harming their own operations by leaving them to resolve the problem.

Table 6.1 Conditions likely to promote resilience engineering according to Cook and Long (2021).

Characteristic	Conditions conducive to resilience engineering
Tempo and magnitude of challenges	The rate of challenges is high enough to allow the accumulation of empirical evidence about the effects of engineered change.
	The challenges include enough of these events to reinforce the value of resource sharing.
Duration and character of challenges	Challenges arise and evolve slowly enough that there is time for shared adaptive capacity to be brought to bear.
	Challenges resolve quickly enough that capacity sharing is temporary.
Local resources	Resources to be shared are close enough to be useful in responding to the challenge.
	Resources to be shared have or can easily obtain the situational context needed to be effective.
Communication between units	The communications across units are conducive to sharing resources.
Interruptible task milieu	Resources to be shared can undergo task interruption without unacceptable loss.

When dealing with unexpected deviations the recommended approach is to first secure the situation, at the same time as decisions are made and roles and levels involved are synchronised. Early interventions should be preliminary, have a diagnostic focus and be easily revised as more information becomes available. Prioritization, communication and synchronisation of objectives, roles and levels are required over time and collaboration is needed to manage various effects.

There should be a readiness to revise assessments, relationships, approaches, models, objectives and priorities. Coordination is required for a resilient system to work well, such as linking different activities and synchronising people, groups, and organizational units – using both formal (for example, meetings) and informal (for example, spontaneous contacts) coordination mechanisms.

6.3 Evolution of resilience

One way to develop resilience in a production system is to concentrate on four potentials that together can create a more stable and robust system. These are anticipating, monitoring, responding and learning. They also need to be coordinated to have a good effect. These potentials are illustrated in Figure 6.1.

The potentials in the figure can be described as follows:

Potential to anticipate – knowing what to expect or being able to anticipate developments further into the future, such as potential disruptions and deviations, new limitations or requirements, new opportunities or changes to operating conditions. It can also be summarised as the possible, what could potentially happen.

Potential to monitor – knowing what to keep an eye on or monitor that can seriously affect the performance of the system in a positive or negative direction. Monitoring must cover the performance of the system, such as the relevant parts of a procedure, in addition to what is happening in the production environment as a whole. It can also be summarised as keeping track of what is critical to the outcome.

Potential to respond – responding to regular and intermittent disruptions, deviations and opportunities by activating predefined measures or adjusting the current approach. This means dealing with the actual situation.

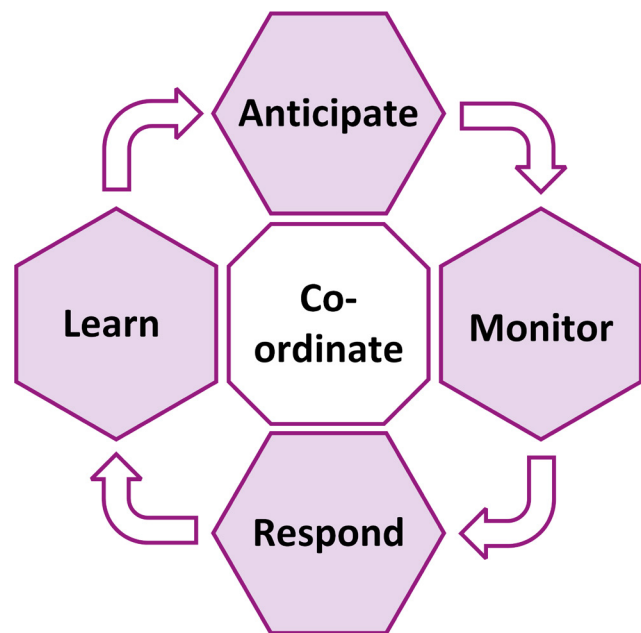


Figure 6.1 Four potentials that can lead to better organizational resilience.

Potential to learn – knowing what has happened and being able to learn from it, especially learning what experiences and lessons are relevant to different deviations. What we actually know and can do – the facts.

Coordination is about communicating and synchronising activities in a responsive way. In the literature, this is called the social glue that holds together a technical operation, and here in the handbook it concerns the structures that companies have built up –

both organizational and through the use of information and communication technologies. It can be summed up as taking responsibility for the common.

6.4 Resilience at different levels and with different time perspectives

Organizational resilience can also be built on different levels and with different time perspectives, in addition to it being created by developing the relationships listed in Table 6.1. If we take that into account, we can divide resilience into several levels instead (Macrae, 2019). These are defined as:

Situated resilience, emerges at or close to the operational frontline. This involves mobilising and combining existing sociotechnical resources to detect, adjust to and recover from disruptive events. The time span varies from seconds to weeks.

Structural resilience emerges in the monitoring of operational activities. This involves the purposeful redesign and restructuring of sociotechnical resources to adapt to, or accommodate disruptive events by e.g., creating methods and routines. These development initiatives unfold over weeks to years.

