Local Government Association

HIGHLIGHTING MANAGERIAL LEADERSHIP

THE LGA DEVELOPMENT OFFER

LEADERSHIP ESSENTIALS

Emerging leadership

A desktop guide for middle managers

Contents

Introduction

Local Government is facing unprecedented challenges and middle managers – those men and women, ranging from front-line team leaders to service heads and assistant directors – are at the forefront of many of those challenges.

Operating within massive budget constraints, across increasingly permeable organisational boundaries, interacting in a context of public-private partnerships, multi-agency working, outsourced and shared services, the middle manager is also the role that is often subject to cuts, often squeezed, and more often than not, blamed.

This handbook aims to help managers at all levels within their organisations. For the newly-appointed middle manager it brings together a number of models, tools and techniques that can be practically applied to the day-to-day running of their section. For the more experienced middle manager, it gives a knowledge overview and offers some fresh perspectives.

Changing governmental and community priorities have made the middle manager's job increasingly complicated. New approaches to the role are essential and the publication of this refreshed and updated handbook aims to help middle managers step into their leadership roles and be a force for innovation, change and transformation. Rather than be seen as the 'squeezed middle' this handbook aims to help managers be the driving force for making a positive impact in challenging times.

This handbook brings together individual, team and organisational development perspectives for the first time. Although not a panacea for all situations, it does cover the key generic elements of middle managers' operational and strategic responsibilities. Combined with relevant training, it is a useful, practical resource for the busy manager wishing to improve his or her individual performance, that of their teams, all within the context of a more effective organisation delivering to its various publics. Not to be seen as dinosaurs but as key innovation allies. [1]

How to use this guide

This guide comprises four parts:

1. **Managing self**
   Appraising yourself and your leadership style; looking at your values and how your personality influences your work; focusing on your authority, presence and impact; how you exercise your influence within your immediate environment; building resilience and creating a personal development plan.
2. **Managing others**
   How to develop an effectively focused and functioning team; how you can manage people to maximise their potential; and key issues of managing performance, diversity and change.

3. **Managing within the local government context**
   Your role in a wider organisational context; which key relationships you need to manage; and how you can be effective in the political setting.
4. **Keeping on top of your game**
   How you can to keep up-to-date and further develop your role, your career and your team within the context of your organisation.

The parts contain self-contained chapters that look at the role of the middle manager from different perspectives. Each chapter includes a model, a tool or a technique to enhance your understanding and improve your performance. There are opportunities for self-assessment and exercises to help you practise. At the end of each chapter, you will find bracketed references to works mentioned in the text. Other references are for further reading.

You can work through the handbook from start to finish or dip into chapters as the need arises.

The role of middle managers

A manager 'shapes and shares a vision which gives point and purpose to the work of others.' (2) Theorists often differentiate between what managers and leaders do – with leaders getting the more important role. This is a misleading distinction because middle managers have an increasingly difficult job to do. They are required to:

- act as a bridge between the strategic and the operational, as well as feeding ideas up the line
- be both efficient and effective, doing things right while constantly improving and innovating
- manage increasing complexity through planning, budgeting, organising, resourcing, controlling and problem solving
- manage change through setting a direction, aligning, motivating and inspiring people.

In addition the middle manager has a unique place in the local government system. Although from one perspective they have traditionally been seen as too far away from the political and senior management to be strategists and not necessarily close enough to the 'coalface' to make a difference. In today's world they could be said to be in the thick of it … at the hub of everything, balancing the strategic with the operational; motivating staff in taxing times whilst developing and implementing innovative practices; spanning disparate interest groups across the authority, its suppliers and its end users. In essence the middle manager is required to be part of the local government system, to act within it but also on it. Seeing themselves within a larger system and be able to connect across it and influence it is a tremendous but exciting challenge.

The 21st Century Public Service Workforce (3), researched and published by the University of Birmingham sought to answer what were the range of different roles required of the twenty-first century public servant and what were the competencies and skills that public servants require to achieve these roles. They highlighted a number of key challenges for managers within local government, some of which are directly addressed in this booklet.

Future public services will require a different set of workforce roles than in the past and one challenge is how people can be trained and supported into the broader range of roles.

New roles required

Storyteller - the ability to author and communicate stories of how new worlds of local public services might be envisioned in the absence of existing blueprints, drawing on experience and evidence from a range of sources. The ability to fashion and communicate options for the future, however tentative and experimental, will be crucial in engaging service users, citizens and staff.

Resource-weaver – the ability to make creative use of existing resources regardless of their intended/original use; weaving together miscellaneous and disparate materials to generate something new and useful for service users and citizens.

System-architect – someone who is able to describe and compile coherent local systems of public support from the myriad of public, private, third sector and other resources. This is a role that combines prescription with compilation and it is an ongoing task as system resources are likely to vary over time and space.

Navigator – a role specifically focused on guiding citizens and service users around the range of possibilities that might be available in a system of local public services. This is the kind of role that some area-based regeneration workers and neighbourhood co-ordinators and managers have developed in the past on a 'patch' basis.

Developer - increasing the sustainability, ability and flexibility of public services.

Defender - negotiating to ensure local government is getting the most for its money, as are its residents.

Balancer – balancing conflicting demands, pressures and views.

Looking at the service - whether to external customers or internally – will require stepping more into an end user mind-set:

> *"All employees should be motivated and incentivised to view their service from the 'outside in', or from the perspective of the service user or citizen. The aim must be to create a reflective frame of reference where public servants have both the capacity for constructive criticism and the capability to devise creative solutions to the problems that they confront."* (4)

The report also highlights the fact that citizens are changing too becoming more assertive, less deferential to professional judgment; with massive demographic changes across generations and ethnicity. New technologies are also changing expectations about how and when people engage with the state.

The skills required from employees are also shifting from purely professional and technical: *"interpersonal skills (facilitation, empathy, political skills); synthesising skills (sorting evidence, analysis, making judgements, offering critique and being creative); organising skills for group work, collaboration and peer review; communication skills, making better use of new media and multi-media resources."*

Increasingly the notion of public service ethics and values is changing as the boundaries between public, private and not-for-profit sectors dissolve, with the key challenge of adhering to that strong ethos of 'publicness' whilst combining that with more commerciality and 'municipal entrepreneurship'.

Linked with this is the challenge of living in a seemingly permanent state of austerity which forces creativity whilst also imposing tremendous resource constraints – "are honest conversations going on about what the organisation can and can't do in an era of austerity, and do people understand their own role in that future?"

With all the above challenges it is no wonder that people – staff and middle managers – might still look for a heroic saviour who has all the answers. However the popular idea of the leader as hero is outdated, with study after study showing the deficiency and ineffectiveness of this approach.

The final challenge then is to ask and answer the following question:
What is being done to develop leadership at all levels of the organisation, and how is that being facilitated?

"From bitter searching of the heart
Quickened with passion and with pain
We rise to play a greater part
This is the faith from which we start
Men shall know commonwealth again
From bitter searching of the heart
We loved the easy and the smart
But now, with keener hand and brain
We rise to play a greater part
The lesser loyalties depart
And neither race nor creed remain
From bitter searching of the heart"

L. Cohen

The list hanging on every Lego manager's office wall (5) provides an example of the paradoxes facing middle managers and also the call to develop themselves in a way which can rise above these paradoxes:

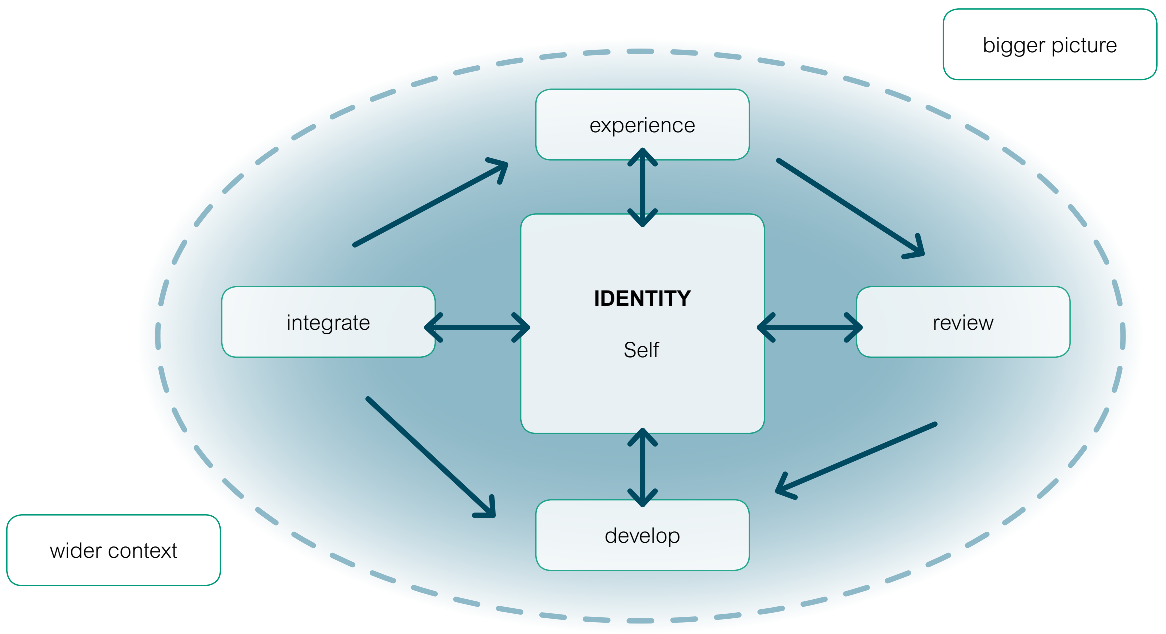
- build a close relationship with staff… and keep a suitable distance
- lead… and keep yourself in the background
- trust your staff… and keep an eye on them
- be tolerant… and know how you want things to function
- keep your department's goals in mind… and be loyal to the whole firm
- do a good job of planning your time… and be flexible with your schedule
- freely express your view… and be diplomatic
- be a visionary… and keep your feet on the ground
- try to win consensus… and be decisive
- be dynamic… and be reflective
- be sure of yourself… and be humble.

A model for learning and development

This book is a desktop coach. It provides ideas – based on evidence – to help you assess your current situation and then review and reflect to enable better outcomes in the future. Below is a model that others have found extremely helpful. Versions of this model are used throughout to illustrate the learning cycle being discussed.

To use it, place yourself, your team or your organisation in the middle – depending on the topic and the situation that you want to assess.

The learning and development model [6]



The model has three components – the core identity of the individual, team or organisation; an adaptation of the Kolb's learning cycle [7]; and the wider context within which you are operating.

Identity

At the heart of the process is an awareness of identity – strengths and weaknesses, competencies, core values, potential, past experiences, current reality and future concerns and aspirations. You can gain a full awareness of identity from reflection, in-depth interviews, observations, staff surveys, organisational analyses and feedback loops.

The learning cycle

The process for development is structured around the learning cycle: experience > review > develop > integrate > experience.

Experience includes observations, decision-making processes, activities and behaviours. The review of experiences is a vital part of the learning culture. It is only by pausing for reflection on what has gone well and what hasn't – on individual and group levels – that individuals and teams can move forward.

The next step is to develop ideas, strategies, new behaviours and creative solutions into more effective ways of doing things.

Integration is the key to the success of any development initiative and confirms that true learning has taken place. Individuals and teams need to integrate their new perspective into their behaviour, with an understanding of the bigger picture.

The bigger picture

This is how external forces may impinge on the individual, team and organisation's development and how they, in turn, can influence those forces. It is the context within which changes will be made and the understanding of the organisation as an open system, itself within a larger system (8).

Increasingly the middle manager needs to be aware of the whole local government and societal bigger picture in order make sense of their immediate situation and to develop options and possible solutions.

Use the model as a template to map your current reality (identity and wider context) and use the experience > review > develop > integrate cycle for a coaching conversation with yourself or a colleague.

As you work through or dip into this handbook you are encouraged to use the model to aid understanding; to decide what you need to do differently; to create a strategy for maximising chances of success, given your personality and organisational culture; to try things out; and then to review the experience.

Acknowledgements
This handbook has been written by Anjali Arya and Mike Green at Transitional Space, coordinated by Welna Bowden at the Local Government Association (LGA).

References
(1) Solace (2014) *Middle Managers: Dinosaurs or Key Innovation Allies*, http://www.solace.org.uk/
(2) Charles Handy (1993) *Understanding Organizations*, Penguin Business
(3) Catherine Needham, Catherine Mangan, Helen Dickinson (2013) *The 21st Century Public Service Workforce: Eight Lessons from the Literature*, University of Birmingham
(4) Work Foundation. *Public Value – the next steps in public service reform*. London: The Work Foundation: 2008
(5) Paul Evans in (2000) *Ch 5 Management 21C*, ed Subir Chowdhury, Financial Times Prentice Hall
(6) Mike Green (1997) *Exploring the psychological boundaries between the individual and the organization in the mentoring relationship*, Career Development International
(7) David Kolb (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice Hall
(8) David Buchanan & Andrzej Huczynski (2006) *Organizational Behaviour: An Introductory Text*, Prentice Hall

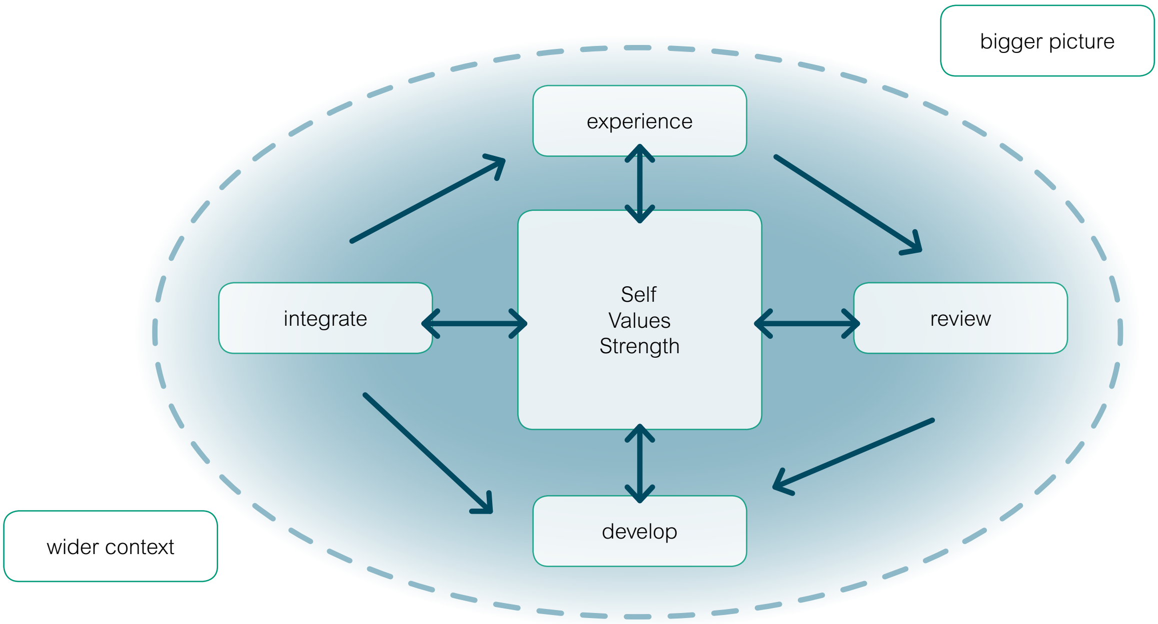
1. Managing self

Introduction

To achieve preferred outcomes for your customers, the authority and yourself, you need to demonstrate effective behaviours. These are based on:

- **knowledge and understanding**, including your functional expertise and experience with policies, processes, tools and techniques
- **personal characteristics**, which derive from your personality, motives and values
- **skills**, which include the abilities you have developed.

Figure 1 Learning and development – managing self



Managing yourself involves self-appraisal. It enhances your understanding of how your personality and values influence what you focus on at work and how you accomplish your tasks. It also places you in an organisational context by addressing the nature of your key working relationships and how you might develop more effective working partnerships.

This section also encourages you to address any development needs in the light of changing organisational and local government contexts.

The aim is to identify areas for development by reviewing your experiences and taking time out for personal reflection – and then applying what you learn to your job and your role within the wider organisational culture.

Chapter 1 – Self-awareness

Emotional intelligence – competencies
In his research on large global companies, Daniel Goleman[(1)] found that while the qualities traditionally associated with leadership – such as intelligence, toughness, determination and vision – are required for success, they alone are insufficient. Really effective leaders also have high levels of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy and social skills.

Goleman contends that while there is a genetic component to emotional intelligence, research and practice demonstrate that it can be learned and further developed. It is also clear that emotional intelligence increases as we age but, even with maturity, some of us still need training to develop it.

Emotional intelligence is about:

- knowing what you are feeling and being able to handle those feelings
- being able to motivate yourself to get jobs done, be creative and perform well, and
- sensing what others are feeling and handling relationships effectively.

There are four elements or capabilities of emotional intelligence. Goleman suggests that the first step is to develop awareness about yourself and the people around you and then work towards managing and regulating the emotions involved to achieve higher performance – for yourself and others.These four elements or capabilities are:

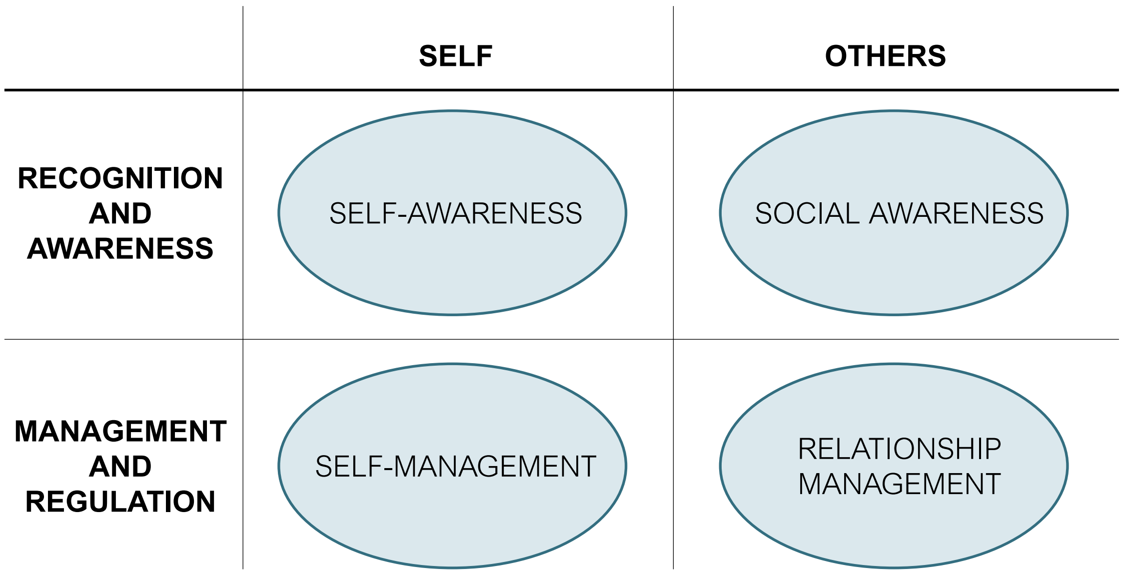
Self-awareness
This is probably the most essential of the emotional intelligence competencies – the ability to read your own emotions. It allows people to know their strengths and limitations and feel confident about their self-worth.
Self-management
This is the ability to control your emotions and act with honesty and integrity, in reliable and adaptable ways.
Social awareness
This includes the key capabilities of empathy and organisational intuition. Socially aware managers do more than sense other people's emotions; they show they care. They are experts at reading office politics.
Relationship management
This includes the ability to communicate clearly and convincingly, disarm conflicts and build strong personal bonds.

Goleman's later research re-emphasises the need to focus on three things – the self, the other (be it an individual, a group, an organisation) and the bigger picture. Of course this relates very much to the learning and development model introduced in the Introduction.

Goleman suggests that leaders and managers have to increasingly recognise an additional two elements of emotional intelligence which were perhaps only implicit. He cites the vastly increasing propensity to engage with social media (multi-tasking and so on) at the expense of focused attention to the task in hand and also the attentive listening to the other – be that an individual or a team. He also recognises that we are living in a volatile, uncertain, complex and ambiguous world and we require skills to handle this.

Goleman states: “A focused leader is not the person concentrating on the three most important priorities of the year, or the most brilliant systems thinker, or the most in tune with the corporate culture. Focused leaders can command the full range of their own attention: They are in touch with their inner feelings, they can control their impulses, they are aware of how others see them, they understand what others need from them, they can weed out distractions and also allow their minds to roam widely, free of preconceptions.”

Figure 1.1 Emotional intelligence – the four capabilities



Each capability, in turn, comprises specific sets of competencies. These are outlined below together with their corresponding traits.

Self-awareness

Emotional self-awareness	The ability to read and understand your emotions as well as recognise their impact on work performance, relationships and so on
Accurate self-assessment	A realistic evaluation of your strengths and limitations
Self-confidence	A strong and positive sense of self-worth

Self-management	
Self-control	The ability to keep disruptive emotions and impulses under control
Trustworthiness	A consistent display of honesty and integrity
Conscientiousness	The ability to manage yourself and your responsibilities
Adaptability	The skill to adjust to changing situations and overcome obstacles
Achievement orientation	The drive to meet an internal standard of excellence
Initiative	A readiness to seize opportunities
Social Awareness	
Empathy	The skill of sensing other people's emotions, understanding their perspective and taking an active interest in their concerns
Organisational awareness	The ability to read the currents of organisational life, build decision networks and navigate politics
Service orientation	The ability to recognise and meet customers' needs
Relationship management	
Visionary leadership	The ability to take charge and inspire with a compelling vision
Influence	The ability to use a range of persuasive tactics
Developing others	Bolstering the abilities of others through feedback and guidance
Communication	Skills at listening and at sending clear, convincing and well-tuned messages
Change catalyst	Proficiency in initiating new ideas and leading people in a new direction
Conflict management	The ability to defuse disagreements and orchestrate resolutions
Building bonds	Proficiency at cultivating and maintaining a web of relationships
Teamwork & collaboration	Competence at promoting co-operation and building teams

Table 1.1 Emotional Intelligence Competencies

Emotional intelligence: exercise

This self-assessment questionnaire tests your level of emotional intelligence. Having read through the competencies and their corresponding traits, rate yourself in terms of how regularly you show each competence in your day-to-day work.

Rating: 1 = Rarely, 2 = Occasionally, 3 = Quite regularly, 4 = Usually, 5 = Always

Self-awareness	1	2	3	4	5
Emotional self-awareness					
Accurate self-assessment					
Self-confidence					
Self-management	1	2	3	4	5
Self-control					
Trustworthiness					
Conscientiousness					
Adaptability					
Achievement orientation					
Initiative					
Social awareness	*1*	*2*	*3*	*4*	*5*
Empathy					
Organisational awareness					
Service orientation					
Relationship management	1	2	3	4	5
Visionary leadership					
Influence					
Developing others					
Communication					
Change catalyst					
Conflict management					
Building bonds					
Teamwork and collaboration					

Table 1.2 Emotional Intelligence Competencies Checklist

After completing the assessment you could:

- check how you rated yourself with one or two close working colleagues, to see whether their perceptions are similar
- reflect on the areas where you consider yourself to be lower than you would wish. What action do you need to take as a result?
- take the opportunity to plan specific actions and incorporate them into your personal action plan.

References

(1) David Goleman (1998), *Working with Emotional Intelligence,* Bloomsbury
David Goleman (January 2004), *What makes a Leader?* Harvard Business Review
David Goleman (April 2000), *Leadership that gets results,* Harvard Business Review
David Goleman, Richard Boyatzis and Annie MeKee (Dec 2001) *Primal Leadership: The Hidden Driver of Great Performance,* Harvard Business Review
David Goleman (2014) *Focus, the hidden driver of excellence*, Bloomsbury

Chapter 2 – Leadership style

Research by the consulting firm Hay/McBer found six distinct leadership styles, each relating to different components of emotional intelligence. Drawing on these findings, Goleman [1] found that the most effective leaders use not one, two or even three but, ideally, at least four of the styles. Briefly, the six styles are:

Coercive (or commanding)
Characterised by the leader telling you what to do, it doesn't allow for followers to think for themselves or be creative.

Authoritative (or visionary)
Concerned with vision building, it demonstrates authoritativeness by establishing respect and credibility. There is an ability to engage with others and offer clear direction.

Affiliative
Used mainly when the focus is on people rather than tasks. Its primary purpose is to get people aligned and cohesive.

Democratic
Not focused on people as such but on what they can contribute.

Pacesetting
This is leadership from the front, offering a clear vision of the direction of change. It gets things moving but can result in the leader burning out or the rest of the organisation getting left behind.

Coaching
It is aimed at enhancing the organisation's capability by bringing on and developing its people.

Leaders who have mastered four or more styles – especially authoritative, democratic, affiliative and coaching – have the most positive impact on climate and performance. Each style, if deployed appropriately, has short-term uses and benefits but over time the coercive and pacesetting styles produce a negative impact.

Effective leaders are seen to be flexible in their deployment of styles and sensitive to the impact they have on others within the organisation. Very few leaders demonstrate all six styles and even fewer, according to Goleman, know when and how to use them.
Different leadership styles appear to be appropriate for different situations, as the table below suggests.

