Developing People: The Manager's Role

by Caroline Love

20 trainer-tested activities to help managers take active responsibility for developing and motivating their people.

Developing People:
The Manager's Role

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ABOUT THIS RESOURCE

Developing People: The Manager's Role is a training activity pack that provides you with 20 training activities tried and tested on numerous training programs. Each activity is free-standing and contains all you need to prepare and run it.

The focus of all the activities is the manager's role in people management: enabling learning and development in staff and motivating staff to achieve both personal and organizational objectives. Activities invite managers to consider their management style and how they currently work with staff, and to identify and practice a management style that will promote learning, development and risk-taking in the workplace.

The activities provide opportunities for managers to consider their own learning styles and approaches to learning and development in the workplace, to clarify what this means for them as managers of individuals and teams and how they will apply their learning in the workplace. Several of the activities involve self-assessment or review exercises that participants build on in the final personal development planning activity.

Participants are invited to work through the activities, using their own prior learning and experiences of being managed and managing. Input from the trainer is minimal and there are handouts for participants to take away to refer to after the course. The trainer's role is to facilitate the participants' learning, modelling good practice in developing staff.

A manager cannot *tell* staff to learn and develop. The climate and culture in the workplace have to foster and promote learning and encourage development from all that goes on, both the successes and the mistakes. The trainer establishes the climate and offers activities that will enable participants to attain, maintain and develop their competence as developers of people.

The activities offer a variety of methods: small-group work, pairs and triads, the use of visuals and drama. Participants may react strongly to some of the activities, so the trainer needs to create a learning environment of trust and respect that will encourage participants to explore their own experiences openly and support each other in identifying new ways of managing themselves and their teams.

The early activities you choose to use and how you facilitate these will set the tone for the program. You should be clear about issues of confidentiality: for example there may be disclosures about other line managers' behaviour.

Each activity has been designed to stand alone and is based on the experiential learning cycle:

- have an experience
- review it and assess what happened
- draw conclusions and see if this experience fits into our existing or a new theoretical framework
- what does this tell us for our behaviour in the workplace, i.e.
- what should we be doing differently in future.

These activities have been used successfully on a number of programs:

- Developing People: The Manager's Role
- Staff Support and Supervision
- Train the Trainer
- Leadership Skills
- Team Development
- Introduction to Management
- Personal Development for Managers
- Achieving High Performance
- Introducing Performance Review
- Appraisal Skills.

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HOW TO USE THIS RESOURCE

This pack contains a range of resources that enable trainers to develop and run management development training programs.

Although the activities are numbered they are not intended to be used in a particular order. They can be:

- run as a separate session
- combined with other activities in the pack
- used in combination with your existing resources.

You will decide your program objectives and choose appropriate activities to meet those objectives. In thinking about the order in which to use the activities, consider providing a variety of activities for participants. All activities will have more impact if you can link them together in your introductions and summaries.

YOUR PREPARATION

In preparation for facilitating the activities in this pack, the trainer is advised to work through the exercises, and the self-assessment and review activities. This will enhance understanding of participants' likely experiences and provide valuable examples to use during the discussions.

SETTING THE SCENE

If you are new to this way of working, think about what you need to prepare to ensure that participants get the most out of the program. Ideally, you will work with participants in a circle or horseshoe formation, without tables – tables can be against the walls, and are useful for some of the pairs and small-group exercises. You are creating an environment where you will guide the learning, working with the participants throughout the process.

RESOURCES

If you are using an overhead projector, make sure you know how to work it and that your overheads will be visible (is the room dark enough? where are the light switches?).

Think about how you will distribute the handouts and the exercise briefs and lay them out in order for yourself. Where you need to prepare other resources, this is indicated in the In Preparation section of the activities.

SMALL GROUPS

Think about how you will divide participants into small groups. At first you may be directive and tell them who to work with. Factors you may want to take into account include:

- do I want to give people a chance to work with different people
- do I want people with the same job title/from the same department to work together
- do I want to split up people who have arrived together and are still together
- do I want to ensure/avoid a mix of women and men in the small groups?

When you have made your decision, you can choose your method for splitting the whole group:

- Invite people to work with new people/people from their department/with the same job title, in groups of four or five.
- Number the whole group off (say, one to five) and all the ones, twos, and so on, form small groups. You need to consider what result this will have and choose where to start!
- You can literally ask the first five people in the circle to work together, and so on.

Later in the program, as the group get to know each other, it will be more appropriate for participants to choose who to work with.

FUN

Participants will learn more if they have some fun – several of the activities can be quite light-hearted. Use them as energizers, perhaps after lunch or later in the day. Other activities can be enlivened in the way that you work with the group, using their own real examples and input and offering prompts only when needed. Participants will know more and be far more skilled than they realize: you are trying to help them attain, maintain and develop skills and knowledge for developing their staff.

HOW TO USE THE CD-ROM

How to load the CD-ROM
Place the CD-ROM in the CD drive of your computer. Wait a few seconds and the contents of the CD-ROM will be automatically displayed on your computer screen.

The contents of the CD-ROM
Once the contents of the CD-ROM are displayed, you will have a choice of files:

PowerPoint® slides of overheads
All the overheads contained in this resource have been collected into a PowerPoint® document for your use and convenience. You have all the overheads ready to use as you wish – without having to copy them on to acetate.

You can create your own PowerPoint® presentation and select the relevant slides to use in it. You can add slides, change the order, change the background or colours as you desire. To do this, you must open the slides in PowerPoint® rather than the default screen in which they will automatically appear. Either:

– open PowerPoint® on your computer, then select the file on the CD drive through your computer's Explorer, or
– open the .ppt file from the Browse the contents of the CD button. This should automatically open in PowerPoint®.

The PowerPoint® slides are designed for projection. If you want to print copies of the overheads or handouts, you are advised to use the PDF version (below) as print quality will be superior.

Adobe® Acrobat® file of the overheads and handouts
Click this button to open a PDF file overheads and handouts. This file is handy for printing the 'OK to copy' pages.

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#1 - INTRODUCTIONS AND EXPECTATIONS

PURPOSE

- To introduce the training program and its purpose, to enable participants to start to get to know each other and to establish individual learning objectives and a group contract or ground rules.

#1 - INTRODUCTIONS AND EXPECTATIONS

INTRODUCTION

At the start of any of the training programs mentioned in About This Resource, you will want to set the tone for the program: a participative approach, using learners' own experiences, recognizing their prior learning, where learners are responsible for their own learning and offering theoretical models and opportunities to link learning to implementation in the workplace. This activity is a challenging introduction to a program that invites managers to reflect upon their way of working and to plan changes to increase effectiveness in the future.

PURPOSE

- To introduce the training program and its purpose, to enable the participants to start to get to know each other and to establish individual learning objectives and a group contract or ground rules.

APPLICATION

This activity needs to be the first activity of a training program on Developing People: The Manager's Role.

It can also be used, with minor adaptations, at the start of a management development, staff support and supervision, team development or leadership skills training program.

WHAT HAPPENS?

You, the trainer, introduce yourself, and the participants introduce themselves individually. The trainer then introduces the program and the purpose of the program.

The participants visualize how the staff they manage see them in their role as a developer of people and identify what it is that they want to change. This forms the group learning expectations. The activity ends with a group contract for behaviour and the establishment of ground rules.

TIME

Total time: 1 hour 25 minutes or 55 minutes.

- Initial Introductions: 15 minutes
- Introduction to the Course: 5 minutes
- Five-Step Exercise: 35 minutes
  (alternative short exercise: 10 minutes)
- Group List: 20 minutes
- Ground Rules/Contract for Learning: 10 minutes

MATERIALS & RESOURCES

- 2 Handout Masters:
  1.1: Myself as a Developer of People: Exercise Brief
  1.2: Learning Log
- Flipchart and markers for trainer.
- Flipchart sheet for each participant.
- Markers in a variety of colours (at least one for each participant).
- Floor/table space for participants to work individually.

IN PREPARATION

When using the Five-Step Exercise in this activity, it's helpful to prepare in advance a flipchart sheet of Steps One to Four of Handout 1.1: Myself as a Developer of People: Exercise Brief. This can then be referred to when explaining the exercise to the participants.

HOW DO I DO IT?

Introductions

First the participants and trainer should get to know each other. How to do this will depend on whether the course is in-house or a public course and the extent to which participants already know each other. Participants may introduce themselves by name, job title, something about their work, length of service in this/similar job, and so on. You may want them to say something more personal, perhaps one word to describe how they are feeling now, or what they had to do to get here today. Begin with yourself, to give people time to think and a 'model' to use. Keep these initial introductions fairly brief.

Allow about 15 minutes, depending upon the size of the group.

Introducing the Program

Introduce the program you have planned and its purpose. Outline the program, confirm the purpose of the program and say something about how you will be working with the participants.

Allow no more than five minutes for this.

Learning Expectations

Enable participants to clarify for themselves why they are attending this program. Invite them to explain to the person sitting next to them what they hope to get out of the program.

Allow about 10 minutes (five minutes each way) for this.

Ask the participants to note in summary form their learning expectations, which will be the basis for a group list as described on page 1.7. This is a quicker way to arrive at their learning expectations than the Five-Step Exercise that follows, but will not encourage the participants to really think about their role and what they want to change.

Five-Step Exercise

The Five-Step Exercise provides an opportunity for participants to really think about their role and how the team/staff they manage see them as developers of people. This exercise is a fairly unconventional start to a training program and can help participants to recognize that they need to take responsibility for their own learning.

Take care when introducing it – avoid the word 'drawing' as this will be stressful for those who 'can't draw'. Stick people, such as Lowry's people, are fine, so are cartoons – in fact any sort of visual. It's not a test of their ability to draw and will not be displayed.

