



Lead Your Team

Manual



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Goals

- To understanding the role of the team leader
- Gain self awareness of impact, leadership style and team player
- Provide tools to gain commitment and buy in
- Provide skills to influence others while not having formal authority

OVERVIEW PROGRAMME - Lead Your Team

3 DAYS PROGRAMME

DAY 1

Get alignment –
Gain self-insight

Set objectives for own leadership
Demands on us as team leaders
Excellent Teams
Belbin team roles

DAY 2

Gaining commitment
and buy in

Motivation
Situational leadership – review your team members and use the model
Communication – push and pull styles
Delegation
Assertiveness – inner dialogue

DAY 3

Dealing with Challenges

Handling awkward situations assertively
Conflict styles
Peer Consulting – tackling a real challenge
Action planning

Horizontal dimension

Multicultural environment – avoid misunderstandings
Delivery without formal hierarchical authority – manage and be managed
Work life balance – respect your professional and private life



WELCOME AND INTRODUCTION

Welcome to this three day programme designed specifically for team leaders in the institutions.

We are delighted that you are able to attend this programme. Our intended aim is for you to leave at the end of the three days having gained some useful insights into your own and other people's ways of working – whether it is leading, being a team member, communicating and influencing, or dealing with conflict. The programme will provide you with practical tools and techniques for making any changes you feel are necessary in the way you lead or communicate with your team.

The overall aim of the programme is to enable you to reach your leadership potential and increase your and your team members' performance now and in the future.

The 3-day programme is divided as follows:

- Day 1: Get alignment – building awareness of self and others
- Day 2: Gaining Commitment and buy in
- Day 3: Dealing with Challenges

Objectives

The objectives are for you to gain the essential awareness and skills necessary to fulfil your responsibilities as a leader whether or not you have official authority at this stage in your career.

By the end of the programme you will:

- Have an understanding of your role as a team leader
- Have learned to “read” your colleagues and act accordingly
- Have obtained a range of tools that will facilitate you in performing the role of team leader and to help you overcome the demands that this role has for you
- Be able to “make your team work”

Programme Approach

The training provides a mix of theory and practice, and encourages you to take responsibility for their own learning and development. The programme combines theoretical content with an increasing emphasis on process, closely linked to your present job and position.

While providing you with an encouraging environment to share issues and experiences, it will focus on the importance of applying any tools and techniques in a way that suit your own personality and style.



PROGRAMME OVERVIEW

Introduction

This programme is designed to be as practical as possible. It focuses on the issues faced by team leaders in the institutions and offers an opportunity for participants to share experiences and ideas over a three day period. It explores the challenges of leading without always having formal hierarchical authority. It also looks at the skills of influencing upwards - managing your boss.

The programme perspective is 'systemic', or concerned with identifying 'the pattern that connects'. In other words, we need to understand human relations and behaviour relative to the wider context, or 'system', within which you are operating.

Throughout the 3 days we will build on the learning points from earlier sessions and make sure it is applied in subsequent sessions. This approach will encourage a common understanding of models and methods in different contexts helping you to find the approaches that will work for you, in any given situation.

One of the key ways of developing as a leader is to build self-awareness – to be aware of the impact of our behaviours on others and to understand others behaviours too. You will have been asked to complete a questionnaire identifying your team role preference. This Belbin Team Role questionnaire will be discussed on the first day.

We will explore the characteristics of each team role, and these will serve as the basis for you to understand your own test results. An understanding of Belbin's team roles can help us to understand the dynamics between members of a team, and also help us to embrace our differences and activate our strengths.

Other models will also be used during the programme – the Thomas Kilmann Conflict styles model, Situational Leadership styles, Decision Dynamics/motivational drivers – to name a few, these are all well researched and help to explain our behaviours and our interactions with others.

The three day programme - day by day

Day 1. Get alignment – building awareness of self and others

The objectives of the first day are to provide you with an open environment where you can explore issues which are specific to your role as team leader. This may include leading without formal authority and balancing the demands of your hierarchy and your team. It also focuses on building self-awareness - an understanding of your own profile and preferences and those of your team; an understanding of your own needs and dilemmas in the context of team leadership,

By the end of the day, you will have developed:

- a better understanding of the challenges of a team leader in your workplace
- an understanding of what makes an effective leader, an effective follower and an effective team
- self-awareness of how you and others like to work in a team – the Belbin team roles

Day 2. Gaining Commitment and Buy In

The objectives of the second day are to explore further the leadership behaviours required to gain commitment. It provides a deeper understanding of your own leadership behaviour, and the skills and knowledge to apply to a variety of leadership methods and styles according to the needs of those in your team.



By the end of the day, you will:

- Have an insight into the motivational drivers, which guide us in the work place
- Understand your own leadership behaviour and the leadership needs of others
- Apply flexible leadership styles according to the needs of your team members and your requirements in a specific situation
- Be able to apply some of the skills needed to influence others
- Have the steps in place to delegate effectively

Day 3. Dealing with Challenges

The objectives of the third day are to give you ways to handle various situations using communication and influencing skills, to motivate people, deal with awkward situations and handle conflict effectively it also sets the scene for action planning and transferring the skills when back in the work place.

By the end of the day, you will be able to:

- Apply some skills for effective influencing
- Identify the assertive styles
- Identify the way in which you can handle various degrees of disagreement
- Understand how some tense or difficult work situations can lead us to react in a non-appropriate way
- An action plan with development needs to take back into the workplace

Logbook

To ensure that you are better able to capture the learning during the course, you will be asked to record any key points or tips in a logbook throughout the programme and to reflect on situations where this learning could be applied to work situations.

Handouts

This training manual is intended to be a reference to be used back in the workplace. Notes can be made freely throughout the four days and kept in the manual for later use.

Some of the models have a fuller explanation in the manual which you may find useful to read if time does not permit further discussion in the training room.

We very much hope you enjoy this course

The EUSA Team



DAY 1

GET ALIGNMENT - BUILDING AWARENESS OF SELF AND

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OVERALL AIM

Our aim today and throughout the course is to focus on those real demands that you face as team leaders in the institutions.

On day one, we explore the characteristics of effective teams and team leadership and focus on how your own and others' working styles impact the workings of the team.

The aim is to outline the theory and techniques required to fulfil your responsibilities as a team leader in an effective manner.

Objectives

The objectives of the first day are to provide an understanding of your own profile and preferences, and also those of your team. We will consider how you can approach balancing your own needs and dilemmas in a team leadership context, and how to communicate with, and motivate team members.

By the end of this day, you will have:

- examined the roles and demands of a team leader within the institutions especially when not always conferred the formal authority which managers normally have
- explored what makes an excellent team – and in fact examined whether the groups you work with are 'real' teams
- Understood and used the Belbin Team Roles Inventory in terms of:
 - Your own preferences and implications when working in and with teams
 - The benefits, in particular the synergy, which can be created when the team roles are positively exploited, valued and enjoyed

Programme

Topics of the day:

Chapter 1. Introduction – Teams and Leaders

Chapter 2. Team Roles – Belbin's theory on team role behaviour



DAY 1

CHAPTER 1 - WHAT IS A TEAM?

WHAT IS A TEAM?

A team can be defined as 'a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable'. (Katzenback and Smith)

Research shows that an ideal size for a team ranges between two and twenty five, but that most teams at work number less than ten. Theoretically larger numbers of people - 50 or more - can be a team, but they rarely function as a single unit preferring to split into sub-teams that are more manageable and more allowing of individuals to make unique contributions and be recognised for such.

Definitions

What is a team?	What is a working group?
"A small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable".	"A collection of individuals who interact primarily to share information, best practices or perspectives and to make decisions that help individuals perform. They have no common purpose nor any wish for one and, therefore, no need for collective skills and mutual accountability"

Jon R Katzenbach & Douglas K Smith

High Performing Teams have the following main components.

1. Mission & Goals – these are clear, understood and realistic.
2. Roles & Responsibilities – are individually & mutually understood. Everyone knows what is expected of them.
3. Team Relationships – people work well together. There is mutual trust and support and if this breaks down there are mechanisms in place to deal with them in an objective way.
4. Tools & Procedures – common rules and ways of working – these are there to smooth the way not to create complications or bureaucracy.



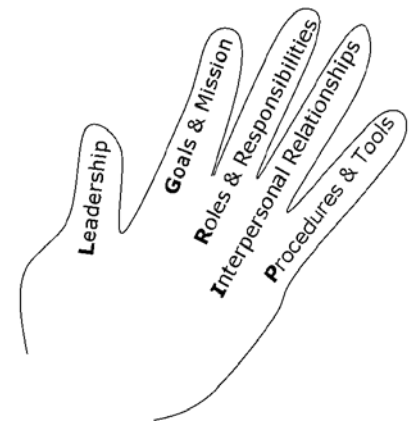
Number 5 is leadership – accountability at the top and responsibility for completion shared across the team.



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CHAPTER 1 - WHAT IS A TEAM?

You can keep this in mind the next time you are sitting through a 'bad meeting'. Simply look at your hand and remember the acronym "L-GRIP" – put a letter on each finger, and ask yourself, is it a problem with the **L**eadership? **G**oals? **R**oles & Responsibilities? **I**nterpersonal relationships? **P**rocedures?



Teamwork implies the intention to work cooperatively with others. It means working together as opposed to working separately or competitively.

<i>This Means...</i>	<i>This Doesn't Mean...</i>
<ul style="list-style-type: none"> ▪ soliciting and utilising the skills, ideas and opinions of team members 	<ul style="list-style-type: none"> • preferring to be left alone to get on with your own work
<ul style="list-style-type: none"> ▪ keeping others informed and up-to-date about any relevant or useful information 	<ul style="list-style-type: none"> ▪ attending team meetings without contributing
<ul style="list-style-type: none"> ▪ when taking action, keeping in mind the concerns of other members as well as your own concerns 	<ul style="list-style-type: none"> ▪ engaging in win-lose competition with other members of the team
<ul style="list-style-type: none"> ▪ supporting and encouraging team members; defending the team's reputation when others criticize 	<ul style="list-style-type: none"> ▪ laying blame or making judgements about other team members and keeping quiet or ignoring critical comments about your team members



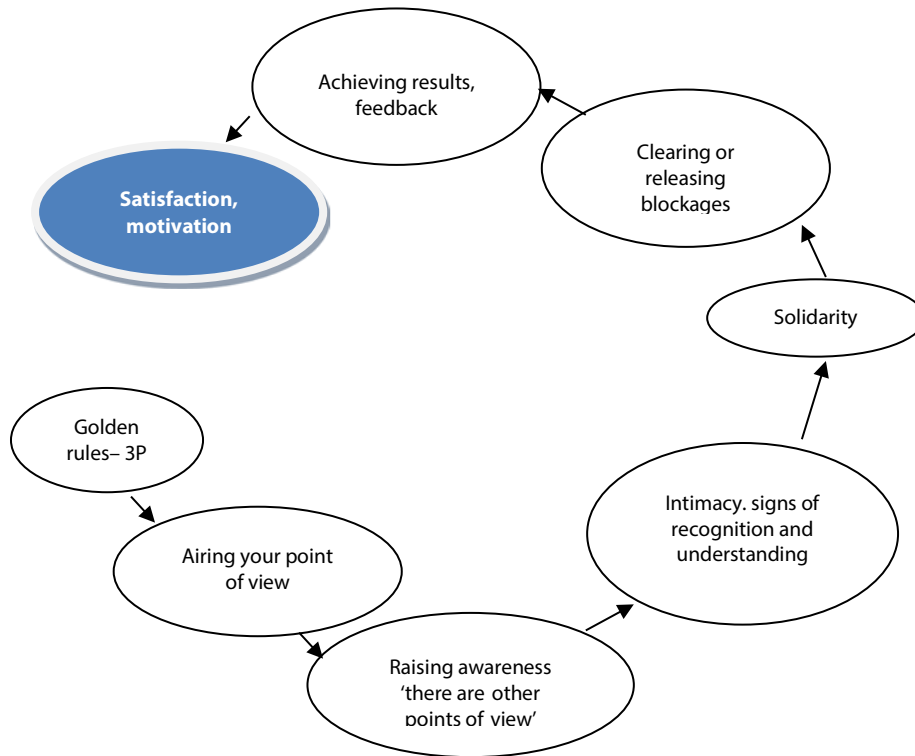
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The Cycle of Confidence

This cycle of confidence works like a spiral that builds up over time in a team. Its aim is to allow a collection of individuals to develop into a high performing team.



The Three Golden Rules

The first thing to do to build confidence in a group is to establish some clear and explicit rules.

Airing Your Point of View

The process for exchanging views on a certain question, where each person receives some time to form and formulate their thoughts and where each is invited to take the floor, in an atmosphere of mutual respect.

Raising Awareness

Hearing other points of view about a particular work-related question or issue and having the opportunity to express their own views, the individual becomes aware of three things:

- There are other and different views than their own
- To express an idea is not dangerous, when done with mutual respect
- All these points of view can co-exist without any one imposing itself on others



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Intimacy, Signs of Recognition, Understanding

After having shared different points of view without jeopardising relationships, individuals are then ready to form a good professional understanding (happy to say anything, as long as it concerns work). They also become more able to exchange signs of understanding.

Solidarity

Progressively, the team members enter into a relationship of trust towards one another. This solidarity is a process of exchange. The team leader must ensure that these exchanges are fair; if not there will be an immediate loss of confidence.

Clearing or Releasing Blockages

Only when a group has achieved solidarity can certain situations become resolved or unblocked. Without the confidence that accompanies solidarity, each person can retreat behind his own point of view, so as not to work together towards the success of the team.

Achieving Results, Feedback

This solidarity allows the achievement of results beyond the norm. The team draws a lot of satisfaction from it and therefore motivation.

(Vincent Lenhardt)



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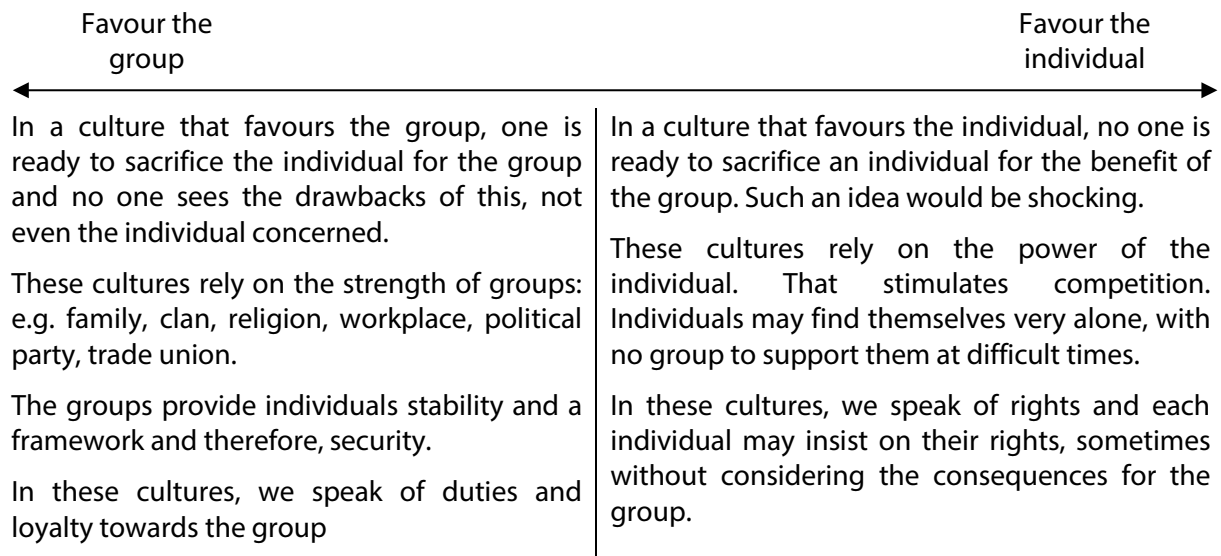
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Balance - individual/group

One of the cultural dimensions reflects the preference of a group to orient its decisions either in favour of the group or of the individual.

It is very important to not view these two 'poles' as 'good' or 'bad'. Each dimension has its advantages and its drawbacks.



In our western cultures, we were in a culture of the group until the Second World War.

It was the Declaration of Human Rights (UN 1948) that confirmed the swing towards the culture of the individual.

*Fons Trompenaars
Michel Crozier*



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Team Leadership

How many excellent teams have you worked in? What made those teams work so well? The leader probably played a major role in bringing all the disparate personalities together.

The Chinese philosopher Lao-Tzu hit the “bull’s-eye” with his view on leadership¹:

“As for the best leaders, the people do not notice their existence. The next best the people honour and praise. The next the people fear; and the next, the people hate. When the best leader’s work is done, the people say, ‘we did it ourselves’”

What is the “right” way to lead and manage people? Whether you are an audit team leader or an administration team leader, whether you lead a large or a small group of team members, this will to a large extent depend on the nature of your team, the task, their goals, and your own skills and style.

Leadership and Management

Leadership and management are two notions that are often used interchangeably. Yet they are different sets of skills. Effective managers need those leadership attributes to be effective. Leaders are not necessarily managers but can operate at all levels of the organisation.

Management is about planning, organising, controlling and leading. Leadership is about motivating, directing, supervising, building relationships in the team and setting a new direction or vision for the team that it will then be motivated to follow, i.e. a leader is the frontrunner for that new direction.

Leadership skills are essential for successful managers. Leading effectively involves focusing on people, understanding them, guiding them and motivating them, in order to achieve specific objectives through the contributions of these people.

In the context of this programme we focus on leadership, defined as the ability to motivate, communicate, direct, support, supervise and build effective relations within your team.

Successful team leaders genuinely believe:

- That they do not have all the answers, and therefore do not insist in providing all of them.
- That they do not have to make all key decisions – so they don’t.
- That they cannot succeed without the combined contributions of all other members of the team to a common end – and so they avoid any action that might constrain inputs or intimidate anyone in the team. Ego is not their predominant concern.
- That the team defines the leadership – it is not about doing it all on your own as a leader
- That the leaders role is about creating a culture in a team where more things become possible

¹ From Katzenbach, J. R., Smith, D.K., (1993). *The Wisdom of Teams*, Boston, MA: Harvard Business School Press



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- That all the 'standard' leadership roles can be delegated to the rest of the team- running the team meetings etc. Everything can be divided among the members

The leadership challenge is striking the right balance - between providing guidance and giving up control, between making tough decisions and letting others make them, and between doing difficult things alone and letting others learn how to do them. Just as too much command will stifle the capability initiative and creativity of the team, so too, will too little guidance, direction and discipline.