Table 2.1 Leadership styles to fit different situations

Leadership style	Leadership situation
Coercive	When there's an organisational crisis and action needs to be taken immediately. The leader needs to have the necessary competencies to make the right decisions.
Authoritative	When a vision needs to be articulated and moved towards. People need to be engaged and the leader needs to have credibility.
Affiliative	When people are going through transition and need support. Also when different interest groups need conflict resolution or coalition building.
Democratic	When stakeholders need to be engaged to create a solution or when the complexity of change is such that solutions require collective endeavour and collaborative problem solving.
Pacesetting	When change needs kick starting and there's the willingness and enthusiasm to initiate and implement it. Also useful when there is a community of change champions.
Coaching	When the underlying ethos is one of learning, growth and development. When the organisation needs to build its leadership capability and is willing to invest in it.

Source: *Daniel Goleman (2000), Leadership that gets results, Harvard Business Review, March-April 2000*

Goleman has latterly (2014) highlighted the need to counter the pervasiveness of social media and multi-tasking by proactively developing focused attention to the task in hand and also the attentive listening to others. What this requires is a leader who will bring the power of their presence to any situation, be it a task, or a relationship. This is discussed more fully in the chapter on Authority, Presence and Impact (Ch 5)

Assessing and developing your leadership style – exercise

Step One
Assess your effectiveness against the six leadership styles (from 0 being never used to 10 being highly effective)
You may ask one or two colleagues to rate you as well.
Note any reflections you might have.

Leadership style	Personal rating (0-10)		Others' rating of you (0-10)	Implications
Coercive/commanding				
Authoritative/visionary				
Affiliative				
Democratic				
Pacesetting				
Coaching				

Step Two
Choose three recent or current situations relating to something personal you needed to move forward, a team issue and an organisational task.
Consider what style or styles are most appropriate for that situation.
Compare with your preferred effective styles and consider where you need to develop.

Situation	Most appropriate leadership style	Implications and/or development needs for me
Individual situation that I want to progress		
Team issue which needs my attention		
Organisational project which needs progressing		

To help the development of specific leadership styles, table 2.2 lists the underlying emotional intelligence competencies.

Table 2.2 Emotional intelligence competencies of leadership styles

Leadership Style	Underlying emotional intelligence competencies (drawn from Chapter 1: Self-awareness)
Coercive/commanding	Drive to achieve, initiative, self-control
Authoritative/visionary	Self-confidence, empathy, change catalyst
Affiliative	Empathy, building relationships, communication
Democratic	Collaboration, team leadership, communication
Pacesetting	Conscientiousness, drive to achieve, initiative
Coaching	Developing others, empathy, self-awareness

References

(1) Daniel Goleman (April 2000), *Leadership that gets results,* Harvard Business Review
(2) Daniel Goleman (2014,) *Focus , the hidden driver of excellence,* Bloomsbury

Links

Chapter 1 Self-awareness
Chapter 5 Authority, Presence and Impact

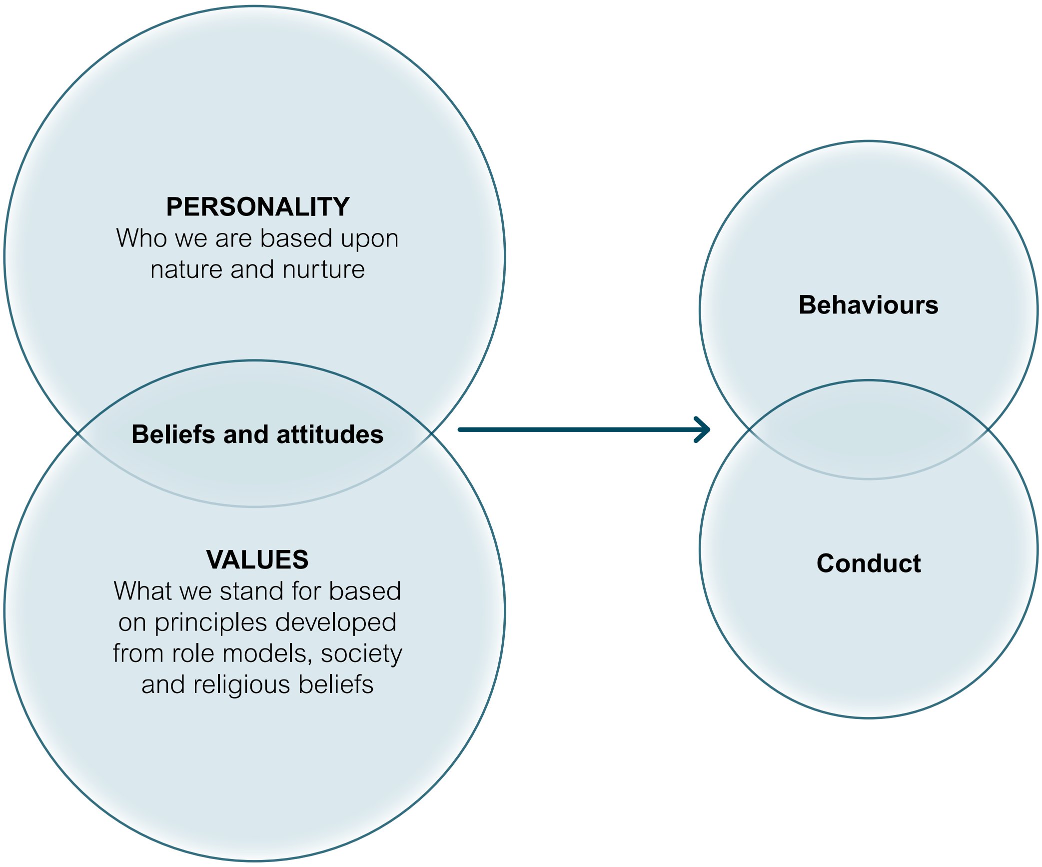
Chapter 3 – Your personality and your values

Your personality and the values you hold relate directly to your beliefs and attitudes. These, in turn, shape your behaviour and how you conduct yourself. This chapter seeks to increase your self-awareness of who you are and what you stand for. In our experience, many of the conflicts and stresses in managerial life come from personality clashes and communication differences between the different personality types.

Research shows that managers differ in a number of ways from the population at large, as do leading members. This brief introduction to the Myers Briggs Type Indicator (MBTI®) explains how and in what ways people differ in the way they communicate, manage change and solve problems.

Understanding who you are and how you are different from others is a first step towards establishing mutually beneficial and productive relationships.
Being clear about your values – what you stand for – helps your decision-making, especially when it comes to working in different roles and different organisational cultures. Conflict between individual values and corporate values can be a major source of personal stress.
The diagram below (Fig 3.1) shows the interface between personality and values and how both contribute to one's beliefs and attitudes, which translate into specific behaviours.

Figure 3.1 The influence of personality and values on behaviours and conduct



Personality

The Myers Briggs Type Indicator is one of the most widely-used personality profilers in the world. Based on initial work by analytical psychologist Carl Jung, the MBTI was devised by Katherine Briggs and her daughter, Isabel Myers Briggs and has been well documented and researched over the past 60 years.

MBTI identifies four different personality dimensions, each with two opposing behavioural preferences that we all use at different times. Each person will have a preference for one combination of preferences over the other combinations. This generates a possible 16 different types of personality. MBTI looks at:

- where people prefer to focus their attention and draw their energy from
- the way people prefer to take in information and what information they trust
- on what they prefer to make decisions
- how they orient themselves to the outside world.

The tool describes preferences – it describes rather than prescribes – not skills or abilities or competences. Different MBTI types will have different attitudes to the level of engagement and interaction with others; different communication styles; different ways of evaluating information and making decisions; and different attitudes to living their lives. This has an impact on styles of learning, problem-solving and leadership. The philosophy behind MBTI suggests that that all preferences are equally important, valuable and necessary.

Table 3.1 The four Myers-Briggs dimensions and their preferences

Either	**Or**
Extraversion preference Need to get involved and talk things through Value communication and want to be heard Prefer action over reflection and want to get on with it	**Introversion preference** Need time for reflection and to think things through Prefer thoughtful communication and one-to-one discussions Need some forewarning and time to think through their positions Need time to assimilate changes before taking action
Sensing preference Need specifics and details about what exactly is needed Like to see how what is required now and how this fits with the past Realistic pictures of the future Clarity of expectations, roles and responsibilities	**iNtuition preference** Need the bigger picture and the overall rationale Likes an overall plan or general direction Option to create a vision that works for them Opportunities to help design the future, to influence the changes

Thinking preference Needs to know the logic, the why, the business case Clarity in the decision making and the planning What are the goals, where is the structure? Demonstration that managers are competent Fairness and equitability	**Feeling preference** Needs recognition of the impact on people Important that people's needs will be addressed Inclusion in the planning and implementing of change What values underlie the changes? Demonstration that managers care Appreciation and support
Judging preference Prefers a clear, concise plan of action with defined outcomes, clear goals A time frame, with each stage spelled out Prefers no surprises	**Perceiving preference** Prefers an open-ended plan with flexibility and options The opportunity to gather more information and to adjust plans as the process continues Willing to trust the process

Source: Adapted from Barger and Kirby (1995) The Challenge of Change in Organizations

Personality profiling - exercise

If you follow the steps suggested here, you can develop a broad-brush profile of your personality. This may be helpful when considering how you prefer to approach different situations and how you interact with others, whose profiles might well be different.

Myers Briggs Type Indicator – short version

Instructions

Circle **one** of the two words in each pair below as best describing who you are when you are in your most natural state.

reflective sociable	detached humane	open structured
practical conceptual	specific general	gregarious deep
general practical	firm involved	sociable deep
flexible planned	involved detached	planned open
humane firm	conceptual specific	reflective gregarious
	structured flexible	

Scoring

Count how many times you circled the words sociable or gregarious __E
Count how many times you circled the words reflective or deep __I

Count how many times you circled the words practical or specific __S
Count how many times you circled the words conceptual or general __N

Count how many times you circled the words involved or humane __F
Count how many times you circled the words detached or firm __T

Count how many times you circled the words flexible or open __P
Count how many times you circled the words planned or structured __J

Your score for each letter will range from 0 to 4. Enter the preference initial from each pair that scored most highly.

Your overall type is: __ __ __ __

Now read a profile of your type on one of the many Internet sites that describe the Myers Briggs approach. Reflect upon how your personality might impact on other types and how their personality complements or comes into conflict with your own.

Authoritative websites include:
www.myersbriggs.org
www.teamtechnology.co.uk
www.keirsey.com

If you want a more in-depth profile, or would like your team to do the full questionnaire, you can ask your HR department to arrange for an MBTI to be carried out by a qualified person. Grouping the MBTI types into broad categories, we have four types of personality, who will exhibit significant differences in their behaviour. Taking the E-I and S-N dimensions as examples, we have:

Thoughtful Realists (IS) are concerned with practicalities; they learn pragmatically and by reading and observing; they focus their change efforts on deciding what should be kept and what needs changing; and their motto is: 'If it ain't broke, don't fix it.'

Action-Orientated Realists (ES) are concerned with actions; they learn actively and by experimentation; they focus their change efforts on making things better; and their motto would be: 'Let's just do it.'

Thoughtful Innovators (IN) are concerned with thoughts, ideas, concepts; they learn conceptually by reading, listening and making connections; they focus their change efforts on generating new ideas and theories; and their motto would be: 'Let's think ahead.'

Action-Orientated Innovators (EN) are concerned with new ways of doing things; they learn creatively and with others; they focus their change efforts on putting new ideas into practice; and their motto would be: 'Let's change it.'

Organisations need all four types and all four types can complement each other – but there is also the possibility of the types coming into conflict. Using the type indicator and the descriptions, you can decide what you are and how you might complement or come into conflict with other members of your team.

The Myers Briggs Type Indicator (MBTI®) is a registered trademark of the Myers-Briggs Type Indicator Trust

Values

Values are what we stand for and are based on principles gained from role models, society and religious belief. They are what we use to make all kinds of decisions in life and at work.

Personal values – exercise

This is designed to help to identify your particular personal values relating to four distinct areas of your life – your personal life; your relationship to others; what you hold dear at work; and your commitment to learning and development. The objective is to see how your values may influence the way in which you manage people in the organisation and where conflicts may arise.
Below is a list of possible values that may relate to the four areas of your life.

Step 1

Read through the list of values (and add others if you wish) and circle between 12 and 24 values that reflect the way you behave or the things that you hold dear.

Values

Acceptance	Accomplishment	Accountability	Achievement
Advancement	Adventure	Aesthetics	Affiliation
Altruism	Appreciation	Assertiveness	Autonomy
Awareness	Balance	Care for others	Challenge
Change catalyst	Commitment	Compassion	Confidence
Conscientiousness	Contentment	Co-operation	Courage
Creativity	Critical thinking	Curiosity	Dependability
Detachment	Developing others	Discipline	Economic security
Effort	Empathy	Enjoyment	Enthusiasm
Equality	Excellence	Fairness	Faith

Family	Flexibility	Free Will	Freedom
Friendship	Generosity	Happiness	Health
Helpfulness	Honesty	Humility	Humour
Idealism	Imagination	Income	Independence
Individualism	Initiative	Integrity	Intuition
Involvement	Justice	Learning	Leisure
Love	Loyalty	Material wealth	Obedience
Openness	Optimism	Originality	Peace
Perfection	Popularity	Power	Professionalism
Purpose	Recognition	Reputation	Responsibility
Risk-taking	Self-awareness	Self-improvement	Self-reliance
Service orientation	Sociability	Spirituality	Status
Success	Teamwork & collaboration	Tolerance	Tradition
Trustworthiness	Truthfulness	Uniqueness	Usefulness
Well-being	………………	………………	………………

Step 2

Use the chart below to put these values into the four categories of self; organisation; people; learning and development. Place them in the chart in order, with the most strongly held value in each category as number one.

Values balanced scorecard

ORGANISATION

1.	
2.	
3.	
4.	
5.	

LEARNING

1.	
2.	
3.	
4.	
5.	

PEOPLE

1.	
2.	
3.	
4.	
5.	

SELF

1.	
2.	
3.	
4.	
5.	

Step 3

Spend some time reflecting on what values you have placed in each category.

1. Do any of the values in any of the sections conflict with any other?
   For example, you might be working in an organisation that doesn't care about training and development or doesn't allow the time off for you to develop yourself. Or you may be working in an area where you have to be ruthless with members of the public but your personal values suggest you should be working in a more caring environment.

2. If there are conflicts, choose the most important tensions and think how you might resolve them.

3. What constraints do you have in your work life and/or your home life that prevent you achieving your goals?

4. What would be your ideal role/job over the next 18 months; five years; ten years? And how might knowing about your personality, values and motivations help you progress towards that?

5. What might the impact of your personality and values be on others and on your current role? How might you reconcile these?

References

(1) Nancy Barger and Linda Kirby (1995) *The challenge of change in organizations: Helping employees thrive in a new frontier*, Davies-Black

Chapter 4 – Influencing effectively (in a complex and constantly shifting context)

The nature and purpose of local government has changed dramatically over the past few years due to exponential changes in technology and the austerity programme which has resulted in the need to make huge savings. Many services that were provided by local authorities directly are no longer delivered in the same way. Structures and processes have had to change significantly, resulting in shared management teams and services, automated services, outsourcing, reduced staffing and increased partnership working. With the increased possibilities provided by various devolution options the environment will get more challenging.

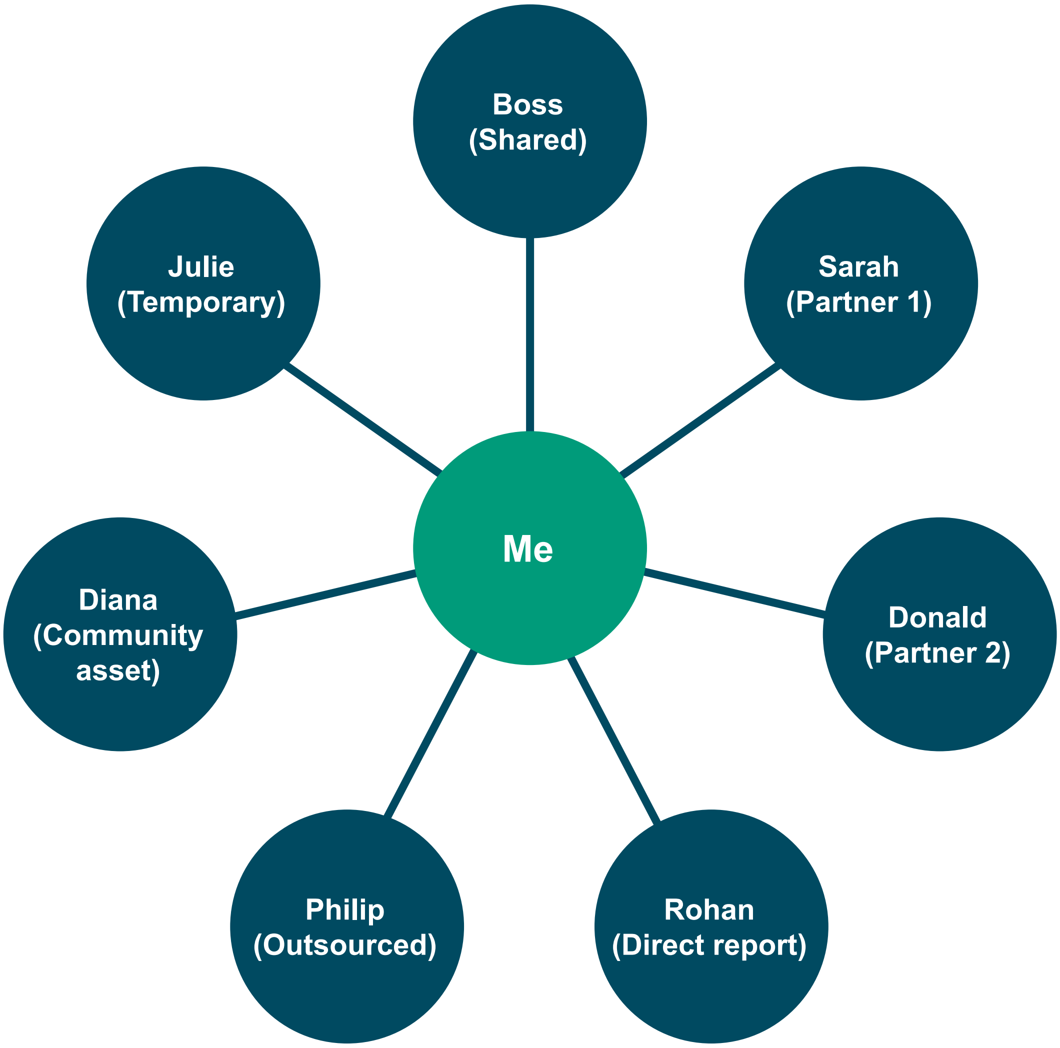
Given this shifting and increasingly complex context, managers need to think differently about the way they do their jobs to achieve the required outcomes – especially as many staff may not be directly accountable to them. It is necessary to manage networks of relationships between people employed both directly and indirectly and develop effective influencing skills.

Identifying relationships – exercise

Effective outcomes in this complex environment will depend on regular consultation, cooperation and negotiation, shared management and input of specialist and organisational skills and expertise.

Your first step is to identify the types of relationships in your network so you can be clear about how they might need to be managed and how the various roles might impinge on each other – as in the figure below. Concentrate on the significant relationships.

Figure 4.1 An example of relationships in a network



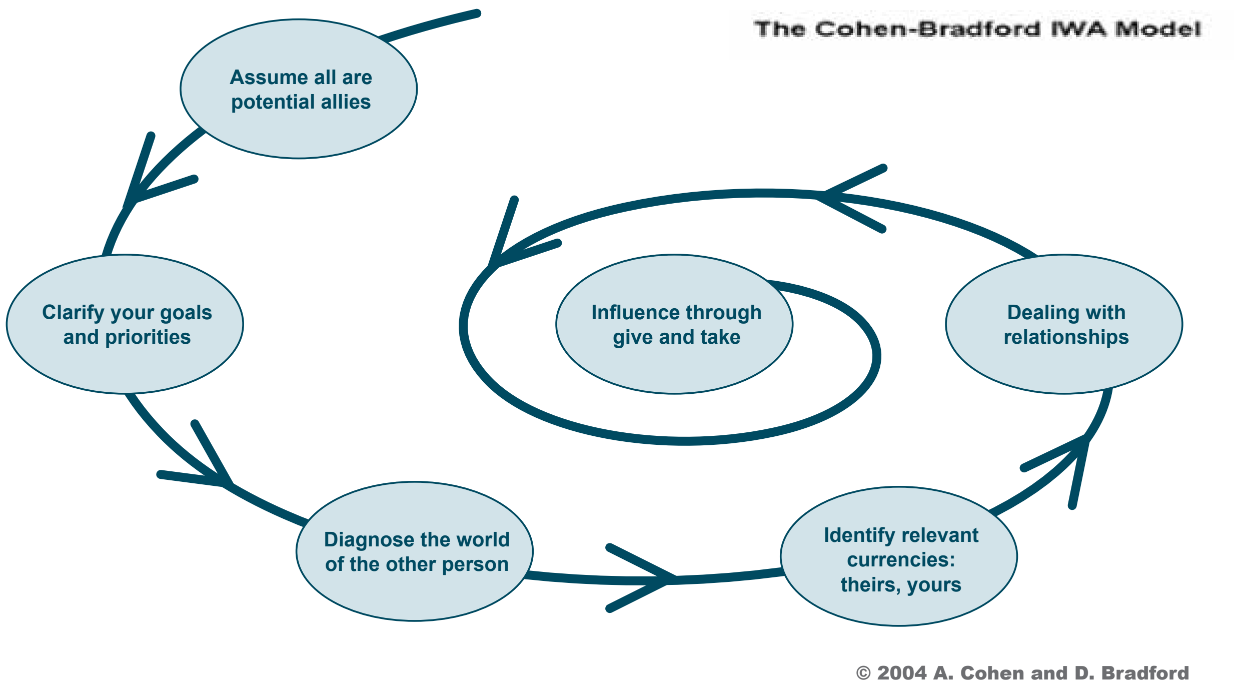
The next stage is to identify each individual's or group's role so that there is clarity about who is expected to do what. The following checklist will help:

- Does everyone understand their current role?
- Are the roles defined clearly?
- How are objectives set and monitored across the various organisations/roles?
- Are there any areas of duplication or potential duplication?
- Are there any areas that get ignored or might get ignored?
- Is everyone clear about your expectations of them?
- Are they clear about how performance or outcomes will be measured?
- Are there effective mechanisms for providing constructive feedback about performance?
- How are decisions made or priorities identified across the various organisations/roles?
- What is the mechanism for solving problems or conflicts?
- Is communication open, honest and transparent?
- What mechanisms are used to communicate? How effective are they?

Influencing

In the complex world of local government you can't always get what you want, especially from people over whom you have no authority. Influencing is a process of reciprocity and exchange—trading what you have that the other person desires in exchange for what you need to accomplish workplace and personal goals. Influencing is about understanding yourself and the effect or impact you have on others. It is about being able to move things forward, without forcing or telling others what to do.

The Influence Model, also known as the Cohen-Bradford Influence Model, outlined below is an effective way of ensuring effective outcomes are achieved – both personal as well as organisational.



Conscious attention to this model isn't necessary at all times, but it provides a checklist that ensures that all the 'bases' are covered. Such a checklist can be especially helpful when faced with an anxiety-provoking situation.

The model has a number of steps and is particularly useful in situations where the conscious use of influencing techniques is required such as when:

- the other person is known to be resistant
- you need help from someone over whom you have no authority
- you don't know the other person or group particularly well
- you are asking for something that might be costly to them
- you have a poor relationship with the person or part of the group or group
- you might not get another chance
- you have tried everything you can think of but the other person still refuses what you want.

1. Assume all – the other person or group – are potential allies.
One of the greatest challenges is trying to influence someone who isn't cooperating. Rather than writing that person off, assume that everyone you want to influence ***could be a potential ally*** if you worked at it. When you need something from someone who has no formal obligation to cooperate, begin by assessing whether you could form an alliance by discovering where there might be overlapping interests. Treating the other person as an enemy will inevitably be self-fulfilling and produce an adversarial response.

2. Clarify your goals and priorities.
Knowing what you want from the potential ally isn't always easy. The issues that affect how you proceed are:

- What are your primary as opposed to your secondary goals?
- Are they short-term or long-term objectives?
- Are they "must-have" needs or "nice-to haves"?
- What are your priorities – achieving the task or preserving/improving the relationship?
- What would you be willing to trade off to get the minimum you need?
- Would a short-term victory be worth creating hard feelings, or is relationship more important?

3. Diagnose their world – what are their concerns and priorities?
Consider what the organisational situation and priorities of the potential ally are that drives them. These may be very different to yours especially if they are in a different organisation. If, for any reason, you can't ask that person directly, examine the organisational forces that might shape their goals, concerns, or needs. This process helps overcome the tendency to blame the individual's personality, character, or motives and can enable you to see the person behind the role. Understanding the pressures that person is under can help you avoid "demonising" them and start seeing a potential ally.

4. Relevant currencies
This equates something of value you have that you can trade for something valuable they have. Most people care about more than one thing (eg prestige, money, being liked).