	Distribute Handout 1.1 *Myself as a Developer of People: Exercise Brief*

Start by explaining to the participants what they will be doing, up to Step Four. Use the prepared flipchart sheet for this. Issue the exercise brief, a flipchart sheet and at least one marker to each participant. Have a good variety of pen colours available and ask people to share. Participants will need plenty of space – some will want to work at tables, others will be happier on the floor.

Allow about five minutes for organizing the exercise.

Tell the participants to begin the exercise and that you will help them to keep time by reminding them when they should move on to the next step.

During this part of the exercise, the trainer should be available to participants to ensure that they know what they are trying to achieve, and to go around and check that they are getting on with it and not having difficulty.

	Distribute Handout 1.2 *Learning Log*

At Step Five of the exercise you may want to invite participants to use the Learning Log. Introducing the use of a learning log at this stage will be very helpful. Participants will build up a record of their learning and can use it later, in the Personal Development Planning activity at the end of the program. Reflecting on what has gone on and what has been learned is a practice to develop throughout their working life, and using the learning log will help them get into the habit.

Allow about 35 minutes for this five-step exercise.

Group List of Learning Expectations

When the participants have finished, re-form the circle. Make a whole-group list on the flipchart of the key changes participants want to make, so that everyone has a clear idea of individual learning expectations.

Invite each participant in turn to summarize their key expectations. Help them to clarify and summarize as necessary, since you will be writing them down, verbatim, on the flipchart as an open record. Take care not to change what a person has said (in the interest of getting it down) unless they are happy with your paraphrase or summary.

Having found out what it is people want out of the course, briefly go through the list on the flipchart with the participants and establish what will be covered and what will definitely not be covered by the program. If there are people who have expectations that seem unlikely to be met in the program, you may have to consider changing some aspects. If this happens, the best thing to do at this stage is to acknowledge it and come back to it at the end of the first day. Then, if participants still want to learn the same things (and you will not be covering them) you can negotiate with them to make adaptations.

Allow about 20 minutes for this feedback exercise.

Contract for Learning/Ground Rules

The next step, since this will be a participative course, is to establish the ground rules, or contract for learning. Invite participants to discuss, for five minutes, with the two people sitting next to them, what sort of behaviour, in themselves and others, will help their learning. Ask each participant in each group of three for one point and make a list of points on the flipchart. The sorts of points to look for include:

- listening
- respecting
- acknowledging difference
- sharing

- non-judgmental
- confidential
- not interrupting
- giving time for people to speak.

If not all these points are offered, come back to this list at the end of the next session.

When all the points are noted on the flipchart and the participants are happy to accept this as a way of working, you have established the contract for learning and the contract for behaviour. In addition, each participant has worked with at least two others and furthered the process of getting to know each other.

NOTE: In the next small-group exercise, in the next activity that you use, ensure that participants work with people that they have not already worked with to continue to get to know each other.

Allow about 10 minutes to agree upon this contract.

To summarize this activity, acknowledge the work that the participants have done. Say that you will be keeping the two flipcharts (learning expectations and ground rules) on display as a reminder throughout the program, that the whole group will be working to meet these expectations, and they are now ready to move on to the next activity.

Myself as a Developer of People: Exercise Brief

1.1

Step One

Reflect on your own. (2 minutes)

- How do the staff I manage see me in my role as a developer of people?

Step Two

On a flipchart sheet, represent your image using pictures, words, diagrams, symbols, etc. (10 minutes)

Step Three

Work with a partner. (10 minutes)

- Respond to your partner's image.
- Enable your partner to clarify what the image says.
- Help your partner to establish what they want to change.

Step Four

Reverse roles and repeat Step Three. (10 minutes)

Step Five

Note the changes you want to make. Be ready to summarize the key changes in the whole group. (3 minutes)

Total time: 35 minutes

Learning Log

1.2

Use this log to reflect on your learning.

What happened?

What have I learned – what do I want to change?

How will I do it differently next time?

#2 - THE MANAGER'S ROLE

PURPOSE

- To confirm the management role, to identify the place of staff development within organizations and to establish managers' responsibility for developing the staff they manage.

#2 - THE MANAGER'S ROLE

INTRODUCTION

The one sure thing in any organization is that change is inevitable. Staff need to be able to respond to change by developing new skills, taking risks and learning new processes. Managers increasingly have a direct responsibility for developing staff. In order to be effective developers, managers need to know what their role is and the place of staff development in it.

This activity provides an opportunity for managers to explore the extent to which development is and can be integral to their role.

PURPOSE

- To confirm the management role, to identify the place of staff development within organizations and to establish managers' responsibility for developing the staff they manage.

APPLICATION

This activity should be used early in a program on Developing People: The Manager's Role, ideally as the second activity.

The activity can also be used in workshops or training programs such as the learning organization, change management, staff support and supervision or appraisal.

WHAT HAPPENS?

The trainer initiates a discussion about the roles of managers and then summarizes the discussion using visual material. The participants examine McGregor's Theory X and Y. This is followed by consideration of the place of staff development in their organization.

Participants identify and list what they do now to develop staff and what they could do – what processes/ideas do they know about? They present their thoughts for discussion and expansion.

The participants then focus on the costs and benefits to them, to the organization and to individual staff of developing staff. Finally, they discuss the place of staff development in the organization and their role as a developer – is it an add-on or integral to their whole job?

TIME

Total time: 1 hour, 40 minutes.

- Management Roles: 10 minutes
- McGregor's Theories: 10 minutes
- McGregor's Theories Exercise: 10 minutes
- Staff Development Policy: 10 minutes
- Staff Development Activities: 15 minutes
- Feedback: 10 minutes
- Costs/Benefits Exercise: 20 minutes
- Review Discussion: 10 minutes
- Summary: 5 minutes

MATERIALS & RESOURCES

- 3 Overhead/PowerPoint Masters:
  2.1: Management Roles
  2.2: The Manager's Role: Exercise Brief
  2.3: The Manager's Role: Continuum
- 4 Handout Masters:
  2.4: Management Roles
  2.5: McGregor's Theory X and Theory Y
  2.6: McGregor's Theory X and Theory Y: Exercise Brief
  2.7: Trainer's Handout: Costs and Benefits of Developing Staff
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Flipchart sheets and markers for participants.
- Wall/board space for displays.
- Masking tape/white tack/drawing pins.
- Space for small-group work.

IN PREPARATION

For the costs/benefits exercise participants will be working in small groups of four or five. Make sufficient copies of Handout 2.8: Costs and Benefits: Exercise Brief, onto flipchart sheets to give each small group one copy. The total number of copies needed depends on the total numbers of participants. For example if there are 12 participants, there will be three small groups of four for this exercise requiring three copies of the handout.

HOW DO I DO IT?

Stage One

Management Roles

Ask the participants what they understand to be the key roles of managers. List them on the flipchart as they are offered. You may have in mind the roles (round the outer circle) on Handout 2.4: Management Roles. This diagram is based on the work of John Adair, who identifies the function of leadership as balancing three needs:

- to achieve the task (the organizational/team objectives)
- to build and maintain the staff team
- to develop individual members of staff,

by the effective performance of the management or leadership roles.

	Show Overhead/PowerPoint 2.1 *Management Roles*

Read through this overhead with the participants. Explain that the manager is, ideally, observing 'from a distance', standing back to ensure that this balance is maintained. Adair acknowledges that, at anyone time, the entire team may be totally task focused when, for example, there is an important deadline to meet.

However, the manager needs to ensure that task achievement does not take over totally, at the expense of individual or team development, as the team will then not continue to function effectively. For example, staff will become demotivated, absence and sicknesses will increase, quality of output will decrease and eventually the quantity of output will also decline. Over time, the manager should try to ensure an even balance of focus on the three needs.

Decide how much or how little the participants need to discuss the roles at this stage. The purpose is to draw attention to them and to ensure that everyone is clear about the key management roles identified by Adair.

Allow about 10 minutes to consider this material and for any comments from the participants.

Distribute Handout 2.4
Management Roles

How do I see my staff?

Introduce the work of Douglas McGregor, who pointed out that managers often operate mainly with one of two sets of assumptions about people which he labelled Theory X and Theory Y. McGregor states that what we believe about a person will influence how that person behaves (labelling, or self-fulfilling prophesy).

Distribute Handout 2.5
McGregor's Theory X and Theory Y

Read through the handout with the participants and briefly answer any questions. However, the participants are about to do an exercise, so don't promote a discussion at this stage.

Allow about 10 minutes for this input and questions.

Distribute Handout 2.5
McGregor's Theory X and Theory Y: Exercise Brief

Ask participants to reflect about two of their staff. Do they see them as Theory X or Theory Y people? What impact do they think this may have on these staff members?

Participants will need about 10 minutes to complete this part of the exercise.

Don't take any feedback about what participants have noted down. Invite participants to make general observations about their approach to different staff members and the impact this has on the execution/performance of the job. For example have they 'labelled' a particular member of staff, and does this have an impact, positive or negative, upon behaviour and performance?

At this point, clarify with participants who has responsibility for developing and implementing the staff development policy in their organization. If the training program is being run in-house, confirm that participants know who is responsible for policy development and at what level in the organization decisions are made about staff development policy and practice. If it's an external training program, ask participants about the practice in their organizations.

Ideally, policy is developed following wide consultation, decisions are made by the Chief Executive and the Board and are integral to the organization's strategic development. This may not yet be the case in organizations where learning and development is not a high priority.

Since there are considerable resource implications in any staff development policy, participants may want to consider the impact for them and their staff if decisions are currently not being made at Board level and what they can do, individually or as a group, to promote change. (Take it up with their line managers, through team meetings, directly with the Chief Executive, with the Personnel and Training/Human Resource Department, for example.)

Allow about 10 minutes for this clarification discussion.