Systemic resilience emerges in the oversight of system structure and interaction. This involves reconfiguring or completely reformulating how sociotechnical resources are designed, developed and made available. This can unfold over months to decades.

The participating companies work with resilience at all these levels, and it is clear that building good resilience is a long-term process.

6.5 Management and resilience

Leading an organization with dynamic operations requires the ability to enable resilience in the organization by shifting between stability and flexibility. There are three important aspects of leadership in this according to Grote (2021):

The first is the ability of leaders to adapt, that is, to change their own role and behaviour according to the requirements to stability and flexibility faced by their teams. The behavioural repertoire of leaders must range from promoting stability through rules and personal governance to sharing management responsibilities and giving up control when a high level of flexibility is required and instead becoming one of the team members in informal learning and sharing.

The second is to design organizational mechanisms that support the adaptability of the individual and the team. This applies mainly to structures and standards that are usually intended to promote stability. Attention should be paid to, and caution should be taken, to avoid the created stability leading to rigidity. In terms of rules, for example, consideration should also be given to including rules that permit flexibility.

The third aspect concerns the role of leaders in establishing an appropriate organizational culture taking into consideration the relationship between operations and regulating interests. In addition to building the conscious and informed culture that is regarded as a basis for resilience, the fundamental role of organizational culture as a powerful stabilising force should be considered and used wisely. Such an organizational culture can help coordinate actions and integrate work processes into decentralised and flexible operating methods.

6.6 Summary

When summarising the short theory sections in this chapter, we see that these offer an insight into how to systematically improve organizational resilience with a focus on FLMs. Organizational resilience is largely created by ensuring that there is a combination of

organizational structures that support the management of variations and deviations, and flexibility in which resources can be shared when required. Section 6.2 describes the requirements for how the company can build relationships that facilitate this interaction and what disruptions can be managed. Section 6.3 describes a theory that we have used as an analysis tool to see how the companies that have participated in writing this handbook create resilience in their respective operations. Systematic development of resilience requires focus on the four potentials that have been addressed, anticipating, monitoring, responding, learning, and on coordinating activities to facilitate them. Section 6.4 then discusses how the resilience and potentials that we have presented are built up by both daily situated actions, by supporting structures that are developed over time, and by the long-term construction of the sociotechnical system that the company represents. Leadership is dealt with very briefly in Section 6.5 and focuses primarily on the adaptation between stability and structure in relation to flexibility.

Together, these theories form a brief theoretical basis and source of inspiration for the handbook. They also complement each other well and illustrate both resilience and how to develop good action strategies in the environment in which FLMs work.

For reflection:

- How would you explain the concept of resilience in your company in your own words?
- Without active work on resilience, developments are left to chance when unexpected events occur in daily work. What are the benefits of actively working to develop resilience in your organization?
- Developing resilience in an entire organization requires an organization team effort, but in what ways can you, as a FLM, contribute to a better ability to withstand/handle/parry disruption in your particular section?
- What do you want from the company's structures and systems to be able to handle disturbances and variation more easily? Have you raised such issues in any context?
- Do you have your own rules and experiences to supplement those in this chapter? Have you formulated them in dialogue with others, such as your colleagues?





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7. FINAL COMMENTS

In this handbook, we have reviewed the work of the front or first line manager (FLM). A central starting point has been that the operational activities managed by a FLM in industrial production contain many elements of variation, unexpected events and interruptions that can be very disruptive. We have focused especially on how a leader and manager can handle these elements alone and in a process of cooperation with others.

It is easy to get the impression that being a FLM is an impossible job. It is a challenging role, not everyone can cope with it, but industries are full of FLMs who do a great job and very many of them love their work. Like all management positions, it's a job for people who enjoy interacting with others to achieve a common result. It is also a job where you make a difference, both in terms of the results for the company and the employees' experience of their job. For the employees, the FLM is probably one of the most important people in the workplace.

For those of you who are new to your role as a FLM and for those who are thinking about taking on this role, make sure you get a mentor or an experienced

colleague with whom you can discuss and get advice from. There will always be unexpected issues you've never encountered before. In such cases, it's a good idea to have others to talk to.

For those of you who are experienced, we hope that you will find some things to think about and be inspired by in this handbook. You can also be there for your newer colleagues as a responsive sounding board.

Feel free to use the handbook as part of a study circle or as a basis for a "course within the company" or jointly with other companies. It is important to discuss these questions together with others, then you get new views and ideas for development. You can e.g. read one chapter at a time, talk about it, go through the experiences and suggestions presented and how they can be used in your own business. Perhaps also commit to trying some change and at the next opportunity tell about the result.

Finally, have fun. The position as a FLM is incredibly enriching in its experiences of collaboration with others, in influencing, in making a difference and in developing as a person.

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