The leadership approach differs from team to team, each of which has its own unique characteristics. No two teams have the same mix of people skills, choice of purpose and goals, best approach and **hurdle of mutual accountability**. How would you describe your team? How mature is it? How well does it work together?

As the potential team grows into a real team and possibly a high performance team, the leader's job will change markedly. Team performance almost always depends upon how the critical balance is managed between team leaders doing things themselves and letting other people do them. The key to the leader's evolving role always lies in understanding what the team needs and what it does not need from the leader to help it perform.

Six essentials for good team leadership:

1. Keep the purpose, goals and approach relevant and meaningful

All teams must shape their own common purpose, performance goals and approach. The team leader will play a varying role in setting these goals depending on the maturity of the team.

2. Build commitment and confidence

The leader needs to keep both the individual and team in mind as they try to provide positive, constructive reinforcement. Positive constructive reinforcement fuels the mutual accountability and confidence critical to team performance. John Adair writes about the need to focus on the task, the team and the individual – it is a fine balance.

3. Strengthen the mix and level of skills

Effective team leaders recognise that ultimately, the most flexible and top-performing teams consist of people with all the technical, functional, problem-solving, decision-making, interpersonal and teamwork skills the team needs to perform. To achieve this, team leaders encourage people to take the risks needed for growth and development. They continually challenge team members by shifting assignments and role patterns.

4. Manage relationships with outsiders, including removing obstacles

Team leaders need to manage the team's contacts and relationships with the rest of the organisation. This requires leaders to communicate effectively the team's purpose, goals and approach to anyone who may help or hinder it. They must also have the courage to intercede on behalf of the organisation when obstacles might demoralise the team.

5. Create opportunities for others

The leader's challenge is to provide performance opportunities for the team and the people in it. Stepping out of the way, however, does not mean abdicating responsibility for guidance, monitoring and control.



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6. Do real work

Everyone in a real team, including the leader, does roughly equal amounts of 'real' work. Team leaders must contribute in whatever way the team needs, as they would expect from any other member. Team leaders should not delegate the nasty jobs to others.

Two things that a Team Leader should never do:

- **Blame or allow specific individuals to fail**
- **Excuse away shortfalls in team performance**

Questions to ask yourself as a team leader - your attitude, behaviour and effectiveness:

Have I as the team leader adopted a team or a working group approach?

Do I:

- Make all the important decisions?
- Set all work assignments?
- Ensure that work is conducted primarily on the basis of individual accountability?
- Do any "real work" beyond decision-making, delegating, and agenda setting?

Do I as the team leader strive for the right balance between action and patience with the team?

Do I:

- Promote constructive conflict and resolution?
- Use distance and perspective to keep the team's actions and directions relevant?
- Intimidate anyone in the team?
- Constantly challenge the team to sharpen its common purpose, goals and approach?
- Inspire trust in people by acting in concert with the team's purpose and the team?
- Create opportunities for others, sometimes at the team leader's own expense?

Do I as the team leader articulate a team purpose and act to promote and share responsibility for it?

Do I:

- Think about and describe their assignment in individual or hierarchical versus team terms?
- Identify and act to remove barriers to team performance?
- Blame individuals for failure to perform, either within or beyond the team?
- Excuse away performance shortfalls by pointing to "uncontrollable" outside forces?



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Culture and Leadership Styles

When we get into the debate about what makes an excellent leader or follower, we need to take into account the rich variety of backgrounds and cultures we have in the people that make up our teams. This may appear obvious, but it is very easy to forget, especially when we feel strongly about something or get into a conflict of views or interests.

National culture not only appears to influence team effectiveness in an organisation, but also managerial style, beliefs, and actions. Based on the managers' cultural background, they may be more or less comfortable working without specific job knowledge about subordinate tasks

How would you consider the statement below? :

"It is important for managers to have at hand precise answers to most of the questions that their subordinates may raise about their work."

Research by people such as Fons Trompenaar and Geert Hofstede has indicated that culture may influence the percentage of managers in each nation who would agree with that statement

Hofstede (1980) found that one cultural dimension was around uncertainty avoidance or the acceptance of risk. One way to avoid uncertainty is to try to be an expert in all aspects of the work of subordinates. According to Hofstede's study, Japan ranks #1 of 53 national cultures on uncertainty avoidance. Thus it is not surprising that managers from Japan were more likely than American managers to agree with the statement.

The same applies to the people being managed and the issues around delegation - team members who require more structure and more certainty spend more time detailing the task with their manager. With members who require less structure, detailing the task will cause them to feel micromanaged.

These differences show that there are contrasting views as to whether a manager in an organisation is supposed to be an 'expert' or a 'delegator' based on cultural differences. With our institutions having managers and staff from different cultures, potential conflicts may arise if they are not sensitive to the inherent differences in expectations based on culture.

Ideas about organisational structure vary across culture as well in a similar manner. That is, individuals from some countries tend to see an organization as much more hierarchical as do individuals from other nations (see Trompenaars, 1998). If you were to be asked what is the ideal number of levels in your institution e.g., 3, 5 and 9 which would you identify as the structure that is most appropriate and why?



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CHAPTER 1 - WHAT IS A TEAM?

Action centred leadership approach

John Adair, one of the world’s leading authorities on leadership and leadership development, has developed a model to demonstrate what he calls the action-centred leadership approach. This model comprises three levels:

- Achieving the task
- Managing the team or group
- Managing individuals

Achieving the Task	Managing for the Group	Managing each Individual
<ul style="list-style-type: none"> ▪ Identify what is to be done ▪ Set standards, quality, time aims and vision for the group; purpose and direction - define the task ▪ Identify resources, people, processes, systems and tools (incl. financial resources, communications, IT) ▪ Create the plan to achieve the task - deliverables, measurements, timescales, strategy and tactics ▪ Establish responsibilities, objectives, accountabilities and measurement, by agreement and through delegation and reporting parameters ▪ Control and maintain activities against parameters ▪ Monitor and maintain overall performance against plans ▪ Report on progress towards the group's aim ▪ Review, re-assess, adjust plan, methods and targets as necessary 	<ul style="list-style-type: none"> ▪ Establish, agree and communicate standards of performance and behaviour ▪ Establish the style, culture and approach of the group – the ‘soft’ skill elements ▪ Monitor and maintain discipline, ethics, integrity and focus on objectives ▪ Anticipate and resolve group conflict, struggles or disagreements ▪ Assess, and change as necessary, the balance and composition of the group ▪ Develop team-working, co-operation, morale and team-spirit ▪ Develop the collective maturity and capability of the group - progressively increase group freedom and authority ▪ Encourage the team towards objectives and aims - motivate the group and provide a collective sense of purpose ▪ Identify, develop and agree team and project leadership roles within the group ▪ Enable, facilitate and ensure effective internal and external group communications ▪ Identify and meet group training needs ▪ Provide feedback to the group on overall progress; consult with, and seek feedback and input from the group 	<ul style="list-style-type: none"> ▪ Understand the team members as individuals - personality, skills, strengths, needs, goals and fears ▪ Assist and support individuals – recognise their plans, problems, challenges, highs and lows ▪ Identify and agree appropriate individual responsibilities and objectives ▪ Provide recognition and praise to individuals - acknowledge effort and good work ▪ Reward individuals with extra responsibility, advancement and status ▪ Identify, develop and utilise each individual's capabilities and strengths ▪ Train and develop individual team members ▪ Develop individual freedom and authority



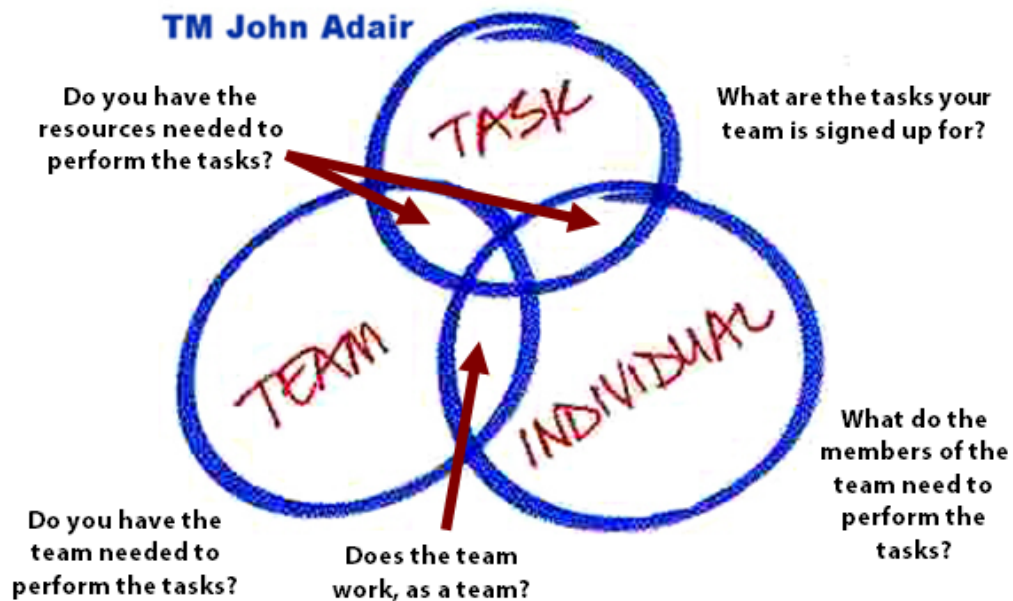
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Based on practical work with leaders, John Adair explored the idea of leadership being a functional relationship between these three variables. He developed training programmes which focused on the interaction of the three areas. The three levels interact, and John Adair suggests that the three levels of responsibilities are all equally important for the leader: If you place a disc over one of the circles, e.g.; task, it will immediately cover segments of the other two circles as well. So a lack of tasks or a failure to achieve tasks will affect both team maintenance and the area of individual needs – lowering team member satisfaction. The same applies whichever circle you cover.

These three interlocking circles therefore illustrate the point that each area exerts an influence upon the other two.



Source : John Adair



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Team Membership

A challenge for many team leaders in the institutions is that there is no formal 'authority' with the position. They may not be the one carrying out the classic management responsibilities such as the performance management role for the members of the team. Therefore, many of the skills of leading are about influencing and inspiring others WITHIN the team itself. It is about being a good team member as well as being a good team leader. A good team leader is part of the team and can step back to allow others to lead too.

So what are the qualities of a good follower? Think of the people in your unit who get the job done. You'll likely find they have some characteristics in common. Here are some to start with.

Accepts direction and instruction: Good followers can handle training, directions and criticism. They are open to new ideas and suggestions and do not become defensive. They are flexible. A new policy decision from the top, for example, will require them to adapt their programme or procedures.

Is active rather than passive: Followers need the ability to acquire, evaluate, and integrate the information necessary to complete an assignment. They will ask questions to clarify goals or values. They contribute to discussions and participate in decision making. This might mean asking questions at meetings or challenging decisions in a constructive way – but not blocking.

Is responsible: Good followers accept responsibility for their own actions and for the decisions of the group. This may require questioning leadership that is against the good of the group or against greater values

Is creative and resourceful: Good followers do not need to be told everything. Given a task, they will find ways and means to accomplish it without further direction. But they are also happy to check they are going in the right direction.

Is loyal and dependable: Good followers accept being part of a whole and recognise that they cannot always have their own way. They feel good about themselves by contributing to the group and its goals and helping achieve those goals.

Coming Full Circle.....

I expect you've noticed it already. It is no coincidence that the qualities of a good follower overlap those of a good leader. From the description, it becomes clear that a good follower is able to assume leadership when necessary.



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CHAPTER 2 - BELBIN TEAM ROLES

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BELBIN TEAM ROLES

An effective team requires a diversity of skills and roles. A football team will need a great goalkeeper, fast forwards, creative strikers and strong defenders, not forgetting the manager, coach and physiotherapist, all of whom have an enormous impact on the success of the team. However, it is less common to understand the diversity of team roles required in a successful work team.

How to compose the ideal team...

For years Dr Meredith Belbin has been conducting studies into the makeup of such teams. The fascinating story of the gradual discovery of the nine team roles in Belbin's systems is told in his book: R Meredith (1981) *Management Teams – Why They Succeed or Fail*. Over a period of time Dr Belbin and other colleagues observed the behaviour of management teams at the Henley Business School. These teams were set a number of problem solving tasks within a management games context. Surprisingly, the teams made up of talented and bright individuals (the so called Apollo teams) did not perform as well as teams made up of less able individuals. Dr. Belbin devised a number of psychometric tests to try and isolate the individual characteristics of team members and suggested a number of metaphors to describe them.

Further work was carried out in trying to identify the types of jobs that people with these team role characteristics could perform well. Dr Belbin contends that the needs of a particular project or job can best be met by carefully selecting a team that has a complementary balance of team roles. This also has applications in leadership identification and succession planning.

However, we recognise that in most situations we are not in a position to 'choose' our perfect team. Rather we inherit the people we work with and alongside. However by better understanding our own and other people's styles of working we can be more adaptable and better able to appreciate others' differences.

What is a team role?

A team role as defined by Belbin is:

"A tendency to behave, contribute and interrelate with others in a particular way."

Belbin team roles describe a pattern of behaviour that characterises one person's behaviour in relationship to another in facilitating the progress of a team.

The value of Belbin team-role theory lies in enabling an individual or team to benefit from knowledge about how each will perform and react within the team.

Nine team roles were identified in terms of their distinctive contribution **to management** and the personal characteristics that are linked with them. Most individuals are naturally suited to at least one role, and usually to one or two other roles as well, though these may be secondary in strength to the primary one.



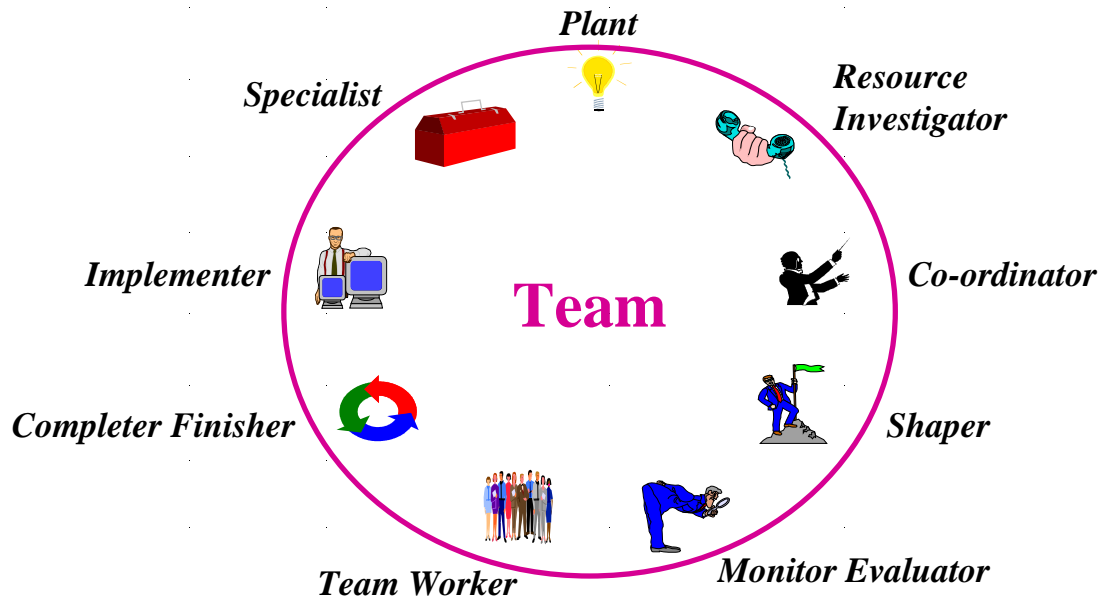
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These nine team roles are:

- Action-oriented roles: Shaper, Implementer, and Completer Finisher
- People-oriented roles: Co-ordinator, Team worker and Resource Investigator
- Cerebral roles: Plant, Specialist and Monitor Evaluator









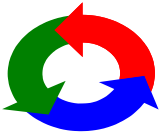
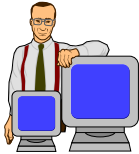
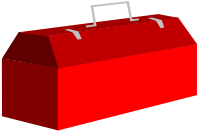


DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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Self-Perception Team Role Profile

	ROLES AND DESCRIPTIONS TEAM ROLE CONTRIBUTION	ALLOWABLE WEAKNESSES
	PLANT: Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
	RESOURCE INVESTIGATOR: Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
	COORDINATOR: Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can be seen as manipulative. Offloads personal work.
	SHAPER: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
	MONITOR EVALUATOR: Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
	TEAMWORKER: Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
	IMPLEMENTER: Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
	COMPLETER FINISHER: Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.
	SPECIALIST: Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes on only a narrow front. Dwells on technicalities.

Belbin Associates



DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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BELBIN THE BELBIN TEAM ROLES

SH = 'SHAPER'

Characteristics

Highly strung, outgoing, dynamic.

Shapers are highly motivated people with a lot of nervous energy and a great need for achievement. Often they seem to be aggressive extroverts with strong drive. Shapers like to challenge, to lead and to push others into action - and to win. If obstacles arise, they will find a way round them - but can be headstrong and emotional in response to any form of disappointment or frustration.

Shapers can handle and even thrive on confrontation.

Function

Shapers generally make good managers because they generate action and thrive on pressure. They are excellent at sparking life into a team and are very useful in groups where political complications are apt to slow things down. Shapers are inclined to rise above problems of this kind and forge ahead regardless. They like making necessary changes and do not mind taking unpopular decisions. As the name implies, they try to impose some shape and pattern on group discussion or activities. They are probably the most effective members of a team in guaranteeing positive action.

Strengths

Drive and a readiness to challenge inertia, ineffectiveness, complacency and/or self-deception.