- **Inspiration related – vision, values and morality/strength**

People who value these factors want to find meaning in what they're doing. They may go out of their way to help if they know it's the right thing to do, or if it contributes in some way to a valued and shared cause. You can appeal to their sense of integrity by explaining the significance of your project or request, and by showing that it's the right thing to do.

- **Task related – challenge, information, getting the job done**

This may involve offering an exchange of resources such as information or staff. You could offer to help on a current project they're working on, or offer your expertise, or your organisation's expertise, in exchange for their help. Another important task-related factor is challenge. Many people, especially those who want to test or expand their skills, value the opportunity to work on challenging tasks or projects.

- **Position related – recognition, reputation, visibility**

This will involve playing to their sense of recognition by publicly acknowledging their efforts, both internally as well as possibly outside the organisation.

- **Relationship related – acceptance, personal support**

People who value relationships want to belong and want strong relationships with their team and colleagues. This means making them people feel they're connected on a personal level.

- **Personal related – appreciation, involvement**

This is probably the simplest of the five. These relate to the other person on a personal level. You can appeal to this person by showing them sincere gratitude for their help.

5. Dealing with relationships
This has two aspects. Namely, what is the nature of your relationship with this person—positive, neutral, or negative and how does that person want to be related to? You might have a prior relationship, and if it is a good one, then it will be easier to ask for what you want without having to prove your good intentions. If, however, the relationship has a history of mistrust—whether for personal or professional reasons or there has been no prior contact, you will need to start by building trust and credibility.

Once you become familiar with the model it is not necessary to follow the checklist slavishly. In order to get started and to familiarise yourself with the process, think about a current issue which you need to resolve and consider how you might use the **IWA** model to achieve the outcome you want?

Managing your relationship with your boss
Although this is not a topic that gets a great deal of attention, it is as important to manage your boss effectively as it is to manage others in your network.

The following checklist will help you identify where you need to do further work in terms of building your relationship:

- understand your boss – what matters to them, the pressures they are under, what motivates them.
- understand the context – how what you do/are responsible for impinges on the rest of your boss' responsibilities.
- inform them regularly about what is happening in a style that suits them, not you. Some may prefer a quick face-to-face, others a more regular structured meeting, others a short written update or email.
- help them by making sure you understand what their priorities are, what they are being assessed on and the part they expect you to play – after all, you play a key part in enabling them to do their job.

- give them solutions, not problems – don’t always go to them for the answer. Go with solutions and recommendations that will not only decrease their workload, but will also help build rapport and trust.
- give constructive feedback – they need to know what they are doing right as well as any problem areas.
- give them the facts – don’t hide them. Your boss needs all the information available in order to make a sound decision. They are bound to find out eventually if you have hidden anything from them and that will erode any trust you have built up previously.

References

1. Cohen, A.R and Bradford, D.L (2005) *'The Influence Model: Using Reciprocity and Exchange to Get What You Need*,' Journal of Organizational Excellence, Volume 25, Issue 1, Winter 2005.

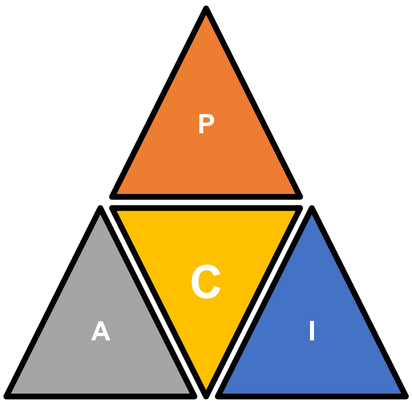
Links

Chapter 17 The organisational context
Chapter 8 The effective team

Chapter 5 – Authority, Presence and Impact

‘Believe in yourself! Have faith in your abiilities! Without a humble but reasonable confidence in your own powers youcannot be successful or happy’
(Norman Vincent Peale / author of **The Power of Positive Thinking**)

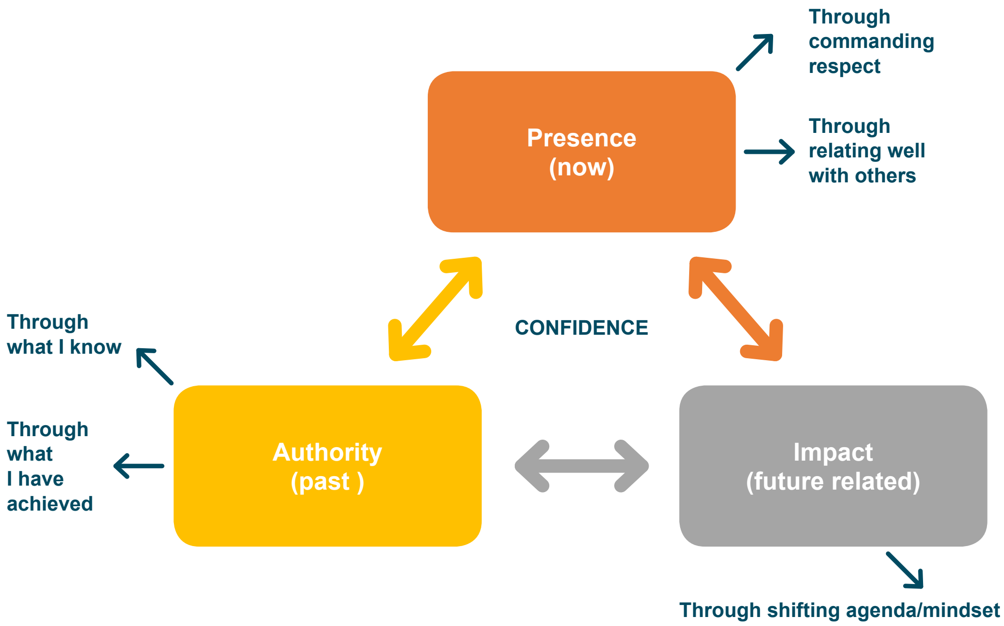
In order to be an effective leader you need to be confident across a range of agendas, areas and with varied stakeholders – within the Council, across partnership organisations, with staff and with customers. There are some people who seem to effortlessly exude confidence and achieve the outcomes they want. How do they build their confidence?
Confidence has three aspects to it – Authority, Presence and Impact



Authority
Authority comes from the **past**. It is about credibility and exuding ‘gravitas’ – it can derive from what or who you know, what you’ve done in the past, and through what you have achieved and experienced - including academic qualifications, professional and practical experience, formal and informal positions and roles, your track record, references and non- verbal credibility eg how you carry yourself, how you enter a room.

Presence
This is the **here and now** and comes through commanding respect; and through relating well to others in the moment. It is about building rapport, picking up on the subtleties of what’s happening around you, being fully present, having passion and enthusiasm and being attentive to others. Presence describes our capacity to ‘occupy the leadership space', in the moment, to be appropriately noticed and to gain respect. It's strongly dependent on our ability to build rapport and to relate effectively with a wide range of other people in the present. It’s about creating a deep rapport space where others feel completely heard, seen & felt around you – eye contact, listening & empathy play a strong role here. We are all pretty good at forming connections and building rapport with about 35% of the people we meet. So how do you develop presence to increase rapport with a much wider selection of people? Ask for feedback on how well you listen, communicate and interact with your colleagues and other stakeholders. Getting first-hand feedback on how people experience you is vital.

Impact
This is in the **future** and comes through shifting an agenda or mindset, or through creating an emotional shift. Impact is about using your insight to cut through the interference & reframe situations; to make a shift in people's thinking, feeling & behaving. Sometimes it may be through a question; sometimes an observation, sometimes non-verbal. It describes our ability to change the course of events; for example, in a meeting, when we intervene to improve the outcome, or to enable people to reframe the way they think about the situation or problem they face. It is a future orientated dimension. Impact is closely connected to the capacity to give and receive feedback with empathy and assertion; and also the capacity to sense, respond to and change the mood in the moment, through matching (and mismatching) the prevailing 'energy'. It's about shifting the course of events. It's also deeply connected to the ability to handle differences or conflicts in the moment, to be assertive, bold and courageous.



Based on Peter Hawkins

Often we rely on two aspects of the model to the detriment of the third, whereas the power and true impact comes from an appropriate use of all three. It is important to ask yourself the following questions:

- Which of these three do you most rely on?
- What are the risks of overdoing each of them?
- What do you need to do more of in order to enhance your effectiveness?
- Do you know what you want to be different?
- What impact do you want to have?
- What is the outcome you are looking for?

References

(1) Coaching, Mentoring and Organizational Consultancy: Supervision and Development Paperback – 1 Jan 2007 by Peter Hawkins and Nick Smith

Chapter 6 – Resilience

> ‘When we tackle obstacles, we find hidden reserves of courage and resilience we did not know we had. And it is only when we are faced with failure do we realise that these resources were always there within us. We only need to find them and move on with our lives.’
> APJ Abdul Kalam (former President of India)

Given the complex and shifting nature of local government managers need to be adaptable and flexible and develop resilience. So what is resilience? It has been defined as that ineffable quality that allows some people to be knocked down by life and come back stronger than ever. Others refer to it as ‘bounce back ability’. Psychological resilience is an individual's tendency to cope with stress and adversity. This coping may result in the individual ‘bouncing back’ to a previous state of normal functioning, or simply not showing negative effects.

However, being resilient does not mean that a person doesn't experience difficulty or distress. Resilience is not a trait that people either have or do not have. It involves behaviours, thoughts and actions that can be learned and developed.

A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is having supportive relationships – both professional and personal. Additional factors associated with resilience, include:

- the capacity to make realistic plans and take steps to carry them out
- a positive view of yourself and confidence in your strengths and abilities
- skills in communication and problem solving
- the capacity to manage strong feelings and impulses.

Ways to build resilience

There are some practical and easy steps you can take to building resilience. They are:

- **Make connections.** Good relationships with colleagues, family members, friends or others are important. Accepting help, advice and support from those who care about you and will listen to you strengthens resilience.
- **Avoid seeing crises as insurmountable problems and keep things in perspective.** You can't change the fact that stressful events happen – both at work and in your personal life, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may change for the better. Research shows that optimism plays a crucial role in building resilience. Try visualising what you want, rather than worrying about what you fear.
- **Accept that change is a part of organisational life.** Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

- **Move toward your goals.** Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"
- **Take decisive actions.** Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.
- **Foster a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
- **Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualising what you want, rather than worrying about what you fear.
- **Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly, eat well and get the right amount of sleep. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.
- **Preserve a sense of purpose.** Remain true to your values and beliefs and retain a clear sense of purpose. Returning on a regular basis to the question, 'what is my/our purpose' assists in times of discomfort and change.

The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience. One way of doing this is to focus on past experiences to help you learn about what strategies for building resilience might work for you.
By exploring answers to the following questions about yourself and your reactions to challenging events, you may discover how you can respond effectively and build greater resilience.

- What kinds of events have been most stressful for me?
- How have those events typically affected me?
- To whom have I reached out for support in working through a difficult or stressful experience? Is there anyone in my 'personal' network who could have/did help?
- What have I learned about myself and my interactions with others during difficult times? Have I been able to overcome obstacles, and if so, how?
- What has helped make me feel more hopeful about the future?

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(1) www.apa.org - American Psychological Association

(2) Heifetz, Grashow & Linsky (2009) The Practice of Adaptive Leadership, Harvard Business Press

Links

Chapter 19 – Networking

Chapter 5 - Authority, Presence and Impact

Chapter 7 – Personal action planning

This chapter provides you with a range of exercises to help you analyse your strengths and weaknesses as a manager and form an action plan for your personal and professional development in the context of a changing environment. These exercises will also help you to build on those from previous chapters and will help you to prioritise.
You may have come across a number of these tools in the context of business or service planning. They can be usefully adapted for use with teams or individuals.

PESTLE analysis
When taking stock of your own position and the directions in which you wish to develop both personally and professionally, it is useful to consider what external environmental influences have been important in the past and the extent to which future external changes are likely to influence or alter the way your local authority operates.

PESTLE stands for Political, Economic, Sociological, Technological, Legal and Environmental. A PESTLE analysis of issues facing local government generally is represented below. It is a rather broad-brush approach and does not take account of changes affecting specific professional areas or your particular local authority.
It considers the questions:

- What external factors are affecting the organisation?
- Which are the most important at the present time?
- Which are likely to be important over the next three to five years?

Political EU Referendum Spending review Devolution	**Economic** Cuts in funding Jobs and skills improvement Fostering local growth
Sociological Community cohesion Aging population School places Affordable Homes Refugee Crisis	**Technological** Shared services Impact of new technology on working arrangements (eg remote working) New ways of delivering services Social media
Legal National Living Wage Welfare Reforms	**Environmental** Road Infrastructure Transport Climate Change

Populating a PESTLE analysis allows you to consider what the key drivers have been in the past and what they are likely to be in the future. At the same time this should help you to reflect on how you as an individual manager (or your team) have responded to those influences in the past and what you need to do to ensure that you are able to respond appropriately in the future.

For example:

- Were you aware about the discussions around the budget savings as they were happening within your authority? Did you anticipate what the psychological impact might be on your team and were you therefore able to minimise that impact?
- As a front line service, how are you and your team contributing to the authority's community cohesion agenda? You and your team members might have information about how different parts of the community feel about the council and its services or about other issues of concern. Are you feeding this information on to anybody else who might need to know?
- If you do have any useful information and you are not passing it on, perhaps this is because you have a limited network and are not sure who else ought to have the information.

If you find that you have very little information about what environmental issues might affect your organisation in the medium term, this may highlight the fact that you tend to concentrate on operational matters and therefore have very little time to look at the big picture – a skill that is increasingly important if you wish to develop your career further.

In considering the PESTLE analysis, can you spot any areas of development that you may not have realised existed before? For example, if home working is introduced across the council, do you have the skills to manage a remote team?

Here is a PESTLE framework for you to populate with the issues affecting your council both in the short and the medium term. You can do this exercise by yourself or with your team.

Political	**Economic**
Sociological	**Technological**
Legal	**Environmental**

Strengths, weaknesses, opportunities and threats (SWOT)

SWOT is one of the best-known business tools for helping people to analyse their organisation's strategic position. It can be adapted for use with teams and individuals. If analysing with your team, ask them to brainstorm ideas under each of the headings. Strengths and weaknesses are about looking inwards, while opportunities and threats are about looking outwards.

There are some questions under each of the headings to help you kick-start a SWOT analysis.

Strengths What are you good at? What particular skills do you (your team) have? Does your team excel in anything? Do individual team members have particular skills? Do you have good information networks across the council? What is your team's reputation?	**Weaknesses** What do you (your team) do badly? What are your areas of development? What annoys your clients most? What is your team's reputation? What are your systems like?
Opportunities What opportunities are out there – across the council, with partners or in terms of shared services? What improvements can you make? How can forthcoming changes be turned into opportunities?	**Threats** Do you have the right technology in place? What do other people have that you don't? What changes are coming that will affect your team?

Here is a SWOT framework for you to fill in either as an individual manager or with your team.

Strengths	**Weaknesses**
Opportunities	**Threats**

Having carried out both a PESTLE and a SWOT analysis, you can usefully put them together to see how they affect each other and which areas might best be prioritised in terms of either your development or that of your team. The statements need to be assessed against each other. This can be done by taking each statement in the left hand column in turn, examining it in terms of some of the key issues in your context and then scoring either a plus + (a beneficial or positive impact), a minus – (an adverse or negative impact), or a zero 0 (a neutral impact).

The example below, which has been based on a team approach, illustrates how the process enables you to prioritise development needs.

Key issues	Community Cohesion	Shared services	Cuts in funding	Ageing Population	
Main strengths					
Committed team	+	+	+	+	
Positive client feedback	+	+	+	+	
New computer system	0	+	+	0	
Main weaknesses					
Lack of skills in using new technology	0	-	-	0	
Financial planning system	0	-	-	-	
Reactive approach	-	-	-	-	
Inability to access information	-	-	-	-	

As you can see, the two areas that require the greatest attention in terms of this team's development are the need to become more proactive and the need to develop proper information systems.

Below is a similar framework for you to populate either as an individual manager or with your team.

Key issues					
Main strengths					
Main weaknesses					

Managing Reputations

Understanding and then working on or improving one's personal or team strengths and weaknesses is the first step. In order to capitalise on them today's manager must also consider and work on their personal and their team's reputations.

The increased use of new and social media also has an impact on how you manage your reputation, especially as it is relatively easy to blur the boundary between one's social and professional lives. Remember, once you have put information out there it is very difficult to erase it. If you do share information on social media it is best to do it cautiously – ask yourself the question would I be happy for anybody to see this information, including my employer or a client?

Some useful questions to consider are:

- How are you perceived? What do you think your reputation is?
- How do you know?
- Whom have you asked? Are they being honest?
- Is the reputation you have the one you want?
- What might you need to do to change your reputation?
- What do you do to actively manage your reputation?

These questions apply equally to both your team's and your personal reputation.

Keeping up with new developments – exercise

As we mentioned earlier, successful managers know about wider developments that may affect their team in future – both in the organisation itself, but also across partnership organisations and in the external environment.

Working through the following questions will help you reflect on whether you are doing enough to keep up-to-date.

1. How much time do you spend reading around your areas of expertise every week?

2. How much time do you spend looking at social media/relevant websites (for example, LGA), using electronic conferences, notice boards each week?

3. How would you describe the way you read this material (scan, browse through a couple of articles, read cover to cover)?

4. Which professional journals, magazines, websites do you use regularly?

5. Which professional journals, magazines, websites do you ***not*** see or read regularly?

6. Which professional bodies or associations do you belong to?

7. How often do you attend any meetings of the professional bodies or associations you belong to?

8. Which courses or conferences did you attend last year?

9. What other ways of developing your professional knowledge have you used over the last year?

Look over your answers to these questions.

- What kind of picture do you get?
- Does your development get a low priority or are you taking it seriously?
- How does the outcome of this exercise relate to the PESTLE and SWOT analysis?
- What implications does this have for your future development as a manager and that of your team?

An action plan is outlined below to help you put together your personal development plan.

DEVELOPMENT ACTION PLAN

Name: ________________________________

Date: __________________________

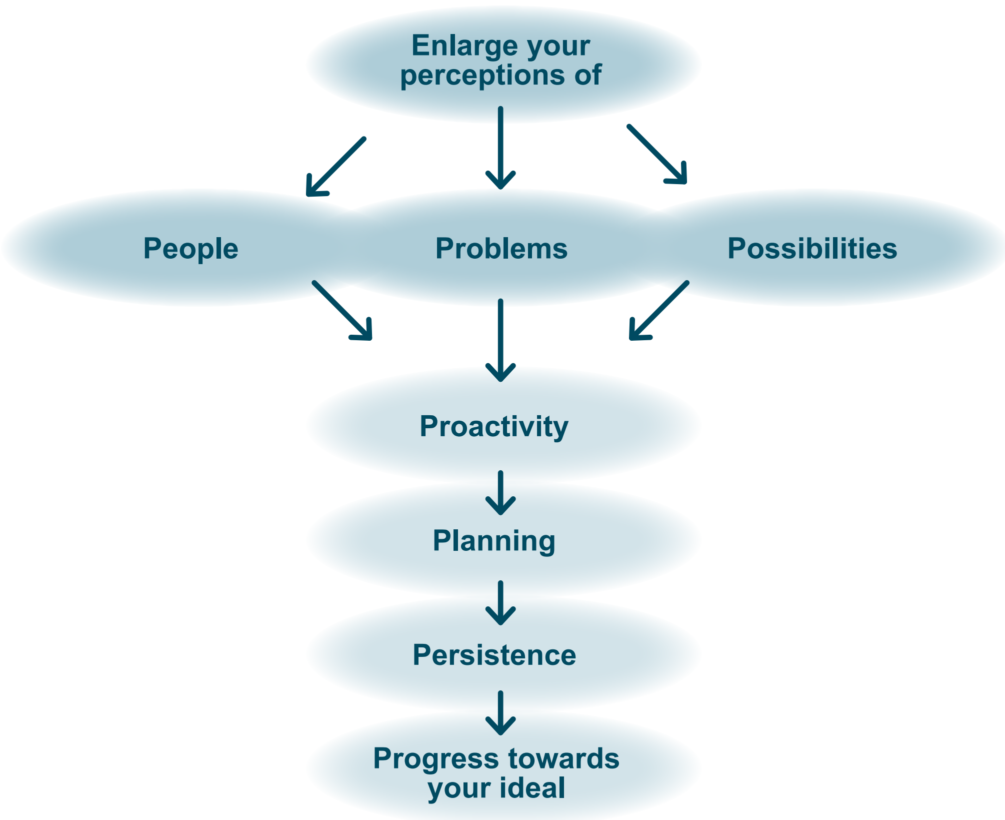
Development objective/goal
Success criteria
Action required to meet objectives (activities/steps) and by when?
People involved (who/how/when/accountabilities)
Resources needed
Monitoring/evaluation arrangements (who? how? when? – including milestones)

Evidence: **Completion by:**

A personal development plan should enable you to become a much more effective manager. Remember, development is not just about acquiring new qualifications or knowledge. It is also about building on existing skills and knowledge and broadening your experience and perception of the world in which you work.

A useful framework is the *8 Ps* model outlined below, developed by Rosemary Stewart[(1)] which can help you to think about the issues you need to take into account in order to put your personal development plan into action.

Figure 5.1 The 8 Ps model



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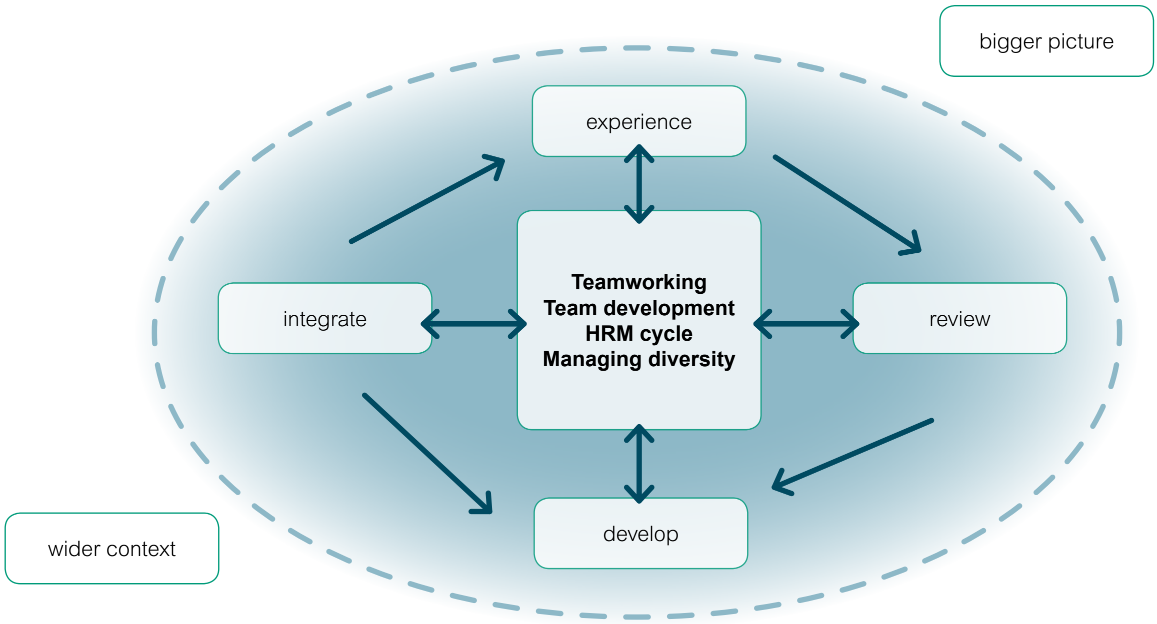
Links

Chapter 1 Self-awareness
Chapter 8 The effective team
Chapter 17 The organisational context

2 - Managing others

Introduction

Figure 2 Learning and development – managing others



Often we focus on tasks and spend little time on the people side of management. This chapter seeks to redress the balance by highlighting how you can assess levels of team working and develop your team to full effectiveness.

It also looks at some key aspects of how to manage others. This will help you build a suite of essential skills to manage the diversity of talents that any group of people bring to organisational life. These skills include:

- recruiting effectively
- retaining and developing team members
- managing performance
- managing diversity
- managing projects and leading change
- developing
- managing conflict.

Your situation and your team will be unique. Try reflecting on your team's situation and its experience. You will need to develop your team management and people development skills in the context of your situation and your organisational culture.

Chapter 8 – The effective team

It's unlikely that you will be able to achieve many of your objectives without good teamwork. You may well be a member of a number of teams – your line manager's team, project teams and the one that you lead.

Indeed you may be part of a team which spans organisational boundaries – working with a neighbouring authority; a partner organisation; a shared service; or a multi-agency team.

Remember, you don't need to be the team leader to suggest a team working review. Part of the practice of any effective team, any team member could be the initiator of a team effectiveness review.

The more effective and well developed your team, the more motivated its members. There are a number of ways of assessing team working. One way is to look at how effectively you are managing 'business-as-usual' and change.

The effective team

Five elements contribute to the level of a team's effectiveness over time(1). They are:

- mission, planning and goal setting
- roles
- operating processes
- interpersonal relationships
- inter-team relations

The greater the clarity, ownership and alignment across these elements the greater the likelihood of developing successful teams.

Mission, planning and goal setting

The most effective teams have a strong sense of their purpose; organise their work around it; and plan and set goals in line with it. Clarity of objectives, together with a common understanding and agreement of these, is fundamental. Interestingly, the very act of goal setting is a prime motivator for the team – the more your team sets clear goals the more likely it is to succeed. When teams are involved in change they are unlikely to reach their destination unless they know where they are going.