Stage Two

Activities to develop staff

This stage of the activity is in two parts. First, participants work in small groups to identify, and list on flipchart sheets, what they do now to develop their staff and what they could do.

Show Overhead/PowerPoint 2.2 *The Manager's Role: Exercise Brief*

Divide the participants into small groups of four or five. At this stage in the course, ask them to work with people they have not already worked with and do not already know.

The activities that participants are likely to be doing, or to know about (what they could do), will include the following:

- job enrichment
- new projects/task groups
- delegation
- reading
- attending training – internal, external, short or long
- courses
- coaching
- job rotation
- secondments
- mentoring
- problem-solving groups
- action learning sets
- open learning
- distance learning
- networking/committees
- attending conferences.

Allow participants about 15 minutes for this part of the exercise. Display all the flipcharts on a wall/board close together, and invite participants to view this ‘art gallery’ of their work.

Invite them to question and/or clarify words/phrases they do not understand and to add any more activities that are not there. You may need to prompt them from the list above.

Allow about 10 minutes for the display of flipcharts and questioning.

Participants should now have a clearer idea about the sort of activities you are talking about when you talk about the manager’s role as a developer of people. At this stage do not go into detail about any activities. Tell them what will be covered on the training program. If there are activities they want to know about that will not be covered, decide whether to offer to see the participants concerned later, offer a reading list, discuss with their line manager, and so on.

Costs and benefits of developing staff

For the second part of this activity participants work in the same small groups using the flipchart sheets prepared earlier. Issue each group with a copy of the flipchart, Costs and Benefits: Exercise Brief. The participants should try to identify and then list the costs and benefits of developing staff.

The costs are not purely financial costs; they may be opportunity costs (the ‘cost’ of having a staff member undertaking a development activity that is not [yet] related directly to increasing their productivity), and other costs that participants can identify for themselves, for their organizations or for their staff.

Allow at least 20 minutes for this part of the exercise.

The trainer should circulate, to see how the groups are progressing, to offer ideas and/or facilitate their discussions.

When participants have had an opportunity to complete their sheets, invite them to display them, as before. They can question, ask for clarification of points and add to the sheets if they wish. You may want to add to them, using the Trainer's Handout 2.7: Costs and Benefits of Developing Staff as a prompt. It's not essential that the participants list all the points – this is an opportunity for them to explore the costs and benefits from their point of view.

Initiate a discussion with all the participants about their role as a developer of the staff they manage, the extent to which they develop their staff as an integral part of their daily work or remember to do something about it from time to time, annually or never.

The following questions will help get the discussion going if participants need prompting. (Use one question initially; any more and the discussion may take a long time and be complex to summarize.)

- What have you learned about the manager's role as a developer of people by doing this activity?
- To what extent do you welcome responsibility for staff development?
- To what extent do you consider your staff will welcome any changes in responsibility for their development?

Show Overhead/PowerPoint 2.3
The Manager's Role – Continuum

Invite the participants to place themselves on the continuum mentally. You are inviting them to place themselves where they are now. Point out that there are a range of positions between the three indicated. Ask them to reflect on:

- how frequently they consider staff development
- the extent to which it is integrated in their day-to-day work.

Allow about 10 minutes for the display and discussion.

Summarize this activity by acknowledging the work the participants have done. They have examined:

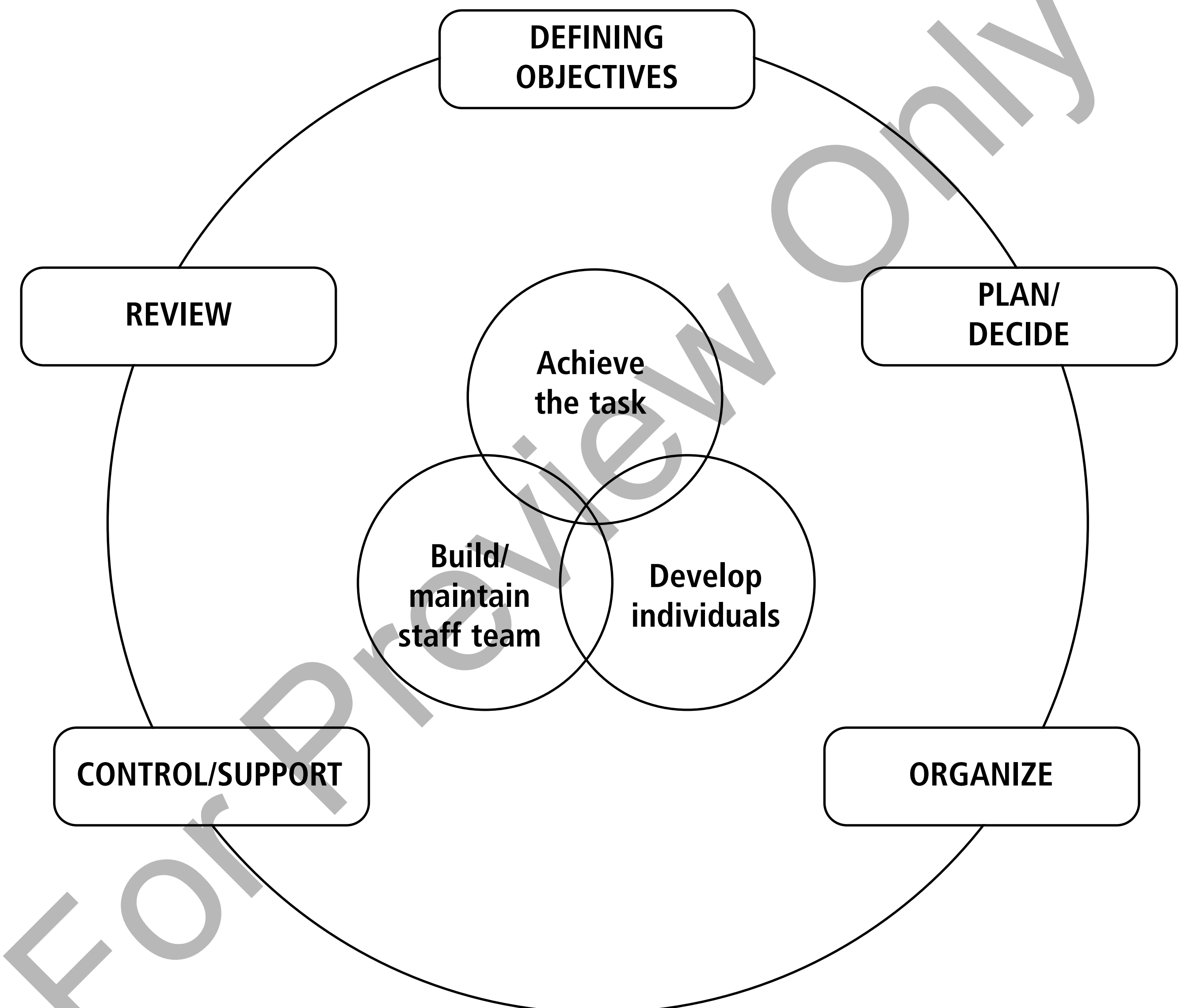
- how they see their staff
- possible activities to develop staff
- costs and benefits of developing staff.

Emphasize that the rest of the program is an opportunity to explore the methods and processes they can use to develop staff effectively.

Take about five minutes for this summary of the activity.

Management Roles

2.1



Manager’s Role – Exercise Brief

2.2

Work in groups of four of five.

On flipchart sheets, list:

What we do now to develop staff:	What we could do to develop staff:

You have 15 minutes for this exercise.