Allowable Weaknesses

Prone to provocation, irritation and impatience, and a tendency to offend others.

CO = CO-ORDINATOR

Characteristics

Calm, self-confident, controlled.

The distinguishing feature of Co-ordinators is their ability to motivate others to work to shared objectives. Mature, trusting and confident, they delegate readily. In interpersonal relations they are quick to spot individual talents and to use them to pursue group objectives. While Co-ordinators are not necessarily the cleverest members of a team, they have a broad and worldly outlook and generally command respect.

Function

Co-ordinators are useful people to have in charge of a team with diverse skills and personal characteristics. They perform better in dealing with colleagues of near or equal rank than in directing junior subordinates. Their motto might well be "consultation with control" and they usually believe in tackling problems calmly. In some organisations, Co-ordinators are inclined to clash with Shapers due to their contrasting management styles.



DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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Strengths

Welcome all potential contributors on their merits and without prejudice, but without ever losing sight of the main objective.

Allowable Weaknesses

No pretensions as regards intellectual or creative ability.

PL = 'PLANT'

Characteristics

Individualistic, serious-minded, unorthodox.

Plants are innovators and inventors and can be highly creative. They provide the seeds and ideas from which major developments spring. Usually they prefer to operate by themselves at some distance from the other members of the team, using their imagination and often working in an unorthodox way. They tend to be introverted and react strongly to criticism and praise. Their ideas may often be radical and may lack practical constraint.

They are independent, clever and original and may be weak in communicating with other people on a different wavelength.

Function

The main use of a Plant is to generate new proposals and to solve complex problems. Plants are often needed in the initial stages of a project or when a project is failing to progress. Plants have often made their marks as founders of companies or as originators of new products.

Too many Plants in one organisation, however, may be counter-productive, as they tend to spend their time reinforcing their own ideas and engaging each other in combat.

Strengths

Ingenious, imagination, intellect, knowledge.

Allowable Weaknesses

Up in the clouds, inclined to disregard practical details or protocol.

RI = 'RESOURCE INVESTIGATOR'

Characteristics

Extroverted, enthusiastic, curious, communicative.

Resource Investigators are good communicators both inside and outside the organisation. They are natural negotiators, adept at exploring new opportunities and developing contacts. Although not necessarily a great source of original ideas, they are quick to pick up other people's ideas and build on them. They are skilled at finding out what is available and what can be done, and usually get a warm welcome because of their outgoing nature.



DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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Resource Investigators have relaxed personalities with a strong inquisitive sense and a readiness to see the possibilities of anything new. However, unless they remain stimulated by others, their enthusiasm rapidly fades.

Function

Resource Investigators are quick to open up and exploit opportunities. They have an ability to think on their feet and to probe others for information. They are the best people to set up external contacts, to search for resources outside the group, and to carry out any negotiations that may be involved.

Strengths

A capacity for finding useful people and promising ideas or opportunities, and a general source of vitality.

Allowable Weaknesses

Liable to lose interest once the initial fascination has passed.

ME = 'MONITOR EVALUATOR'

Characteristics

Sober, unemotional, prudent.

Monitor Evaluators are serious-minded, prudent individuals with a built-in immunity from being over-enthusiastic. They are slow deciders who prefer to think things over - usually with a high critical thinking ability. Good Monitor Evaluators have a capacity for shrewd judgements that take all factors into account and seldom give bad advice.

Function

Monitor Evaluators are at home when analysing problems and evaluating ideas and suggestions. They are very good at weighing up the pros and cons of options and to outsiders seem dry, boring or even over-critical. Some people are surprised that they become managers. Nevertheless, many Monitor Evaluators occupy key planning and strategic posts and thrive in high-level appointments where a relatively small number of decisions carry major consequences.

Strengths

Judgement, discretion, hard-headedness.

Allowable Weaknesses

Lack of inspiration or the ability to motivate others.



DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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IM = 'IMPLEMENTER'

Characteristics

Implementers are well organised, enjoy routine, and have a practical common sense and self-discipline. They favour hard work and tackle problems in a systematic fashion. On a wider front they hold unswerving loyalty to the organisation and are less concerned with the pursuit of self-interest.

However, Implementers may find difficulty in coping with new situations.

Function

Implementers are useful because of their reliability and capacity for application. They succeed because they have a sense of what is feasible and relevant. It is said that many executives only do the jobs they wish to do and neglect those tasks, which they find distasteful. By contrast, Implementers will do what needs to be done. Good Implementers often progress to high management positions by virtue of good organisational skills and efficiency in dealing with all necessary work.

Strengths

Organising ability, practical common sense, hard working, and self-discipline.

Allowable Weaknesses

Lack of flexibility, resistance to unproven ideas.

TW = 'TEAM WORKER'

Characteristics

Socially oriented, rather mild and sensitive.

Team Workers are the most supportive members of a team. They are mild, sociable and concerned about others with a great capacity for flexibility and adapting to different situations and people. Team Workers are perceptive and diplomatic. They are good listeners and are generally popular members of a group. They cope less well with pressure or situations involving the need for confrontation.

Function

The role of the Team Worker is to prevent interpersonal problems within a team and allow everyone to contribute effectively. Since they don't like friction, they will go to great lengths to avoid it. The diplomatic and perceptive skills of a Team Worker become real assets, especially under a managerial regime where conflicts are liable to arise or to be artificially suppressed. Team Worker managers are seen as a threat to no one and therefore can be elected as the most accepted and favoured people to serve under. Team Workers have a lubricating effect on teams. Morale is better and people seem to co-operate better when they are around.

Strengths

Ability to respond to people and situations and to promote team spirit.



DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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Allowable Weaknesses

Indecision at moments of crisis and some failure to provide a clear lead to others.

CF = 'COMPLETER-FINISHER'

Characteristics

Painstaking, orderly, conscientious, anxious.

Completers, or Completer-Finishers, have a great capacity for follow-through and attention to detail, and seldom start what they cannot finish. They are motivated by internal anxiety, although outwardly they may appear unruffled. Typically, they are introverts who don't need much external stimulus or incentive. Completer-Finishers dislike carelessness and are intolerant of those with a casual disposition. Reluctant to delegate, they prefer to tackle all tasks themselves.

Function

Completer-Finishers are invaluable where tasks demand close concentration and a high degree of accuracy. They foster a sense of urgency within a team and are good at meeting schedules. In management, they excel by the high standards to which they aspire, and by their concern for precision, attention to detail and follow-through.

Strengths

A capacity for fulfilling their promises and working to the highest standards.

Allowable Weaknesses

A tendency to worry about small things and a reluctance to "let go".

SP = 'SPECIALIST'

Characteristics

Professional, self-starting, dedicated.

Specialists are dedicated individuals who pride themselves on acquiring technical skills and specialist knowledge. Their priorities are to maintain professional standards and advance their own subject. While they show great pride in their own work, they usually lack interest in other people's work, and even in other people themselves. Eventually, the Specialist becomes the expert by sheer commitment along a narrow front. Few possess the single-mindedness, dedication and aptitude to become a first-class Specialist.

Function

Specialists play an indispensable part in some teams, for they provide the rare skill upon which the organisation's service or product is based. As managers, they command support because they know more about their subject than anyone else and can usually be called upon to make decisions based on in-depth experience.



DAY 1

CHAPTER 2 - BELBIN TEAM ROLES

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Strengths

Provide knowledge or technical skills in rare supply.

Allowable Weaknesses

Contribute only on a narrow front.

Points to Note:

Team role preferences are based on a personality, social skills, critical intelligence and personal values. They can change and adapt depending on the situation. Team roles develop and mature. These may change with experience and conscious attention.

In order to get a realistic view of your own style you should be aware of the weaknesses of the styles, which may be more prevalent in some individuals than others. For instance a 'shaper' can have a dynamic driving influence on a team or can be a very destructive force. Where a weakness is described as allowable, it can be reckoned that this is the price worth paying for the strength that this person exhibits. It is always a balance.

You should also be aware that you may not have a pure style but may exhibit characteristics of a number of styles but should be able to identify a dominant style. However most people demonstrate a preference and this is the role that is most appreciated by others. Develop and play those roles with enthusiasm, because this is where you are most likely to make your mark

Finally, your style cannot be judged solely by your own internal perception but must be tempered by the external perception of your peers.



DAY 1

GET ALIGNMENT - BUILDING AWARENESS OF SELF AND

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DAY 1

EXERCISE 1

30

EXPECTATIONS OF THE COURSE/DEMANDS ON ME AS A LEADER

Objective:

- To establish the learning environment at the beginning of your course
- To explore current issues and challenges which can be explored further during the course

Challenges for me as a team Leader	Expectations and desires for this Course to help me with those challenges



DAY 1

EXERCISE 2

31

HOW IS YOUR TEAM?

Think about your team or group. Can you answer the following questions?

	They are agreed upon, clear, understood and working well for me	They are agreed upon, clear, understood and working well for the team	Insights and Actions
Mission & Goals			
Roles & Responsibilities			
Team Relationships			
Tools & Procedures			



DAY 1

EXERCISE 3

32

THINK ABOUT THE BEST LEADER /TEAM MEMBER YOU HAVE HAD

Objective:

- The purpose of the exercise is to identify fundamental actions taken by a good leader. Use this as a source to inspire and to find your own style;
 - Think about the attributes of a good follower or team member – something we all need to be;
- A.** Think about the **best** leader you have ever had. Record what that leader did particularly **well** and the consequences that this had:
- B.** Think about the best follower you have ever worked with. Record what they did particularly well and the consequences that this had.

Actions

Consequences



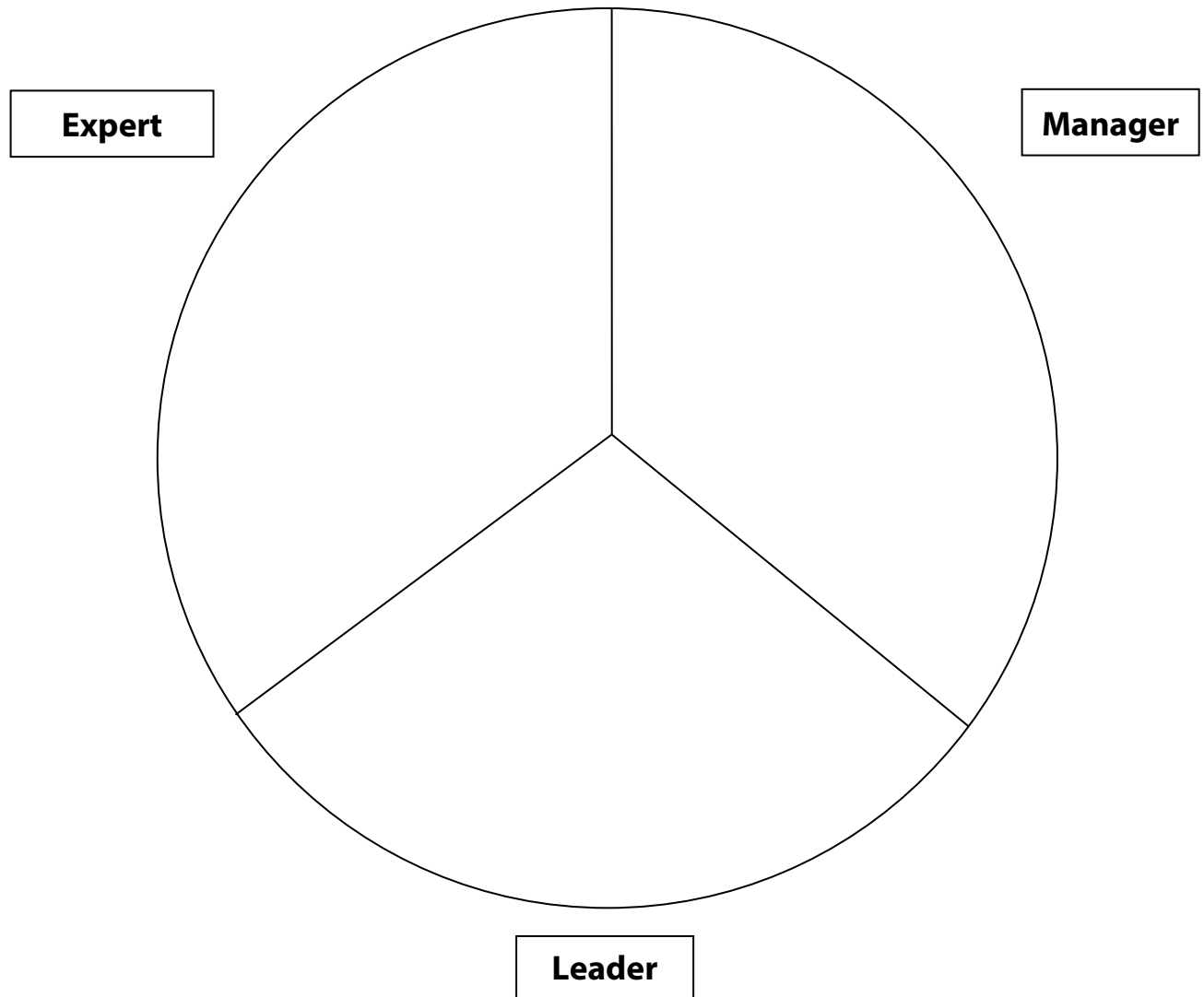
DAY 1

EXERCISE 4

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WHERE DO YOU SPEND YOUR TIME?

Think about the last month or week at work. What do you do – and where you place them in the three segments below? What % of your day do you spend managing? What % do you spend leading? What % of your day do you spend working on your specialist area? In which area do you get rewarded and recognised?





DAY 1

EXERCISE 5

34

EXAMPLES OF MISUNDERSTANDINGS EXPLAINED BY BELBIN

Objective:

- The purpose of the exercise is to demonstrate how some misunderstandings between colleagues and staff can be explained by our different approaches to many important aspects of work life: *different planning styles, different values, different focus on detail vs. context, different abilities for creating vs. completing.*

Instruction:

List examples of misunderstandings of this nature.

Misunderstandings explained by Belbin team roles:



DAY 2

GAINING COMMITMENT AND BUY IN

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OVERALL AIM

Today the focus is on motivation. We will explore the different leadership styles and how you can use these styles appropriately in your daily communication with your team.

The aim of the day is to provide you with a set of management tools to help you motivate and work more effectively with your team.

Objectives

The objectives of this day are to provide an understanding of 'good' team leadership and of your own leadership style. We also cover the impact it has on motivation of the team. - How to apply a variety of leadership methods and styles, in accordance with the needs of those in your team and the nature of the current workload.

By the end of this day, you will be able to:

- Recognise the motivational drivers that guide us in the work place and has an impact on the way we lead our lives.
- Understand your own leadership behaviour and the leadership needs of others
- Apply flexible leadership styles according to the needs of your team members and the requirements of a specific situation
- Understand the difference between the push and pull style of communication and its impact on influencing others
- Have the steps in place to delegate effectively

Programme

Topics of the day:

Chapter 3. Motivation

Chapter 4. Situational leadership

Chapter 5. Push/pull styles of influencing

Chapter 6. Delegation

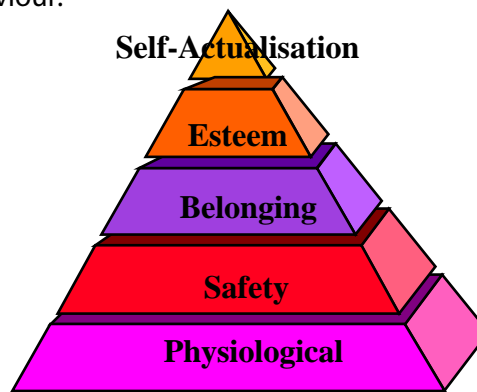


MOTIVATION AT WORK

A theory - Maslow's Hierarchy of Needs (1954)

Psychologists have been studying the phenomenon for years and several theories and explanations of the subject exist. To start with, a fairly universal definition of motivation is "the satisfaction of need" and this definition is the basis for nearly all theories of what motivates people.

Maslow theorised that everyone is motivated by five general needs. These needs are hierarchical - in other words, if a need on a lower level is not satisfied, it will dominate other levels. We must, for example, satisfy our physiological needs (e.g. for food, water, heat etc.) If the physiological needs are not met, other needs may not be felt as much as they would otherwise. In societies where lower level needs are satisfied, the upper levels guide human behaviour.



- 1. Physiological needs.** We are motivated to satisfy needs that ensure our physical survival (hunger, thirst, air to breathe, sleep, activity or sex).
- 2. Safety needs.** Safety and security needs include order, stability, routine, familiarity, control over one's life and environment, economic security, certainty and health.
- 3. Belonging/social needs** These needs include love, affection, belonging and acceptance in a group. People look for these needs in relationships with other people and are motivated for these needs by the love from their families, friends and people around them.
- 4. Esteem needs.** All people have a need for self-esteem and for the esteem of others. These needs may therefore be classified into two subsidiary sets. These are, first, the desire for strength, achievement, adequacy, competence, confidence, Second, we have what we call the desire for reputation or prestige (defining it as respect from other people), status, fame, glory, importance, recognition, dignity or appreciation.
- 5. Need for self-actualization.** This level of hierarchy is concentrated on an individual being able to reach their full potential as a human being. It includes independence, freedom, the desire to be self-directed, creativity, personality development etc. But even if all these needs are satisfied, we may often still find that a new discontent and restlessness will soon develop. If one need is satisfied, it immediately creates another need.



DAY 2

CHAPTER 3 - MOTIVATION

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Hygiene Factors and Motivators

Hygiene Factors (Dis-satisfiers)	Factors relating to conditions of work.
Motivating factors (Satisfiers)	Factors relating to individual performance



Decision Dynamics

What is a "successful" career? To some, it is the climbing of a hierarchical ladder; to others, it's the pursuit of income; and yet to others, it is having variety and opportunities in the portfolio of tasks. As our concepts of success may vary, so may the way that we view rewards for our accomplishments. To some, an attractive reward for performing well is the perspective of promotion, while to others; it's the perspective of gaining increased autonomy. If we wish to stay motivated and motivate others, we therefore need to understand our perception of **work-life** success and understand how that influences our motivational drivers.