Roles and responsibilities

Team members need to have clear roles and accountabilities. They must understand their individual role but also the roles and accountabilities of other team members. Roles need to align to ensure the achievement of purpose and overall vision. Difficulties happen when different team members have different understandings of their role and those of their colleagues. This is not a static thing. Goals change, team members with different strengths come and go and new policies and processes necessitate different ways of working.

Operating processes
Teams need to have enabling processes in place for people to carry out their work together. Often these processes or ground rules are aligned with the stated values of the authority. Sometimes these processes are not explicit, which can lead to confusion.
Typical areas that need discussion and agreement include:

- frequency, timing and agenda of meetings
- problem solving and decision making methods
- ground rules
- procedures for dealing with conflict
- reward mechanisms for individuals contributing to team goals
- type and style of review process.
-

In difficult times these areas will be subject to stresses and strains. How these tensions are managed give a clue as to how well the team is performing.

Interpersonal relationships
Members of teams need to communicate with each other in a way appropriate to the particular situation. Research suggests the greater the degree of change and uncertainty or the more complex the task then the greater the need for teamwork.

In times of change, individual stress levels rise and there is a tendency to focus more on the task than the people processes. This can be especially true for managers. High levels of trust within a team are the bedrock for coping with conflict.

Inter-team relations
Teams cannot work in isolation with any real hope of achieving their organisational objectives. The nature of organisations today – complex, sophisticated and with increasingly loose and permeable boundaries – creates situations where a team's goals can rarely be achieved without input from and output to others.

Very few teams work in isolation and investing in better working across boundaries is as important as investing in your team.

Team effectiveness – exercise

Use the template below to assess a team you lead or of which you are a member. Ensure that you have evidence to back up your views. You may then wish to get other members to assess the team, share results and identify where:

a) you all agree there's the need for change, or
b) where there are striking differences to explore.

Where there is agreement and the score is less than highly effective (4 or 5) discuss possible reasons and brainstorm some ideas on how to change. One or two actions per dimension is ideal.

	Team less effective, less adaptive & change-orientated	Lo 1	 2	 3	 4	Hi 5	Team more effective, adaptive & change-orientated
Mission, planning and goal setting	Lack of purpose and unclear goals result in dissipation of energy and effort.						Clarity of goals and clear direction lead to greater task accomplishment and increased motivation.
Roles	Unclear roles & responsibilities lead to increased conflict and reduced accountability.						Clear roles & responsibilities increase individual accountability and allow others to work at their tasks.
Operating processes	Unclear operating processes increase time and effort needed to achieve tasks.						Problem solving and decision-making are smoother and faster. Processes enable task accomplishment without undue conflict.
Interpersonal relationships	Dysfunctional team working causes tensions, conflict, stress and insufficient focus on task accomplishment.						Open data flow and high levels of team working lead to task accomplishment in a supportive environment.
Inter-team relations	Team working in isolation or against other teams reduces the likelihood of achieving organisational goals.						Working across boundaries ensures that organisational goals are more likely to be achieved.

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Links

Chapter 9 Teams and change

Chapter 9 – Teams and change

You should consider how teams develop and what you can do to help individuals – and the team as a whole – when change happens.

All teams go through a change process when they are first formed and when significant events take place, such as a new member arriving, a key member leaving, a change of scope, increased pressure from outside or a change in organisational climate.

Given that change is now the norm, it is unlikely there will be many periods of absolute stability in the teams you are in – so understanding the process of team development is crucial for team leaders and team members if you want to become as effective as you can be, as soon as you can.

You may have heard of Bruce Tuckman's [1] 'Forming, Storming, Norming, Performing' model of team development. Any team will undergo distinct stages as it works or struggles towards effective team functioning.

Forming
This happens when the team establishes itself by asking some basic questions:

- What's our primary purpose?
- What's the best structure to achieve our purpose?
- What roles and responsibilities do we each have?
- Who is the leader and what's their leadership style?
- How will we work together?
- Who is in and who is out of the team?

Each personality, with their own unique history, will behave differently. The formation of a new team involves each individual adjusting to change in his or her own way.
Initially, the questions posed may be answered in a rather superficial fashion. It is only when people start working together that tensions arise.

Storming
This is what happens when a group of individuals come together to work on a common task and have passed through the phase of being polite, uncomplaining or not voicing their concerns. Statements articulated, or left unsaid, in some form might include:

- I don't think we should be aiming for that
- this structure hasn't taken account of this
- there are rather a lot of grey areas in our individual accountabilities
- why was s/he appointed as team leader when s/he hasn't done this before?
- I don't know whether I can work productively with these people
- how can we achieve our goals without the support from others in the organisation?

The storming phase – if successfully completed – will achieve clarity around all the initial, fundamental questions and enable common understanding of purpose and roles. In turn, it bolsters the authority of the team leader and enables everyone to take up their rightful place within the team. Crucially, it gives people a sense of the way things will happen within the team. It becomes a template for future ways of problem-solving, decision-making and relating to each other.

Norming
At this stage the team settles down into working towards achievement of its tasks, as most of the fundamental questions have been answered sufficiently to allow it to move forward. As more challenges develop, or as individuals grow into their roles, further scrutiny of the fundamental questions will be required. They are either discussed and resolved or they stay beneath the surface but are still sensed by team members, resulting in loss of focus.

Tuckman suggests that this settling process can be relatively straightforward and sequential – moving into a way of working that has its own group norms. It can also be more sporadic and turbulent, with further storming needed before group norms are established. Some teams move constantly back and forth between the norming and storming stages – a clear sign that some underlying issues are not being dealt with.

Performing
This is the final stage of team development. Having successfully passed through the three previous stages, the team has clarity of purpose, structure and roles. It has worked out how it should operate and how members should relate to each other and is comfortable with the team norms established. Not only has it worked these things through but it has embodied that development process as a way of working. It has developed a capacity to change and develop – it has learned how to learn.

The team can successfully get on with the task in hand and attend to individual and team needs at the same time.

Team development – exercise

With other team members, assess where your team is on the Tuckman model. Then use the following table to highlight areas that need attention.

Finally, agree three key actions that you need to take as a team

1.
2.
3.

Table 7.1 Stages of team development – tasks and people

Team elements	Forming		Storming	
	Task	**People**	**Task**	**People**
Purpose	Establish purpose of change and team objectives in relation to change.	Ensure understanding and commitment from team around change purpose on an intellectual and emotional level.	Ensure clarity around purpose of change and team objectives in relation to change.	Check out individual engagement to purpose (enrolment, enlistment, compliance, resistance) and discuss differences.
Roles	Establish roles & responsibilities of whole team and individual members.	Ensure individuals understand their roles and those of others. Establish whether there are any overlaps or grey areas.	Ensure clarity of roles & responsibilities of whole team and individual members.	Establish degree of comfort with individual roles and establish levels of support and challenge required. Highlight areas of team tension.
Processes	Highlight the need for team processes.	Establish ground rules for team working.	Establish processes for decision making, problem solving and conflict resolution if not already in place.	Check levels of trust and agreement. Bring areas of team tension to surface.
Relations	Highlight the need for team processes.	Establish ground rules for team working.	Ensure team is agreed on purpose, objectives, roles and processes.	Build safe environment for members to openly express thoughts and feelings.

Inter-team relations	Establish dependencies on and with other organisational groups.	Highlight the need to establish protocols with key organisational groups.	Establish process for communicating with other organisational groups.	Engage with other groups on how they will work together.
Team focus	Ensure balance between high-level vision and more tangible and specific objectives.	Balance between acknowledging the business case for change and individuals' feelings about the change.	Ensure balance between tying agreements down and keeping options open.	Ensure that different types of people, and potential pitfalls and communication barriers, are understood.
Organisational focus	Ensure alignment of team goals to that of organisational change objectives.	Ensure team members engage on an intellectual and emotional level with organisational goals.	Ensure team structure, roles & responsibilities fit with proposed changes and organisational ethos.	Ensure commitment to organisational goals and that the team operates in line with values.

Team elements	Norming		Performing	
	Task	**People**	**Task**	**People**
Purpose	Review progress on team purpose and objectives, adjust as necessary.	Review progress, recognise achievement.	Review progress on team purpose and objectives, adjust as necessary.	Review team performance against purpose, recommit as necessary.
Roles	Review roles and responsibilities, adjust as necessary.	Review progress, recognise achievements and development areas.	Review roles and responsibilities, adjust as necessary. Develop strategies for improving performance.	Review individual role performance and structure, recognise achievement and provide development.
Processes	Review team processes, adjust as necessary.	Review team processes, adjust as necessary.	Review team processes, adjust as necessary. Develop strategies for improving performance.	Review level of team efficiency, adjust as necessary. Develop strategies for improving performance.
Relations	Review team relations, attend to if necessary.	Review progress, recognise achievement.	Review team relations, attend to if necessary. Develop strategies for improving performance.	Reflect upon level of team effectiveness. Develop strategies for improving performance.
Inter-team relations	Review level of inter-team working, plan negotiations if necessary.	Review level of inter-team working, engage others in negotiating better relations if necessary.	Implement actions from review if necessary. Develop strategies for improving performance.	Continue to foster good working relations with other organisational groups.

Team focus	Review predominate team type, take appropriate managerial action, if necessary.	Review team strengths and weaknesses and work on 'blind spots'.	Balance time between reviewing past performance and planning future changes.	Balance time between individual and team needs, past performance and future planning.
Organisational focus	As team begins to experience less turbulence, review alignment with organisational goals and check team performance against milestones.	Ensure team's values and espoused behaviours are maintained within and outside of team.	Ensure team – in all of its five elements – is performing at an effective level.	Ensure team is operating effectively across organisational boundaries.

Adapted from Esther Cameron & Mike Green (2015) Making Sense of Change Management: A Complete Guide to the Models, Tools & Techniques of Organizational Change

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Links

Chapter 8 The effective team

Chapter 13 Leading change

Chapter 10 – Recruiting staff

This chapter provides managers with tools for recruiting staff effectively.

Effective recruitment results in better services, improved levels of staff satisfaction, a more efficient use of resources and reduced staff turnover. However, too often insufficient attention is paid to the recruitment process, leading to unsuitable and expensive appointments.
This chapter illustrates the components of an effective recruitment and selection process and concentrates on two particularly important aspects – the job description and person specification.

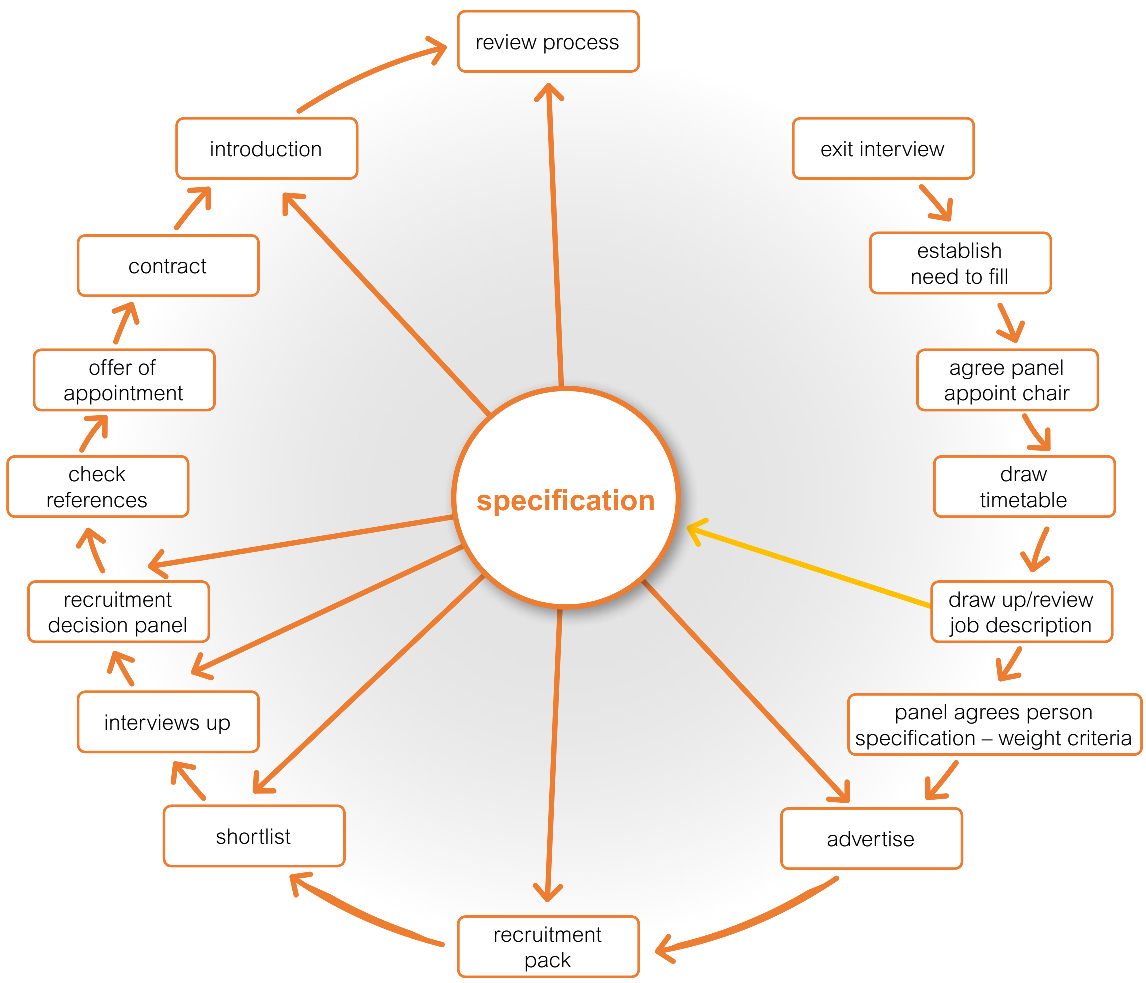

Figure 8.1 The recruitment cycle

Job descriptions

Job descriptions record the important facts about a position. They are critical documents – to the manager and to the individual – because they provide a way of stating simply and clearly what the job entails. They can also be used for:

- establishing a suitable grade (job evaluation)
- providing a basis for determining an induction programme
- providing a basis for identifying training and development needs
- reviewing performance within a job.

It is therefore crucial that managers spend time either reviewing existing job descriptions, to ensure that the job has not changed significantly since it was last advertised, or drawing up new ones. A good job description that has been drawn up systematically and thoroughly will help the selection panel to:

- write the advertisement
- produce a clear and meaningful person specification
- shortlist candidates
- prepare questions
- check candidates' abilities against the job requirements
- identify immediate training needs.

A job description should give the reader an understanding of the job and should observe the following framework:

- job title
- location and whether the job involves travel across the authority
- the salary scale
- management lines – who the jobholder reports to, especially where there are shared reporting lines
- overall purpose of the job – this is a short statement that describes what is expected of the jobholder. Ask yourself, 'What is the reason for the existence of this job?' and 'What end results are expected from this job?'
- main duties/responsibilities – a list of about ten or fewer key areas of responsibility. Some jobs may have more but remember that the intrinsic complexity of the job is not related to the length or complexity of the job description.

When writing up the main duties/responsibilities, use a verb to describe the nature of what the jobholder is expected to do. Verbs will vary depending on the level of the job.

Examples of typical verbs at different levels are given below:

Management	Specialist/technical	Administrative
Plan	Analyse	Administer
Direct	Advise	Maintain
Establish	Recommend	Distribute
Implement	Provide	Check
Achieve	Develop	Operate
Evaluate	Interpret	Present
Review	Propose	Process

When considering the main duties/responsibilities, think about how much formal authority the job carries. For instance, does the jobholder have authority to commit financial resources, recruit and train staff, order equipment? Money and other resources are also important areas to consider. What will the jobholder be responsible for in terms of budgets, numbers of staff, equipment/buildings?

The best job descriptions are easy to read and understand. Use clear and concise sentences and remember that some of the language, jargon and acronyms used in local government may be unfamiliar to those outside.

Person specifications

The person specification is the central recruitment document. Its purpose is to identify and summarise the skills, abilities, knowledge, experience and qualifications required to carry out the duties of the job to an acceptable standard. It enables the panel to assess candidates at both short listing and interview stage in a focused, unbiased and accountable way.

The criteria outlined in the person specification must be drawn from the main duties and responsibilities of the job. A thorough analysis of the job description is necessary to identify the criteria that are essential to the performance of the role. This includes reviewing the tasks that are to be performed and the relationships that the jobholder may have with other people – including colleagues, clients, other departments and councillors. It may be helpful to discuss the job with the previous holder, or with other individuals carrying out the same job to ensure an accurate picture.

It is crucial that all the necessary criteria be identified and clearly defined at this stage, because they should not be changed or amended later on during the selection process. When drawing up a person specification, you should:

- think about the job and the environment in which it is to be carried out – will it require home-working, hot desking?

- list every skill, ability, area of knowledge and level of qualification (if appropriate) you think is necessary for each task and function detailed in the job description. Keep in mind the level at or circumstances in which the tasks are performed. Consider whether any specific experience is required.
- where the same or similar requirements have been listed, group them into relevant categories.
- turn these into valid and testable criteria using clear, concise phrases in plain English. Ask yourself how these criteria will be tested. If you cannot think of an appropriate question or valid selection test, consider omitting the criteria.
- check that you have covered all the tasks within the job description.

Person specification criteria should:
- relate to the needs of the job
- be objective
- specify each requirement in precise job-related terms
- integrate equalities issues
- be customer-focused.

The specification must distinguish between essential and desirable criteria. If the job requires specific knowledge or skills at a particular level, then these levels must be stated as essential. Take care when defining desirable criteria, because they may exclude perfectly capable applicants and may result in unfair decisions being made based on unjustified requirements.

Skills, abilities and knowledge: A skill is the ability to do something. It is important to remember that ability need not be proven by experience. For example, someone may have the ability to manage staff but may not have had any experience and therefore will not have the proven skill.

Skills and abilities should be carefully defined and phrased in a concise and unambiguous way so that they are not open to misinterpretation. Common examples of ambiguous requirements are literacy, numeracy or organisational skills. The literacy level required by a senior manager who is responsible for formulating policies is very different from that needed by an administrative assistant. Asking the following questions helps to clarify what is required:

- literacy – in order to communicate with whom? For what purpose? In what format? How often? Is accuracy important? Will anyone check the work?
- numeracy – to what level? For what purpose? Can a calculator be used?

Some jobs may be highly repetitive and need patience and persistence, while others may require individuals to cope with high levels of stress. It is important that all these aspects are covered.

Equalities should be an integral part of the person specification criteria and should be based on the particular requirements of the job. Equalities implications can, for example, be integrated into communication skills, policy development or supervisory responsibilities, as illustrated by this specification: *Able to provide a friendly and responsive reception service that meets the needs of the local, multi-racial community*.

Skills may be transferable in many situations. For example, the skills used in organising a school or church fête are similar to those used in managing a busy office. Various types of knowledge may be required. It may be awareness, or it may be derived from training or education.

Experience: When considering experience do not fall into the trap of measuring it simply by time spent in a job or in an activity. It is the quality not quantity of experience that is important. For example, in a management post you might want a breadth of experience across a range of activities as well as length. Think about the range of developed skills that are required – instead of simply saying, ‘office experience’, you could define the requirement in the following way, ‘experience of using a photocopier, answering the telephone, dealing with members of the public, maintaining a manual and computerised filing system’ or instead of ‘computer experience’ you could specify, ‘digital skills to update the departmental website’.

Experience may be gained from a variety of sources, including previous paid employment, voluntary work, outside interests or work carried out in the home.

Qualifications: Qualifications should only be used when essential, for example where there is a statutory requirement. There may be certain sections of the community who have not had the opportunity to acquire academic or professional qualifications. Equal weight should be given to comparable qualifications obtained from abroad. Qualifications may only be one route to meeting the requirements of the candidate specification. Skills acquired through a range of experiences may be an appropriate substitute.

The less ambiguous a person specification the easier it is:

- for applicants to address themselves to the requirements of the job
- for the panel to draw up relevant questions and assess the answers
- to collect and evaluate evidence about the candidate’s ability to do the job.

Recruitment checklist

- does your authority have a clear process for recruiting and selecting staff?
- does it take account of the principles outlined above?
- if not, how do you think your authority’s processes could be improved?

References

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Links

Chapter 11 Managing for improved performance

Chapter 11 – Managing for improved performance

Performance management concerns improving individual and team performance and ensuring that your staff are motivated. Effective performance management is crucial if an organisation is to achieve its objectives.

In order for there to be successful performance management:

- Any performance management system must be linked to the organisation/department's mission, strategy, objectives and goals.
- Each employee must know what their role is, what standard of performance is required and must receive regular feedback.
- The system must be managed proactively – rather than by default – by all managers. It is vital to understand that it is a continuous cycle and not just an annual event. This means putting in place a system for regular and continuing supervision.
- The system must be endorsed and supported by top management, line management and the workforce as a whole. Otherwise, it will be fragmented and is likely to fail. It is therefore important that staff be involved in the process from the start.
- As far as possible, it is beneficial to apply the same system to all grades of staff.
- There must be a clear link between the performance management system and other human resources policies and processes. For example, objectives should be based on job descriptions.
- Training of both staff and managers is key to success.
- Remembering to keep documentation to a minimum and as simple as possible – it is a means to an end, not an end in itself.
- Poor performance not only impairs organisational effectiveness but also reduces staff morale and the manager's credibility. You need to act – hoping things will improve by themselves is not a useful strategy in these circumstances. The longer an employee stays in post the harder it becomes to argue incompetence. Signs of incompetence should, therefore, be acted on immediately.

Performance management checklist

When appraising your staff, you should be able to answer the following questions:

- Are you clear about their roles and priorities and what your expectations are?
- Do you set clearly defined performance objectives for your staff?
- How do you decide what the objectives should be?
- How do you ensure that the objectives are SMART (Specific, Measurable, Achievable, Realistic, Timed)?
- How do your objectives develop your staff as well as meet the organisation/department's needs?
- How do you ensure that staff have the training and development to do their job?

Aspects of performance management you need to consider include:
- Do you have regular performance discussions with your staff? How often?
- Do you give honest feedback?
- Do you deal with poor performance? How?
- How do you make sure you set a good example to your staff by your behaviour?
- Do you communicate council and departmental priorities and changes to staff? How?
- Do you communicate in general with staff? How? Why? When?

Feedback

To ensure that any performance management system is successful, managers need to develop effective feedback skills. Constructive and timely feedback ensures that staff feel valued.

Constructive feedback lets recipients know:
- what the standards are
- how they are doing
- what needs to change in order to meet the standards
- how long they have to improve
- what support they can expect from you, their manager.

The **dos and don'ts** of constructive feedback

Do ensure your comments are:
- objective and based on facts or observations
- specific
- focused on behaviour that the recipient is able to change
- balanced and highlighting the positives as well as the negatives
- giving praise where it is deserved
- timely
- given in a respectful, non-judgmental and unemotional way
- regular and informal – not only as part of an annual or six monthly appraisal process
- in manageable amounts from which the person can learn.

Don't:
- start by asking questions, such as 'Guess what's on my mind?'
- make a statement and then try and soften it with ifs, buts and maybes
- give suggestions of how things might be improved
- talk down to people.

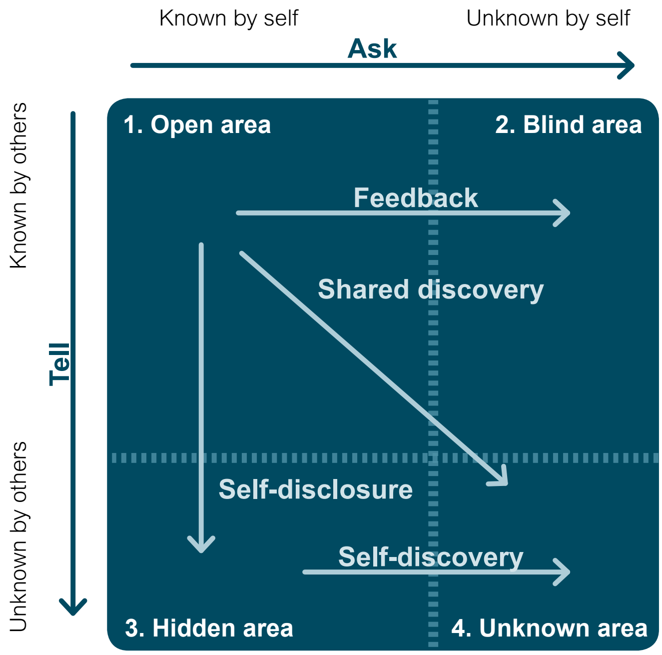
Feedback from staff to their manager is just as important. When receiving comments from staff, you need to:
- listen to the message
- do not defend or argue
- clarify if you are unsure

- accept praise – don't write it off
- ensure that you understand what is being said
- consider asking what they would like to see done differently
- thank the giver – they have just taken a risk.

A communication model that can help you develop your feedback skills and improve understanding between individuals is 'The Johari Window'. The word "Johari" is taken from the names of Joseph Luft and Harry Ingham, who developed the model in 1955.

The two key ideas behind the tool are that you can build trust with others by disclosing information about yourself and, that with the help of feedback from others, you can learn about yourself and come to terms with personal issues.