The Manager's Role – Continuum

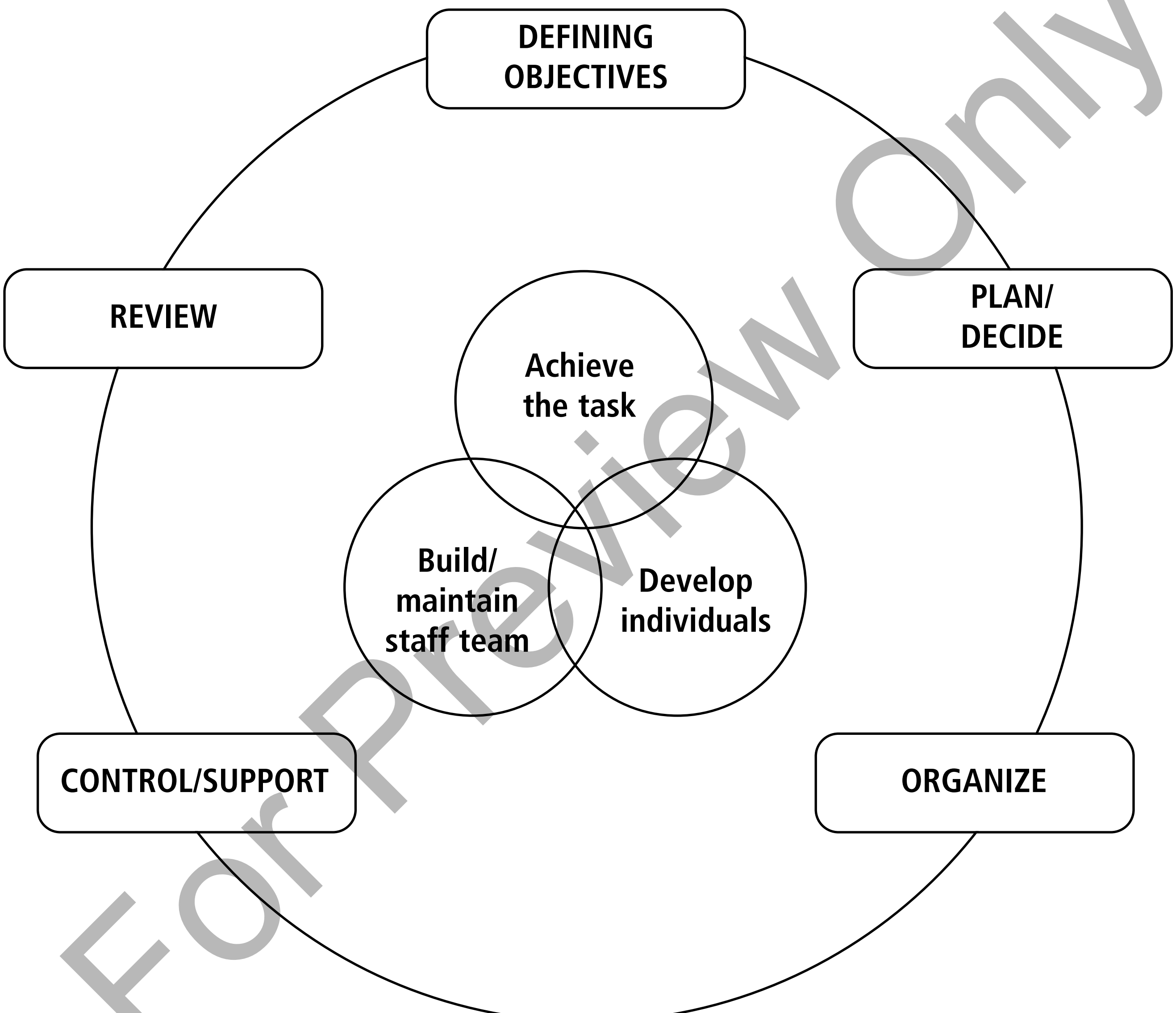
2.3

Reflect, privately, where you are on this continuum, and place yourself on it, mentally.

The development of all my staff is fully integrated within my day-to-day work	**I pay some attention to developing my people**	**This is the job of the people in training**

Management Roles

2.4



McGregor's Theory X and Theory Y

2.5

McGregor noted that managers often operate with one of two sets of assumptions about people. One set of assumptions he called Theory X, the other set he called Theory Y.

Theory X

- People are, on average, indolent and avoid work if possible.
- People lack ambition and need to be directed.
- People are self-centered/indifferent to organizational needs.
- People are resistant to change.
- People are gullible and not very bright.

Theory Y

- People are not, by nature, passive or resistant to organizational needs: they become so because of their experience in organizations.
- Motivation, potential for development and a capacity to assume responsibility are present in everyone. Management must enable people to develop themselves.
- Management is responsible for the organization of production to meet organizational objectives: essential to enable people to achieve own objectives by directing their own efforts to organizational objectives.
- External control and the threat of punishment are not the only means of bringing about effort for organizational objectives – people will self-direct to objectives they are committed to.

McGregor's Theory X and Theory Y: Exercise Brief

2.6

The goal of this exercise is to reflect upon your staff, to assess the extent to which any labelling may have an impact on their behaviour and to consider change.

STEP ONE

Identify two staff:

one you find easy to manage (a) ______________________________

one not so easy to manage (b) ______________________________

(For the purpose of this exercise, 'easy' means staff who get along with the job and produce good enough results, who don't spend time questioning, who will stay late when necessary without any fuss and don't bring their personal issues to work.)

STEP TWO

For each of these staff, to what extent do you see them as predominantly Theory X or Theory Y people?

STEP THREE

What impact do you think, upon reflection, your characterization of them has on how you work with each of them, your expectations of them, the way you behave toward them? For example do you anticipate confrontation with (b) before you ask them to do something? Could this have an impact on the outcomes of your requests?

For (a) ______________________________

For (b) ______________________________

STEP FOUR

Identify at least two changes you could make in how you relate to (b):

Costs and Benefits of Developing Staff

2.7

COSTS

For yourself:

time (learning the new skills, working with staff)
can I do it?
will I make a fool of myself?
will they co-operate?
will I become redundant?
I will lose my power/mystery
I may lose my staff

For individual staff:

time
risk of exposure/making mistakes
impact of personal development on private life/relationships

For the organization:

skilled staff leave?
start-up costs of training line managers
initial need for support for line managers in their new role

BENEFITS

For yourself:

skilled staff
competent staff
confident/motivated staff
self-reliant staff
effective team performance
meet team targets
more time for strategy
more time to develop myself
fewer crises
available for consultation
will be able to become less directive

For individual staff:

career and personal development
increased job satisfaction
new opportunities outside work
more confident/assertive

For the organization:

skilled staff valued, so stay
co-operation not competition between departments
increased productivity
ownership of organizational objectives
reduced stress/sickness absence
change of role for trainers, to consultants
new opportunities for positive relationships with customers and suppliers

Costs/Benefits - Exercise Brief

2.8

Thinking about your role as a developer of people, identify and list all

COSTS

For yourself:

For individual staff:

For the organization:

BENEFITS

For yourself:

For individual staff:

For the organization:

#3 - TEAM ROLES

PURPOSE

- To introduce Kolb's learning cycle, a model for understanding how adults learn, and to introduce different learning styles.
- To provide an opportunity for participants to assess their own learning style and to consider the implications of different learning styles on how their staff learn.

#3 - THE LEARNING CYCLE AND LEARNING STYLES

INTRODUCTION

Adults learn in different ways and the more managers understand about adult learning, the more effective they can be as developers of people. This activity provides a brief introduction to the theory of adult learning and provides opportunities for participants to explore what this means for them personally and for the staff they manage.

PURPOSE

- To introduce Kolb's learning cycle, a model for understanding how adults learn, and to introduce different learning styles.
- To provide an opportunity for participants to assess their own learning style and to consider the implications of different learning styles on how their staff learn.

APPLICATION

This activity can be used early in a program on Developing People: The Manager's Role. It can also be used in a training for trainers program or a management development program.

WHAT HAPPENS?

The trainer introduces to the participants the purpose of the activity, Kolb's learning cycle and the four different learning styles identified by Peter Honey and Alan Mumford. Participants then consider their own learning style(s). Following a brief discussion of learning styles in the workplace, the strengths and weaknesses of the different styles are considered. The participants then list the implications of the different styles and, finally, consider what the implications of the different styles are for their staff, through a detailed consideration of a sample of three staff.

TIME

Total time: 2 hours, 25 minutes or 2 hours, 15 minutes.

- Learning Cycle and Styles: 20 minutes
- How Do I Learn?: 25 minutes
  (Alternative Exercise: 15 minutes)
- Implications of Different Learning Styles: 30 minutes
- Discussion and Review: 15 minutes
- Implementing Learning: 30 minutes
- Closing Discussion: 10 minutes

MATERIALS & RESOURCES

- 3 Overhead/PowerPoint Masters:
  3.1: The Learning Cycle
  3.2: Learning Styles
  3.3: Strengths and Weaknesses of Different Learning Styles
- 6 Handout Masters:
  3.4: Learning Styles
  3.5: How Do I Learn? – Exercise Brief
  3.6: Strengths and Weaknesses of Different Learning Styles
  3.7: Implications of Different Learning Styles – Exercise Brief
  3.8: Implementing the Learning Cycle and Learning Styles – Exercise Brief
  3.9: Trainer's Handout: Implications of Preferred Learning Styles
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Paper and pens for participants.
- Space for pair and small group work.

IN PREPARATION

If desired, prepare a copy of Handout 3.7: Implications of Different Learning Styles – Exercise Brief on a flipchart sheet for use at the end of the exercise. This will allow more time for the trainer to supervise the progress of the exercise the participants are engaged in.

HOW DO I DO IT?

Learning Cycle and Learning Styles

Briefly introduce the purpose of the activity:

- to introduce Kolb's learning cycle
- to introduce different learning styles
- an opportunity for participants to identify their learning style
- to consider the implications of different learning styles for staff they manage.

Show Overhead/PowerPoint 3.1
The Learning Cycle

Kolb's Learning Cycle describes the process of adult learning. Adults learn best by having an experience, by reflecting on that experience to identify what happened, by drawing conclusions and, finally, considering what that experience tells them for next time – how they can do things differently next time. If adults are offered opportunities to work through all these steps, they are likely to learn from their experiences. Refer to the learning log used in Activity 1 as an example.

Remind participants that many adults, however, don't take enough time to reflect or to draw conclusions: they don't ask themselves (or check with others) what they could do differently next time. They merely go from activity to activity, without considering how they are behaving, their impact on situations or why they don't necessarily get the results that they want. At worst, they rush around like headless chickens, thoughtlessly 'doing'.

This is especially true of managers, who tend toward activity and may have to make a conscious effort to become more reflective and thoughtful. The activities in this pack are planned to take participants round the learning cycle, by providing opportunities to:

- do
- reflect (What happened?)

- conclude (Why did it happen?)
- plan in order to implement learning (What can I do differently as a result of this learning?).

Refer back to activities already completed with the participants to remind them of the different stages they have been through. For example the McGregor exercise in Activity 2 provides the following:

- activity (theory input from the trainer)
- reflection (individual reflection about staff they manage)
- why it happens/theorizing (where do these staff 'fit' in the theory?)
- testing out/next steps (changes to make relating to reflection).

Invite participants to note down any questions they have, but to keep them to the end since most questions will be answered as they work through the activity.

Introduce the different learning styles .

	Show Overhead/PowerPoint 3.2 *Learning Cycles*

Peter Honey and Alan Mumford developed the work of David Kolb and noted that adults learn in different, preferred ways or styles. They categorized these four styles as:

- activist
- reflector
- theorist
- pragmatist.

The link with the learning cycle is obvious from the overhead.

Read through this overhead with the participants, using Handout 3.4: Learning Styles as a prompt. Tell the participants that we all have a preferred learning style or styles – using not more than two strong or fairly strong preferences.

We can change by making conscious choices about how we learn, and we can develop our weaker preference(s) to become more balanced.