This is explained in a model called Decision Dynamics Career Model¹ in which four main career drivers are defined:

The **EXPERT career driver** is the most stable and historically dominant view of a successful career as being a lifelong commitment to a profession with which one identifies (for example an engineer, a teacher, or a farmer). Success is a process of continually mastering the knowledge and skills of the profession.

The **LINEAR career driver** is instead focused on rapid movement up the "corporate ladder". Gaining increased levels of responsibility and authority makes a successful career. Success depends on the achievement of these higher levels.

The **SPIRAL career driver** is a less traditional view, where one discovers one's career (in contrast to 'being' an expert, or 'creating' a linear career). The spiral career driver motivates the individual to discover their skills through periodic (5-10 years) lateral changes of occupational fields. These changes tend to involve the development of broader skills and new applications of previous experience.

The **TRANSITORY career driver** is the most change-oriented and least conventional view, even to the extent that many consider it as not really a career. The more different and frequent the job changes the better, according to this "consistent pattern of inconsistency" perspective on careers.

Career types

A type may change over time and may be influenced by, for instance, a certain family situation or a certain working environment. In order to determine an individual's motivational drivers, we need to look at the essential elements characterising each type. For this reason, the description of the four styles may come across as an over-simplification. It is useful to remember that all four types are necessary in a work place to ensure stability, the ability to analyse and change, and the ability to lead.

A simple test can indicate the career type to which we are most attracted. We may also be able to recognise a link with our motivational drivers.

Which of the following four sentences is most precise in expressing your perception of your motivational driver?

1. *"I focus on the quality of my work and take pride in delivering the best quality. My job defines me and I define my job."*
2. *"I seek influence and wish to contribute to the overall organisational strategy and development. I know where I would like to be in the next five years."*
3. *"I thrive on team work and challenges. I want to decide on my own job situation and I need space to be creative and explore new facets of my knowledge. That is where I will be in five years time."*

¹ Decision Dynamics Group



DAY 2

CHAPTER 3 - MOTIVATION

4. *"I need new challenges and fresh opportunities to try something different. I know that I will not be here in 5 years time."*

For each of these four drivers, we associate a number of key words that describe this style of thinking in more detail:

The four drivers:

Expert	Linear	Spiral	Transitory
Quality	Leadership	Creativity	Speed
Engagement	Competition	Team work	Network
Reliability	Cost efficiency	Breadth of competence	Adaptable
Specialisation	Management	Project	Fast learning
Stability oriented	Profit oriented	Development oriented	Change oriented

Depending on our concept of a "successful" career, we differ in terms of what may motivate us at work. People with an Expert driver value expertise & security, while people with a Linear driver value power & achievement. Personal growth & creativity is motivating for people with a Spiral driver, while people with a Transitory driver prefer variety & independence.

Consequently, a "stable" expert career path is "motivational heaven" for one person (Expert profile) and "hell" for another (Transitory profile).

Most people appear to be influenced by two specific preferred drivers. These two drivers jointly reflect our perception of success. There seems to be a pattern in the way that our motivational drivers are combined, and our corresponding career choices:

Examples of careers with combinations of drivers:

- Expert + Linear: 1st level supervisor (lower ranking manager)
- Expert + Spiral: General consultant (non -managerial)
- Expert + Transitory: Freelancer
- Linear + Spiral: General manager (non -specialist, middle manager)
- Linear + Transitory: Entrepreneur or middle/higher ranking manager
- Spiral + Transitory: Entrepreneur

Employees and managers are trained from early professional life to operate within the strategy set out by the organisation in which they function. In most organisations, by decoding the organisational strategy correctly, employees can enjoy fulfilling the organisational criteria for success and will find themselves rewarded through salary increases and promotion.



DAY 2

CHAPTER 3 - MOTIVATION

An empirical study of more than 100,000 persons included in the leading executive search firm Korn/Ferry Internationals' database show two interesting career patterns of the highest and lowest paid managers at five different managerial levels.

Note that the career profiles most suited for one level can become failure traps at the next level. An Expert can find it difficult to adapt their style and 'let go' of the desire to maintain up to the minute knowledge in their area (which is also their comfort zone). When placed in a management position where they are required to lead and deal with the power and politics, this means they have less time to focus on their expertise.

Put differently, the organisational culture is often set to rewarding staff members performing excellently as experts/specialists. Once promoted however, these new managers must assume a new role, reducing the expert/specialist profile that enabled them to be promoted in the first place, and developing a new profile as a manager – with or without a formal hierarchical position.

Drivers in focus at different levels of management

1st level supervisors: Expert drive is preferred by the organisation

Middle managers: Less focus on Expert drive, increased focus on the three other drivers

Top managers: Often focus on Transitory drive

Whilst a person with an outspoken Transitory drive may have a hard time obtaining employment at the employee level, it seems that the same drive will be preferred when organisations are looking at appointing high-level managers. The higher the managerial level, the less Expert and the more Transitory drive is found. This applies to organisations in both the public and private sectors.

When analysing the detailed descriptions of the four drivers, we further see the differences in values and professional outlook:

Differences in values and professional outlook:

Profiles	Expert	Linear	Spiral	Transitory
Duration in field	Life	Variable	5-10 years	2-4 years
Direction in movement	In-depth	Upward	Lateral	Varied unrelated
Values	Security Expertise	Power Achievement	Creativity Personal growth	Variety Independence
Organisational Competencies	Quality Long-term commitment Specialisation	Leadership Competitiveness Efficiency	Teamwork Skills diversity Innovation	Speed Flexibility Networking



DAY 2

CHAPTER 3 - MOTIVATION

Motivational drivers

For each of the drivers, the preferred professional set-up varies considerably:

Preferred organisational structure

	Expert	Linear	Spiral	Transitory
Organisational Strategy	Maintaining present position through quality refinement and consolidation	Growth in size, competitiveness and market leadership	Related diversification through new applications of existing core competencies	Immediate new targets of opportunities (unrelated)
Organisational Structure	Stable, flat, functional	Tall pyramid	Matrix, project organisation	Informal, temporary ad-hoc teams
Performance appraisal factors	Quality, accuracy, expertise	Cost efficiency, profit, leadership ability	Creativity, skill diversity, team work	Speed, flexibility, opportunity recognition
Rewards	Recognition, job security, skill refinement, own budget	Promotion, managerial bonuses, leadership development	Job rotation, cross-functional projects, creative latitude, personal development	Cash bonuses, job rotation, special assignments, independence



DAY 2

CHAPTER 3 - MOTIVATION

And what they want – and don't want – also varies:

Preferred job content and reward system

	Expert	Linear	Spiral	Transitory
Wants	Specialisation in own field Budget responsibility Long term perks Pension planning Comfortable work place Stable employment Secure work place	Promotion Management development Influence Prestige Pyramid structure High income Performance management and related bonus Recognition Wanting coaching and feedback Organisational change	Job mobility Working with other people Helping develop others Creative free hands Open communication Wanting to have influence on others Coaching Education Enjoying organisational change Personal development Staff associations and common benefits	Job mobility Involvement of people Special assignments Flexible working hours Liberal and open style Cash bonuses Many possibilities
Does not want	Job rotation Involvement of people Organisational change	Flat hierarchies	Stable employment	Stable employment

For the person with a Linear driver, it is important to work in a hierarchically oriented organisation where the hard working ambitious person can be rewarded through taking regular steps up the ladder. If working in a flat organisation with few hierarchical steps, rewards are less regular, and the same person may find their needs unsatisfied. The Linear drive is a self-starter and tends to manage situations through critical challenges. The management style may come across as traditional, but is effective and clear to all. The focus is on results and less on the process and the game is about competition.

For the person with a Spiral driver, an organisation with many hierarchical steps is considered unattractive and too bureaucratic as decisions may need approval by several managerial steps, and may thus be changed or slowed down. To the person with a Spiral driver, it is not necessarily attractive to have the opportunity to climb the hierarchical ladder and thereby gain influence. Rewards are found in working in a team of equals focusing on the task, and where the principle of fair play is recognised. Spirals are, by definition, change agents. If they are involved in organisational change, they take great interest in the changing process. Spirals thrive from working with new subjects and colleagues with different backgrounds.



DAY 2

CHAPTER 3 - MOTIVATION

To the person with a Transitory driver, change and new challenges are of focal interest. Being offered a managerial post may represent a reward, mainly if it represents change. The person with a Transitory driver will apply an approach similar to the Expert, but only for a limited period: specialise for a period and then seek new – and preferably unrelated – challenges. Transitories are change agents, like Spirals, but unlike Spirals, their focus is more on the results and less on the process. In this way, Transitories resemble Linears. Transitories are almost by definition working with colleagues of different backgrounds to themselves, as Transitories will tend to change working environment and content often.

The Expert is the most stable and to some extent most organisationally conservative. Experts wish to specialise and explore further the boundaries of their knowledge. They thrive being with like-minded people, and compete on knowledge. The Experts are competitive like the Linears, but knowledge is the game. For the Expert, having autonomy and being recognised as an Expert is vital. The Expert is unlikely to seek hierarchical appraisal, but is often promoted nevertheless. Organisations wish to keep the Expert on the payroll and see promotion as a way of securing this.

The four drivers work side by side in all organisations, even if many organisations tend to be dominated by one or two profiles.

It is sometimes stated that organisations tend to promote employees who possess the same characteristics as existing managers. Some call this a “cloning” promotion structure. An analysis of how four drivers regard each other, may explain why such a “cloning” approach may exist:

What does each driver make of the others

	Expert	Linear	Spiral	Transitory
Experts looking at	Serious – but less knowledgeable	Has more influence than brains	Lacks focus	“jack of all trades”
Linears looking at	Has a management problem	Goal-oriented competitor	Faulty compass	Hopeless curriculum vitae
Spirals looking at	Overly specialised	Sacrifices self for career	Interesting person	Flexible but wasteful
Transitories looking at	Nerd	Conventional careerist	Flexible but careful	Free-spirited

By exploring the characteristics to the fullest we see a pattern of compatibility between the profiles:

The Expert as a manager

If promoted to be manager, the **Expert** is likely to be the kind of manager that quality- controls on the basis of a vast source of knowledge of the matter. The Expert is unlikely to let go and be a leader but more likely to act as a senior Expert.

The Spiral will find it difficult to deliver the level of specialisation requested by the Expert manager. If he or she isn't delivering according to expectations, the Spiral is unlikely to be given the space to operate in a self-managing team, which is necessary for the Spiral to feel appreciated and successful. Spirals are unlikely to be given tasks and functions of importance from the Expert manager, as they may not be considered sufficiently knowledgeable and hard working for the assignment at hand. Or, if they are entrusted, the Expert manager is likely to supervise and control implementation, which will make the



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Spiral less interested and less devoted to quality and results, thereby confirming the Expert manager's initial impressions.

The Transitory will adapt and specialise according to the Expert manager's expectations. It is unlikely however; that the Transitory will reach a stage of being rewarded, as specialisation and its reward takes time and the Transitory does not have time to wait around. The Transitory prefers a more flexible management style, and hence often adapts and starts looking around for new challenges.

The Linear will look for signs of competitive thinking, but is not likely to want to engage in competition on knowledge. The Linear will find it difficult to respect the Expert manager's decisions regarding strategic issues and regarding the promotion of the unit within the rest of the organisation. The Expert manager will recognise the skills of the Linear but may also feel threatened by someone more ambitious and competitive. The Linear is not likely to wait around for rewards, but will be keen to seek new challenges.

For other Experts, an Expert manager is a well-functioning choice. The Expert manager will function as quality controller and will promote an environment of knowledge competition and ranking, within which the Experts are likely to thrive (as long as it is understood that all Experts represent a specialisation which is needed and respected). The Expert manager is likely to reward Expert employees according to their interests: stable employment, opportunities for further specialisation, a known environment and autonomy within each field of specialisation.

The Linear as manager

When promoted to manager, the **Linear** will be in their right element. Promotion will be a sign of appreciation and the Linear will respond by delivering and performing according to the principles that underpinned the promotion.

For the Spirals, the Linear manager sacrifices "life" for organisational rewards. The Spirals are unlikely to want to take part in the sacrifice and may feel pushed to deliver results without reaching initial consensus in the team.

For the Transitory, the Linear manager is an acceptable manager. The Linear manager may however not appreciate the Transitory to the expected degree, because the Transitory may not appear knowledgeable or serious in a way that is recognised by the Linear manager. Both share a focus on results, competition and quick wins.

For the Experts, the Linear manager may be "too big for their shoes" and not sufficiently founded on knowledge and specialisation. The leadership competence may be difficult to respect for the Expert, since it may not seem to add value.

The Spiral as manager

If they become managers, **Spirals** will concentrate on devoting time and resources to making the team function and perform. Spiral managers will be interested in most of the issues within the operational field, but will not see the need to specialise.

Linears will consider Spiral managers as focusing on process at the expense of results, and Spiral managers will feel threatened by Linears, realising their competitive nature.

For the Transitory, the Spiral manager is likely to give space and enable the Transitory to specialise for a period, although the two may clash in their different views of team work: where the Transitory is happy to compete, the Spiral dreads competition.



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To Experts, the Spiral manager looks like an Expert from some perspectives, but fails to impress due to a lesser degree of specialisation. This will make the Expert feel superior to the Spiral manager. The Expert is likely to be given a prominent position in a team, as the Spiral manager acknowledges (and needs) the Expert's specialisation. To outsiders, the Expert may look like the manager.

For other Spirals, the Spiral manager is a well-functioning choice. Spirals will appreciate the room for manoeuvre secured by the Spiral manager, as well as appreciating the level playing field upon which all team member's function.

The Transitory as manager

If they become managers, the **Transitory** will come across as devoting time to the functioning of the team and will be seen to focus on the team tasks on a rotating basis with high intensity.

For Experts, the Transitory manager will offer focus and specialisation from time to time. The Expert will appreciate this, as it constitutes both occasional sparring and at the same time it provides the Expert space to operate within own field. The Transitory manager will recognise the need to keep the Expert on board but will also aim at short-lived/short-term successes, which the Expert will dread.

For Linears, the Transitory manager shares the same focus on here and now results and successes. The Linear will appreciate the Transitory manager's ability to focus on financial rewards and visibility.

For other Transitories, the Transitory manager creates an environment in which they can operate and be rewarded. The Transitory manager will attract new tasks and function (and people) to the team and this may represent the kind of new challenges needed for the Transitories, at least for a while.

To sum up:

- There is an alternative to the traditional single career path
- The model groups us into four distinct motivational drivers
- The drivers are identified based on large scale observations of people's professional actions
- The model is used in some companies to introduce several career paths, such as one for Experts, one for Project Managers, and one for Managers in the hierarchical sense

A note of caution

It is important to remember that most people are influenced by a combination of two drivers, which will provide a somewhat more balanced view compared to the narrow focus suggested above.



SITUATIONAL LEADERSHIP

Situational leadership² is a recognised, and useful, leadership model.

In simple terms, **a situational leader is one who can adopt different leadership styles depending on the situation**. Most of us do this anyway in our dealings with other people: we try not to get angry with a nervous colleague on their first day; we chase up tasks with some people more than others because we know they'll forget otherwise.

The Situational Leadership model allows you to analyse the needs of your current situation, and then adopt the most appropriate leadership style. The model does not just apply to people in leadership or management positions: we all lead others at work and at home.

Leadership is a process, which focuses on influence. It involves working with people to accomplish their objectives, and the objectives of the organisation. Situational Leadership is a situational approach to managing people.

The objectives of Situational Leadership are to:

- Have an open communication – increase the frequency and quality of the discussion on performance and development between you and your staff
- Help others to develop skills and will
- Acknowledge differences

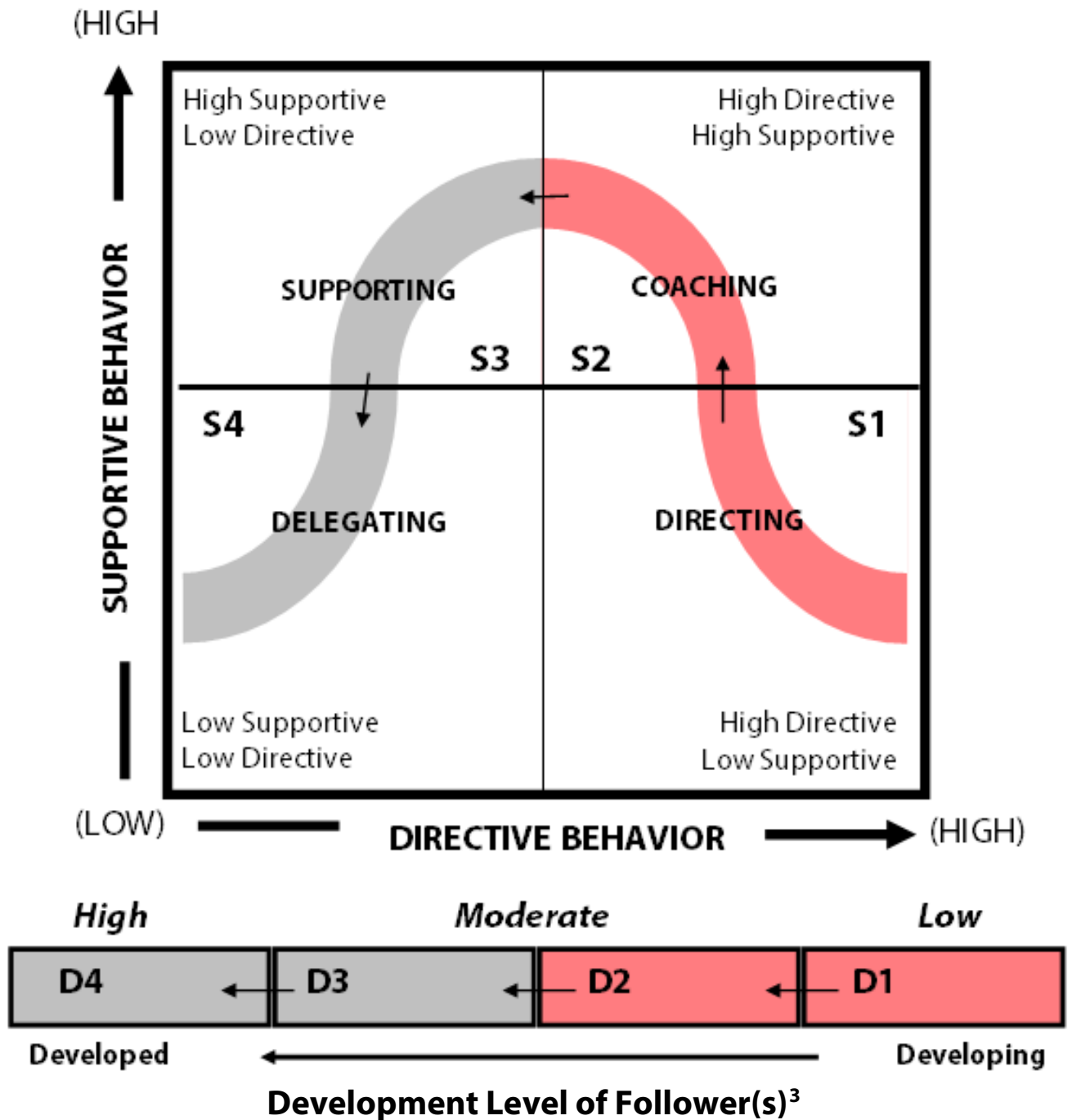
² Introduced by Paul Hersey and Kenneth H. Blanchard in the late 1960's.