The Johari Window is a four-quadrant grid, which you can see in the diagram below.



From "Of Human Interaction," by Joseph Luft. © 1969. Reproduced with permission from McGraw-Hill Education.

Open Area (Quadrant 1)
This quadrant represents the things that you know about yourself, and the things that others know about you. This includes your behaviour, knowledge, skills, attitudes, and "public" history.

Blind Area (Quadrant 2)
This quadrant represents things about you that you aren't aware of, but that are known by others. This can include information that you do not know/notice (for example a tendency to tap your foot when anxious) and yet can be seen by others.

Hidden Area (Quadrant 3)
This quadrant represents things that you know about yourself, but that others don't know.

Unknown Area (Quadrant 4)
This last quadrant represents things that are unknown by you, and are unknown by others.

The ultimate goal of the Johari Window is to enlarge the Open Area, without disclosing information that is too personal. The Open Area is the most important quadrant, as, generally, the more your people know about each other, the more productive, cooperative, and effective they'll be when working together.

The process of enlarging the Open Area quadrant is called 'self-disclosure', and it's a give-and-take process that takes place between yourself and the people that you're interacting with. As you share information, your Open Area expands vertically and your Hidden Area gets smaller. As people on your team provide feedback to you about what they know or see about you, your Open Area expands horizontally, and your Blind Area gets smaller.

Done well, the process of give and take, sharing, and open communication builds trust within the group.

At first glance, the Johari Window may look like a complex tool, but it's actually very easy to understand with just a little effort. As such, it provides a visual reference that people can use to look at their own character, and it illustrates the importance of sharing, being open, and accepting feedback from others.

The importance of feedback in this process can't be overstated. It's only by receiving feedback from others that your Blind Area will be reduced, and your Open Area will be expanded.

Psychological Contract

Performance management systems tend to be based on the explicit employment contract between staff and their managers. However, managers also need to be aware of the unarticulated assumptions or expectations that they or their staff may have. This concept is known as the psychological contract. As consultant Michael Armstrong has put it, 'It is a system of beliefs that may not have been articulated, but encompasses the actions that employees believe are expected of them and what response they expect in return from their employer'(1).

Unearthing some of these assumptions will help you to manage and motivate your staff more proactively. Work done by Marcus Buckingham and Curt Coffman (2) suggests that the following list of questions, if discussed with staff, will help you as a manager gauge just how positive they feel about their workplace and help you identify what more you need to do to improve performance.

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?

3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my organisation make me feel like my work is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, have I talked with someone about my progress?
12. At work, have I had opportunities to learn and grow?

If you can create an environment where staff answer positively to all 12 questions then you will have gone a long way to building a positive and motivated work place.

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Chapter 12 – Managing diversity

Diversity defined

The basic concept of managing diversity accepts that the workforce consists of a diverse population of people. The diversity consists of visible and non-visible differences, which will include factors such as sex, age, background, race, disability, personality and work-style. It is founded on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being fully utilised and in which organisational goals are met.
From *Diversity in Action: Managing the Mosaic* by Rajvinder Kandola and Johanna Fullerton, IPD, 1994. [(1)]

The term diversity tends to be used in relation to employment rather than service delivery. Workforces are made up of a finite number of people, so it is easier in this context to formulate and apply specific organisational policies that accommodate individual differences.

Dealing with increasing diversity and complexity

Today's manager needs to be skilled at dealing with diversity across the whole range of dimensions to ensure everyone in the workforce feels valued and is able to perform to their full potential.

For example, research has identified that the current workforce consists of three generations, all of whom have dissimilar work aspirations and therefore require different management styles.

They are characterised as:

- **Baby Boomers** (born between 1945- 1964), who tend to want it all and seek it by working long hours, showing loyalty, and being ruthless if necessary. They are likely to respect authority, but want to be viewed and treated as equals. They tend to be driven to succeed and to measure that success materially. They are inclined to lack technological skills. Baby Boomers tend to be optimistic and confident and to value free expression and social reform. In the workplace. Baby Boomers tend to seek consensus, dislike authoritarianism and laziness and micro-manage others.
- **Gen X** (born between 1965–1980) tends to have strong technical ability and is likely to be self-reliant, individualistic, lacking in loyalty, and intent on balancing work and their personal life. They tend to embrace change, be outcome-focused, and seek specific and constructive feedback. Gen X loves freedom and room to grow. It tends to respond well to competent leadership and is likely to value developing skills more than gaining in job title and does not take well to micromanaging.
- **Gen Y** (born after 1980) is the most technically literate, educated, and ethnically diverse generation in history. It tends to want intellectual challenge, needs to succeed, and seeks those who will further its professional development, strives to make a difference, and measures its own success. Meeting personal goals is likely to matter to Gen Y, as is performing meaningful work that betters the world and working with committed

co-workers with shared values. Making a lot of money tends to be less important to Gen Y than contributing to society and enjoying a full and balanced life. Gen Y was socialized in a digital world. It is continually wired, plugged in, and connected to digitally streaming information, entertainment, and contacts. It has so mastered technology that multitasking is a habit it takes into the workplace, where it tends to instant message its contacts while doing work.

Another dimension of diversity is the plethora of cultural difference in the work place. This brings new communication challenges with it. As a first step when there is a misunderstanding in the workplace it is worth taking a step back and thinking about whether cultural differences may have caused the problem. This could be due to differences in written or spoken communication or in the use of body language. For example, some cultures are used to giving and receiving direct feedback, while in others feedback is given more circumspectly. The key to effective cross cultural communication is keeping communication clear, simple and unambiguous and listening actively.

Harnessing the talents of diverse teams

The first step is to recognise and acknowledge the differences that exist within the team and learn more about those differences and how they can be exploited positively to increase organisational performance.

Diversity – exercise

This can be a powerful and rewarding activity but it requires skilled facilitation.
Diversity is about difference and organisations have long tried to suppress it, because sameness and homogeneity are easier to manage. Acknowledging and working with diversity requires skill and sensitivity on the part of managers, so you will need to judge what level of diversity your team is ready to deal with when deciding whether to undertake this activity.

Ask team members to identify the key differences that they see among themselves. List these on a flip chart. Obvious examples might be:

- under 35 and over 35
- women and men
- administrative staff and manual workers
- able-bodied and less able
- part-time and full-time
- Asian and White.

Choose a dimension of difference that affects most team members and ask them to split along those lines and work as separate groups to fill in the blanks and then consider these final questions:

- what’s important to us about being .., is…
- as ... we bring the following qualities and strengths to work …

- at work we are enabled to use and put into practice the following qualities and strengths ..., which contribute to an effective and positive working environment.
- at work we are unable to use and put into practice the following qualities and strengths..., which restricts both our potential and that of the team.
- how can we create an environment that enables us to make the most of all our qualities and strengths?

Once this exercise has been completed each group reads out its response to the other, who listen in silence.

Now split the group along another difference line and repeat the exercise as before. Once three or four major aspects of diversity have been explored, get the team to discuss what has come out of the process and what needs to be done to create an environment that makes the most of everyone's potential.

Depending on how comfortable your team is with diversity, you may wish to explore only one dimension of difference at a time over a period of several weeks.

Equality defined

Equality is about combating discrimination and ensuring equality of outcomes by ensuring fair treatment on the basis of need – both in terms of employment and service delivery.

It is about ensuring equality of outcomes by taking steps to ensure that there is:

- **equality of opportunity** – in terms of providing information about both services and employment opportunities in a variety of ways
- **equality of access –** by eliminating barriers to both service delivery and employment
- **equality of treatment –** in terms of treating people according to their need.

Discrimination happens not only when someone is treated less favourably because of their difference but more typically when someone's difference and needs are not recognised – for example, not taking account of the fact that a hearing impaired client might require an induction loop in order to communicate effectively.

Equalities legislation is about combating discrimination and ensuring equality of opportunity and outcomes. Anti-discrimination legislation is predicated upon your membership of a group – for example women or men – rather than an individual characteristic.

Barriers to equality - exercise

Use the descriptions of equality of opportunity, access and treatment above to test whether there are any barriers to the way you select and treat staff or the way your team provides services.

An example is provided below:

	Issue	Potential barrier	Resolution
Opportunity	Information about criteria for assessment is only provided in written leaflets.	Complex language/jargon is potential barrier for those whose first language is not English or who may have limited literacy. Typeface too small for those with visual impairments. Background colour makes it difficult to read.	Use plain English. Make leaflets available in translation if requested. Give people an opportunity to get information face-to-face. Change typeface and background of leaflet.

A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act simplifies, strengthens and harmonises legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

Equality and Human Rights Commission

For further guidance on the Act see www.equalityhumanrights.com

The giraffe and the elephant – a salutary tale

Finally, here is a story that illustrates how organisations – if they are to make the most of their diverse workforces – need to start rebuilding rather than expecting individuals to constantly adjust.

A giraffe and an elephant considered themselves friends but when the giraffe invited the elephant into his home to join him in a business venture, problems ensued. The house was designed to meet the giraffe's needs, with tall ceilings and narrow doorways. When the elephant attempted to manoeuvre, doorways buckled, stairs cracked and walls began to crumble. Analysing the chaos, the giraffe saw that the problem with the door was that it was too narrow. He suggested that the elephant take aerobic classes to get him 'down to size'. He said the problem with the stairs was that they were too weak. He suggested that the elephant take ballet lessons to get him 'light on his feet'. But the elephant was unconvinced of this approach. To him, the house was the problem.

From *Building a House for Diversity* by R Roosevelt Thomas, Amacom, 1999

References

(1) Rajvinder Kandola and Johanna Fullerton (1994) *Diversity in Action: Managing the Mosaic*, IPD

(2) Mike Pedlar, John Burgoyne and Tom Boydell (1991) *The Learning Company: A Strategy for Sustainable Development*, McGraw-Hill

(3) Kerry Chater and Roma Gaster (1995) *The Equality Myth*, Allen & Unwin

(4) Susan P Eisner (Autumn 2005) *Managing Generation Y*, SAM Advanced Management Journal

Chapter 13 – Leading change

Managing change is a key part of the modern manager's job. It is critical that you support people through the transition and ensure that the change project runs smoothly.

The middle manager plays a key role in many organisational change initiatives. It is also one of the most challenging – and fulfilling – roles during times of change. Employees need to hear the change message from two people – the senior most involved manager and their line manager. Your role is to be able translate the authority or departmental wide vision into some more tangible and operational.

Your role in change is often to manage 'business-as-usual' and ongoing performance; to help implement any changes; to support and challenge your staff through the changes; to maintain your own psychological equilibrium throughout the changes; and to embed any changes into the fabric of the organisation. All these at a time when your own future may be uncertain.

The change equation

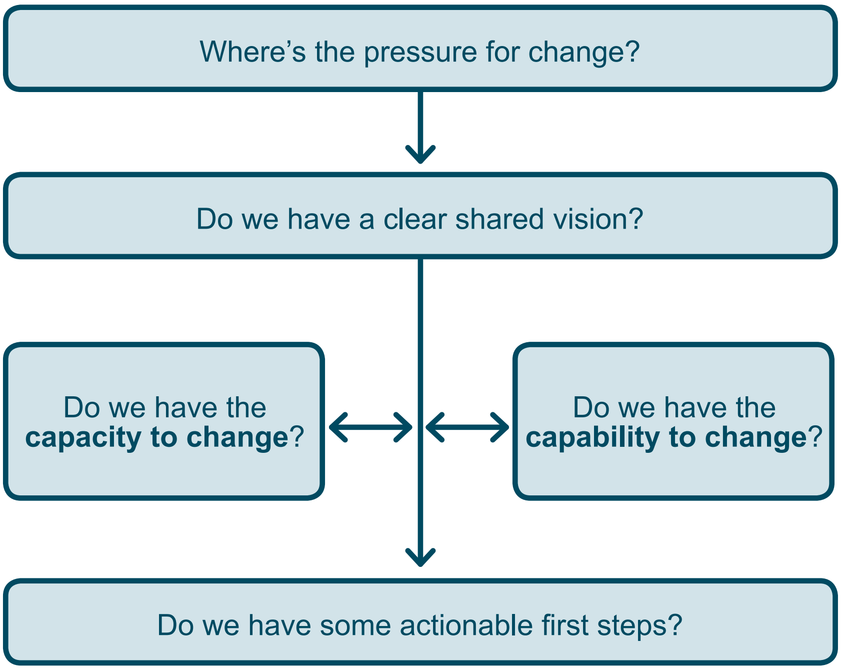
There are many models of change - see *Making sense of change management* (2004)[1] for a useful summary of the key ones – but a widely-accepted model is the change equation developed by Richard Beckhard and Reuben Harris in *Organizational Transitions: Managing Complex Change*.
It is a simple but effective way of capturing the process and identifying the critical factors that need to be in place. We have adapted their formula for local authorities.

$$A \times B \times C \times D \times E \geq F$$

A is *pressure for change* – the level of dissatisfaction with the current state. If there's no real incentive to change from the leadership or the staff then it never becomes enough of a priority. Are we giving out clear and compelling messages about the need for difficult change?
B is a *clear, shared vision* – the desirability of the suggested end state. If there's no clarity of vision – with a shared understanding and tangible outcomes – the initial motivation will fizzle out.
C is the *capacity to change* – whether the organisation has the technological, financial and human resources to deliver. If there are not enough resources, this will lead to higher levels of stress on the implementers and increased levels of frustration for the initiators.
D is the *capability to change* – whether the organisation has the necessary skills and competence. If there is not enough organisational competence and no plans to actively develop it, the authority will see heightened levels of anxiety and a greater number of errors being made.
E is the *actionable first step* – an understandable and measurable set of plans to begin the change process. If the agreed actionable first steps are missing then people will go off in different directions and at different speeds. This will be characterised by haphazard efforts and false starts.

All these factors together have to be greater than **F, which is the *resistance to change*,** in its various guises.

If any one factor is low, then the resulting product will be lower. Indeed, if zero, the product will be zero and the resistance to change will clearly not be overcome. So, if the pressure for change is low or the vision not clear or shared, the chances of success are dramatically reduced. The factors A through E do not compensate for each other. Each one needs substance.



Five qualities which can help

In Making Sense of Leadership Cameron and Green (2008)[2] five qualities for managers to access are described. These qualities help address both the task and the people elements of change.

You need to be able to see what isn't working within the organisation, to be able to point this out and unsettle people enough to ensure that something is done about it. This is about identifying the problem and creating *The Discomfort* to produce a real sense of the need for change. This is the quality of the Edgy Catalyser because of their ability to be able to prod and probe at organisations and its people and 'stir things up' to create that discomfort and awaken the need to change. It also says a lot about the physical and emotional stance that the manager will take – forward, assertive, and proactive.

You also need to be able to understand quite clearly how the organisation is operating within the local, national and indeed international context; what the drivers for change are and whether your authority is 'fit for purpose'. You need to think through and develop the structural and process objectives for the future – that is they need to create *The Design*. This can be done on a community, authority or departmental level. This is the quality of the Thoughtful Architect - one of thoughtfulness, observation and grand designs. It is a somewhat introverted role requiring time and space for reflection and planning. Less physically active role and perhaps more conceptual than personable.

Knowing what is wrong and having a strategy as to what needs to change is insufficient - key questions for managers should include "How can the human resources and talent I have available be harnessed?" and "How can my staff and other stakeholders be inspired, motivated and engaged to work towards the future?" There needs to be a focus on *The Buy-in*. The Visionary Motivator quality is all about creating a vision of the future and engaging people to accompany you there. It is a very positive, forward thinking role which actively engages with all stakeholders. Communication, positivity and momentum are key features.

Given the need for cross-organisational working, multi-agency working, strategic partnerships, outsourcing and shared services there is an additional role in times of change concerned with *The Connectivity*. The complexity of change, and indeed of organisations themselves, together with the dual phenomena of the increasing permeable organisational boundaries (with outsourcing, partnering, multi-agency working, etc.) and a shift from top-down directive leadership creates the need for a different type of leadership. You need to know enough about the authority, its purpose and competencies, and to be well connected enough to span these boundaries and organise work in alignment with other interests. The Measured Connector quality is a somewhat calmer role where you need to reflect upon the disparate interests of stakeholders and craft a common agenda which people can identify with. It is not about leading from the front but facilitating communication and effective working across these interest groups. 'Measured' as in 'calm', acting with integrity and authenticity and purpose.

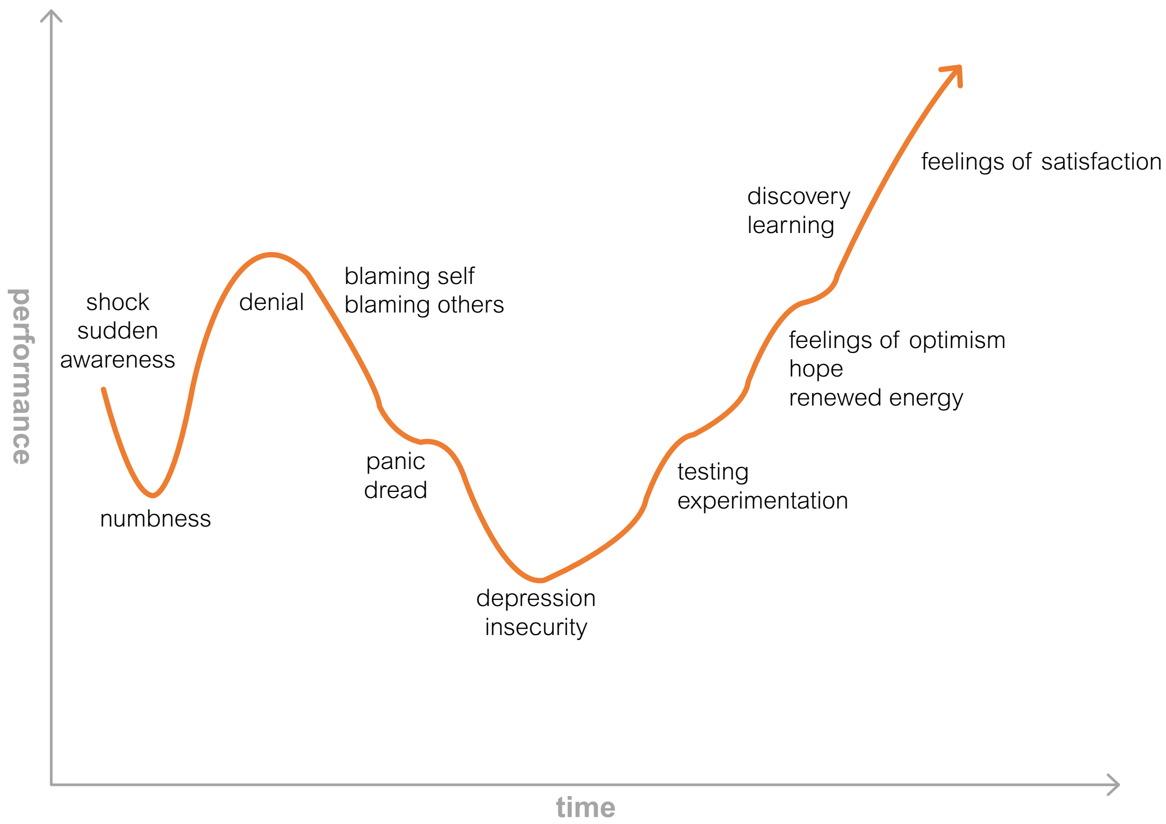
Ultimately, though, the changes need to be implemented and you need to ensure that there is organisational focus on the objective and the tasks and activities required to achieve them. Focus on delivering *The Project* translates as attention to what needs to be done to manage key projects, ensure all the relevant resources are acquired and projects are delivered on time, to budget and with the right quality. The quality of Tenacious Implementer reflects both the perseverance and persistence which are required as well as the task focused, action oriented nature of the role. Very much a hands on role and a calling of people to account to ensure progress along the time line.

Managing people through change

Research indicates that individuals typically go through a number of stages when dealing with change. (3,4)

The change or transitions curve describes a typical trajectory through these stages though we should recognise that not everyone will necessarily experience all these stages nor necessarily in this sequence. Indeed, it is possible for people to get stuck and not move on, or to move through the curve and then find themselves back at the beginning. The actual words describing the feelings will differ from person to person but if you reflect upon a recent organisational change you will most likely identify with the notion.

Figure 11.1 The transitions curve - an example



Knowing about the curve helps people understand the process – but doesn't mean you don't go through it. There are a number of ways you can help people deal with the various stages and table 11.1 suggests certain generic strategies as you move through the curve.

Table 11.1 Strategies for dealing with stages of change

Stage	Description	Strategy
Shock **Numbness** **Denial**	Characterised by a sense of disbelief and denial of the change. Maybe telling oneself that it isn't happening and hoping that it will go away. 'Let's keep our heads down; we don't need these changes; perhaps they'll go away.'	Attempt to minimise shock. Give full and early communication of intentions, possibilities and overall direction.
Blame **Anxiety** **Depression**	Getting angry that you find yourself in this situation, blaming self, blaming others. Attempting to avoid the inevitable. Getting anxious about whether you'll survive or be exposed as incompetent. Hitting the lows and responding (or being unresponsive) with apathy or sadness. 'I don't want this to work; I don't think I'm up to it or up for it; and I don't want to be part of it.'	Listen, empathise, offer support, protection. Do not suppress conflict & expression of difficult views or emotions. Help individuals weather the storm. Recognise how change can trigger off past experiences in individuals. Try not to take others' reactions personally.
Acceptance	The reality of the situation is accepted. 'I guess those things have gone for ever; I wonder whether the changes will work.'	Help others complete. Allow others to take responsibility. Encourage. Create goals. Coach.

Exploration	People become more open to the possibilities of change. Perhaps some of these changes might be worth thinking about. Perhaps you might just ask to see the job description for that new post. 'Maybe these changes are working; perhaps I could try something on for size; maybe I could contribute.'	Encourage risk-taking. Exchange feedback. Set up development opportunities.
Optimism Learning Integration	As you enter this new world there's the discovery that things aren't as bad as you imagined, perhaps the company was telling the truth when it said there would be new opportunities and a better way of working. 'It's not so bad after all, they're definitely working and I enjoy contributing.'	Discuss meaning & learning. Reflection. Overview of experience. Celebrate success. Prepare to move on.

Self-evidently, different individuals and groups of people will go along the curve at different speeds. Often the senior managers and the project team will see how the changes can be fully integrated while middle managers may only just understand some of the possibilities, while many staff may still be in the throes of anger, blame, anxiety or depression. No amount of inspiring communications about wonderful visions of the future will be well received by these groups. Pick one person going through change and ask yourself, do they have what they need for them to survive and thrive through the process?

Please note that not everyone experiences the intensity of emotion and trauma that the transitions curve suggests. Some people might well focus less on the more internally-focused negative emotions and the more externally focused feelings of experimentation, exploration and optimism. Some people are more likely to embrace change (see chapter 3) and those with a previous individual or organisational history of positive change might be more likely to warm to change.

Managing change – exercise

Select a change you are currently working on and answer the following questions.

What is the nature of the change and how might people react to that? For example: • routine – one-off • large – small • contraction – expansion • evolutionary – revolutionary.	

What are the consequences of the change for different stakeholders? How might we communicate that to: • end users • staff • citizens • management • others?	

In the change process: Where am I on the change curve? What can I do to move myself on? What resources/support do I need to move on?	

Where are others on the change curve and how can I move them on?	

What communication plans do you have that are aimed at all different personality types? (see Chapter 3) Extravert – Introvert Sensing – iNtuition Thinking – Feeling Judging – Perceiving Thoughtful Realists Action-oriented Realists Thoughtful Innovators Action-oriented Innovators	

What systems are in place to monitor and respond to how people feel about change?	

What systems are in place to support people through change?	

What is the impact on the team and how can these issues be addressed? (see Chapter 8 and Chapter 9)	

References

(1) Esther Cameron & Mike Green (2015) *Making Sense of Change Management: A Complete Guide to the Models, Tools & Techniques of Organizational Change*, Kogan Page
(2) Esther Cameron and Mike Green (2008) *Making Sense of Leadership*, Kogan Page
(3) Mike Green (2007) *Change Management Masterclass*, Kogan Page
(4) Elizabeth Kubler Ross (1969) *On Death and Dying*, Macmillan

John Adams, John Hayes and Barrie Hopson (1976) *Transitions: Understanding and Managing Personal Change,* Martin Robertson

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Chapter 14 – Managing projects

A project management approach is often used to organise and implement discrete components of change, such as the technical aspects of installing a new system or a new structure. Used successfully, it should deliver the right changes, on time and within budget.

It should also help manage risk, control quality and deal with any obstacles and issues that arise during the project. Projects should be clearly defined in terms of scope, goals and objectives, with allocation of personnel, roles and responsibilities. Successful project management needs:

- well defined and measurable business outcomes
- a corresponding set of organised tasks to achieve the outcomes
- an allocation of resources
- a project organisation structure.

The essential difference between project management and change management is that project management typically focuses on the technical aspects of the change while change management concentrates on the psychological aspects of the transition. That does not mean that good project management will not use good leadership, inter-personal skills or focus on people but often that is not its primary purpose.

For example, a project might focus on the technical aspects of managing a restructure by identifying components of the new structure, generating job descriptions, developing equitable interviewing processes and designing appropriate redundancy packages. Change management will encompass managing the psychological transition from one way of working to another, dealing with the emotional aspects of change and the disturbances that can occur. Managing resistance to the change tends to come under the remit of change management.