For example an activist can make a conscious choice to read theoretical articles in a professional journal; a reflector can choose to lead a discussion; the pragmatist can develop the habit of keeping a learning log; the theorist can 'have a go'. (Overhead 3.3: Strengths and Weaknesses of Different Learning Styles provides further examples.)

Make sure now that participants (the theorists, mainly) have an opportunity to ask questions and clarify their understanding.

Allow about 20 minutes for this introduction to the learning cycle and learning styles.

Distribute Handout 3.4
Learning Styles

Participants may need to refer to this handout while they do the exercise How Do I Learn?

How Do I Learn?

Distribute Handout 3.5
How Do I Learn? Exercise Brief

This exercise enables participants to consider how they learn.

Allow about five minutes for individual reflection and then 10 minutes each way to share and clarify their past learning experience, a total of 25 minutes.

Alternative exercise

As an alternative to this exercise, the Manual of Learning Styles, by Peter Honey and Alan Mumford (see page 3-8), includes a Learning Styles Questionnaire that can be photocopied for participants to use to assess their preferred learning style(s). If you decide to do this, participants will need about 15 minutes to complete the self-assessment questionnaire and to score themselves.

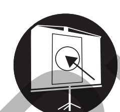
NOTE: If this questionnaire is to be used, it's advisable to complete the questionnaire yourself first before the event. This will help in responding to questions from participants and provide examples that you can use in the discussion.

Strengths and Weaknesses

When the participants have completed the exercise (or the questionnaire) reconvene the group and promote a general discussion about learning styles, prompting discussion as necessary with one or more of the following questions:

- How well have you been matching up learning opportunities with your preferred learning style(s) so far?
- What can you do to develop your weaker/non-preferred learning style(s)?

To round off this part of the activity



Show Overhead/PowerPoint 3.3
Strengths and Weaknesses of Different Learning Styles

Read through the overhead with the participants, using Handout 3.6: Strengths and Weaknesses of Different Learning Styles as a prompt.

Distribute Handout 3.6
Strengths and Weaknesses of Different Learning Styles

Give participants about five minutes to read through the handout.

Allow about 15 minutes in total for the discussion on strengths and weaknesses.

Implications of Different Learning Styles

Start this part of the activity by inviting participants to move about to find four participants with different preferred learning styles, by asking simple questions of each other. The goal is for participants to form themselves into groups of four, with an activist, a reflector, a theorist and a pragmatist in each group. This may not work out, either because the total number of participants is not divisible by four, or, more likely, that there are insufficient numbers of each preferred learning style to enable the groups to form. Make the best of it, be pragmatic (how easy is this for you?) and form participants into as near as possible the planned groups.

Distribute Handout 3.7
Implications of Different Learning Styles – Exercise Brief

Invite the participants, in their groups, to start identifying the implications of the different learning styles. Prompt them, if necessary, using the Trainer's Handout 3.9: Implications of Preferred Learning Styles.

Give the groups about 10 minutes to get going, then circulate around the groups, to see that they are on the right track and provide help if needed.

The groups will need about 25 minutes to complete this exercise. Meanwhile, prepare a flipchart of Handout 3.7: Implications of Different Learning Styles – Exercise Brief. If the flipchart has been prepared in advance, have it ready to display and use when the participants have completed the exercise.

Allow about 30 minutes to organize and complete this small-group exercise.

When participants have completed their work in small groups, each group transfers their notes on to the master flipchart. They should not repeat what has been already noted, but they can tick a point to emphasize that it's a common or popular idea.

Once this group list is complete, invite participants to comment and clarify. Then, ask the following questions.

- What did you notice when working in small groups about your different learning styles?
- What effect did the different styles have on completing the activity?
- How did it feel to be working in a mixed group?

The goal is to help participants reflect on the strengths and weaknesses and the implications of their preferred style(s). Summarize the discussion and invite the participants to review their assessment of their preferred learning styles (the work they did on Handout 3.5: How Do I Learn – Exercise Brief). To what extent, in view of what they know now, does their original self-assessment stand?

Allow about 15 minutes for this discussion and review, and approximately 45 minutes in total for this work on the implications of learning styles.

Implementing Learning in the Workplace

This exercise will appeal to the pragmatists and the reflectors.

Distribute Handout 3.8
Implementing the Learning Cycle and Learning Styles – Exercise Brief

The participants work in pairs and take turns (be quite directive as this should not be just a general chat) to help each other think about the implications of this learning in their situation, with their staff.

They are allowed 15 minutes each way, 30 minutes in total.

The trainer's role is to keep time, telling the participants when to change roles, and to be available if anyone needs help, clarification or guidance.

At the end of the exercise, reconvene the group. Do not take any feedback about the content of their work, but invite them to consider what they have learned and how they have learned it throughout this activity.

The real focus is on how they learned. Ask the participants to share their reflections, but don't ask each one in turn (the reflectors, for example, will need more time to consider and will not enjoy being put on the spot). Give those who want to contribute an opportunity to do so.

Acknowledge the work the participants have done and invite them to summarize the learning. They should add such aspects as:

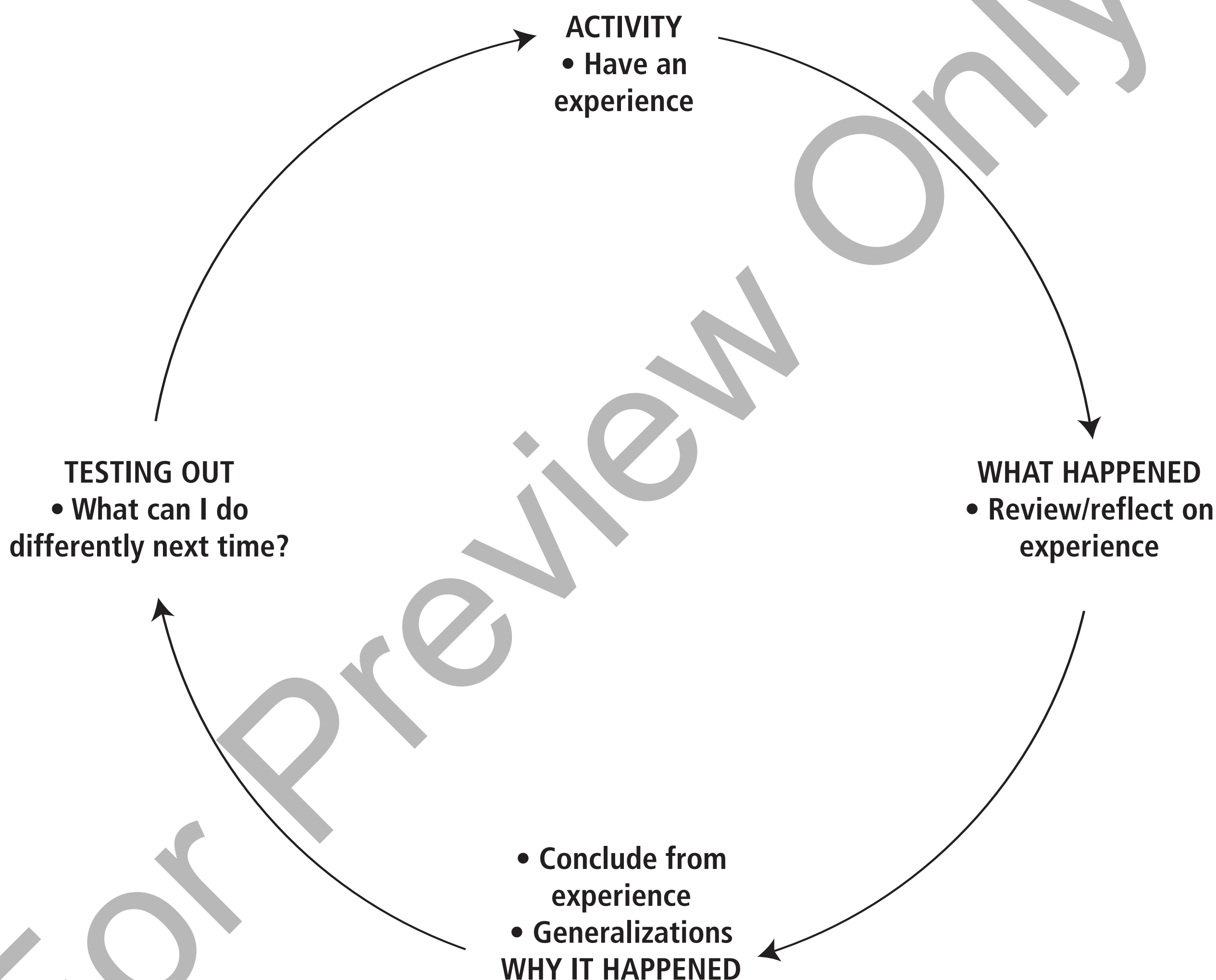
- we have different preferred learning styles
- these affect what sorts of activities we will learn from
- we can extend our learning styles, to become more balanced/rounded
- it's helpful to know staff members' learning styles when planning how to meet their learning needs.

Remind the participants that they will be using their learning styles and working through the learning cycle for the rest of the program. Offer them the thought that they could use one (or more) activities to consciously extend their learning style(s).

Allow about 10 minutes for this closing discussion and summarizing.