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CHAPTER 4 - SITUATIONAL LEADERSHIP

Blanchard and Hersey characterised leadership styles in terms of the amount of direction and support that the leader gives to his or her followers. From their research, they created the situational leadership model. Blanchard refined it years later to the four leadership styles below:



³ follower(s) is the person being lead.



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Directing Leaders define the roles and tasks of the 'follower', and supervise them closely. Decisions are made by the leader and announced, so that communication is largely one-way.

Coaching The leader still defines roles and tasks, but seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.

Delegating Leaders are still involved in decisions and problem solving, but control is with the follower. The follower decides when and how the leader will be involved.

Directive behaviour

Directive behaviour is the extent to which a leader:

- Sets goals and objectives - defining the goal or task in detail, and establishing the nature of the final required outcome.
- Plans and organises work in advance - organising resources, action planning, and developing a plan for the individual to learn new skills.
- Clarifies roles - figuring out what roles each person will play, determining limits of authority.
- Teaches the person how to do a specific task - showing and telling how.
- Establishes timelines.
- Determines methods of evaluation, monitors performance, and provides frequent feedback on results.
- Identifies priorities - tell the other person what is important.

Providing **what** and **how** are the two most important Directive behaviours.

Supportive behaviour

Supportive behaviour is the extent to which a leader:

- Listens to team member's problems, letting them know they were heard.
- Expresses appreciation and praise.
- Shares information about the organisation, objective, or task; encourages open communication.
- Builds rapport and trust by sharing relevant experiences, stories, and insights.
- Facilitates self-reliant problem solving.
- Involves the other person in decision making by asking for his or her input, opinions, or suggestions.
- Explains why, describes the big picture, and provides rationale for decisions and actions.

Listening and **encouraging** self-reliant problem solving are the two most important Supportive behaviours.

Whatever styles are used, the leader has to:

- Identify desired outcomes and set objectives
- Observe and monitor performance



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- Give feedback

Performing Situational Leadership therefore requires the following three skills:

1. Flexibility

The ability to use a variety of leadership styles

2. Diagnosis

The ability, and the willingness, to look at a situation and assess the development needs of employees in order to decide which leadership style is the most appropriate for the objective or task at hand

3. Partnering for performance

Reaching agreements with people about the leadership style needed to achieve individual and organisational objectives



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CHAPTER 4 - SITUATIONAL LEADERSHIP

Development levels – the Ds

Clearly the right leadership style will depend very much on the person being led - the follower. Therefore the Situational Leadership model includes the Development Level of the follower. Blanchard and Hershey suggested that the leader's style should be driven by the Competence and Commitment of the follower, and Blanchard established the four development levels as outlined below:

D4 Achiever	High Competence High Commitment	<p>Experienced at the job, and comfortable with their own ability to do it well. May even be more skilled than the leader.</p> <ul style="list-style-type: none"> ▪ Recognised by others as an expert ▪ Consistently competent; justifiably confident ▪ Trusts own ability to work independently; self assured ▪ Inspired; inspires others ▪ Proactive, may be asked to do too much
D3 Performer	High Competence	<p>Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly</p> <ul style="list-style-type: none"> ▪ Is generally self-directed, but needs opportunities to test ideas with others ▪ Sometimes hesitant, unsure, tentative ▪ Not always confident; self-critical; may need help in looking at skills objectively ▪ May be bored with goals or tasks ▪ Makes productive contributions
D2 Learner	Variable Commitment	<p>May have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.</p> <ul style="list-style-type: none"> ▪ Frustrated; may be ready to quit ▪ Discouraged, overwhelmed, confused ▪ Developing and learning; needs reassurance that mistakes are part of the learning process ▪ Unreliable, inconsistent
D1 Beginner	Some Competence	<p>Generally lacking the specific skills required for the job in hand, and lacking in confidence and / or motivation to tackle it.</p> <ul style="list-style-type: none"> ▪ Eager to learn; willing to take direction ▪ Enthusiastic, excited, optimistic ▪ Don't know what they don't know, so they may do the wrong thing ▪ Confidence based on hopes and transferable skills, not reality



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Development Levels are also situational. An individual might be generally skilled, confident and motivated in his or her job, but would still drop into Level D1 when faced, say, with a task requiring skills that he/she doesn't possess. For example, lots of managers are D4 when dealing with the day-to-day running of their department, but move to D1 or D2 when dealing with a sensitive employee issue.

The Leadership Style (S1 - S4) of the leader must correspond to the Development level (D1 - D4) of the follower - and it is the leader who needs to adapt.

Applying the four Leadership Styles

What you have to take into account when using Style 1

- Pre-work is critical. Organise resources and develop a step-by-step plan for telling and showing the individual how to proceed.
- Narrow the focus or scope of the work to be done.
- Develop the sequence for learning new skills.
- To be effective, break down the learning into "baby steps" - small chunks that can be accomplished by a beginner.
- Lower expectations about how fast or easy it will be to master the objective or task. Lowering expectations prevents an individual from getting deeply disillusioned in D2.
- Stay in touch with the individual to provide frequent feedback - No Style 4!

When you think of a person who is a D1, and is carrying out a specific objective or task, what does this person need? Check which behaviours would help?

- Acknowledging enthusiasm
- Acknowledging transferable skills and progress to date
- Setting objectives and deadlines
- Defining what a good job looks like and how performance will be tracked and monitored
- Taking the lead in action planning
- Making most of the decisions about what, when, and with whom
- Providing specific direction; showing and telling how
- Taking the lead in problem solving
- Providing frequent follow up and feedback
- Staying in touch; checking in; monitoring

What you have to take into account when using Style 2

- Think quickly and adapt with either Directive or Supportive Behaviours as the interaction occurs.
- Consider each comment in an interaction as a choice - does the individual need or want direction or support?
- Present the ideas, consult to explore alternatives and then decide.



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- Use questions to open up two-way communication and explore the individual's ideas. Questions are not used to keep control or take charge of decision making about how the objective or task is to be accomplished.
- First get the emotion out to get the direction in.

Style 2 is the most time-consuming style.

When you think of a person you manage who is a D2 and is carrying out a specific objective or task, what does this person need? Check which behaviours would help.

- Involving him/ her in objective setting
- Providing support, reassurance, and praise
- Listening
- Offering him/ her a chance to vent, discuss concerns, and share ideas
- Involving him/ her in problem solving and decision making
- Making final decisions about action plans after listening to him/her
- Providing direction and coaching so that he/ she could continue to build their skills and competence
- Explaining why a particular approach was being taken
- Providing perspective about how long things should take and feedback about whether development and performance were on-track
- Providing frequent feedback; staying in touch

What you have to take into account when using Style 3

- The objective is to "keep the ball in the other person's court" by asking open-ended questions and listening.
- Let the person choose how to accomplish the objective or task; the leader controls what and when.
- The objective is to build the person's confidence in their competence.
- A key question is: How can I help?
- In the development cycle, one variable in D3 is often the degree of confidence (this can be displayed as a lack of confidence)
- In a regressive cycle, one variable in D3 is usually motivation (this can be displayed as low motivation).

When you think of a person you manage who is a D3 and is carrying out a specific objective or task, what does this person need? Check which behaviours would help?

- Sharing responsibility for objective setting with the person
- Encouraging the person to take the lead in problem solving; asking good questions to facilitate self-reliant problem solving
- Serving as a sounding board, encouraging the person to discuss his or her concerns and ideas
- Listening
- Providing reassurance, support, encouragement, and praise



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CHAPTER 4 - SITUATIONAL LEADERSHIP

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- Explaining ways to make the objective or task more interesting and challenging (particularly where motivation is low)
- Providing help in problem solving by sharing ideas if asked
- Working with the person to evaluate his or her work and to take stock of accomplishments

What you have to take into account when using the Style 4

- D4s like to tell their leader what they did. A good question to open up communication is: What have you accomplished?
- D4s need less praise from their leaders than from customers, colleagues, or themselves.
- It's important that you as leader value the D4's contribution to the organisation because the D4 may be asked or try to take on too much, then get overwhelmed and slip to D3.
- Check in with D4s to make sure they are still motivated and are finding ways to grow and develop.

When you think for a person you manage who is a D4 and is carrying out a specific objective or task, what does this person need? Check which behaviours would help.

- Enabling the person to take charge or "run with the ball"
- Allowing the person to set his or her own objectives
- Expecting the person to take the lead in action planning, problem solving, and decision-making
- Listening
- Encouraging the person to evaluate his or her own work
- Providing opportunities for the person to mentor others
- Recognising, valuing, and rewarding the person's contributions
- Challenging the person to even higher levels of performance

What is important as a leader is not what happens **when you're there**; it's what happens **when you're not there**.

By adopting the right style to suit the follower's development level, work gets done, relationships are built up, and most importantly, the follower's development level will rise to D4, to everyone's benefit.



COMMUNICATION SKILLS

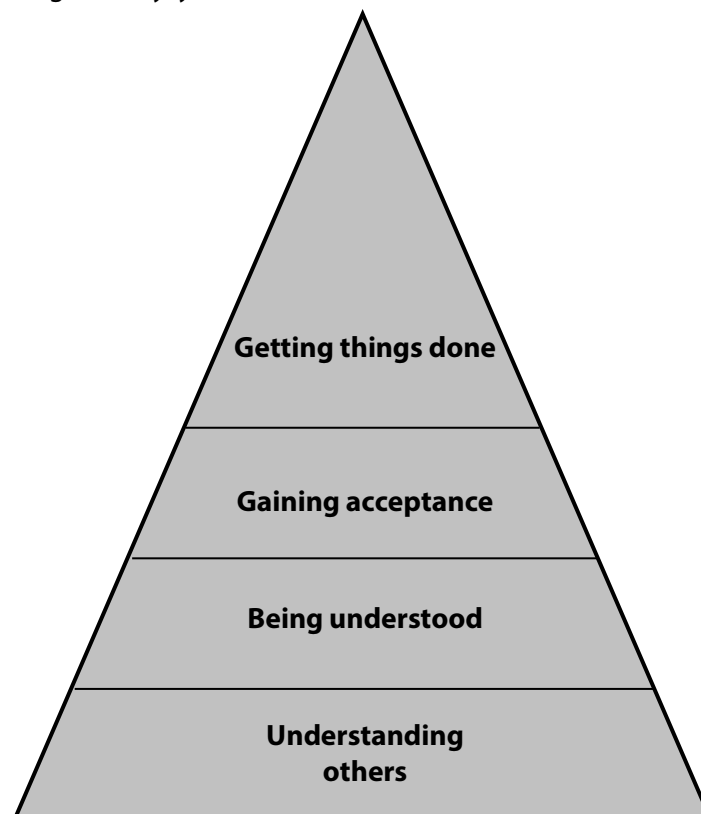
We have examined the different motivational and leadership styles and preferences you have for dealing with other people. Now we wish to introduce some useful tools and techniques for helping you to improve the way you communicate with others in your day to day work. Please note that these techniques are for you to pick and choose but with always an understanding that you remain true to yourself and to your personality. Any technique needs to be applied with sincerity and openness to allow you to remain truly authentic.

Research shows that a typical manager spends 80% of his/ her time dealing with face-to-face communication, whether at meetings or on a one-to-one basis. Many of us work as part of a team and depend on one another to produce results. It is essential therefore to know how to work well with people to bring out the best in every situation. For you to be successful at work, you need the flexibility to deal with a variety of people and situations. Developing your communication skills will allow you to achieve this.

There are three main aspects in any communication:

- The transmitter or sender of the message
- The message itself
- The receiver

Communicating is ultimately about understanding and being understood; gaining acceptance; and getting things done. During this day, you will deal with communication as follows:





Effective Influencing – Push/Pull styles

What is the difference between power and influence? Power is the ability to directly affect the situation. Influencing is the ability to affect a person’s perception of the situation.

As a team leader you will need to have tools and techniques at hand for influencing others when making decisions and when delegating tasks and motivating the team.

In a study of the behaviour of 130 successful persuaders, it was found that there are two ‘clusters’ of three behaviours which they tend to emphasise. However, as the diagram below indicates, they use either the first cluster OR the second, and avoid mixing the two.

The two styles which are distinguished in this way can be styled ‘PUSH’ and ‘PULL’.

PUSH STYLE		PULL STYLE
HIGH	Proposing Giving Information Shutting Out	LOW
LOW	Seeking Information Testing Understanding Building	HIGH

The really expert persuader chooses the style most appropriate to the situation and then uses it 100%.

So someone with a high push style will inform rather than ask. They will propose – ‘I think we need to cut the budget’; or give information; we have spent 20% more than we budgeted for’ and shut out. – meaning that they will prevent comments and views from others.

Someone who is using a pull style will seek information, how much do we need to cut back to avoid the overspend?, test understanding, So I think what you are saying is that we need to cut back by 20%? And build, you have mentioned cutting back by 20% on administration and in addition to that I believe that we need to examine our spend on heating and light.

There is evidence that the 90% Push and the 90% Pull styles are far less effective and tend to lead to feelings of annoyance, resentment and frustration in the recipients. In fact these ‘almost’ styles seem even less effective than a completely mixed behavioural style.

The suitability and characteristics of PUSH and PULL are very different, and can be summarised as follows:

PUSH STYLE	PULL STYLE
Works best with power	Works without power
Is high risk	Is low risk
Gets low commitment	Gets high commitment
Is win/lose	Is win/win
Needs enforcement	Self enforcing
Is most effective in the short term	Is most effective in the long term



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CHAPTER 5 - COMMUNICATION SKILLS

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For those who need to persuade and influence and lead without formal power or authority – the pull style seems the most effective. It will attract people to your ideas and suggestions rather than pushing them reluctantly to your point of view. It is a less hierarchical approach.

Examples of push and pull

PUSH	PULL
I state my evaluations	I explore your views and feelings
I persist	I build bridges
I state my needs and wants	I share my views and feelings
I make proposals	I paraphrase what you say
I state logical consequences	I create a vision
I state reasons	I build on common ground
Logical argument	
I am aware of myself	I am aware of you



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CHAPTER 5 - COMMUNICATION SKILLS

Summary of Push/Pull styles

	PUSH	PULL
Behaviour typical of this style	Proposing Giving information Shutting out	Building Testing understanding Seeking information
Potential descriptions by receiver	Aggressive Dynamic Authoritarian Using power	Democratic Sharing Concerned Sharing power
Potential feelings generated in receiver	Uncomfortable Angry Stubborn	Involved Trust building Committed
Personal attitude of persuader	Not fearful of failure Well prepared Not fearful of rejection	Willing to share Flexible Desirous of acceptance
Risk	High	Low
Result	Potential win/lose My way/your way	Win/win Our way
Tend to	Be rigid Emphasise extremes Ignore common ground Demand concessions	Be flexible Avoid extremes Develop common ground Offer concessions
Situations where style is appropriate	Rapid action and decisions are required Relationships are superficial and short-term	Counselling is required Trust is developed in a long-term relationship
	Action is more important than commitment	Commitment to decision is of prime importance
	Clear leadership needs to be shown	The leader's role is clearly understood

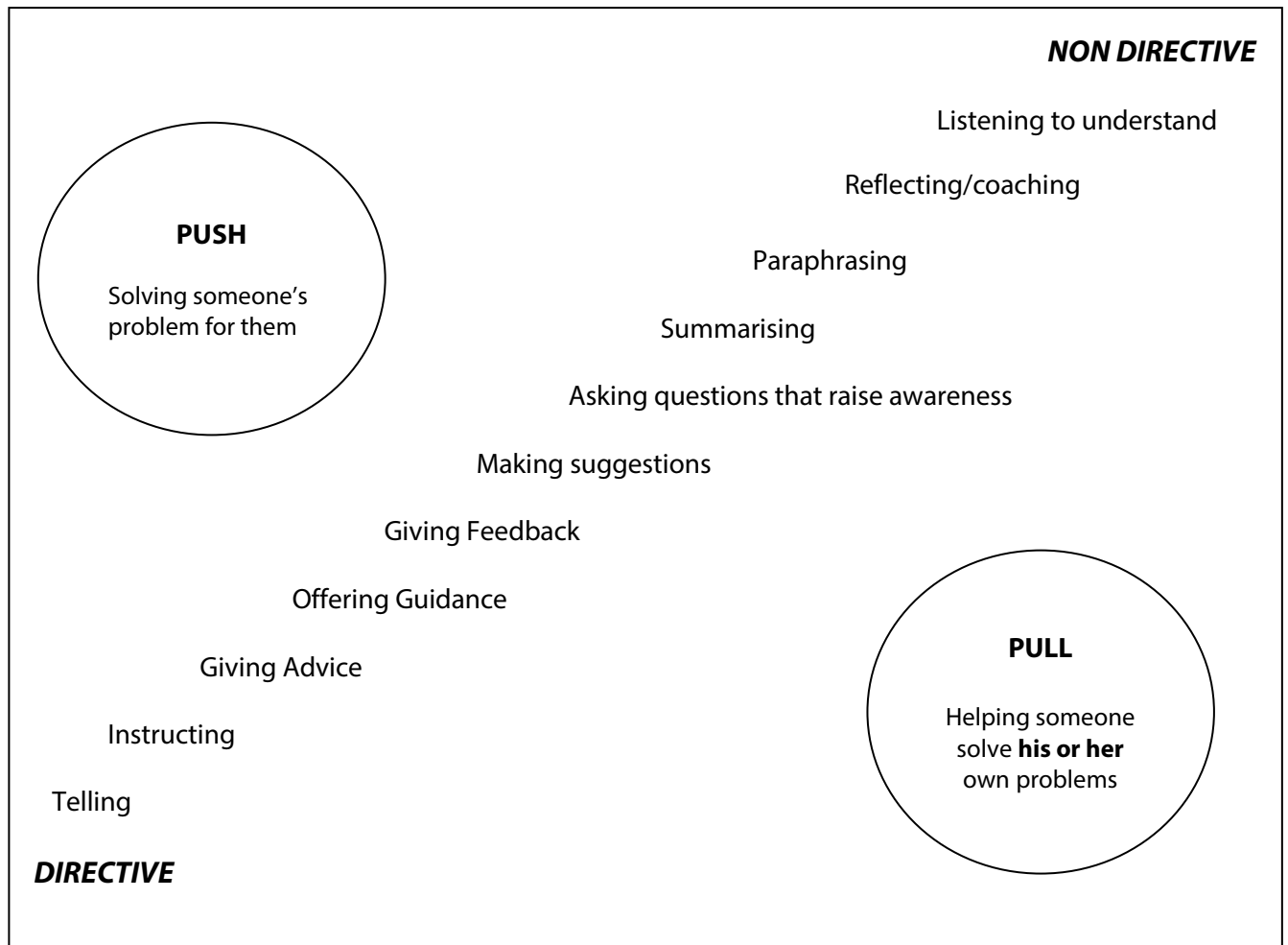


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The diagram below summarises the range of behaviours that can be used when working with someone to help them solve problems that they face. The evidence, however, is that the behaviours at the non-directive end of the spectrum are the most effective in terms of motivating and empowering people.