A project may well be deemed completed when a new information system has been successfully installed, gone live and staff trained to operate it. But the management of change may well continue through the need for a different style of leadership, building a different type of culture and interacting with customers in a different way. It deals with embedding the changes in the organisation.

In any project the amount of project management needed will depend on the complexity and degree of change to processes, systems, organisation structure and job roles. Whereas the amount of change management will depend on the degree of disruption caused in individual employees' and teams' 'day-to-day' work and the organisation attributes like culture, value system and history with past changes.

The project manager

An effective project manager:

- has relevant power and authority within the team (be they full time, part time or seconded individuals) and is able to exercise influence within pertinent areas of the business
- ensures they have the necessary time and space to fulfil their functions – based not only on their perceptions but on the needs of the team
- understands not only the task/technical side of the changes but also has the ability to understand and mobilise people on a psychological/emotional level both within and without the team.

Project managers need to lead and manage their team; effectively communicate to all stakeholders; be outcome-focused; successfully juggle time, budget and quality dimensions; use relevant techniques and methodologies; monitor and evaluate progress; be risk aware but not necessarily risk averse; and escalate where necessary.
The project manager (or the senior most responsible person involved in the change) needs to ensure that there is a good governance structure in place. One can define project governance as the management framework within which project decisions are made. Good governance:

- Ensures a single point of accountability for project success
- Ensures separation of project governance and organisational governance structures
- Describes the proper flow of project information to stakeholders
- Ensures the appropriate review of issues encountered within the project
- Ensures that required approvals and direction for the project is obtained at each appropriate project stage
- Assesses compliance of the completed project / milestones to its original objectives

Useful components of a successful project

Some essential points to keep in mind when running projects are:

• remember a project can be sub-divided into smaller projects, which can be sub-divided into tasks and activities. All need a projected start and finish date, cost and quality objective.
• typical phases for all projects will include scoping and definition (with clear aims and objectives); design; execution; achievement; evaluation and benefits realisation.
• simple questions that need to be answered:

1. am I clear about the objectives and scope of this project?
2. what will a successful project outcome look like?
3. what resources (finance, people, materials, etc) do I need and when?
4. how will I keep track of resources, quality and project progress?
5. is the project plan clear to all?
6. who are my key stakeholders and what is my stakeholder management plan?
7. how will I organise the project?

• the normal management cycle is an important part of the project manager's toolkit: plan > do > review > re-plan.

- A Responsible, Accountable, Consulted and Informed Matrix (RACI) is a useful component of any other than the most simplest of projects. A RACI:
  - Maps out the stakeholders / staff impacted by an activity
  - Allows clarity on who:
    - Is immediately **responsible** for an action
    - Is ultimately **accountable** for that action
    - Needs to be **consulted** before the action
    - Needs to be **informed** of the action
  - Someone can be both accountable and responsible
  - Removes confusion and wasted time
  - Ensures all actions have an owner
  - Allows accurate job descriptions to be made for the project team.

Project management – exercise

Select a project you are currently working on and answer the following questions.

Am I clear about the objectives and scope of this project?	
Am I clear about my responsibilities and accountabilities?	
What will a successful project outcome look like?	
What resources (finance, people, materials, etc) do I need and when?	
How will I keep track of resources, quality and project progress?	

Is the project plan clear to all? Who are my key stakeholders and what is my stakeholder management plan? How will I organise the project?	

References

Mike Green (2007) *Change Management Masterclass*, Kogan Page
Esther Cameron and Mike Green (2015) Chapter 9 *Project and programme-led change in Making Sense of Change Management*, Kogan Page

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Chapter 15 – Developing people

Increasingly limited training budgets have meant that local authorities have begun looking at alternative ways of developing their staff. Coaching and mentoring have become popular tools for supporting personal development in organisations and managers are increasingly being asked to coach or mentor their staff.

Coaching and Mentoring defined

There is some confusion about what exactly coaching is and how it differs from other helping behaviours such as counselling and mentoring. There are many similarities between coaching and mentoring since both involve a one-to-one relationship that provides an opportunity for individuals to reflect, learn and develop.

The Chartered Institute for Personnel Development defines coaching as: '*developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. It targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals*.'

John Whitmore, one of the country's foremost coaching 'gurus' defines coaching as, '*Unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them*.'

Coaching which focuses on the individual, can enhance morale, motivation and productivity and reduce staff turnover as individuals feel valued and connected with both small and large organisational changes. Coaching is generally popular amongst employees as it achieves a balance between fulfilling organisational goals and objectives whilst taking into account the personal development needs of individual employees. It is a two-way relationship with both the organisation and the employee gaining significant benefits.

However, when comparing coaching with the traditional understanding of mentoring, there are some key differences.

The term 'mentoring' originates from Greek mythology. Odysseus entrusted his house and the education of his son to his friend, Mentor, saying to him, 'tell him all you know.' In practice, 'mentoring' has come to be used interchangeably with 'coaching'. David Clutterbuck (2001) comments, 'In spite of the variety of definitions of mentoring, all the experts appear to agree that it has its origins in the concept of apprenticeship, when an older, more experienced individual passed down his knowledge of how the task was done and how to operate in the commercial world.'

Mentoring is the process whereby one more experienced individual is available to:

- Form a developmental relationship
- Give information
- Act as a role model
- Make explicit what the organisation expects
- Show the mentee how the organisation works
- Guide the mentee through a phase of operational, professional or vocational qualification
- Provide feedback and appraisal
- Teach all the relevant facts that will enable the mentee to operate effectively in an organisation.

Traditionally, mentoring in the workplace has tended to describe a relationship in which a more experienced colleague used their greater knowledge, network and understanding of the work or workplace to support the development of a more junior or less experienced member of staff. Similarly, it can be hard to draw a clear distinction between coaching and counselling, partly because many of the theoretical underpinnings of coaching are drawn from the worlds of counselling and therapy. However, the key distinction is that coaching is for those who are psychologically well. A coach should be able to recognise where an individual is so distressed by personal or social issues that he or she needs to be referred to specialist counselling or other support.

The coaching relationship

The person who needs coaching should enter into the relationship voluntarily. At the end of the process the individual must feel more confident about their abilities and skills. It is also very important to establish at the outset guidelines on confidentiality and information flow to develop trust between the individual and the coach.

To help a person develop their skills and knowledge, the coach will need to adopt a number of different roles during the course of the relationship, although not all coaches will necessarily adopt all of them(1). These roles include:

- **sounding board** – someone who can listen and respond to the different ideas and possible courses of action the individual might want to consider
- **conscience** – someone who enables the individual to ensure that they adhere to their own sense of right and wrong and make their own ethical judgements, rather than allowing organisational imperatives to take over
- **challenger** – someone who provides an honest challenge to the individual's views or actions
- **teacher** – sometimes the coach knows how to do something the individual does not and is able to pass the knowledge on
- **safe container** – someone to whom the individual can express their feelings openly and be listened to knowing that the information will be held in complete confidence.

Importantly, the coach should not adopt just one role, as this will prevent them getting the best out of the individual being coached.

The conversation should be structured so that it cannot be seen merely as a part or an extension of your regular managerial discussion with the individual.

Coaching is essentially a structured, goal-directed conversation, which aims to bring about purposeful change and will typically last for between one and two hours. This means you need to set aside uninterrupted time and ensure you find a quiet and confidential space. The conversation can vary from a task-orientated process, such as discussing how to set clear performance targets, to a more people-focused discussion, such as how to deal with a difficult client.

GROW model
One of the most common ways of structuring a coaching conversation is to use the GROW model(2),which has four parts – Goal(s), Reality, Options and Will.

Goal(s)
When using GROW, the coaching conversation always starts with goal-setting. Even if the individual is unsure about what they want to achieve, it is important that you, as coach, ask them to state what they are looking for from the session. This will enable you to ensure that things stay on track. Although you, as the manager, may have identified particular areas for development, it is for the individual to decide what to concentrate on in order to gain the maximum effect.

Goal questions could include:

- What do you want to get out of this session?
- What is the most productive thing we could get out of this session?
- What is the issue you would like to work on during this session?

Reality
This is about discussing and detailing the reality of the situation. Here, the coach plays a vital role in raising the individual's awareness, highlighting both strengths and weaknesses.
Reality questions could include:

- What is the present situation in more detail?
- What is your concern about it?
- What steps have you taken so far?
- What stopped you from doing more?
- What obstacles will you need to overcome?

Options
This part of the conversation is about looking at the available options or alternative strategies. You may need to help by suggesting options that the individual may not have thought about.

Options questions could include:

- What is the full range of possible actions in these circumstances?
- Which is the most attractive to you now?
- What would you do if you could start all over again?
- What are the costs and benefits of taking this action?

Will
This is about agreeing what is to be done, when and by whom and finally ascertaining that the individual has the will to do it.
Will questions could include:

- Which option are you going to go for?
- What are your criteria for success?
- When are you going to start and finish each action?
- What support do you need and from whom?

Coaching skills
To be an effective coach you need to develop a number of specific skills.

Active listening – this is viewed as the single most important skill for a coach. It is what enables you to understand the individual and their issues. Every intervention a coach makes has to be based on that understanding and the more complete it is, the more effective the intervention will be. Active listening requires the coach to focus totally on the person they are listening to. Notice not only what is being said but also how it is being said. Notice changes in voice, body posture and eyes. The coach's entire attention, both conscious and unconscious, is focused on the speaker.

This has two effects – firstly the individual has a sense of being attended to in a way that they would rarely experience, which means that they will heed more closely their own words and realise what they are saying and what it means for them. Secondly, the coach will receive vast amounts of information about the individual.

Questioning – is the second most important skill and together with active listening probably achieves 80 per cent of the positive outcome of coaching. Good questions come from active listening, because it leads the coach to ask new questions that may get to the heart of what's going on and get the individual to start thinking in new ways. The coach will often ask questions the individual has never been asked, or asked themselves, before. Skilful questioning flows naturally from the dialogue.

Reframing – is a way of offering new ways of thinking about old problems. Reframing helps change the meaning of something by putting it into a different context.

Confronting – is about bringing to the individual's attention, in a way they cannot ignore, some information that they cannot reconcile with their current view of reality. Confronting is not about catching the individual out or trying to provoke an argument. It requires courage as well as skill. It needs to be done with care and sensitivity to ensure that the individual will grow as a result of the confrontation.

Helpful interventions

Staff ask their manager on a regular basis for help, support, advice or expertise. Precisely how you deliver that help determines its success and also has implications for the quality of the relationship you build with the member of staff you are helping.

John Heron's framework[3] provides a model for analysing how you deliver help, using six primary categories or styles. Based on studies in counselling, his categories became widely used to study and train health and education professionals.

More recently, business professionals – managers, supervisors, coaches – have also used the six-category model to improve how they interact when helping their employees, team members and clients.

This model is outlined below so that you can use it to improve your management communication skills and so improve the outcome of the help you offer as a coach.

Heron's model has two basic categories or styles – authoritative and facilitative. Those two categories further breakdown into a total six categories to describe how people intervene when helping.

Authoritative	• **Prescriptive –** you explicitly direct the person by giving advice and direction • **Informative –** you provide information to instruct and guide the person • **Confronting or challenging** – you challenge the person's behaviour or attitude, positively and constructively
Facilitative	• **Cathartic or releasing –** you help the person express or overcome thoughts or emotions that they have not confronted previously • **Catalytic or exploring –** you help the person reflect, discover and learn for themselves

	• **Supportive –** you build up the person's confidence by focusing on their competencies, qualities and achievements

Identifying your helping style(s) - exercise

Do you know what your preferred helping style is? None of the styles described by Heron is good or bad in itself, so there are no right or wrong answers. However, it is useful to be able to use a range of styles to meet the development needs of your staff.
You may want to do this exercise with a couple of colleague managers to try and identify which styles you are most comfortable with. In a group of three, allocate the role of coach to yourself, the role of observer to one of your colleagues and the role of the person being coached to the third colleague. Now spend up to 10 minutes coaching your colleague. The task of the observer is to identify and categorise the interventions you use into the categories highlighted by Heron and record them in the table below.

5						
4						
3						
2						
1						
0	**Prescriptive**	**Informative**	**Confronting**	**Cathartic/ releasing**	**Catalytic/ exploring**	**Supportive**

Following feedback from both the observer and the person being coached, you may wish to reflect on the following questions:

- Which category did I use most frequently?
- Which category did I use least frequently?
- What might be the reason(s) for that?
- What category could I have used to be more effective as a coach?

References

(1) Alison Hardingham, with Mike Brearley, Adrian Moorhouse and Brendan Venter (2005) *The Coach's Coach – Personal development for personal developers,* CIPD
(2) Sir John Whitmore (2002) *Coaching for Performance,* Nicholas Brealey Publishing
(3) John Heron *(2001) Helping the Client: A Creative, Practical Guide,* Sage

Links

Chapter 1 Self Awareness
Chapter 2 Leadership style
Chapter 16 Managing conflict

Chapter 16 – Managing conflict

One of your most important roles is to manage people effectively. Inevitably, when different people work together, there is bound to be conflict or disagreement at some time or another – but conflict does not have to be a bad thing. Conflict becomes negative only when it is avoided or ignored and not resolved. If handled constructively and in a timely manner, conflict can be healthy and creative.

There are many different types of conflict but those in the workplace are caused mainly by tension between individuals.

Conflicts may occur for a number of reasons:

- individuals feeling undervalued
- use of excessive authority in the guise of tough management
- lack of clearly defined roles leading to grey areas of responsibility
- poor communication and misunderstandings about what needs to be done
- conflicting priorities between different sections of the authority or across agencies
- individuals not knowing how to manage their anger appropriately
- task-related feedback being perceived as a personal attack
- personality clash
- inexperience in the role
- cultural or religious differences
- competition for the same resources
- harassment or bullying.

Conflict is not always obvious or explicit and can manifest itself in a number of different ways. Signs of conflict may include:

- anger, irritability or sarcasm
- unwillingness to share information needed to do a task
- lack of enthusiasm
- avoidance of responsibility
- unwillingness to cooperate
- taking frequent sick leave.

The first step for dealing with conflict is to identify the source and reasons for it, then decide on the best way to deal with it.
There are five recognised approaches to resolving conflict. They are:

- avoidance
- accommodation
- compromise
- competition
- collaboration

Avoidance

Some people attempt to avoid conflict by postponing it, hiding their feelings, changing the subject or leaving the room.

Avoidance may be appropriate when:

- the conflict is small and not worth expending time on
- the parties involved need time to calm down because relationships are at stake
- time is needed to gather more information.

Avoidance may not be appropriate when:

- the issue is very important
- a decision is needed quickly
- taking no decision has a major impact on the situation
- postponing the issue will only make matters worse.

Avoiding the conflict is rarely satisfying to the individual nor does it help the group resolve a problem.

Accommodation

Accommodation emphasises the things conflicting parties have in common and de-emphasises the differences.

Accommodation is helpful if:

- the issue is not very important
- a decision is required quickly.

Accommodation may not appropriate if:

- an important issue is at stake which needs to be fully debated and clarified
- more information is required.

Compromise

Compromise is something that conflicting parties accept because they cannot attain what they want. It is appropriate when all parties are satisfied with a part of their request and are willing to be flexible. Compromise has to be seen as mutually beneficial for all parties. All parties should receive something and all parties will need to give up something.

Compromise works when:

- both parties are willing to reduce some demands
- an intermediate solution saves time and effort for both sides.

Compromise doesn't work when:

- initial demands are too great from the beginning
- there is no commitment to carry out the compromise.

Competition

Competition occurs when all the parties involved are highly assertive about achieving their own demands and uncaring about the other parties' goals. During a conflict, competition is often a way of exercising power. If competition is the style used to resolve conflict, then inevitably someone wins and someone loses.

Before using competition as a conflict resolution style it is important to decide whether or not winning this conflict is beneficial to individuals or the group. Competition diminishes a team's ability to work together and reduces cooperation.

Collaboration

Collaboration is about working together with the other parties involved in the conflict to achieve an acceptable outcome. Unlike competition, this style encourages teamwork and cooperation as it does not establish winners and losers or result in an abuse of power over others.

Collaboration works best when:

- individuals trust and respect one another
- there is time for all parties to share their views and feelings
- members want the best solution for the larger group
- individuals are willing to change their thinking when more information is found and new options are suggested

Collaboration may not be effective when:

- time is limited
- there is not enough trust, respect or communication in the group

To manage conflict, we need to understand the way we currently act and then learn alternative ways to cope. Each of us is likely to have a habitual response to the way that we manage conflict. However, you may not be aware of what your style is and thinking about it will help you to see how you respond to conflict. You can also understand more about your preferred conflict management style and how you might need to adjust that style in the future.

You could try one or both of the following exercises to consider how you might need to further develop your skills in managing conflict.

Developing skills in managing conflict – exercise

Consider the following questions:

- When do you avoid conflict?
- When do you compete with others?
- When do you collaborate with others?
- How do you feel when you accommodate others?
- How often do you compromise?

Is there a pattern developing? Do you need to consider alternative styles for resolving conflict? What action are you going to take to change your habitual response?

Managing conflict – exercise

Think of three recent situations that have involved conflict (they can be either work-related or outside work).

For each situation consider:

- what style of conflict management did you adopt?
- how did you feel?
- how did you act?
- what was the outcome?
- would another style have achieved a better/different outcome?
- which one and why?
- looking at all three conflict situations, do you tend to adopt a particular mode of response?

The following checklist will help you to manage conflict more positively:

- accept the fact that conflict is inevitable**.** It is also helpful to discuss the conflict openly with the team, although you will need to handle this carefully if there are issues of confidentiality involved, as in a case of harassment.
- deal with one issue at a time. There may be more than one issue involved in the conflict and addressing one at a time will help make the problem more manageable.
- timing is crucial. Putting off discussion can mean avoiding the conflict, but trying to address things too early or quickly might mean that not all parties are ready for an honest discussion. Choose the right moment.
- avoid reacting to emotion. Emotion will increase the conflict rather than bring it closer to resolution.
- avoid quick-fix resolutions. People need time to think about all possible solutions and the impact of each. Quick answers may disguise the real problem. All parties need to feel some satisfaction with the resolution if they are to accept it. Conflict resolution should not be rushed.

If you accept that conflict is an integral part of organisational life, then as a manager you have a responsibility to improve your skills and ensure that the conflict you are responsible for managing results in constructive rather than destructive outcomes.

References

http://www.kilmanndiagnostics.com/catalog/thomas-kilmann-conflict-mode-instrument

Links

Chapter 3 – Your personality and your values
Chapter 4 – Influencing effectively

3 - Managing within the local government context

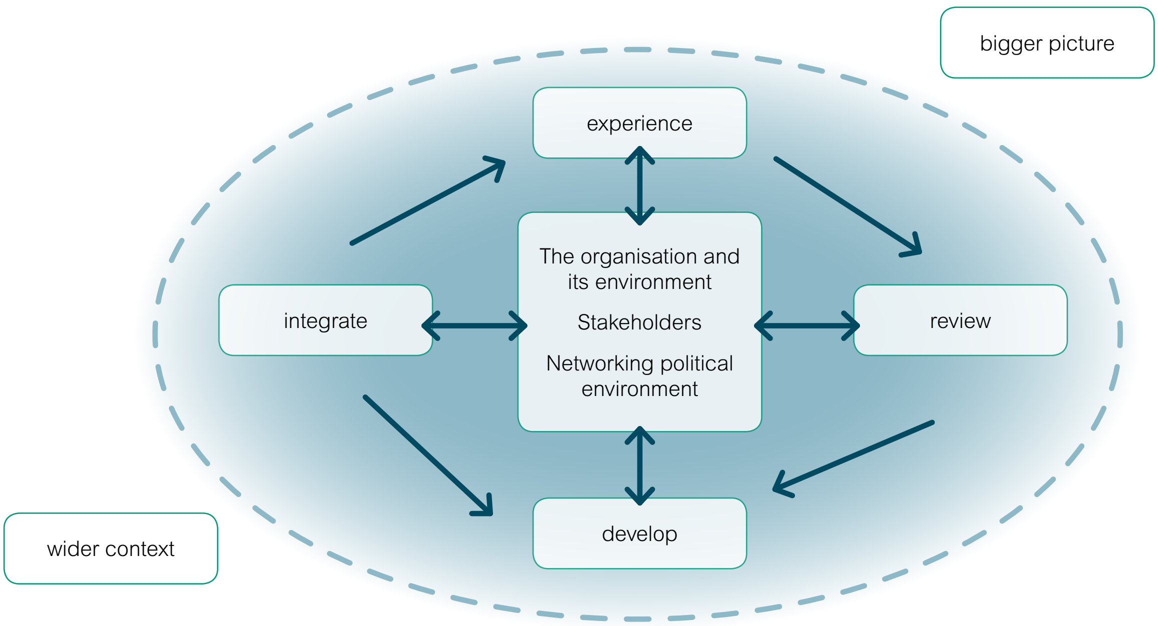
Introduction

Doing a good job and making an impact in your organisation are not just down to being competent in your role. You need to be aware of where your job fits with the overall plan of the authority; be aware of and be able to manage the political interface; understand the importance of all stakeholders and be able to manage them effectively. Each organisation has unique structures, systems, character and above all, culture. Having an awareness of the organisation and being able to operate effectively within it are critical middle manager capabilities. This section has chapters on:

- understanding the organisation
- stakeholder analysis and management
- effective networking inside and outside the organisation
- working within the political environment.

Few of us make it a priority to review our experiences in an organisation and develop strategies to make our working lives smoother and more productive. A critical element is how we introduce change into the organisation without its being subverted or immobilised by the prevailing culture.

Figure 3 Learning and development – local government context



Chapter 17 – The organisational context

In dealing with any situation you need to address the bigger picture of what's driving the authority to react and respond in the way that it is. You will need to look at the changing nature of your department and your role and be able to rise to the challenge. This chapter discusses the organisational context and where you fit in. It looks at both the external and internal drivers for change and how you are linked into the overall performance process.

This chapter also presents detail on the tools and techniques available to analyse the various drivers for change at both the macro and the micro level.

The need for change can come from inside or outside the organisation: for example, regulatory bodies may impose it. It can emerge from a perceived need from within the organisation, as a result of a planned process of strategic review, or because of a crisis or a change in leadership.

Increasingly working across organisational boundaries (multi-agency working; strategic partnerships; shared services; outsourced services) means that we have to also be aware of changes in the operating environment of our 'partner organisations'.

It is important to understand what drives change in order to ensure that the aims and objectives for change are well-framed and referred to when initiating and implementing it.

Organisational direction

At any point an organisation will have a direction and a momentum of its own. How the direction and the momentum were arrived at can be traced back through processes of cause and effect, sometimes influenced by external events, sometimes by internal events, and more often than not through a combination of the two.

The direction of the organisation will, in a rational world, be articulated through its Vision, Mission, Objectives, Strategy and Tactics (VMOST). These may be quite explicit: published and in the public domain; or they may be implicit: inferred from the activities of the organisation over time.

Vision

The organisation's vision is a description of what it aspires to be, where it is heading and where it wants to be in the future. Visions need to be lofty and strategic, compelling and engaging to have any worth for the stakeholders in the organisation.

Mission

The organisation's mission defines its purpose – the reason it exists.

Objectives
Aims and objectives are specific and realisable goals that can be quantified and qualified. You'll know when you achieve them because they are measurable.

Strategy
The strategy is the plan of how to realise the vision. This may be the actual plan or the perspective or position that you'll be adopting to realise the plan.

Tactics
The tactics are the shorter-term plans and behaviours for achieving milestones within the overall strategy.

Underpinning all of these elements are an organisation's values. These are the explicit or implicit rules, conventions or guidelines within which people in the organisation operate in order to maintain its integrity in achieving its goals. Values reflect what the organisation and its employees hold dear.

The organisation's momentum – the speed at which it is moving towards its objective – can be a combination of three factors:

- the clarity and congruence of the VMOST
- the ease with which the organisation's external environment enables progress to be made
- the efficiency and effectiveness of the deployment of the organisation's internal resources.

Over time, some or all of the VMOST will undoubtedly need to change either as a result of external pressures or because of internal organisational changes.

Placing local authority objectives in context – exercise

Draw the authority's vision and corporate objectives from its website or strategy documents.

How memorable and how relevant are they?

Do you consider them a true articulation of the authority's aims?

External analysis
Leaders need a detailed understanding of the wider environment to see what trends are likely to affect the strategic direction of their organisation – the external drivers for change.

The most comprehensive approach is represented by a PESTLE (Political, Economic, Social, Technological, Legal and Environmental) analysis (highlighted earlier in Chapter 5).

Key questions likely to be asked by leaders or senior management in any analysis are shown in table 15.1. Please stop and think about what the key dimensions are for you, your department and your authority. The same PESTLE analysis done in one sector will have quite different implications for decision makers in another sector. It may also have different implications for managers in authorities with different histories or different political makeup.

Table 15.1 Key questions for a PESTLE analysis

Political What are the key policy directions of the current government (European, central and local) as it relates to our operating environment? What are the possible and likely alternative policy directions on the horizon (of this and any future government)? What are the effects of the wider global political environment?	
Economic What are the current trends in the economy and how might they affect (favourably or adversely) our organisation, local government and the public sector? What are the trends in individuals' prosperity and how will this impact on our current and future service offering?	
Social What are the social trends that will affect our citizens and end users? In what ways will demographics, changes in purchasing patterns, families and community cohesion influence our strategy?	