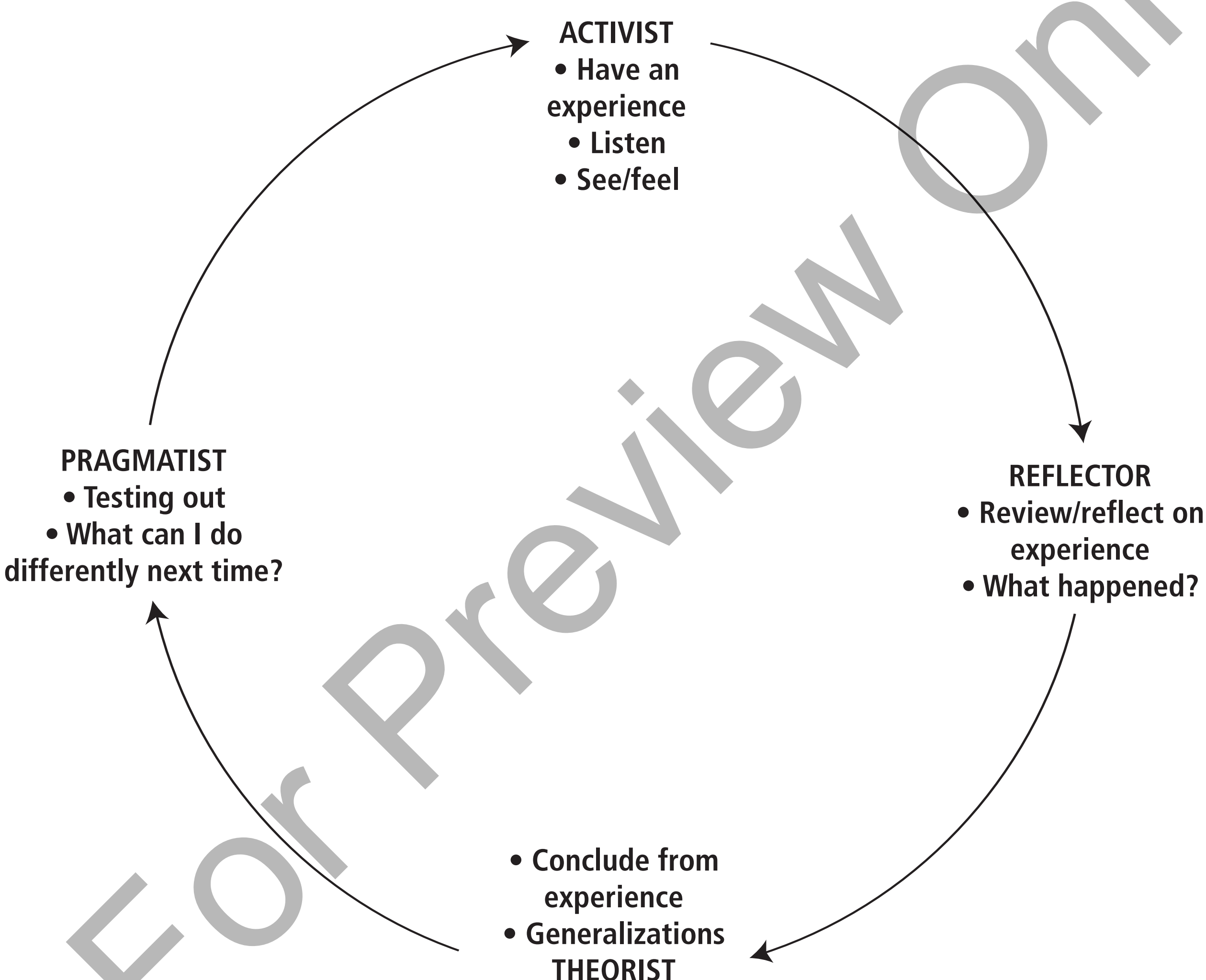
The Learning Cycle

3.1



Learning Styles

3.2



Strengths and Weaknesses of Different Learning Styles

3.3

ACTIVIST

Strengths:

- flexible and open-minded
- happy to have a go
- optimistic about anything new and therefore unlikely to resist change.

Weaknesses:

- tendency to take the immediately obvious action without thinking
- get bored with implementation and consolidation

THEORIST

Strengths:

- logical, vertical thinkers
- rational and objective
- good at asking probing questions

Weaknesses:

- restricted in lateral thinking
- low tolerance for uncertainty, disorder and ambiguity

REFLECTOR

Strengths:

- careful
- good at listening to others and assimilating information
- rarely jump to conclusions

Weaknesses:

- inclined to hold back from direct participation
- slow to make mind up and reach decision

PRAGMATIST

Strengths:

- keen to test out things in practice
- technique orientated
- practical, down to earth, realistic

Weaknesses:

- inclined to reject anything without an obvious application
- not very interested in theory or basic principles

Learning Styles

3.4

People learn in different ways. We develop a learning 'style' that helps us to benefit more from some learning experiences than others. The more we understand our own style, the better able we will be to select the most appropriate learning experiences. As managers, the more we recognize the learning styles of staff we manage, the more able we will be to identify appropriate learning experiences with and for them.

Alan Mumford and Peter Honey (*The Manual of Learning Styles*) identified four basic styles of learning and produced a questionnaire as an objective way of identifying individual preferred learning styles. The four styles are closely linked to the four stages of the learning cycle. They are:

- activists
- reflectors
- theorists
- pragmatists.

ACTIVISTS

Activists enjoy the here and now, are dominated by immediate experiences and tend to revel in short-term crisis and firefighting. They thrive on the challenge of new experiences and are relatively bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others.

Their philosophy is 'I'll try anything once'.

Questions they are likely to ask include, 'What's next?'

REFLECTORS

Reflectors like to stand back and ponder on experiences and observe them from different perspectives. They collect data and analyze it before coming to any conclusions. They like to consider all possible angles and implications before making a move, so they tend to be cautious. They actually enjoy observing other people in action and often take a back seat in meetings.

continued …

Their philosophy is 'Look before you leap'.

Questions they are likely to ask include, 'What else do we need to know?'

THEORISTS

Theorists are keen on basic assumptions, principles, theories, models and systems thinking. They prize rationality and logic. They tend to be detached, analytical, and are unhappy with subjective or ambiguous experiences. They like to assemble disparate facts into coherent theories, to make things tidy and fit them into rational plans.

Their philosophy is 'If it's logical, it's good'.

Questions they are likely to ask include, 'What are the basic assumptions?'

PRAGMATISTS

Pragmatists search out new ideas and take the first opportunity to experiment with applications; the sort of people who return from courses brimming with ideas that they want to try out in practice. They respond to problems and opportunities as a challenge.

Their philosophy is 'If it works, it's good'.

Questions they are likely to ask include, 'Well, what are we going to do about it then?'

How Do I Learn? – Exercise Brief

3.5

The goal of this exercise is to consider your preferred way of learning, by reflecting on a past learning experience and clarifying what helped your learning.

STEP ONE

Individually, think of a past learning experience and list all the things during (and after) that experience that helped you to learn. How were you learning? What can you see yourself doing? Can you remember what you were thinking and feeling? What were you hearing? Who else was involved in your learning?

Note the words that come to mind to describe how you were learning.

Spend about five minutes on reflection.

STEP TWO

Work in pairs and take turns to share this experience. Help each other to reflect on and understand what it was that you were doing that helped your learning and how you were learning.

Then, consider to what extent you can see a relationship between what you experienced and the different learning styles. For example:

- Were you an active participant in discussions?
- Did you take time to consider your learning after the experience was over?
- Have you developed ideas from this experience to apply to your work?
- How did you react to any theories and models offered by the trainer?
- How did you react to any observation opportunities?
- How did you react to any role-play exercises?
- Did you volunteer to be the spokesperson for feedback sessions?

My preferred learning style(s) ____

____

Allow about 10 minutes each for Step Two.

Strengths and Weaknesses of Different Learning Styles

3.6

ACTIVIST

Strengths:

- flexible and open-minded
- happy to have a go
- happy to be exposed to new situations
- optimistic about anything new and therefore unlikely to resist change.

Weaknesses:

- tendency to take the immediately obvious action without thinking
- get bored with implementation and consolidation
- rush into action without sufficient preparation
- often take unnecessary risks
- inclined to do too much themselves and hog the limelight.

REFLECTOR

Strengths:

- careful
- good at listening to others and assimilating information
- rarely jump to conclusions
- thoughtful
- thorough and methodical.

Weaknesses:

- inclined to hold back from direct participation
- slow to make mind up and reach decision
- not assertive, not particularly forthcoming, little small talk
- tendency to be too cautious and not take enough risks.

continued …

Strengths and Weaknesses of Different Learning Styles

3.6

THEORIST

Strengths:

- logical, vertical thinkers
- rational and objective
- good at asking probing questions
- disciplined approach.

Weaknesses:

- restricted in lateral thinking
- low tolerance for uncertainty, disorder and ambiguity
- intolerant of anything subjective or intuitive
- full of 'should', 'ought' and 'must'.

PRAGMATIST

Strengths:

- keen to test out things in practice
- technique orientated
- practical, down to earth, realistic
- business-like, get straight to the point.

Weaknesses:

- inclined to reject anything without an obvious application
- not very interested in theory or basic principles
- tendency to seize on the first expedient solution to a problem
- impatient with ramble
- more task-oriented than people-oriented.

OK TO COPY

Implications of Different Learning Styles – Exercise Brief

3.7

The goal of this exercise is to identify the implications of the different learning styles: what they mean in practice.

Work in small groups of four or five. Note your responses and be ready to transfer them to a group flipchart. You have 25 minutes to work in your group.

Will learn best from	May have difficulty with
Activists:	
Reflectors:	
Theorists:	
Pragmatists:	

Implementing the Learning Cycle and Learning Styles – Exercise Brief

3.8

The goal of this exercise is to consider how to apply learning about learning styles and the learning cycle to staff you manage.

Work in pairs. You have 15 minutes each way, 30 minutes in all.

Step One. Individually, consider the staff you manage. Choose three different staff members to focus on and write down their first names:

1. ________________________________
2. ________________________________
3. ________________________________

Step Two. Decide who will be speaker and who will be clarifier.

A. The speaker describes, briefly, each of these three staff to the clarifier. The speaker is striving to describe these staff in terms of their approach to work and learning, to try and identify their learning style. The clarifier's role is to help the speaker to be as clear and specific as possible.