Communicating with influence – Inner Dialogue

Inner dialogue is the things we say to ourselves, or see in our mind's eye, before, during and after a situation.

When influencing others we need to develop assertive and confident behaviour. But assertive behaviour will be hindered by any negative or uncertain feelings you may have and these feelings are triggered by our inner dialogue.

It is difficult to say which feelings are inborn and which are learned, but there is general agreement that we are not born feeling jealous, guilty or nervous.

The following model suggests that it is your thinking process about a situation that affects the type and strength of the feelings you have.

The exciting thing is that it opens up the opportunity for you to gain more control of your feelings – not to stifle them or give them free rein, but to modify or change them in any way you want, and even to express them openly and honestly in an assertive way.

Situation	⇒ triggers	Your thinking process	⇒ affects	Your feelings	⇒ leads to	Your behaviour
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Faulty to Sound Inner Dialogue

By changing our inner dialogue we can change our behaviour and thereby the outcome.

How can you do this? Try the following process the next time you find yourself in a difficult situation and you hear yourself being very critical and negative about yourself or others.

1. Ask yourself – *what am I saying to myself or how am I seeing the situation?*
2. Talk your thoughts through to yourself (deliberately bring them to conscious awareness)
3. Include your worst concerns (otherwise, if unresolved, they will still affect you)
4. Challenge the flaws (such as assumptions, exaggerations, discounters)
5. Convert faulty elements to sound
6. Include coping statement – *I can...I will be able to...*

We may not always choose the situations in which we find ourselves; what we choose is how we view them, and then how we feel and behave in them.

Converting from faulty to sound is like changing the tape inside our head, creating a positive (but realistic) vision of:

- What we might do and say
- How we will look and sound
- How we will feel



DELEGATION

What is delegation?

'Getting things done through others' is today accepted as an essential aspect of the process of management. Implicit in this definition is the notion of delegation. It is, however, surprising to find that many managers have trouble in seeing that improving their ability to delegate may actually offer a solution to at least some of their problems.

Delegation is *"to achieve results by empowering and motivating others to carry out tasks, for which you are ultimately accountable, to a specified level of performance."*

How to delegate?

Delegating effectively is a two-way process involving both the leader who wishes to delegate, and the staff to whom the task is to be delegated.

Effective delegation is achieved when both parties come to an agreement on:

- The nature and scope of the task involved
- The results to be achieved
- The method to be used for assessing performance
- The time scale involved
- The nature and extent of the authority required for task completion

Developing the ability to delegate effectively takes time and practice. You can benefit from giving some thought to the following points:

1. **Find the right person** - in terms of existing and potential abilities, attitude and personality
2. **Consult first** - allow your staff to be involved in deciding what is to be delegated
3. **Think ahead** - don't wait for a crisis to occur and then delegate. Try to delegate in advance
4. **Delegate whole tasks** - where possible, delegate a complete task to a staff member, rather than just a small section of a task
5. **Specify expected outcomes** - make it clear what outcomes or results are expected from the staff member
6. **Take your time** - especially if you have been under-delegating or are dealing with less experienced staff. A gradual transfer of responsibility will allow both you and your staff member(s) to learn what is involved
7. **Delegate the good and the bad** - if you are to delegate, you need to motivate so don't keep all the good, interesting jobs to yourself
8. **Delegate the trust** - once you have delegated a task, trust your staff members. Let them get on with it and allow them to decide whether or not they need your help and guidance



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CHAPTER 6 - DELEGATION

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How much room for initiative do you give?

There are eight commonly recognised levels of authority in the delegation process. If the desired outcome is to be reached, both the leader and the staff member must know exactly how much initiative is to be allowed.

The delegate's responsibilities can range from merely gathering information and checking facts (with no decision-making power) to being given 'carte blanche' control of the situation.

Below are the various levels of authority:

Level 1

- Look into the problem
- Give me all the facts
- I will decide what to do

Level 2

- Let me know the alternatives available with the pros and cons of each
- I will decide which to select

Level 3

- Recommend a course of action for my approval

Level 4

- Let me know what you intend to do
- Delay action until I approve

Level 5

- Let me know what you intend to do
- Do it unless I say not to

Level 6

- Take action
- Let me know what you did
- Let me know how it turns out

Level 7

- Take action
- Let me know only if your action is unsuccessful

Level 8

- Take action
- No further communication with me is necessary



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CHAPTER 6 - DELEGATION

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How to delegate a task effectively – The Seven Step process

STEP 1: Give reasons

Why this job?

Why this person?

Why is it important?

STEP 2: Define results

Are you expecting a first rate job? /A draft?

Be specific

STEP 3: Provide resources

Is training necessary?

Have you given everything that is needed?

Do staff know where to find resources?

STEP 4: Give deadlines

Set a timescale for each stage of the task

When does the task need to be completed? - Set a time limit

STEP 5: Check understanding

Ask questions to test understanding

Can they foresee any problems?

STEP 6: Monitor

Agree a monitoring process NOW - then keep to it

Arrange (and diary) progress reviews

STEP 7: Support

Ensure that the staff knows that you are behind them

Be around to help (or delegate help if necessary)

Make others aware



Delegating SMART objectives

'A goal properly set is halfway reached.' Zig Ziglar:

An objective = End Result + Indicators of Success

The **end result** is a statement of what has to be achieved

Indicators of success are how you will measure whether the requirements have been met

When delegating a task it is important to be clear about the objective of the task and what successful achievement will look like.

It may help to apply this acronym – **I'M SO SMART**

I'm – Goals must be under their reasonable control. i.e. in how they ultimately achieve them. Give them responsibility

Sound – the impact of achieving the goal should not hurt yourself or others.

O – check the objective of the objective – is there another way to achieve it?

Specific – clear evidence procedure - exact description of the desired achievement. What result is required? Does it differentiate between *activity* i.e. what a person does and *end result* i.e. what a person achieves from what s/he does?

Measurable – these are some of the indicators of success i.e. quantity and quality – i.e. %, time, unit, piece or *'successfully completed a project'*

Acceptable and agreed - to yourself and with your employee

Realistic – for the employee and challenging

Time bounded – must have a specific date to achieve the goal



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GAINING COMMITMENT AND BUY IN

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DAY 2

EXERCISE 1

1

MOTIVATION EXERCISE

Here is a list of factors that may affect your attitude to your job. Please rank them in order of importance to you personally. There can be no ties. Put a '1' against the most important factor, '2' against the next most important and so on until 15.

You		Colleague
	Achievement	
	Advancement	
	Organisational policy and administration	
	Job interest	
	Job – possibility of individual growth	
	Personal relationships – with superiors	
	Personal relationships – with colleagues	
	Personal relationships – with subordinates	
	Personal life (factors outside of work)	
	Recognition for effective work	
	Responsibility	
	Salary	
	Security	
	Status	
	Working conditions - physical	

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DAY 2

EXERCISE 2

2

SORTING OUT LEADERSHIP BEHAVIOURS

Objective:

- The purpose of the exercise is to focus on your own leadership behaviours, with the dual purpose of gaining insight into your own behaviour and that of your superiors.

Instruction:

Place a "D" next to the Directive Behaviours – those behaviours that shape and control what things are done and how they are done.

Place an "S" next to the Supportive Behaviours – those behaviours that develop mutual trust and respect between the leader and an employee, resulting in the employee's increased motivation and confidence on a particular objective or task.

Praises, rewards, and recognises high performance in an appreciative or affirming way.	
Actively listens.	
Sets clear objectives against strategy - defining in detail how a good job should look.	
Prepares well in advance - structures work, organises resources, and establishes metrics.	
Incorporates input from others; involves the employee in decision-making.	
Continually looks for contingency options and adapts plans and priorities as needed.	
Initiates actions and drives decisions when projects are stalling; establishes timelines.	
Establishes metrics and tracks progress.	
Provides timely, clear, and actionable performance feedback.	
Ensures shared understanding and addresses misunderstandings; explains why.	
Encourages self-reliant problem solving.	
Delivers key messages clearly and succinctly; teaches the employee how to do a specific task.	
Drives productivity and quality standards; closely supervises progress.	
Explains information clearly, both verbally and in writing; makes information about the organisation accessible.	
Keeps team / colleagues motivated to achieve objectives, building a positive attitude toward work.	
Clarifies roles - figuring out what roles the leader and the employee play in objective accomplishment and how decisions are made.	



DAY 2 EXERCISE 3

4

LEADERSHIP AND DEVELOPMENT NEEDS

Objective:

- The purpose of the exercise is to focus on leadership needs for staff in each of the four development categories.

High Competence ⊖ High Commitment	Moderate to High Competence ⊖ Variable Commitment	Some Competence ⊖ Low Commitment	Low Competence ⊖ High Commitment
D4	D3	D2	D1

Instruction:

Identify words and situations that make sense to you and your team.

Think of staff members from your present team and share your thoughts on the following:

- Which parameters do you apply when assessing staff leadership needs?
- How do you see yourself leading according to these needs?

D1: Beginner

D1 – Low Competence and High Commitment

An individual in D1 may be interested in and enthusiastic about the objective or task but lacks competences and experience.

Needs:



DAY 2

EXERCISE 3

5

D2: Learner

D2 - Low to Some Competence and Low Commitment

An individual in D2 has usually developed some competences in relation to the objective or task but is often frustrated and de-motivated due to unmet expectations. The drop in commitment is natural, but it will pass more quickly with the appropriate leadership style.

Needs:

D3: Performer

D3 - Moderate to High Competence and Variable Commitment

A person in D3 has fairly good competences with regard to the objective or task, but his or her confidence may be shaky, which can affect motivation. Motivation can also be low at D3 because of a job-related or personal issue.

Needs:

D4: Achiever

D4 - High Competence and high Commitment

A person in D4 has mastered the objective or task and is excited, motivated, and confident

Needs:



DAY 2 EXERCISE 4

6

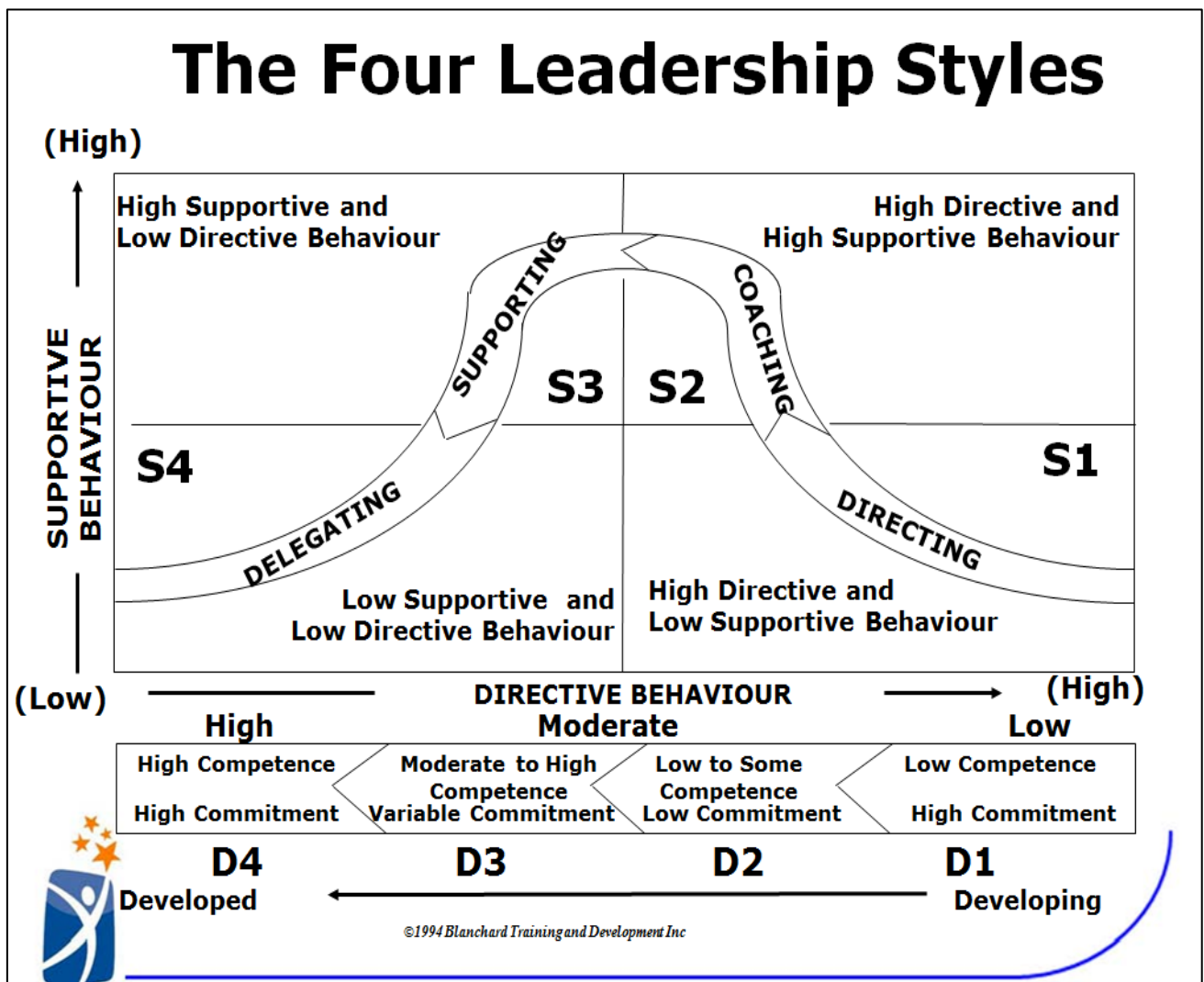
APPLY THE LEADERSHIP STYLES WITHIN YOUR TEAMS

Objective:

- The purpose of the exercise is to demonstrate the implications of your assessment from exercise 5 and the determination of the leadership needs of each member in your team with regard to your leadership styles.

Instruction:

Think of the members of your team and position each member on this matrix. Do you change your style towards some staff? What are the key issues that you may face in the future when managing your team?





DAY 2

EXERCISE 5

7

SITUATIONAL LEADERSHIP - CASE STUDY PLANNING A MOTIVATIONAL CONVERSATION

Think about a person with whom you are working and that a change of leadership style could help to become more productive – more competent, or motivated or confident.

Describe this person's work, his/her area of responsibility

Describe the specific area of performance that needs improvement

What would doing a 'good job' be like in this specific area of performance?

Is there any other relevant information to help make a decision about this work?

What is the level of development of this person relevant to the task or objective?

Describe the person – motivation, attitude etc. What motivates that person?

What is your current style of leadership with this person and it is necessary to change your style of leadership?



DAY 2

EXERCISE 5

8

If a conversation with this person turned out to be a real success, what would be the results? What would happen during the conversation?

Think about what you would say during a conversation with this person? What would you start with? What would be the main topics you would start with?



DAY 2

EXERCISE 6

9

INFLUENCING STYLES QUESTIONNAIRE

Instructions

Please read each of the following statements carefully and decide whether or not it describes your behaviour in situations where you need to influence others. Base your answers on typical day-to-day activities.

Please be honest. The questionnaire will be of little value unless you provide an accurate and objective description of your behaviour.

Against each statement, enter the score corresponding to your choice from the five possible responses below.

- 2 If you definitely disagree, that is, if the statement definitely does not describe your actions.

- 1 If you partly disagree, that is, if you think the statement probably does not describe your actions accurately.

- 0 If you are uncertain whether to agree or disagree, that is, if you are not sure whether or not the statement describes your actions accurately.

- + 1 If you are partly agree, that is, if you think that the statement expresses your actions with reasonable accuracy.

- + 2 If you definitely agree, that is, if the statement accurately describes your actions.

Don't hesitate to use the extreme values - your goal is to be as objective as possible.