Technological How will new technologies help us get our services to our customers? What challenges and opportunities will technology present in the future?	
Legal Given current and emerging trends in national and international legislation, what do we see as the most significant factors? What are the internal and external requirements of future legislation?	
Environmental What environmental factors are likely to influence or require us to adjust our strategy?	

PESTLE scans the current and future environment to see what trends may impact on the strategic decision-making process. The future is uncertain and we must always remember that the unpredictable is likely to happen. The trick is to sift the wheat from the chaff of available information in order to make some forecasts without adopting too rigid a mindset.

The purpose of doing the PESTLE is twofold. It helps identify:
- general external trends or events that will influence the organisation's ability to deliver
- the key factors that will either enhance or impede any current or future strategy of the organisation.

So, having collected and sifted the data you need to draw some conclusions as to the likely impact and the depth of impact. Similarly, if opportunities present themselves, you should assess the importance and possibility of grasping them.

Scenario planning

When considering what might occur in the future, there are some things that are likely to happen while other things have a lesser chance of happening. With some events, the probability of their happening is much less clear. Each will have different meanings when viewed within the overall context of the future. Rather than take a view on just one set of circumstances happening and planning for that, it can be useful to construct a number of different future scenarios and see how well-placed the organisation is to meet and master those.
Some managers will simply construct a best-case and a worst-case scenario and then plumb for something in between. However, the purpose of developing the scenarios is to be able to tease out and test organisational capabilities and capacity to meet these scenarios and to develop

local strategies that will be able to exploit some of the opportunities that may arise and mitigate some of the threats that might occur.

External analysis – exercise

Understanding the context in which your authority is working is essential and a useful way to keep on top of current and future trends is to regular watch and read news items and reports from both central and local government and related think tanks and thought leaders.

Go to one or more of the following sites and search for articles or reports which you consider relevant:

Department for Communities and Local Government

Local Government Association

New Local Government Network

Nesta - Innovation in the UK

Local Partnerships

Leadership Centre

Download and read a selection of reports or news items and note down any issues, using the PESTLE template in table 15.1 that might affect how you and your authority deliver services.

What are some of the implications for you and how might you prepare for the challenges ahead?

Useful questions to ask:

what is the meaning of this?

what is the probability of this?

what is the likely impact of this?

what are the implications of this?

how might we respond to this?

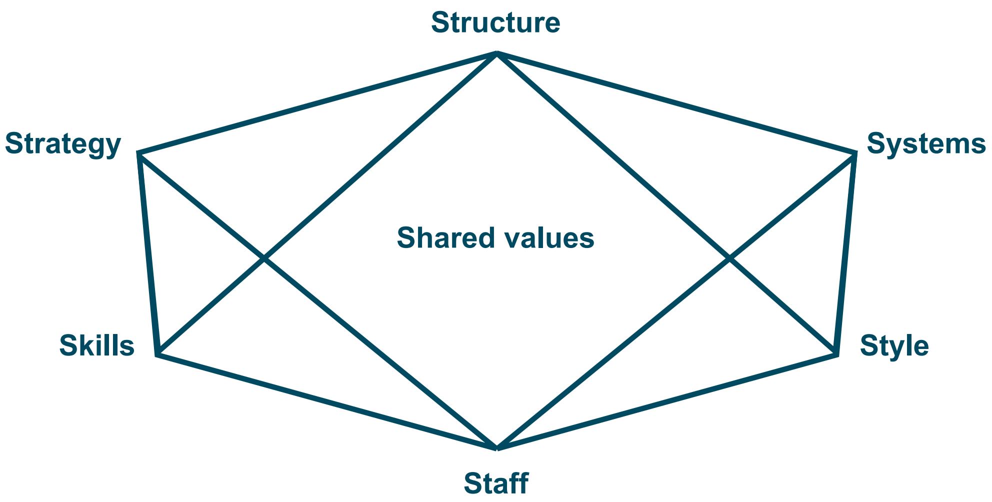
Internal analysis

Here we focus inside the organisation to assess its current capabilities and also to see whether it is fit for our desired purposes. A useful tool is McKinsey's 7Ss model. It acts as a good checklist for those setting out to make organisational change, laying out which parts of the system need to adapt and the knock-on effects of these changes on other parts of the system.

The 7S categories are:

- **staff** – important categories of people within the organisation, the mix, the diversity, retention, the development and the maximising of their potential
- **skills** – distinctive capabilities, knowledge and experience of key people
- **systems** – processes, IT systems, HR systems, knowledge management systems
- **style** – management style and culture
- **shared values** – guiding principles which makes the organisation what it is
- **strategy** – organisational goals and plan, use of resources
- **structure** – the organisation chart and how roles, responsibilities and accountabilities are distributed in furtherance of the strategy.

In looking at an organisation's core skills and distinctive capabilities, the 7Ss are a useful way of assessing its current infrastructure and how it needs to change in order to maintain or attain sustained effective performance.



Strategy, structure and systems are sometimes the ones that people concentrate on when managing change. If there are problems, managers often want to change the strategy, or upgrade the system or restructure. The beauty of this model is the inter-connectedness – if you change one thing it affects all of the others. And then, in turn, they interact with the external environment.

You can assess each of the dimensions and work out a preferred state – not forgetting that changes in one may have an impact on the others. Below is an example of such an assessment.

Table 15.2 7S assessment of an arms-length housing operation

7Ss	Before		After
Strategy	To improve homes to modern standards while keeping rents stable through high quality standards of maintenance work and internal cost efficiency		To be a leading provider of high quality affordable homes and services and to help create thriving and successful communities through achieving excellent customer and community focused services; delivering more new homes and maintaining a robust business sense
Structure	Classical functional structure		Structure of maximum autonomy with some shared central functions and corporate governance
Systems (IT, HR, Financial)	Uniform systems, policies & procedures		Enhanced systems for an expanding operation tailored to each unit's needs but compatible with central decision-making and strategy
Management Style	Autocratic, centralist style. Managerial		Authoritative, pace-setting with distributed coaching leadership at a local level
Staff	Right staff in the right part of the hierarchy		Recruitment of staff to fit with new innovative ethos
Skills	Right skills to do business-as-usual		Equip staff to operate in a more competitive environment which is constantly changing Greater cross-boundary working and sharing best practice
Shared values	Central ethos – providing a good quality service to customers with a looked-after workforce		Customer responsive, honest, open and true to their word and fair to all. Within this there is a strong emphasis on involving and responding to the needs of customers

SWOT (Strengths Weaknesses Opportunities & Threats) analysis

From external and internal analyses you will have generated a set of potential opportunities in and threats from the environment and some strengths and weaknesses in the organisation. You may have discussed the attitudes of your stakeholders and therefore know their views on the current situation and the future. You will have identified various future scenarios that necessitate changes to the organisation.

The point of a SWOT analysis is to ensure that key strengths and weaknesses within the organisation – and key opportunities and threats from without – are considered, prioritised and addressed. One of the main aims is to identify whether or not there is an imbalance between an organisation's current capabilities and future needs.

The strengths and weaknesses will relate to the internal aspects of the organisation. They are those aspects that your organisation has more ability to influence. In contrast, the opportunities and threats are those aspects in the external environment which you cannot influence as directly but will have an impact on your organisation.

Once the points have been entered into the matrix, the organisation's position and potential can be analysed.

The principal idea, in terms of strategy formulation and strategic positioning for the future, is to maximise the strengths of the organisation in relation to potential opportunities, while minimising the weaknesses and threats. It is important to remember, however, that strengths, weaknesses, opportunities and threats are relative concepts – relative to the whole organisation's efficiency and effectiveness.

By now you should have a clearer idea of where the organisation is in relation to its internal performance, its ability to operate in its external environment and of future challenges and possible scenarios. You should also have assessed where you are in all of this, the implications for you and what you may need to do.

References

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Links

Chapter 4 Influencing effectively
Chapter 7 Personal action planning
Chapter 18 Stakeholder analysis and management

Chapter 18 – Stakeholder analysis and management

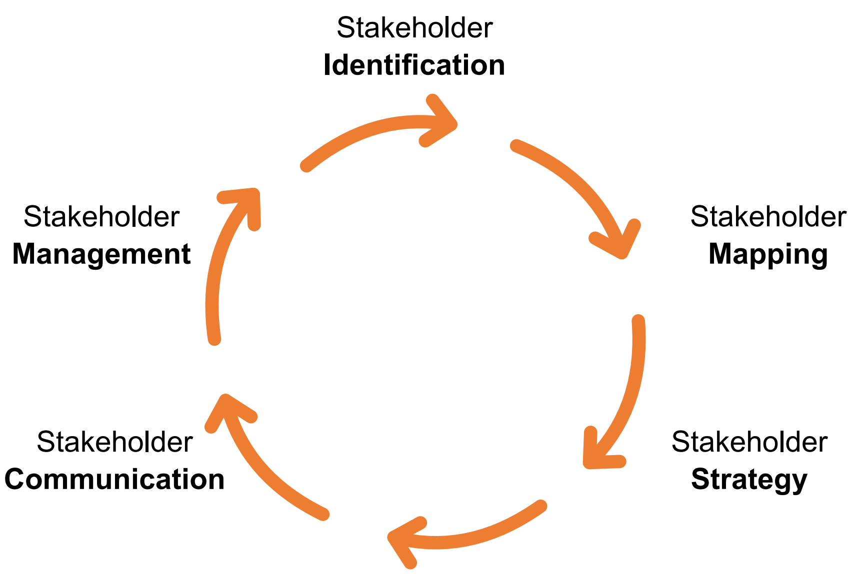
The importance of stakeholder management

A stakeholder is a person, group or entity that has an interest in or will be affected by the activities of the organisation either directly or indirectly. Change happens or fails to happen through people. Identifying, understanding and managing stakeholders in pursuit of your individual and organisational goals are vital ingredients of success.

When managing, we need to look at forces, situations, scenarios, competencies, structures and the like. This can be a heady mix but what they all have in common is people. People overlay or underpin all of these elements. Whether they are politicians or the general public; your staff or your management; your partners or the customer; the sponsors or end user; each of these has a stake in your organisation's future and what it is trying to achieve. They will have an interest, they may have a voice; they will have some needs and wants.

The stakeholder analysis and management process

SIMSCoM is a process to bring these often disparate interests into focus and establish what they want from any situation, how they may be affected and how they may be managed. SIMSCoM stands for Stakeholder Identification, Mapping, Strategy, Communication and Management.



The process merely formalises the component parts of a good stakeholder management regime. It involves identification of all those affected by the situation and an appraisal of their relationship to a change in the situation – knowing who the stakeholders are and their likely positions. You then need to develop a strategy for managing them through the change.

This can be a mixture of addressing any concerns and exploiting any opportunities that their position suggests. Next you need to translate your strategy into action, primarily through a communications plan. This plan becomes a major part of continuous relationship management of stakeholders, always involving a continuing appreciation of the shifting nature of the stakeholders themselves and their respective positions.

Identifying and then placing stakeholders on a matrix is a useful exercise in establishing the levels of interest and importance in any situation, or their general feelings and behaviours towards the organisation. There are a number of important considerations when you undertake identification and mapping:

1. segmenting everyone into stakeholder sections can be an inexact science. When it comes to change you might want to differentiate some staff from others and, indeed, some managers from others.
2. some people may be members of different stakeholder groups.
3. to place stakeholders on the matrix you need to establish where they are and what their attitudes really are, rather than guessing or assuming.
4. remember that those stakeholders with little current interest or power may well still be important – either because you have social or corporate responsibilities to address the needs of those without a voice, or because they will emerge as people who find some power and some interest when you start to make your changes.
5. a final point worth underscoring is that things change as change happens. What started off as a threat may turn into something positive, or vice versa. Interests will vary over time, as will the other dimensions.

Checklist of possible stakeholders

Individuals

Households

Citizens

End users

Traditional groupings (eg faith-based or community-based)

Ward or community representatives

Political authorities

Police, health, fire authorities

Non-governmental bodies

Voluntary organisations

Pressure groups

Local businesses

You can look at stakeholders from a number of perspectives including the level of power, energy, interest and commitment they have. The table below looks at some generic positioning across the two dimensions of power to influence and commitment to change:

Table 16.1 Stakeholder positions in relation to change
Power and commitment

	Low commitment	High commitment
High power	**Blockers** These are people who can obstruct or prevent the change happening in some way. They have power over the change but a low commitment to it. They have some power to impede. Key questions which will inform your strategy here are: what are their motivations? what is their legitimacy? what are their arguments? what is their source of power? Possible strategies include winning the arguments; reducing their power and energy; circumventing any power they have; escalating to a higher authority; engaging them in dialogue.	**Sponsors** These may indeed be nominated sponsors for this change project – but they may not be for two reasons. One is that the nominated project sponsor may not be totally committed to the project for whatever reason (time, interest or politics, for example) and the other is that there may not be a project management methodology operating within the organisation. All the research suggests that the most successful change management projects are those that have a sponsor who is committed and who has the necessary power and authority to intervene, for example, to escalate issues; to secure resources; or to open doors. The questions that apply to the Blockers also apply here but this is to ensure that they stay onside and are kept informed to the degree with which they are comfortable. If they are in a formal role then the governance procedures should go some way to providing a framework for this.
Low power	**Sleepers** Sleepers are people who probably can't be bothered about the change. Perhaps they are just not interested, or maybe they are not aware of it. It could be that they're just not interested because they've never been asked to get involved. They may feel or be	**Willing workers** These are those who may not have any particular power base but are nonetheless committed to the change and willing to pursue and progress it. These may be people intimately affected by the change or they may be onlookers. Your task will be to focus their energies into

	disenfranchised. When those leading the change are racing ahead with enthusiasm and inspiration these may be seen as the silent majority. The task here is to wake them up and ensure that they are supportive. Remember, the way you wake them up may determine the degree of support they give to the change. Understanding why they are asleep could be a good place to start – change initiative fatigue; feelings of powerlessness; too much pressure in the day job; lack of awareness about the change; comfortable as they are. Developing a communications and engagement strategy based around the change equation would be the second step.	useful work and also to protect them from those who do have power but who may not be behind the change and may seek to disrupt it. Willing workers shouldn't ever be taken for granted: if their enthusiasm wanes you know you have a problem.

Communication, engagement, mobilisation

In the context of a change project, the purpose of communication is to move people from one position to another in terms of their awareness, knowledge, support and commitment. In that respect, we could liken the process to a marketing challenge and use the AIDA(S) framework, which highlights the common sequence of events necessary to sell a product or service.

AIDA(S) stands for:

- **A**ttention and awareness – the need to capture their attention and increase their awareness of the change.
- **I**nterest – the need to gain their interest in the change (usually through highlighting its features and benefits).
- **D**esire – the more stakeholders want change and see the benefits of it, the more they will be drawn towards it.
- **A**ction – change involves changes in behaviour; if the communication doesn't have this effect then it has probably failed.
- **S**atisfaction – a realisation of the benefits. This becomes a link to the person's propensity for further change or, if there is satisfaction arising from short-term wins, then this will encourage further commitment to this change.

Your communications plan will need to address the basic questions of who, what, when and how.

To whom
Your stakeholder analysis should reveal those who are most affected and those you want actively engaged in the process.

What
This should emerge from your understanding of the stakeholders' needs and how much you may wish to communicate with them.

When
This will be a mixture of the timing of the change management process; the degree of co-operation you need and the values within which your organisation is working.

From whom
Different stakeholders need to receive information from different people – regulatory bodies may need a member of senior management, employees may need their line manager and a change sponsor.

How
This will be determined by the nature of the stakeholder groups and consequences of the change; the organisational values and the capacity/budget of the change team.

Depending on the stakeholders, you may wish to focus on the current need to change or the vision. If you want a shared vision you must decide which stakeholders you want to be part of it – which will lead to questions of when you communicate: before, during or after the vision creation.

Issues that affect that organisation's readiness for change include resources, capacity and people's individual motivations. Communicating actionable first steps is a crucial way of engaging people and eliciting some quick wins early on. If you focus on resistance to change you are immediately able to devote some time and energy to seeing where it may happen and develop some strategies for addressing it.

How
This may be rich or lean. Rich involves higher personal contact (be it individual, small or larger group) and operates on a deeper level, connecting more with people's emotions. Lean focuses less on personal contact and is at a more rational and superficial level.

Making Sense of Change Management (1) discusses communication in times of restructuring:

> 'Communication in any change is absolutely essential. However, communications are often variable. There is sometimes too much communication, but more often too little too late. An added problem is communication by email. This is such a useful mechanism when managers need large numbers of people to receive the same information at the same time, but it is so impersonal and so heartless when delivering messages of an emotional and potentially threatening nature.

The more tailored or personalised approach the better. The greater the access to people who know the answers to the important questions the better. FAQs (frequently asked questions) are useful to compile and communicate, but don't expect this to be the end of the story. Just because you think you have told someone something it doesn't mean to say they have heard it, assimilated it or believed it. People do strange things under stress – like not listen. And they need to see the whites of your eyes when you respond!

Key questions in peoples' minds will be:

- what is the purpose of the restructure?
- how will it operate in practice?
- who will be affected and how?
- what are the steps along the way, including milestones and timescales?
- how will new posts be filled and people selected?
- what happens to the others?
- where do you go to get help and how do you get involved?
- what is the new structure and what are the new roles?
- what new behaviours will be required?
- will training and development be provided?

Communication needs to be planned well to ensure you get the right information to the right people at the right time through the right medium (for the recipient). This includes well-presented briefing notes for managers if they are to be the channel for further communication. It is also worth checking that they understand before these messengers are required to communicate the message.

Change in any form can trigger a number of emotional responses. If the messages can be personalised the recipient is more likely to receive them in a better frame of mind. Personalised messages (face-to-face and one-to-one communications) are especially relevant when that individual may be adversely affected by the change.

Different communities of interest have different needs when it comes to communications. Some people will need to be involved, some consulted and some told. It is important that the right people get the appropriate level of communication. It is important for them and it is important for those around them. If people see your manager being ignored, what does it say about the value of your work section?

Thought needs to be given to the recipients of the communication. Those responsible for communicating need to ask:

- what are their needs for information?
- what is their preferred form of communication?
- when is the best time for them to be communicated with?

For example, people in a contact centre may not have the time to read long emails informing them of changes in other parts of the business. However, they would probably like to be told face-to-face of events that will involve changes to their management structure, or the introduction of a new way of working.

To prevent the rumour mill growing it is important that communication is timely and reaches each of the chosen communities at the agreed time. 'Start – Stop – Start again' communications don't help either. A continuing flow of communication will engender more confidence in the change process.'

Esther Cameron and Mike Green (2015)[2]

Stakeholder management - exercise

1. Pick a project or initiative, involving a number of people, that you need to move forward.
2. Use the stakeholder template to identify and position individuals and groups on the stakeholder map, by using an appropriate set of axes.
3. When you are satisfied that they are in their realistic positions make some notes on which strategy would be appropriate for each stakeholder.
4. For each stakeholder strategy, develop an appropriate communication plan that covers the type and frequency of communication.

	Low commitment	**High commitment**
High power	**Blockers**	**Sponsors**
Low power	**Sleepers**	**Willing workers**

References

(1) Mike Green (2007) *Change Management Masterclass*, Kogan Page
(2) Esther Cameron and Mike Green (2015) *Making Sense of Change Management: A Complete Guide to the Models, Tools & Techniques of Organizational Change*, Kogan Page

Links

Chapter 2 Leadership style
Chapter 9 Teams and change
Chapter 12 Managing diversity
Chapter 19 Networking
Chapter 20 Working in the political environment

Chapter 19 – Networking

The term conjures up images of wandering round during a break at a conference trying to offload your business card to as many strangers as possible – most of whom will bin it. We hate the idea of networking because we think it makes us look pushy, false or just plain desperate.

Nevertheless, networking is an increasingly important skill for managers to acquire – in terms of improving how both organisations and individuals relate to each other.

There are a number of definitions for networking:

- It is about creating positive relationships with people who have like interests for the purposes of uncovering professional opportunities, identifying potential problems and learning about best practice.
- Networking is about gathering and sharing ideas.
- The systematic process of meeting people, learning about them, and establishing relationships so that all parties expand a base of resources to support their endeavours
- ...creating connections and positive relationships with people with like interests for the purposes of uncovering opportunities, identifying potential problems and learning about best practice.
- ....creating a tissue of personal contacts to provide the support, feedback, and resources needed to get things done.

You will see that the common thread through all of these definitions is that networking is about reciprocity, building relationships and mutual gain.

See yourself as a knowledge resource: the more people you meet, the more information you will be able to pass around. Make yourself a useful contact to other people. Be prepared to share your information and contacts in return. A crucial element of networking is that the relationship should be of mutual benefit to both parties.

In this age of partnership working, more fluid and informal interactions across formal hierarchical structures are required. People can often get more done through networking than formal processes. For example, bringing up a problem at a partnership meeting may not resolve it because it could be seen as a form of complaint. Making an informal phone call, however, to the person responsible for that area can resolve the issue quickly and effectively.

An effective manager needs to develop a range of contacts and relationships both within and outside their organisation. But it is not sufficient just to have a long contact list. You also need to know what these people may know, how they can be of help and how you can help them in return.

Ibbara and Hunter have identified three types of networks that an effective leader should have. They are:

- **Operational** – people you need to accomplish your routine tasks…they enable you to manage current internal responsibilities.
- **Personal** – kindred spirits inside and outside your organisation that can help with personal aspirations… can boost personal development and be a foundation for strategic networks - provide important referrals, information and, often, developmental support such as coaching and mentoring
- **Strategic** – people outside your control who can enable you to reach key organisational objectives. Can plug the aspiring leader into a set of relationships and information sources that collectively embody the power to achieve personal and organisational goals.

Cross and Thomas suggest a four step process to improve your network. They are:

- **Analyse** – identify the people in your network and what you get out of interacting with them
- **Delayer** – make some hard (and possibly painful) decisions to back away from redundant and energy sapping relationships
- **Diversify** – build your network with the right kind of people : energisers who help you achieve your goals
- **Capitalise** – make sure you are using your networks as effectively as you can.

So, as a first step identify your current network: who you know, how they might be useful, where they are in their organisation and at what level. Are they mostly operational? Are they energy sappers? This will also help identify gaps or deficits, both in terms of people as well as information.

You can do this using the mind-mapping technique. For some time now, scientists have known that the two hemispheres of our brains perform different functions. For most people the left hemisphere deals with logic, numbers, language, reasoning and analysis. The right hemisphere influences colour, rhythm, imagination and creativity. Mind maps are a way of engaging both the left as well as the right hemispheres, thus using the power of the whole brain effectively.

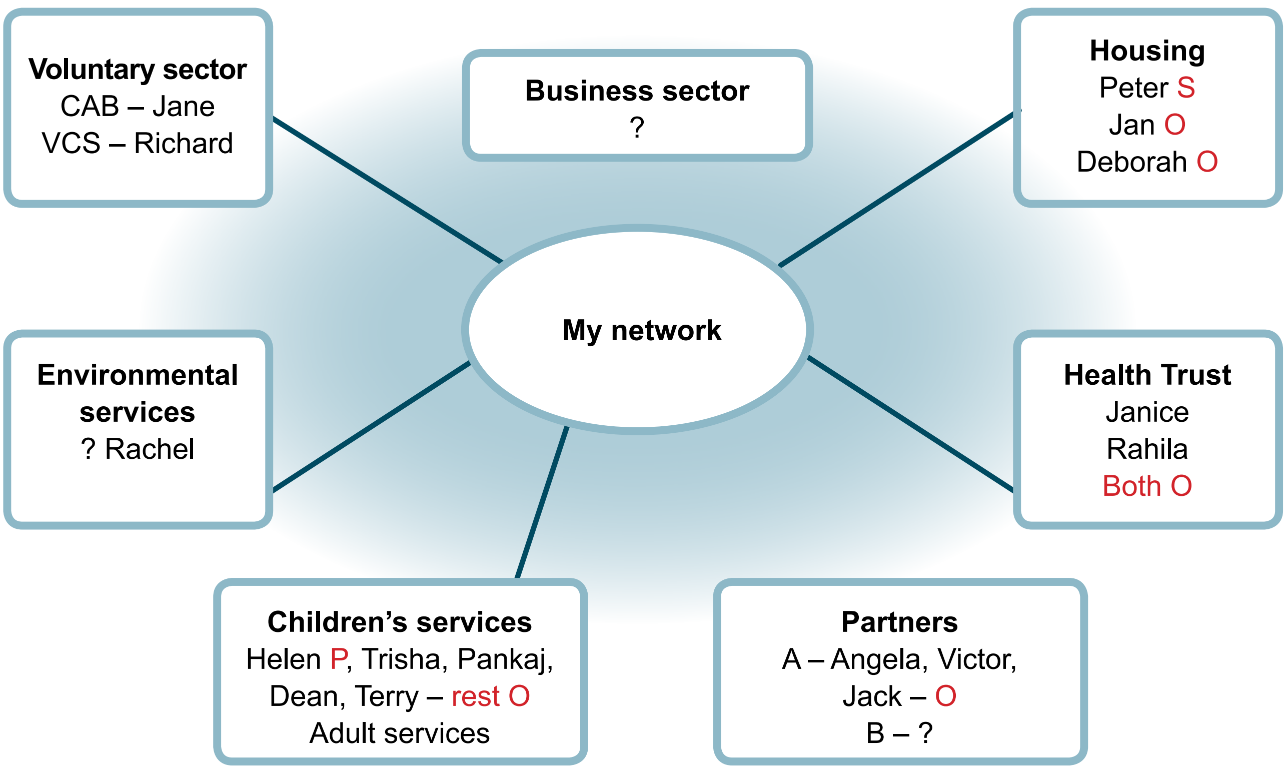
The technique was developed by Tony Buzan(1) as an alternative to note taking. Notes or bullet points tend to be in linear form. Mind maps on the other hand enable you to think about issues in a more creative and visual way. The subject heading is written somewhere on a page – often in the middle – and circled or made to stand out. Then key words, ideas and associations branch out from this. You can use colour, pictures, symbols – anything to make it memorable and fun for you.