Their learning style(s), as far as I can tell:

1. ________________________________
2. ________________________________
3. ________________________________

B. The speaker identifies what they have noticed about how these staff reacted to different learning opportunities in the past and what this tells about how they will best learn in future.

1. ________________________________
2. ________________________________
3. ________________________________

Step Three. Change roles and repeat Step Two A and B.

Implications of Preferred Learning Styles

3.9

ACTIVISTS

will learn best from activities where:

- there are opportunities for new experiences, problems to work on
- they can engross themselves in brief games, simulations and role-plays
- they can take an active lead
- they can generate ideas (e.g. brainstorming)
- they are involved with others, bouncing ideas around
- there is a lot of variation and change
- they are given a challenge, thrown in at the deep end.

Activists may have difficulty with:

- passive learning
- analyzing and interpreting
- assessing learning needs and learning achievements
- reading, writing, thinking on their own
- theoretical explanations
- practicing.

REFLECTORS

will learn best from activities where they can:

- think things over
- observe
- review what has happened
- analyze data
- prepare, research, investigate, probe.

Reflectors may have difficulty with:

- activities that make them noticed, such as leading a discussion
- being rushed
- simulations
- producing instant reactions or responses
- not having sufficient data.

continued …

Implications of Preferred Learning Styles

3.9

THEORISTS

will learn best from activities where they:

- can explore relationships between ideas
- are intellectually stretched
- work with concepts, models, theories
- work with rational concepts
- participate in complex situations
- question and probe methods or assumptions
- are working to a clear purpose.

Theorists may have difficulty with:

- working with emotions and feelings
- unstructured activities, open-ended problems
- having to make decisions without clear concepts or principles.

PRAGMATISTS

will learn best from activities where:

- there is an obvious link between subject matter and the job
- they can tryout and practice with feedback
- techniques are demonstrated that have clear practical benefits
- they can quickly implement what they have learned
- there are good simulation exercises on real problems
- they can concentrate on practical issues and draw up action plans
- they can copy a good model or example.

Pragmatists may have difficulty with:

- learning that does not seem relevant to work
- theory and general principle
- lack of opportunity to practice
- aimless discussion.

OK TO COPY

#4 - MANAGING DIFFICULT SITUATIONS

PURPOSE

- To remind participants of the functions of staff supervision and to give them an opportunity to devise developmental strategies to use in managing and supervising staff.

#4 - MANAGING DIFFICULT SITUATIONS

Managers will experience difficult behaviour in their staff at some stage in their career. Managers who try to develop their staff and promote learning and change will, at times, meet resistance.

This activity provides an opportunity for managers to devise developmental strategies to deal with difficult behaviour and overcome resistance.

PURPOSE

- To remind participants of the functions of staff supervision and to give them an opportunity to devise developmental strategies to use in managing and supervising staff.

APPLICATION

This activity should be used in the early stage of a training program on Developing People: The Manager's Role to reinforce the developmental possibilities of the manager's role.

The activity can also be used in a program on staff support and supervision or a management development program.

WHAT HAPPENS?

The trainer introduces the purpose of the activity and the case studies to the participants. In small groups, participants work through the case studies and respond to the questions that accompany them.

During the whole-group feedback session, the trainer notes key strategies devised by the participants. They then consider the model of the functions of supervision and how their strategies link to the different functions.

Through discussion, participants review their strategies and devise optimum developmental strategies using SWOT analysis.

TIME

Total time: 1 hour, 25 minutes or 1 hour, 45 minutes.

- Case Studies: 30 minutes
- Introduction: 10 minutes
- Feedback: 25 minutes
- Functions of Supervision: 15 minutes
  (SWOT Analysis: 20 minutes)
- Summary: 5 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  4.1: Functions of Supervision
- 6 Handout Masters:
  4.2: Case Study: Chris
  4.3: Case Study: Alex
  4.4: Case Study: Pat
  4.5: Case Study: Bernie
  4.6: Functions of Supervision
  4.7: Strengths, Weaknesses, Opportunities, Threats
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Space for small-group work.

IN PREPARATION

For this activity, there are four case studies to choose from. The participants will be divided into small groups of four or five. If there are four groups, all four case studies could be used. The discussion will be long and can become quite dull if feedback is taken from each case, but take feedback from each case that you use, otherwise some participants may feel that their work is not valued. The whole group discussion will be much more lively if the same case study is used with two groups, especially if they devise different strategies. Decide, therefore, how many small groups there will be for this exercise and how many of the case studies to use. Copy the required number of case studies; each group will do one case study, so each participant of the group needs a copy.

If a SWOT analysis is to be used, it would be helpful to make a copy of the SWOT grid on a flipchart, as on Handout 4.7: Strengths, Weaknesses, Opportunities, Threats. The trainer will then be released to concentrate on the benefits of using SWOT analysis.

HOW DO I DO IT?

Remind participants of the manager's need to achieve a balance between task, team and individual needs (see Activity 2) and explain that the focus of this activity is managing individuals. Introduce the purpose of the activity:

- To remind participants of the functions of staff supervision and to give them an opportunity to devise developmental strategies to use in managing and supervising staff.

Developmental Strategies

Decide on how to divide the participants into small groups of four or five. Ask whether you want:

- to give people a chance to work with different people
- people with the same job title from the same department to work together
- to split up people who have arrived together and are still together
- to ensure/avoid a mix of women and men in the small groups
- to be in control, or is it time to let the group make decisions?

When you have made your decision, choose a method for dividing the participants.

- Invite people to work with new people/people from their department/with the same job title, in groups of four or five.
- Number all the participants 1 to 5, and all the ones, twos, and so on, form small groups. Consider carefully what result this will have and choose where to start.

- Ask the first five people in the circle to work together, and so on.

Decide how the small groups will give feedback to the whole group – they can use a flipchart to present their strategies or give verbal feedback (the former will take more time) – then tell them how you want them to give feedback.

Ask each group to elect a spokesperson to read out their case study and present their feedback to the other participants at the end of the exercise. This leaves the trainer free to take notes during the feedback presentations for use later.

Allow about 10 minutes for this initial introduction and organization.

Distribute Handout 4.2
Case Study: Chris

Distribute Handout 4.3
Case Study: Alex

Distribute Handout 4.4
Case Study: Pat

Distribute Handout 4.5
Case Study: Bernie

Allow the participants about five minutes to settle in their groups and read their case study and then 25 minutes to respond to the questions, 30 minutes in total.

Check progress by going around and joining in their group discussions, facilitating as necessary.

Remind all the groups when they have five minutes left.

Reassemble all the participants and take feedback from the small groups, one case study at a time. Ask the chosen group member to read out the case study and present their group feedback. If two groups have done the same study, make sure that both get a chance to start the feedback on one or two of the questions.

The first question, 'What do you think is going on here?', is to get the small groups going and there is no need to take feedback on this.

While the feedback about outcomes and strategies is being given, note down key points to link in to the presentation of the model, the Functions of Supervision, later on.

Feedback from participants is likely to include:

Outcomes for Chris:

- get the report written.

Strategies for Chris:

- ensure report is written by an agreed upon date (normative)
- check out Chris's competence with report writing (developmental)
- check out the 'chaos' (supportive)
- check out Chris's ability to prioritize and manage the workload (supportive/normative)
- offer Chris an opportunity to discuss work/personal issues that may be getting in the way (supportive/ motivational).

Outcomes for Alex:

- re-motivate Alex.

Strategies for Alex:

- explore what is going on (supportive)
- offer Alex opportunity for different work (developmental)
- monitor the time keeping (normative)
- monitor productivity and establish targets for excellence (normative/motivational)

- find additional responsibilities that would be appropriate for Alex (motivational/developmental)
- explore the possibility of moving on for Alex (motivational/developmental).

Outcomes for Pat:

- establish an effective supervisory relationship with Pat.

Strategies for Pat:

- challenge Pat's evasiveness (supportive/normative)
- review the supervision contract and both parties' expectations of the relationship (normative)
- invite Pat's opinion on how to use the time (motivational)
- go through Pat's plans for the new project in detail, offering support/coaching as/if appropriate (developmental/supportive).

Outcomes for Bernie:

- to use Bernie's talents without alienating the rest of the team.

Strategies for Bernie:

- the supervisor may need to sort out own feelings about Bernie (feeling threatened/anxious)
- recognize Bernie's strengths (supportive/motivational/ normative)
- help Bernie to recognize the strengths of the other team members (normative)
- identify Bernie's weaknesses and what can be done to manage them (developmental)
- enable Bernie to recognize the consequences of own behaviour for the organization (normative)
- help Bernie recognize the effects of own behaviour on the team (supportive/normative) and develop ways of behaving differently (developmental)

- get Bernie to propose different ways of working and how to implement them while keeping the team on board (normative/developmental).

The skills that each group will be likely to identify include:

- active listening
- questioning, including probing
- summarizing
- challenging
- giving feedback
- coaching
- objective setting
- planning.

The benefits they are likely to identify are many and various, and depend to such an extent on the chosen strategy and the group members as to make them unpredictable.

Allow about 25 minutes for this case study feedback.

After the feedback, summarize where the participants are now, recognizing all the different types of strategy that have been devised.

Functions of Supervision

Show Overhead/PowerPoint 4.1
Functions of Supervision

Introduce the model, the Functions of Supervision, and talk through the overhead with the participants.

There are four key functions of supervision:

- to support staff
- to motivate staff
- to develop staff

- to provide a normative framework: the organizational culture, values, and objectives, plus accountability and control.

The manager is trying to achieve a balance, over time, and fulfill all four functions. Link input with the strategies developed by the small groups that you noted during their feedback. For example if participants have identified a possible strategy for Chris of checking out Chris's competence with report writing (developmental), use this as an example in your introduction to the model.