DAY 2

EXERCISE 6

10

INFLUENCING STYLES - QUESTIONNAIRE

		ANSWERS
1	I delegate important tasks to others even when there is a risk of being personally criticised if they are not done well	
2	I put forward lots of ideas and plans	
3	I am willing to be influenced by others	
4	I like to put forward a logical argument	
5	I encourage people to come up with their own solutions to problems	
6	When opposed, I am quick to come forward with a counter-argument	
7	I am receptive to the ideas and suggestions of others	
8	I provide detailed plans to show how the job should be done	
9	I am quick to admit my own mistakes	
10	I suggest alternatives to the proposals which others have made	
11	I sympathise with others when they have difficulties	
12	I push my ideas vigorously	
13	I listen to the ideas of others and try to put them to use	
14	It is not unusual for me to stick my neck out with ideas and suggestions	
15	If others become angry or upset, I listen with understanding	
16	I express my ideas clearly	
17	I readily admit my lack of knowledge and expertise in some situations	



DAY 2

EXERCISE 6

11

18	I defend my own ideas energetically	
19	I put as much effort into developing the ideas of others as I do my own	
20	I anticipate objections to my point of view and am ready with a counter argument	
21	I help ensure others are heard	
22	I frequently disregard the ideas of others in favour of my own proposals	
23	I listen sympathetically to people who do not share my views	
24	When other people disagree with my ideas, I do not give up but find another way to persuade them	
25	I am quite open about my hopes, fears and aspirations and my personal difficulties in achieving them	
26	I come up with unusual ideas and suggestions when providing evidence to support my own proposals	
27	I show tolerance and acceptance of other people's feelings	
28	I talk about my own ideas more than I listen to those of others	
29	I accept criticism without becoming defensive	
30	I present my ideas in an organised way	
31	I help others to express themselves	
32	I draw attention to inconsistencies in the ideas of others	
33	I go out of my way to show understanding of the needs and wants of others	
34	It is not unusual for me to interrupt others as they are talking	
35	I don't pretend to be confident when I feel uncertain	
36	I put a lot of energy into arguing about what to do	



DAY 2 EXERCISE 6

12

INFLUENCING STYLE SCORING SHEET

This score sheet will enable you to calculate two overall scores based on your responses to the preceding statements. To arrive at these scores you should:

- 1) Add up the positive scores against the even numbered questions and enter the total in the space indicated below.
- 2) Add up the negative scores against the even numbered questions and enter the total in the space indicated below.
- 3) Repeat steps 1 and 2 for the odd numbered questions.
- 4) Now calculate your overall scores.

	Even Numbered Questions	Odd Numbered Questions
Total Positive Score		
Total Negative Score		
Overall Score		

Score interpretation

On the questionnaire which you completed, the even numbered questions represent a PUSH style, whilst the odd numbered questions represent a PULL style.

The questionnaire is not a complete diagnostic instrument; it is designed only to get you to think about your influencing style in general terms. So treat your score and the interpretation notes that follow as messages **not** measures.

Notes on Interpretation

- The more towards the positive end of the scale you are, the more you perceive yourself using the style it represents
- The more towards the negative end, the less you perceive yourself using it
- There is a correlation between score and effectiveness, so that the most effective influencers in either or both styles will have high positive scores
- It is possible to have a score around the zero point on one or both scales. This is indicative of an inconsistency of style, i.e. that you perceive yourself using a push style where in fact a pull style would be more appropriate, or vice versa. A score close to zero will therefore indicate low effectiveness in the corresponding style
- Some people may find that one overall score is strongly positive and the other strongly negative. There is no inconsistency in this, it is just that some people are more comfortable in one style than the other
- The learning objective is to increase your effectiveness in either style, as appropriate to the demands of the situation. In terms of the scales, this means moving your scores into the high positive ranges



DAY 2

EXERCISE 6

13

- An additional and useful message can be obtained by getting someone who knows you and your working situation to complete the questionnaire about you, so that you can compare his/her perception of your style with your own. You can then make adjustments to your style as necessary.



DAY 2

EXERCISE 7

14

CONVERTING TO SOUND INNER DIALOGUE

Situation – You want Marc, a manager in another department, to agree to some changes in the joint workings of your departments. You get on pretty well with Marc, but he isn't usually keen on change.

Faulty

1. He will never agree to it, so what's the use?
2. I know what will happen. He'll say his boss won't go along with it. I won't have an answer to that
3. If I put forward my ideas he will think I'm pushy, trying to undermine his position
4. He will get really upset. That will spoil our relationship
5. I'd better go along with him on this.



Non assertion

Sound



Assertion



DAY 2 EXERCISE 8

15

BARRIERS TO DELEGATION

Objectives:

The purposes of the exercise are to demonstrate the barriers to delegation, and to recognise whether some of these can be overcome. The exercise also focuses on the potential benefits of delegation.

Instruction:

Part one – barriers to delegation

Discuss the kinds of worries and concerns that delegating work can generate. As far as possible, draw upon your own experiences to illustrate these issues. Share with others at your table.

List your findings below.

Barriers:

1.

2.

3.

4.

5.

6.

7.

8.



DAY 2

EXERCISE 9

16

ADVANTAGES OF DELEGATION

List in the boxes below the advantages that delegation can have for the individual, the manager and the organisation.

The individual

The Manager

The Organisation



DAY 2 EXERCISE 10

17

DELEGATION

Sample Planner – do you have a system you follow?

Task to delegate:		To:	
Benefits to me & the organisation:		Benefits to the employee:	
Do & report routinely	Do & report immediately	Check with me then do	Prepare, do when told to
Steps for preparing or coaching the Task		Target Date	Date Completed
1			
2			
3			
4			
Conversation Planner for involving employee and checking concerns			
Method of Tracking			
Date	Recognition/positive feedback given	Coaching for improvement given	



DAY 3

DEALING WITH CHALLENGES

60

OVERALL AIM

Today we focus on dealing with challenging behaviour and those awkward situations that take place whenever there are misunderstandings among people in a team or unit. We look at the importance of facing up to these situations in a positive and firm way.

The aim of the day is to provide the tools and techniques needed in order to fulfil your responsibilities as a team leader and to help you deal with the demands you face when coping with scarce resources and busy tasks.

Objectives

By the end of this day, you explored and understood the challenges of dealing with conflicting views, different perceptions and personalities. You will have:

- An understanding of assertive behaviour
- A model for dealing with difficult situations in such a way as to preserve the relationship but also gets things done
- Practised giving challenging feedback to others.
- A deeper understanding of what causes conflict and how to resolve it
- A self-awareness of your own styles of dealing with conflict
- practised using OPERA in defining and coming up with some action for use back in the work place
- Produced a personal action plan

Programme

Topics of the day:

Chapter 7. Assertiveness – challenging situations

Chapter 8. Recognising and dealing with conflict



DAY 3

CHAPTER 7 - ASSERTIVENESS

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INTRODUCTION

The journey of this programme started with an introduction to the core task in leadership and the attributes needed for leading and being an effective member of a team. We also covered Belbin's team role model

During day 2 we discussed the situational leadership model and delegation and practised tools and techniques to help you to improve your communication skills.

On the last day we will focus on practising some difficult scenarios and challenges that can take up so much time. This day also provides the opportunity to pull together the learning over the three days and to encourage each participant to produce an action plan to take back into the work place.

ASSERTIVENESS

A large element of our impact on others is determined by our ability to be assertive; in other words the way we interact with them and the way we present ourselves.

As a team leader you will want to have an appropriate impact on a range of people (your manager, the people who work for you, other units and divisions and teams etc) and you will want them to act constructively towards you. In this session we will be looking at this more closely and how we all have a choice in the behaviour we use.

Positive impact is about **making points constructively**. It means being able to **express personal reactions, ideas, and rights, without denying other persons' opinions, feelings, and rights**.

This ability is referred to as **assertiveness**.

How many people can say that they always feel comfortable in the following situations?

- Making a request;
- Saying no to a request;
- Expressing disagreement with a counterpart's position or opinion;
- Giving positive and appreciative feedback;
- Receiving positive and appreciative feedback;
- Passing on bad news;
- Giving criticism or negative feedback;
- Receiving negative feedback, criticism or an objection;
- Responding to an aggressive counterpart;
- Talking to someone who stays quiet or does not react;
- Handling disagreement;
- Managing a difficult or a destabilising issue

The discomfort experienced in these situations can diminish our efficiency and motivation.

How can we transform these situations so that they become more comfortable and productive?



DAY 3

CHAPTER 7 - ASSERTIVENESS

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Developing personal assertiveness - prerequisites

Developing personal assertiveness is about two complementary abilities:

Firmly putting forward **your own** ideas, position, wishes, and needs.

+

Accepting and taking into account **other people's** ideas, positions, wishes, and needs.

The sum of the two above requires the following in respect of **communication skills**.

- **Authenticity** = openly communicating what you mean without hiding anything;
- **Clarity** = communicating what you mean so that it is easily and unambiguously understood, and ensuring that your body language matches your words;
- **Acceptable formulation** = communicating without using verbal or nonverbal violence.

It also requires **listening skills**.

- **Openness** = readiness to hear or to try to find out what other people have to say;
- **Asking questions** = readiness to go beyond the words that the other person has used in order to understand the real meaning (getting the full picture)
- **Re-phrasing** = allow the other person to confirm, clarify, correct or give further details as a means of making sure everything has been understood.

To practise assertiveness requires that you identify the answers to four questions:

Who?	Go to the right person, do not transfer the issue to someone outside the situation
Where?	Choose your setting. Proper communications need an appropriate space (i.e. not a corridor), which is discreet and quiet (i.e. not a public place)
When?	<ul style="list-style-type: none">▪ In order to be heard, you have to know that you will be listened to, → check that the other person is focused, not concentrating on something else or under pressure.▪ Avoid discussing things in the heat of the moment or under stress. Take time to get the message across.
How?	<ul style="list-style-type: none">▪ Use a friendly approach and choose your words so as to meet the other person where he/she is.▪ Always start off by mentioning something positive and objective.



DAY 3

CHAPTER 7 - ASSERTIVENESS

Developing personal assertiveness – the verbal non verbal behaviour

	Verbal	Non-verbal
Passive	<ul style="list-style-type: none"> ▪ Vague, unfocussed and evasive manner of speaking ▪ "I" is rarely used ▪ Self-debasement, self-mockery and downplaying of personal positions are all overused ▪ Apologies and requests for permission are overused ("I'm sorry, but...") ▪ Immediate and systematic acceptance or submission 	<ul style="list-style-type: none"> ▪ Faint or shaky tone of voice ▪ Hesitating, uncertain delivery ▪ Avoiding eye contact ▪ Closed and defensive body language
Passive – aggressive	<ul style="list-style-type: none"> ▪ Irony, sarcasm or guilt-tripping frequently used ▪ "Manipulative" questions or turns of phrase: "Don't you think it would be better to...": "Okay then! But you cannot really say that things went well last time!" ▪ References are made to absurd or impossible situations or outcomes ▪ Avoids handling issues immediately but comes back to them unexpectedly at a later date 	<ul style="list-style-type: none"> ▪ Negative feelings are often expressed in actions rather than words (e.g. slamming the door) ▪ Sarcastic, mocking or over-friendly tone ▪ Evasive looks ▪ Sulking
Aggressive	<ul style="list-style-type: none"> ▪ Generalisations and exaggerations are overused ("That's ridiculous!", "But everyone knows that!") ▪ "I" is overused ▪ Issues expressed as judgement or fault-finding ▪ Orders, menacing questions, threats, attempts to trap the other person 	<ul style="list-style-type: none"> ▪ Strident tone of voice ▪ Rapid, abrupt, brusque delivery ▪ Insistent, staring look ▪ Wagging finger, thumping on the table ▪ Facial expressions showing irritation, contempt, commiseration or condescension



DAY 3

CHAPTER 7 - ASSERTIVENESS

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Assertive	<ul style="list-style-type: none">▪ Clear, succinct and focused manner of speaking▪ "I" is used to a measured extent▪ Distinction made between facts and opinions. Questions asked to identify the other person's expectations, positions, and needs▪ Expression such as "you could / you might ..." instead of "you should..." or "you ought to..."▪ Excuses and threats not used	<ul style="list-style-type: none">▪ Firm, assured and authentic tone of voice▪ Fluent manner of speaking▪ Direct, respectful and regular eye contact Facial expressions showing openness and friendliness
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DAY 3

CHAPTER 7 - ASSERTIVENESS

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Developing personal assertiveness – the language

When we behave assertively we need to use assertive language – see some examples below

Making our position clear	<i>I'd like; I need; I believe; I prefer; I think; I agree</i>
Speaking for ourselves	<i>In my opinion; I find; in my experience; It has worked well for me; As I see it</i>
Finding out others' views	<i>How does that fit with you? What do you think; Do you agree? Does that create any problems for you?</i>
Showing understanding of others (situation, opinion, feelings)	<i>I understand your concern about. I appreciate you are disappointed about</i>
Conveying brief and direct messages	<i>Philippe, I need to change the start date. Would that create a problem for you? Jean, I'd like to talk to you about yesterday's meeting</i>
Working to solve problems	<i>How can we get around that? Let's look at a way to overcome that, shall we?</i>
Allowing others to decide for themselves	<i>How about...? Would it work for you?</i>



DAY 3

CHAPTER 7 - ASSERTIVENESS

66

Assertiveness - the application the DESC model

The **DESC** model, which stands for Describe, Express, Suggest solutions, and Conclude/ Commit, is a useful model to follow when dealing with challenging or sensitive feedback.

This model can be used in negotiating, in conflict management situations, and also when handling questions or objections at any time in an appraisal or discussion.

For the model to work, the four steps should be used in the order given below.

Please note that there are also other models which can be used.

'Describing the situation' makes reference to factual, verifiable information, (which preferably has been observed by both parties). This is all about stating facts without making any judgement or qualification and about being as objective as possible. This is about setting the scene and putting it in context.

A to B:

I need to talk about the scheduling and timekeeping of the last few meetings we have had.

"The meeting today was scheduled for 3:00 p.m. and we only managed to get started 15 minutes ago. I noticed last week you were also 10 minutes late for the project review..."

Given your role within the project, when this happens, we have to spend another 5 minutes summarising the discussions we have already had."

'Expressing' makes reference to the emotions we feel building up in ourselves by the facts discussed. This is about building empathy and relationship with the other person by being vulnerable and authentic. It is important to express the felt emotion rather than reacting to this emotion. This is also about explaining the impact of the person's behaviour on yourself or others. Emotions and feelings are often played down in a work environment – but remember that feelings are facts too and vital to recognise when dealing with any awkward situation (or in indeed in a conflict which we refer to later)

"... I find that difficult because, in addition to the time wasted, I end up feeling that this project and the involvement of everyone here is not really very important to you... OR " I feel that we are wasting other people's time as they have given up their time for this meeting"

'Suggesting and exploring solutions' this allows both parties to explore options for changes in behaviour. This clarification should open up for a "third way," which provides common ground between the two positions and lays down the basis for reaching a conclusion. Asking for ideas for solutions or new ways of handing the problem can lead to a joint problem solving opportunity



DAY 3

CHAPTER 7 - ASSERTIVENESS

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A to B:

"Could you tell us where this project is in your list of priorities? What is your workload like? Are you under too much time-pressure? Are you finding it difficult to meet the commitments we made together for the project?" Is there something we can do to ensure this does not happen again?

"I also want to suggest to you that if something comes up exceptionally, you let me know at least two hours in advance. Can we agree to that?"

Conclusion/Commitment – this focuses on the acceptance of the person you are talking with. It makes reference to the outcome in the interest of all parties. In any cases, this stage requires agreement on both sides and, ideally, mutual commitment. Do not leave the discussion until it is clear there is buy in.

A to B:

If we can meetings started on time, we can really ensure that they are also scheduled to finish on time and this will improve the efficiency of our unit.

Are we agreed that this is the best way forward?

Some useful techniques

Thinking assertively will help you to behave assertively. Here are a few techniques to help you deal with difficult or uncomfortable situations. These techniques should help you to:

- Stay in control of your feelings;
- Stand your ground;
- Discuss an issue with someone.

Acknowledge

Acknowledging shows that you have heard what the other person has said and remained in control of your emotions. This helps avoid defensive behaviours.

The important thing is to acknowledge the **factual** and **objective** aspects of what is said.

Alain – I don't know where you got those figures from!

You – Did they seem unrealistic? What exactly is the problem?

Alain – You didn't really expect my boss to approve them, did you?

You – Oh! It wasn't what your boss expected! Could you tell me exactly what he said, and we may be able to find the best way to present these figures.

Alain – Well, his main objection was...



DAY 3

CHAPTER 7 - ASSERTIVENESS

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Going deeper

Try to help the other person to "unpack" what they are saying, or try to understand it better.

- You – *Hello Martina, here are the figures you asked for*
- Martina – *Let's hope they are better than last time!*
- You – *What was wrong last time?*
- Martina – *I don't know where you got those figures!*
- You – *Oh! Did something seem odd in these figures? What was it?*

Using empathy

I know that you are busy at the moment, Alexandro. However, I would like to make a quick request of you

I appreciate that you do not like the new procedure, Paolo. However, until it is changed I would like you to keep your people working to it.

Constructive approach

This phase generally comes at the end of the above dialogues. The principle is to finish expressing your expectations by suggesting one or more solutions.

For example – if someone has asked if they can smoke you may reply - : *"Do you think you could hold on for another 10 minutes and then take a break, or would you rather that we stop for a few minutes right now?"*

"Stuck record"

The point of this technique is to repeat your message in spite of the excuses or arguments the other person keeps giving so that the other person can no longer ignore it.

This technique should only be used when someone is trying to manipulate you to do something that you feel strongly about - that you cannot do.

Be careful! In order for this technique to work, you must avoid talking sarcastically, angrily, or impatiently. You should also never raise your voice.



DAY 3

CHAPTER 8 - HANDLING CONFLICT – HANDLING THE CONVERSATION

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HANDLING CONFLICT – HANDLING THE CONVERSATION

Even though you think that you have understood others and they you, situations might occur where something has gone “wrong” in the communication and a common understanding and/or agreement turns out not to be the case. Being assertive helps to avoid a lot of conflict but occasionally difficult situations can escalate. Using the same tools as those mentioned earlier and maintaining a sound inner dialogue is essential.