Developing your network – an approach

Create a mind map of your current network by identifying:

- who you know within your organisation
- who you know across other partnership organisations
- other contacts in organisations in the public sector
- other contacts in organisations in the private or voluntary sector
- are they operational (O), personal (P) or strategic (S).

An example of a mind map is given below.



From the mind map above it is clear that the manager has no connections in the business sector or in partner and very few in environmental services. It is also clear to the manager that the contacts in children's services are all in one division and the network is overwhelmingly operational.

Having identified your network think about:

- Who can help you to develop a more strategic network and how?
- Who you can help and how?
- Where are the gaps? What action are you going to take?
- Is your current network energising?
- Who is going to help you with your personal development?
- Where do you need to delayer?

Before embarking on growing or for that matter delayering your network, **be clear about what you want to achieve** and ideally set yourself some targets. For example, aim to contact three new people every month. Don't set yourself a target that is unachievable.
Although it is important to build networks using social media, think carefully about your profile and remember not to confuse quantity with quality. Accepting every linked in request will not necessarily improve your networks!
You need to remember that networking isn't just about making contacts, it's also about keeping them – so ensure you stay in regular contact.
Be patient and remember that networking is a long-term strategy, not a short-term fix. Put time and effort into building up and nurturing your network and it will pay dividends throughout your career. An effective network will enable you to:

- keep abreast of what is happening
- access sources of information, help and support
- in turn, to help others.

As *Ibarra and Hunter* put it:
'The key to a good strategic network is leverage: the ability to marshal information, support, and resources from one sector of a network to achieve results in another. Strategic networkers use indirect influence, convincing one person in the network to get someone else, who is not in the network, to take a needed action. Moreover, strategic networkers don't just influence their relational environment; they shape it in their own image by moving and hiring people, changing suppliers and sources of financing, lobbying to place allies in peer positions, and even restructuring their boards to create networks favourable to their business goals.'

References
(1) Tony Buzan (2000), *Head First – 10 ways to tap into your natural genius*, Scotprint
(2) Ibarra and Hunter (January 2007) – *How leaders create and use networks,* Harvard Business Review
(3) Cross and Thomas (July/August 2011) - *A smarter way to network*, Harvard Business Review

Links
Chapter 4 Influencing Effectively
Chapter 17 The organisational context
Chapter 18 Stakeholder analysis and management
Chapter 20 Working in the political environment

Chapter 20 – Working in the political environment

As a manager in local government, you need to understand the difference between the role of councillors and managers. As your career progresses you will have to work more closely with politicians.

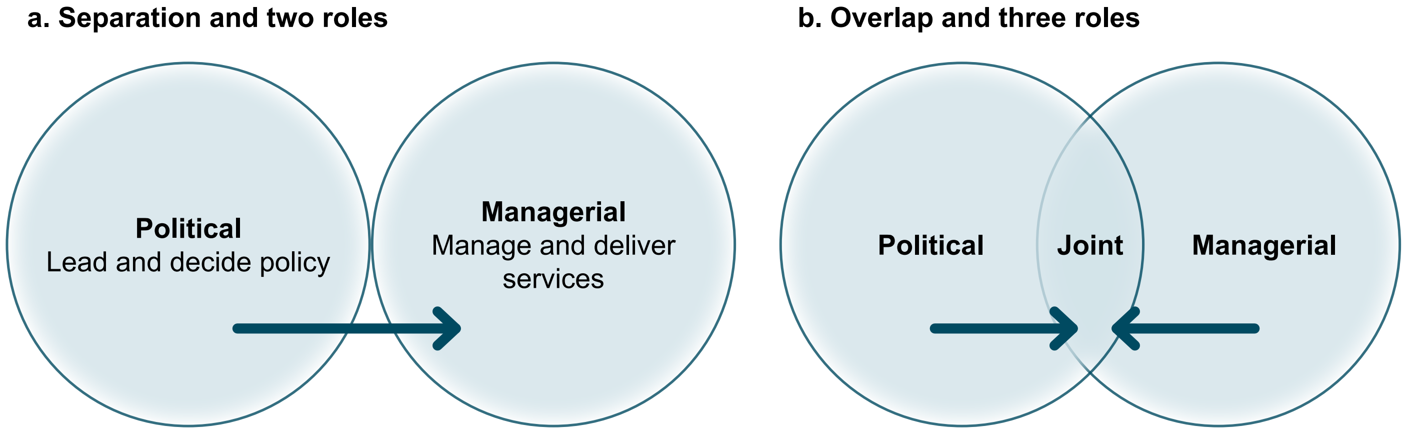
The fundamental difference is that managerial leadership is largely knowledge-based and managers derive their authority from the fact that they are employed, while political leaders derive their authority from the electorate. The councillor's role takes in:

- representing the ward
- decision-making
- policy and strategy review and development
- overview and scrutiny
- regulatory duties
- community leadership and engagement.

Although responsibilities are not always clear-cut, politicians generally create policies and set the overall direction of the council or services, while managers put those into effect. Officers are employed to manage the council and help councillors achieve their policy goals. But occasionally officers may have to advise councillors that certain courses of action cannot be carried out. Officers have a duty – sometimes laid down by law – to give unbiased professional advice to councillors, even if they may not always wish to hear it.

As well as defining policy direction, politicians also decide how resources should be allocated and – as a result of their direct links with the community – convey local concerns about services.

Officers are accountable to the whole council, not just the party in control, unlike civil servants who are answerable to the government of the day. Although in theory there appears to be little overlap between the role of an officer and a councillor, in reality there can be a significant overlap – as illustrated below.



Sometimes, when councillors and managers work together, there is a feeling that the others come from a different planet. There are many things that can culturally separate politicians and managers, as shown in table 13.1 (adapted from analysis by John Nalbandian[(1)]).

Table 13.1 Differences between politicians and managers

Characteristic	Councillors	Managers
Values & philosophy	Political and party values	Professional and managerial values
Conversation & language	'What do you hear?' Storytelling about real events Interests and symbols	'What do you know?' Reports based on data Information, money, people and things
Authority & career	Representatives who make choices. Political allegiance, experience and promises. Power Conflict, compromise, change Relies on votes	Experts who organise and deliver Professional experience, credibility and fit Knowledge Harmony, co-operation, continuity Relies on position
Performance	Respond to the public wanting practical results in the shortest time	Respond to performance indicators and longer term

These four areas of cultural difference are:

- **Differences of values and philosophy** There can be considerable mis-judgement of one another when political and professional values suggest different resolutions to a problem. Strongly held views are questioned and the feeling is of frustration or being blocked. Both managers and councillors need to acknowledge these differences and respect them in negotiations over decisions.
- **Differences in conversation and language** Politicians and managers can quite often describe a situation, problem or challenge in a dramatically different way. Oversimplified it may be, but politicians quite often prefer the power of the individual story drawn from real life. By contrast, elaborate managers' data feels to them the best way to describe the situation. Both sides need to put their views together so that any policy or action can have shared ownership.
- **Differences of authority and career** Authority arises at least partially from the way in which people are selected or elected to their post, and these are different for politician and manager. This has practical implications about who they refer back to, what agenda they work to and how much they are prepared to negotiate. Narrow political majorities and poorly performing services can radically affect political and professional clout respectively.

- **Differences of view about performance** The pressure for performance can differ radically between politician and manager. The need to deliver to local communities within shorter timescales (often heightened by electoral cycles) can be markedly different from the requirements of national and professional performance over longer timescales.

The *Local Government Act 2000* introduced a system that separates the decision-making executive from the monitoring and representative functions of the council. It was designed to improve democratic accountability and enhance political leadership by establishing a clearly identifiable executive in each council.

Three structures were available to councils:

- an elected mayor with executive powers,
- a leader and cabinet with executive powers, selected from and by the council as a whole
- an elected mayor with an appointed council manager.

A fourth option was available to smaller councils with populations below 85,000, allowing them to adopt a modified committee system but with a requirement for overview and scrutiny.
The Act further clarified and strengthened the role of councillors with regard to overview and scrutiny.

Their role now includes:

- providing a check on the activities of the executive through call-in powers
- monitoring and reviewing policy formulation and implementation
- policy development
- quality review
- scrutiny of external bodies and agencies.

Since the changes introduced by the *Local Government Act 2000*, opportunities to interact with councillors have been significantly reduced for managers further down the hierarchy. If you wish to progress your career, you will need to consider how well you understand the political context of the council you work in and how you might improve your knowledge of the political processes.

Politician/manager relations – exercise

Changing governance under the Localism Act

The Localism Act 2011 (the Act) expanded the number of decision-making systems that councils could adopt. Since that Act was passed there are three main models to choose from. Councils wishing to move from one to another must make a formal decision to do so, using a resolution of full council. In some instances a referendum will also be required:

Leader and cabinet

This system was brought in by the Local Government Act 2000 and is the governance system that most councils operate. In some councils, individual members of the cabinet have decision-making powers; in others, decisions have to be made by the whole cabinet. Cabinet is led by a leader, who is elected by full council for a term determined by the council itself or on a four yearly basis (and will usually be the leader of the largest party on the council). These councils must have at least one overview and scrutiny committee.

Mayoral system

These councils have a directly-elected executive mayor with wide decision-making powers. The mayor appoints a cabinet made up of other councillors, who may also have decision-making powers. These councils must also have at least one overview and scrutiny committee.

Committee system

Since the Localism Act this option is now available to all councils.

Previously it was available only to district councils with populations under 85,000. Committee system councils make most decisions in committees, which are made up of a mix of councillors from all political parties. These councils may have one or more overview and scrutiny committees but are not required to.

There are variations for each of these models that can lead councils to adopt hybrid approaches; most commonly this is a hybrid between leader/cabinet and the committee system (with such an approach usually seen legally as being a modified version of the leader/cabinet system, and therefore not requiring a formal change under the Act). Councils also have the option of suggesting an approach of their own to the Secretary of State. No detailed criteria have been set out for how the Secretary of State will come to a decision about whether or not to approve any option suggested under this part of the Act.

A change in formal governance arrangements must occur at a specified “change time”, which is at the council’s Annual General Meeting (AGM). Prior to the change time, the council needs to have resolved formally to make a governance change. There is no minimum period of time between the resolution and the change time, but there does need to have been enough time for the council to formally publish the proposal and consult on it. For practical purposes this means that a resolution passed at council AGM itself, or at a special meeting a few days beforehand, is unlikely to be enough.

No one governance system is intrinsically better than another and no system is more or less expensive to operate; however some systems allow more members to be directly involved in voting on decisions. It is important to note that activity at committee level is not the same as member involvement in policymaking. Member involvement in policymaking is a longer-term, more involved process and can happen under any governance option.

Extract from Rethinking Governance, Local Government Association 2014

Clarify your relations with councillors and the political process by asking yourself the following questions.

- How clear are you about the political and managerial roles within your service?
- What do you think falls into the joint area of responsibility?
- What are the differences between the roles?
- How frequently do you interact with councillors?
- If infrequently, what opportunities do you need to create so that you can interact with them more regularly?

References

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Links

Chapter 2 Leadership style

Chapter 17 The organisational context

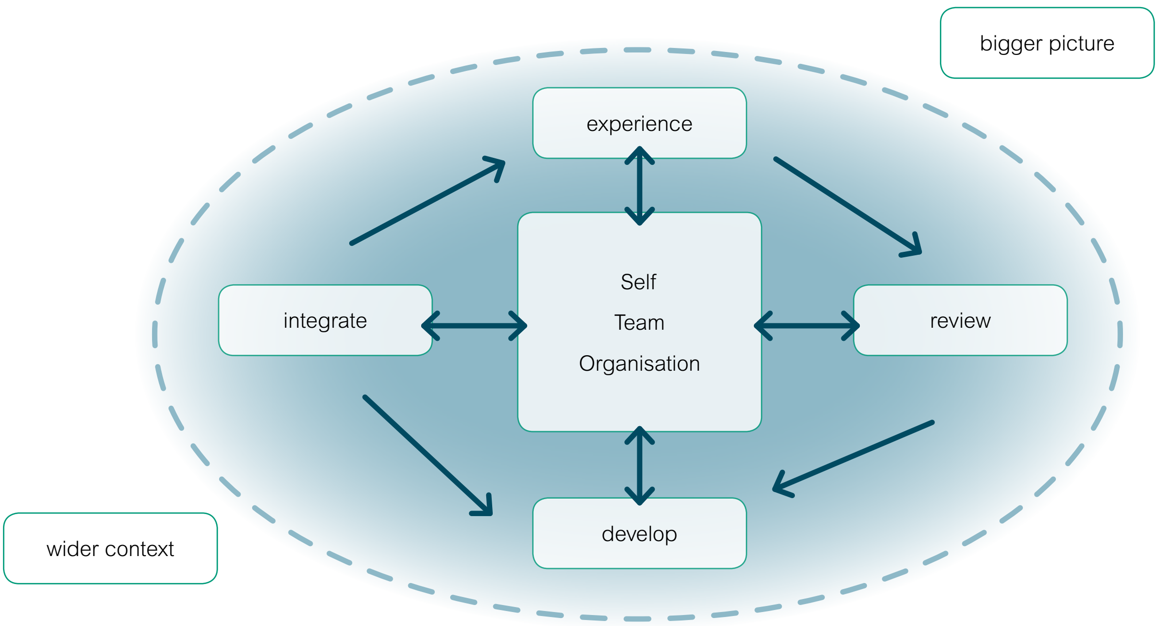
Chapter 18 Stakeholder analysis and management

Part 4 - keeping on top of your game

The purpose of this handbook has been to help you manage yourself, your team and your role within the organisational context. One of the aims has been to get you to move around the coaching cycle of experience > review > develop > integrate > experience.

For this to happen you need to be aware of your current strengths and development areas; the effectiveness of your team; and the ever changing nature of work, including the drivers for change in your organisation.

It is hoped that working through this book has helped you to identify areas for development and some resources for further learning.



This concluding part formalises that approach by asking whether you are up-to-date and moving forward. It's about finding out what's current for you, your role and the situation.

Chapter 21 – Are you up-to-date and moving forward?

This handbook is a starting-point but it is also important that you are continually aware of the changing role that managers play in local government. You need to decide what steps you are taking to ensure that you are equipped to manage the challenges of your role, your team and your organisation.

Managing the challenges of your role – exercise

Answer the following questions with the aim of identifying next steps.

To what extent have you thought recently about where you see your life and career going in general? What kind role do you aspire to/are best suited to – in the short and longer term? What are the measures of success in such a role? What additional knowledge and skills do you need to ensure effective performance?

Sometimes only a new role within your current organisation or a new job elsewhere will enable you to make best use of your talents. In times of change, you may well need to seek pastures new anyway. For these reasons and for the general benefit of periodically taking stock, you may find it worthwhile to think about:

1. continuing personal development
2. keeping up-to-date with knowledge and skills
3. scanning the environment and appraising the organisational situation.

Continuing personal development

Linking your challenges with those of your authority

In thinking about the challenges you and your authority face what key things do you hope to do over the next 12 months, bearing in mind your managerial role delivering the council's vision and priorities?

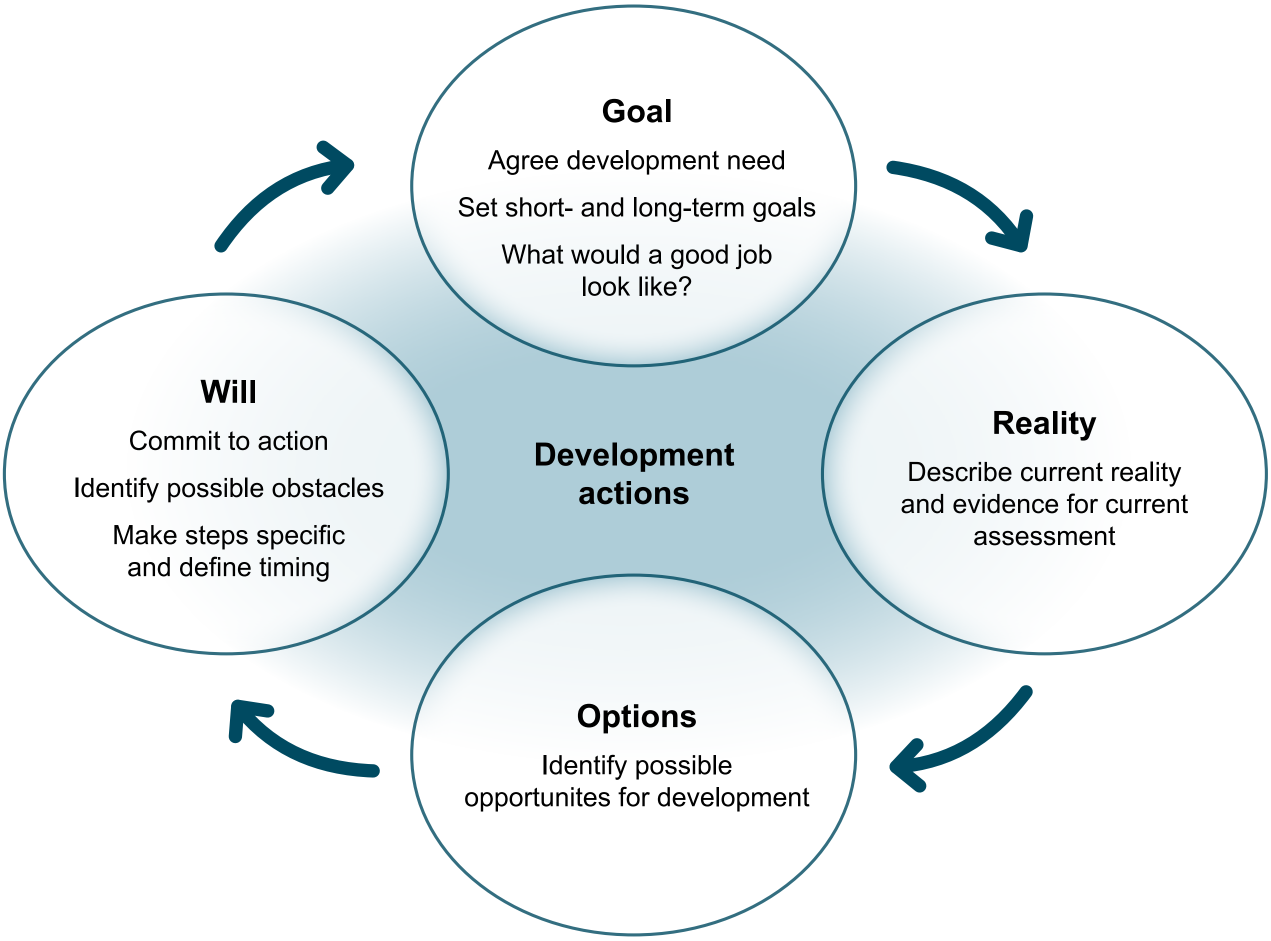
Linking your challenges to the insights and commitments from reading this guide

As you have worked through the different chapters and done some of the exercises, you will probably have identified some short, medium and longer-term actions – all with a higher or lower priority.

Once you have established the key areas for development based on your needs and the needs of the council, the GROW model (see *Chapter 13: Coaching*) can help you identify for yourself a more explicit set of outcomes which are motivating and stretching.

You will recall that the GROW model consists of four steps.

GOAL:	Clarify and agree a realistic and motivating outcome
REALITY:	Raise awareness of what's happening now
OPTIONS:	Stimulate ideas and choices of new ways to perform
WILL:	Check commitment to options



As you work round the cycle it is worth picking out any relevant or appropriate questions for each circle from the following set of thought-provokers.

It is best to go for the one or two actions that will really make a difference to your role rather than to develop a scattergun approach.

Some useful self-coaching questions – thought-provokers

Goal (desired state) What do you want to achieve (short and long term)? What do you want to happen that is not happening now? What would you like to avoid happening? What are the key outcomes you require? When do you want to achieve it by? How is that positive, challenging, attainable, measurable? Is that realistic? Is it possible in the time available to you?	**Reality** (present state) What is happening now? How do you know that is accurate? What, When, Where, How much? Who is involved? How often does it happen? What effect does it have? What is happening both internally and externally? What are the major constraints to finding a way forward? What are the obstacles? What solutions have you tried so far? What resources do you already have? What extra resources are required?
Will What are the next steps? What are you going to do? When are you going to do it? Will this meet your goal? What obstacles could you face? How will you overcome them? Do you have any personal resistance? Who needs to know? What support do you need? How will you get that support? Rate yourself on a one-to-ten scale on the likelihood of you carrying them out. What prevents a score of ten?	**Options** What options do you have? What else could you do? What can you do to change the situation? What if...? What are the alternatives? Any other possibilities for action? What are the benefits and pitfalls of each? Have you used a successful approach in similar circumstances? Which option do you prefer? Rate the practicality of all options on a scale of one to ten. Which option will you choose?

Meeting learning and development needs

Remember there are many ways to learn, for example:

- one-to-one with an appropriate officer or coach
- in-house briefings
- observational visits
- shadowing

- discussing the matter with a more experienced officer, finding a mentor, peer support from another council
- personal research
- researching best practice, possibly arranging visits to other councils
- attending an external event (for example, seminars, conferences)
- training courses
- management development.

Take into account what type of learning best suits you. Some people prefer to read up first, some need time to reflect while others prefer to get on and do it. Also take into account the type of learning that best suits what needs to be learnt.

You may wish to do a learning styles inventory to work out your preferred style. (The *Honey and Mumford Learning Styles Questionnaire* is available online at www.peterhoney.com).

Developing a personal development plan, summarising your intentions and actions and ensuring you get the necessary resources, will help crystallise your needs. A template is given below.

Name:		**Date:**	**Review date:**
1.	**Goal:** Clarify and agree a realistic and motivating outcome		
2.	**Reality:** Raise awareness of what's happening now		
3.	**Options:** Stimulate ideas and choices of new ways to perform		

4.	**Will:** Check commitment to options
5.	**What you plan to achieve** *The three most important things you hope to achieve in your role over the next 12 months* 1. 2. 3.
6.	**Key actions you intend taking as a result of learning from this guide** 1. 2. 3.

7.	**Learning and development** *Knowledge and skills you want to update or develop, how you will learn them and what support you might need from your council.*
8.	**Longer-term career pathways** *New roles, skills, knowledge and competencies you want to explore within your current authority or elsewhere.*

Put planned activities into your diary. Schedule a date in three months' time when you will review your plan.

Keeping up-to-date with knowledge and skills

Mike Pedlar, John Burgoyne and Tom Boydell in *A Manager's Guide to Self Development* suggest you take an audit of all the situational and professional facts concerning your current job. They then suggest you ask yourself what additional facts and knowledge you'd need if your job were redesigned or expanded in some way. They also ask what facts and knowledge you'd need if you made a career move.

The next step is to ask colleagues – line manager, staff, peers and others in similar jobs outside of your immediate area – what they'd add to the list.

You can then generate a plan to acquire the facts and knowledge that you don't currently have but might actually need sometime in the future.

Then ask yourself how much you're aware of what's going on – in the specialist field of your job; in the management field; in the public sector and the world at large. Although managers often complain that they have little time to read journals or look at relevant websites, by extending your range of knowledge and skills you will be better able to further your career.

Most professions will have continuing professional development (CPD) requirements. These are not a 'nice to have' but a necessary process of building your capacity and capabilities. Either revisit your professional association's requirements for CPD or use the personal development template in this chapter to build your own personal development plan.

Scanning the environment and appraising the organisational situation

If necessary, re-read Chapter 17 *The Organisational Context* and for one week make a list of all those political, economic, sociological, technological, legal and environmental factors that you read about in the newspapers or journals; hear on the radio and see on television. Beside each one make a list of the possible implications for your community, your authority and for you in your role.

At the same time make a list of any organisational initiatives that might impact on the 7Ss and once again describe the potential impact on your area of work. These initiatives may come from a wide range of sources, including political speeches, policy changes, committee minutes, the rumour mill and senior managers.

Resources

Websites
The following are recommended for further study

Knowledge Hub Khub.net
Chartered Institute of Personnel and Development: www.cipd.co.uk
National Audit Office http://www.nao.org.uk
LGA E-Learning resource http://www.local.gov.uk/councillor-workbooks
To receive access to the site for the first time, please email elearning@local.gov.uk
Department of Communities and Local Government: www.communities.gov.uk
One-stop information gateway for local public services: https://www.gov.uk/
Local Government Association: www.local.gov.uk

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