This is the time for you as team leader to step in and solve the issue before it turns into a non-resolvable conflict. The way to do this depends on the “level” of conflict and importance of the disagreement. Here are some suggested steps forward.

1) SURFACE THE PROBLEM:

Describe behaviour/performance specifically and objectively, using a feedback tool such as DESC or CAR (Context/Action/Result):

“I’ve noticed that this is the second time that you have not delivered the dossier by the deadline, and this has caused delays for two of your colleagues so that they have now missed their deadline too.”

Aim to understand their point of view: *“What happened?”*

2) SUPPORT THE PERSON:

Listen to their point of view without judgment, **save face**.

If you feel the urge to interrupt or disagree, do not say “yes, but...”

Paraphrase or summarise “so what you’re saying is...”, or

Invite explanation “I’m not sure I understand...” or

Ask a focused question “how did that have an impact?”, or

Take notes of what they are saying. This shows you are taking their point of view seriously.

Empathy: show you have heard and understood the other person’s feelings and point of view; empathy does not mean you agree nor have a solution to the situation. *“I can really understand that it is a challenge at the moment with such a busy workload.”*

Share your feelings and experience where appropriate.

3) SUGGEST A WAY FORWARD:

Specify standard, *“How can we make sure the report is on time? It’s important for the smooth running of the department and everyone’s planning. It also makes for a more relaxed, friendly working environment if, X and Y, and me, are not left wondering what has happened to the report.”*

Ask for their ideas for solutions. Keep questions short:

Any ideas? Anything else? How might that work?

Build friendly rapport and encourage open communication by acknowledging or praising specific skills, good performance and good ideas. *“That’s a good idea.”* Or use PAR/CAR. *“The last time you did XYZ, it worked very well. When you did ABC the result was 123.”*

Agree a shared action plan and follow-up date. Offer your help and support as appropriate.



DAY 3

CHAPTER 8 - HANDLING CONFLICT – HANDLING THE CONVERSATION

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4) PREPARE YOUR CONVERSATION, HAVE A CLEAR PLAN:

1. **Agenda:** say what you want to discuss and what you hope to achieve
2. **Share facts,** perspectives based upon specifics, observable behaviour so you can agree on the definition of the problem/situation.

Feelings are facts: respond, take them seriously, and test resistance. *'I can see that you feel frustrated at the moment'*.
3. **Explore solutions:** ask for ideas, build on their ideas where possible and offer your ideas too.
4. **Agree a shared action plan:** who what where when how.
5. **Summarise** and agree a **follow-up date**.



DAY 3

CHAPTER 8 - HANDLING CONFLICT – HANDLING THE CONVERSATION

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Conflict styles

The path to conflict:

- Searching for and rating data which supports our point of view, whilst dismissing data which weakens our point of view
- Considering others stupid or unintelligent if they disagree with our point of view
- Asking assuming and leading questions, but pretending not to
- Meeting arguments with counter arguments instead of going into the arguments of others
- Hiding all this and pretending to be open, honest and without prejudice
- Not explaining our conclusions and judgements – even partial ones
- Presenting non-disputable points of view
- Not assessing whether there is partial agreement
- Hiding what we really think
- Not inviting others for discussion
- Seeing others as responsible for a breakdown in communication
- Not expressing doubt or uncertainty when facing a dilemma or unease

How to deal with concrete conflicts?

Depending on where and when on the conflict step you intervene, and on how strongly people show a desire to co-operate AND push for their own interests there are 5 specific ways¹ of dealing with disagreements or conflicts.

These are:

- Competing/confronting;
- Accommodating/adjusting;
- Avoiding;
- Collaborating/co-operating;
- Compromising.

¹ Thomas-Kilman conflict mode instrument



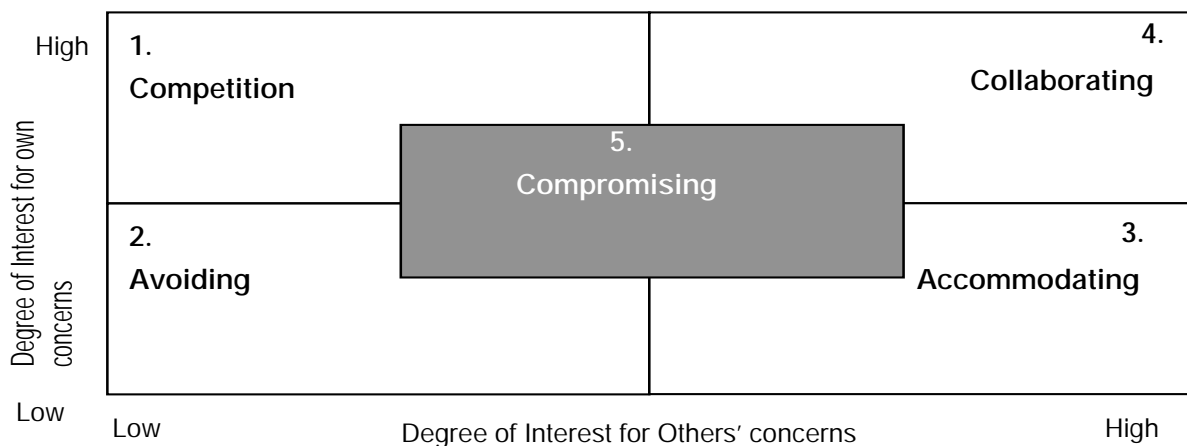
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CHAPTER 8 - HANDLING CONFLICT – HANDLING THE CONVERSATION

All of these modes involve a set of specific behaviours, or "preferred" behaviours.

None of these behaviours should be considered "good" or "bad" in their own right, but increasing one's awareness about them is a way to:

- Understand why we tend to react in a given way
- Check whether this way is effective and adapted to the situation
- Develop another style that might prove more effective in this, or another given situation.



The choice of conflict solving style depends on the conflict situation. Below are outlined some characteristics for the five styles of conflict solving.

1. The Competing Style

Self-asserting: no interest in listening to other people. Forces own decisions through no matter what other people might want. Is very often concerned with using formal power or authority, and may imply threats, or sanctions. Win/Lose game - you are the winner, the other is the loser.

Efficient	Not efficient
<ul style="list-style-type: none"> ▪ Crisis, and when quick decisions are needed ▪ Important, but unpopular decisions ▪ Important and you are absolutely right. ▪ Dealing with people who could misuse trust ▪ You are responsible 	<ul style="list-style-type: none"> ▪ When ongoing co-operation is wanted or needed ▪ When you lack the power, the insight, or the skills required ▪ When you work with a group of competent and motivated people ▪ When the group is at risk if decisions are not acceptable ▪ When you want to win just in order to be the winner



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2. Avoiding Style

Neither your own nor anybody else's wishes will be fulfilled. Withdrawal from threatening situations, suppressing disagreements, ignoring conflicts, postponing problems or just leaving them. The conflict may return.

Efficient	Not efficient
<ul style="list-style-type: none">■ When the question is boring and more important cases are due to be solved■ When the chance to gain anything is too small■ When possible damage can be bigger than the gain■ When the parties must calm down to remove tension.■ When more information or time is needed.■ When the conflict is none of your business■ When conflict will solve itself. (The source may disappear.)	<ul style="list-style-type: none">■ If a small conflict can develop into a big conflict.■ When a good idea is at risk.■ When a decision is needed, and you are responsible for taking it.■ If you are involved and the decision taken will influence your work■ Passivity might reduce motivation.■ When you just "give up" and hope all your problems will disappear by themselves.

3. Accommodating Style

The opposite of competing: focus on accommodating other people. The consequence can be that you carry out decisions with which you disagree.

Efficient	Not efficient
<ul style="list-style-type: none">■ When you realise that you are wrong, or that the other party has a better solution.■ When keeping the good atmosphere is important, and division must be avoided.■ When the question is more important to the opponent than to you.■ Tactical - in the long run■ To give other people a chance to experiment and learn from their mistakes	<ul style="list-style-type: none">■ When making a decision is important, and your attitude towards it is important.■ When your influence and your respected image are at risk.■ When the organisation needs your contribution.■ When your own self-respect is jeopardised■ In disciplinary cases.■ When your personal values and your integrity are jeopardised.



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4. Collaborating Style

The opposite of avoiding: self-assertive but nevertheless listening to other people. Willingness to collaborate in order to gain the best result for all parts. Win/win situation for both involved parts. The result will be that both parties take ownership to find the cause for the disagreements and to find new creative solutions that will be satisfactory for them both.

Efficient	Not efficient
<ul style="list-style-type: none">■ When the idea is around sharing experience and having a learning process■ When responsibility with, and support from, all involved parties are necessary■ When a whole solution, including the elements from both sides, is needed■ When potential conflict may involve feelings and attitudes among the involved parties that can ruin future relationships.■ When a creative and integral new solution is necessary.	<ul style="list-style-type: none">■ When the problem is trivial, and too much time can be wasted.■ In a crisis where a decision is urgent.■ When the different views can't be combined.■ When only one part has sufficient knowledge to take the decision

5. Compromise

Self-assertive, and co-operative. You seek the middle ground course, and the two different sets of interest are only met to a limited extent.

This often involves concessions on both sides, and neither a clear winner, nor a clear loser will be found.

Efficient	Not efficient
<ul style="list-style-type: none">■ When the two parts have equal power and won't agree■ When the goal is important■ A small result is better than no result■ When neither confrontation, nor co-operation will lead to anything better or lead to a result.■ When a partial solution is needed and time is short.	<ul style="list-style-type: none">■ When the case is very important, and a compromise will imply negative consequences in the long run.■ When a partial solution doesn't solve the conflict.■ When the compromise is the general answer to all conflicts■ When principles and long-term goals are lost.



DAY 3

DEALING WITH CHALLENGES

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DAY 3

EXERCISE 1

1

BILL OF RIGHTS

These rights below are a set of guidelines which can apply in a wide range of situations. If we apply these to our thinking, it will help us to behave in ways which create a positive impact on the people we deal with.

Tick the ones that you already accept for yourself and that you give to others. (Be as honest as you can) Are there others you believe you should accept for yourself and your colleagues?

Self	Rights	Others
	To own opinions, views and ideas	
	To a fair hearing for these	
	To have needs and wants (that may be different from others)	
	To ask (not demand) that other's respond to those needs and wants	
	To be 'human' i.e. make mistakes from time to time, to say 'I do not know'.	
	To say 'yes' and 'no' without feeling guilty or selfish	
	To have feelings and to express them assertively if they are felt to be appropriate	
	To change	
	To be one's own self (to be different from what others are, or want me to be, or to do)	
	To make my own decisions and to deal with the consequences	
	To have others respect those rights	
	To choose not to exercise those rights	



DAY 3

EXERCISE 2

2

ASSERTIVE BEHAVIOUR – HANDLING AWKWARD SITUATIONS

Objective:

- The purpose of the exercise is to determine your behaviour in situations where you have to deal with conflicting interests and to develop your assertiveness skills.

Timing:

20 minutes. Each situation should last 3-5 minutes.

Instruction:

1 participant plays the "offended"

1 participant plays the "offender"

1–2 participants observe for subsequent feed back.

Before you start a situation:

Set targets for the wanted outcome of the situation

Determine the room for manoeuvre

Determine a strategy – a way of being, reflecting the perception of the other person in the role-play – what will work with them...what will you choose to do?

The role-play

During the role-play, remember to focus on what actually happens compared to what you had planned. Log for subsequent feed back. Choose 3- 4 situations; swap "offender" and "offended" roles.

Situation 1

You are completely emerged in writing a memo for an important conference. The same colleague is now disturbing you for the 5th time during the past 30 minutes.

Now you have to tell her/him that you do not wish to be disturbed any more.

Situation 2

One of your colleagues has a habit of interrupting other people and engages in stories about her/his dog.

Now you have to tell her/him that you would like to talk without interruptions.

Situation 3

One of your colleagues always parks outside the marked parking places.

Now you have to tell him/her to park beside the other cars.



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EXERCISE 2

3

Situation 4

You have to tell the person sitting to your right what he or she should do to improve his /her dressing style.

Situation 5

The head of unit in your office always gazes out of the window when you are explaining something important. Sometimes you are uncertain as to whether he/she has actually heard you.

Now you have to tell him/her that you would like him/her to look at you when you talk.

Situation 6

Your secretary fails to greet you in the morning.

Now you have to tell him/her that you would like him/her to greet you.

Situation 7

One of your colleagues always clicks his/her pen during group meetings, which distracts you.

Now you have to tell him/her to stop.

Situation 8

One of the secretaries in the office always has longer coffee breaks than any one else. It seems to have bad influence as the other secretaries are beginning to do the same.

Now you have to tell them what you think of it.



DAY 3 EXERCISE 3

4

CONFLICT MANAGEMENT CONVERSATION - THE CHARACTERS A

Colleague A

You are colleague A sharing a large office with colleague B. You have worked well together in the past, but certain things are getting on your nerves, and at this point, you are rather annoyed with your colleague.

The problem is that you find that it is hard to concentrate when he/she is there. Your colleague treats your joint office space as a meeting room (there is a large round table at the other end). S/he tends to run impromptu meetings without checking with you first, and these are very disruptive. With the use of the kettle – which is constantly on and even occasionally you hear him/her playing Computer games – noisy ones at that you feel that they are not respecting you and your work. You feel annoyed and exasperated.

You also feel that s/he is not taking work seriously.

You have not mentioned these aspects that irritate you to your colleague, because B is fundamentally a nice person and you don't want to upset them or create conflict. You also tend to try and avoid conflict if at all possible.

After putting up with this for several months you feel that you are about to explode. You decide to have a word with him / her.



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EXERCISE 3

5

CONFLICT MANAGEMENT CONVERSATION - THE CHARACTERS B

Colleague B

You are colleague B, who shares a large office with colleague A. It is a nice room, a good size and can be used for many purposes.

There is a large table, where you can sometimes hold meetings without having to leave the unit. This you find is very effective for your work which involves a lot of small meetings. You have bought an electric kettle and thanks to this you can get fresh coffee without having to go all the way to the canteen. You have invited your colleague A to use the kettle, but this rarely happens. You wonder if your colleague is sometimes bothered by the computer games you occasionally play in your break, but s/he has never mentioned it.

The only thing that bothers you is that you find colleague A is a rather quiet and introvert person who does not often want to talk and can be very abrupt even when you say good morning to them when you first arrive in the morning. You have the feeling that they are disapproving of the way you work and suspect that s/he may be criticising you behind your back.

You feel it's time to do something about it. But it is difficult to talk about it with A, and when you raise the subject, s/he says there is nothing to talk about. Surprisingly, s/he has now asked to speak with you



DAY 3 EXERCISE 4

6

PULLING TOGETHER THE TECHNIQUES - PEER PROBLEM SOLVING

As a final exercise you will be invited to discuss an issue which is relevant to you as a team leader – a real case. This will be a unique opportunity to explore with others who are in the same situation – and to come up with ideas and suggestions for dealing with this issue.

Whichever example or case is discussed – think through the key learning from the programme. Can any of these be useful for dealing with that situation?

There is a case owner and a group of several consultants. The process is as follows:

Step 1. (5 mins) **Describe**

The case owner **describes** the situation i.e.

- What is the problem?
- Why is it a problem
- Who is involved?
- What has already been tried to solve this problem?
- What feelings are involved?
- The group listens.

Step 2. (10 mins) **Acknowledge and question**

The group **acknowledge** and mirror back what they have heard

The group asks questions regarding

- Facts (what, who, how many etc
- Feelings (how does it make you feel, why is it so difficult? Etc

The case owner answers questions and adds information, corrects, specifies, answers factual questions

Step 3. (10 mins) **Perception**

The case owner is invited to turn their chair around so as to be looking away from the group but stays within earshot to take notes. The group then **reflects** on what they have heard resisting the temptation to solve the problem. Instead they give their **perception** of the problem as they see it. They are instructed to use language such as

- How I see the problem is...?
- I wonder how this could be thought about differently?
- I felt anxious when listening to the story
- I can see why x is angry about this..
- What if ?
- This reminds me of a situation I.....

Case owner listens (and can take notes) but is not involved in the discussion



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EXERCISE 4

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Step 4. (5 mins) **Extrapolate**

The case owner is invited back to the group. He /she is invited to tell the group what was useful or interesting for them. They may reformulate the problem or answer additional questions

Step 5 – (5 mins) **Advice/Brainstorm**

The group finally gives advice/suggestions. This can be on cards if desired. The advice is not discussed or elaborated

The case owner listens and says thank you at the end and if so wishes may say ...'what I particularly appreciated was....'



DAY 3

EXERCISE 5

8

ACTION PLANNING

Pick up to three areas to work on

(be specific)

-
-
-



Choose safe situations/opportunities for practising the new behaviour

(where can I try it out and with who?)

-
-
-



Concentrate on using a lot of the behaviour rather than using it well



DAY 3 EXERCISE 5

9



Try it at least 3 times before judging whether it will work

(when can I try it out – list at least 3 opportunities)

-
-
-

Who can help me to develop this skill/behaviour? i.e. coach, mentor, other feedback?

When will I review this development plan? How will I know when I have achieved my goal?



DAY 3 ACTION PLAN



LEARNING LOG AND ACTION PLANNER

My key learning points	How will I apply these in my workplace?



DAY 3 ACTION PLAN



LEARNING LOG AND ACTION PLANNER

My key learning points	How will I apply these in my workplace?



DAY 3 ACTION PLAN



LEARNING LOG AND ACTION PLANNER

My key learning points	How will I apply these in my workplace?



DAY 3 ACTION PLAN



LEARNING LOG AND ACTION PLANNER

My key learning points	How will I apply these in my workplace?



DAY 3 ACTION PLAN



LEARNING LOG AND ACTION PLANNER

My key learning points	How will I apply these in my workplace?



DAY 3 ACTION PLAN



LEARNING LOG AND ACTION PLANNER

My key learning points	How will I apply these in my workplace?