Ask participants to offer other examples from the strategies that they developed. Invite their questions/ comments about the model and answer them as fully as possible.

	Distribute Handout 4.6 *Functions of Supervision*

Ask participants whether they want to amend their chosen strategies in the light of the model.

Ask participants what their experience of supervision has been – to what extent have they experienced a manager who has fulfilled the four functions? What does this tell them for their practice in supervising staff?

Allow about 15 minutes for this input and group discussion.

SWOT Analysis

	Distribute Handout 4.7 *Strengths, Weaknesses, Opportunities, Threats*

You may want to introduce a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis (see Handout 4.7: Strengths, Weaknesses, Opportunities, Threats) and apply that to one or two strategies if participants have not done so in their small groups.

Read through the handout with the participants. Copy the SWOT grid on to the flipchart and name the quadrants, or display the flipchart prepared in advance. Invite participants to do a SWOT analysis for a sample strategy. Choose a strong, developmental strategy to work on, to make it even better. The goal is to demonstrate the benefits of using a SWOT analysis and not to criticize participants for devising a weak strategy.

For example if a chosen strategy to manage Alex's situation is to explore whether there are additional responsibilities that would be appropriate for Alex, the SWOT analysis might look like this:

Strengths	**Weaknesses**
• demonstrates your faith in Alex	• could be the last straw
• novelty of new task	• possible public failure
• positive knock-off effect	• overload/negative impact
Opportunities	**Threats**
• new skills for Alex	• Alex unwilling to learn
• refreshed Alex works overtime	• overburdened Alex goes sick
• one-on-one briefing for new task = opportunity for you to work	• overburdened Alex leaves

In this way, through discussion, questioning, analysis and reflection, participants will review/refine their original strategy and devise optimum, developmental strategies for dealing with difficult situations and managing resistance.

Allow about 20 minutes for the SWOT analysis.

Summary

Summarize the activity by drawing attention to the benefits to individuals, the team and the organization of working developmentally, such as:

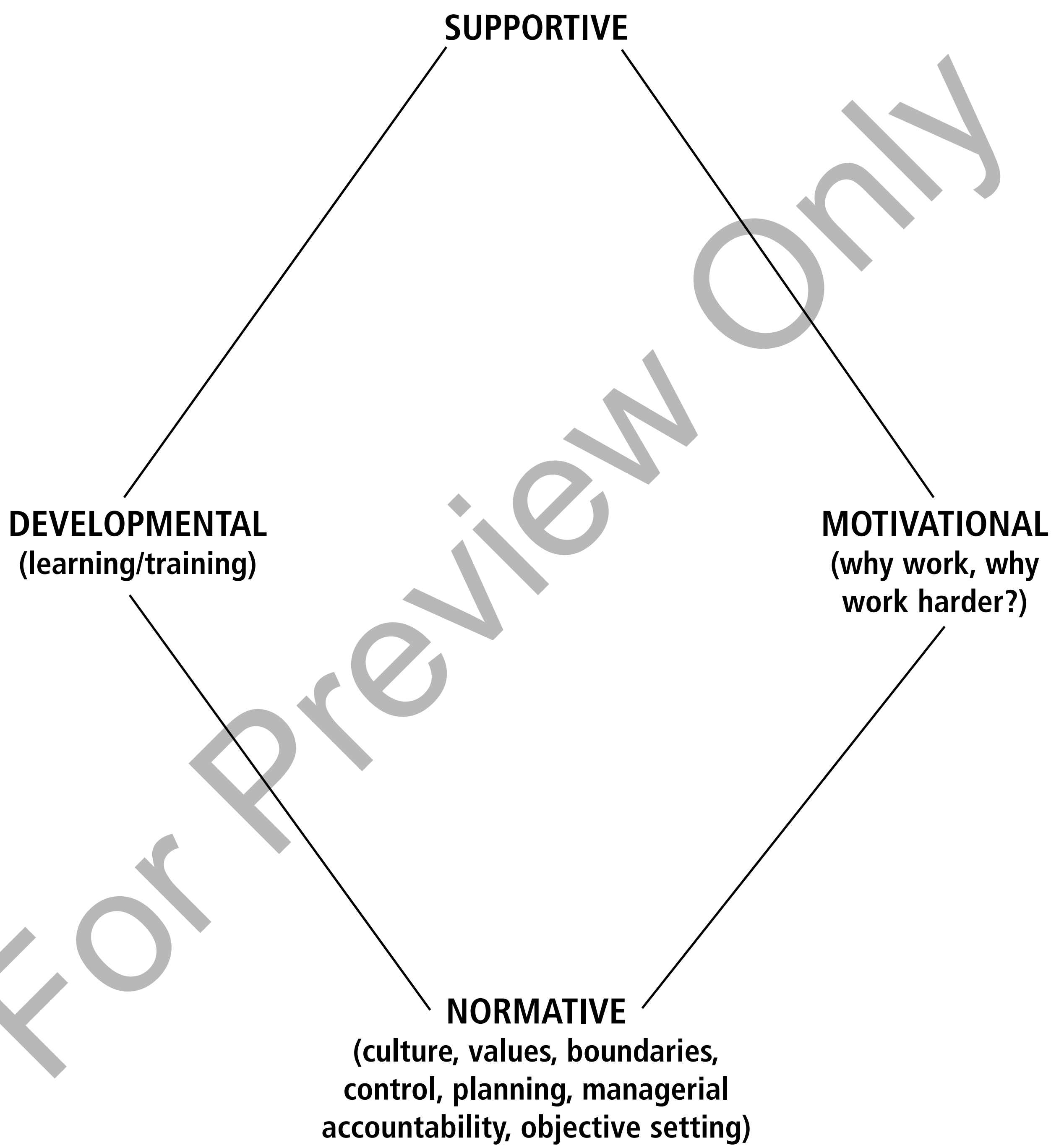
- clear direction and purpose for individuals and the team
- well-motivated work force

- dynamic work force
- questioning and curious work force
- organizational goals achieved
- targets met
- quality outcomes
- change seen as an opportunity not a threat
- individuals and team ready for new challenges.

Take about five minutes to summarize the activity.

Functions of Supervision

4.1



Case Study: Chris

4.2

The objective of this exercise is to enable you to devise developmental strategies to manage difficult situations that arise in one-on-one/supervision meetings: to consider what skills will achieve the most effective outcomes.

Work in small groups.

Where the gender, race, age, disability, sexual orientation of the people involved is not specified, explore the situations from the perspectives of your choice.

In your last one-on-one meeting, you agreed that Chris would complete an important, detailed, written report before your next meeting. You have noticed that Chris has avoided work that involves substantial written reports before. Yet Chris has recently successfully completed a course that involved written assignments and has produced comprehensive written reports in the past.

You raise the completion of the report with Chris, who is quick to list several excuses: pressure of time, staff shortage, various events that have intervened. "It'll be done by next time." You feel that these events are not out of the ordinary and were predictable and manageable. You challenge Chris's excuses. Chris becomes quite aggressive, saying "It's all right for you, you don't have to put up with all the chaos that I get here". This isn't the first time that Chris has failed to complete important work on target.

(a) What do you think is going on here?

(b) What is the outcome you would like to achieve?

(c) What strategies could you use to achieve your desired outcome?

(d) What skills do you need?

(e) What are the benefits of your chosen strategy?

Case Study: Alex

4.3

The objective of this exercise is to enable you to devise developmental strategies to manage situations that arise in one-on-one/supervision meetings: to consider what skills will achieve the most effective outcomes.

Work in small groups.

Where the gender, race, age, disability, sexual orientation of the people involved is not specified, explore the situations from the perspectives of your choice.

Alex has been a member of the team for four years: For the past 12 months the staff group has been stable and they have developed effective working practices. You have been team leader for almost a year. Initially, your assessment of Alex's work was that it was competent, if not excellent. Feedback from the people that Alex works with was very positive. Outside agencies also had positive experiences of working with Alex.

However, you have recently noticed that these high standards have dropped. Alex's written reports are mundane and have no sparkle. Alex is still working well with other staff, but is not pushing boundaries in the same way as before. The dynamic approach to developing best practice and achieving results that you saw initially has tailed off.

In addition, you are concerned about Alex's punctuality. You have noticed that Alex leaves very promptly and is often a bit late in the morning. Alex has assured you that there are no personal problems.

(a) What do you think is going on here?

(b) What is the outcome you would like to achieve?

(c) What strategies could you use to achieve your desired outcome?

(d) What skills do you need?

(e) What are the benefits of your chosen strategy?

Case Study: Pat

4.4

The objective of this exercise is to enable you to devise developmental strategies to manage situations that arise in one-on-one/supervision meetings: to consider what skills will achieve the most effective outcomes.

Work in small groups.

Where the gender, race, age, disability, sexual orientation of the people involved is not specified, explore the situations from the perspectives of your choice.

Pat has been in his position for four years, and you have been supervising Pat since you started your current job a year ago. Your supervision relationship has got off to a slow, undynamic start. Pat cancelled an earlier meeting and rarely seems to raise any significant issues of concern.

When you have reviewed the supervision relationship with Pat, you have received only very general feedback and Pat listens to your feedback. However, the quality of your relationship has not yet changed.

In your current meeting, you ask Pat how things in general are progressing. 'Fine' is Pat's response. The response to your question about Pat's relationships with the team is identical: 'fine'. You attempt to explore this in more detail but Pat's replies are minimal. You then move on to the budgets (where there have been cuts). Pat again says 'Fine'. Pat is equally uncommunicative about a significant new project where Pat is a key team member. This is new work for Pat and you have some concerns that it may prove to be too demanding.

(a) What do you think is going on here?

(b) What is the outcome you would like to achieve?

(c) What strategies could you use to achieve your desired outcome?

(d) What skills do you need?

(e) What are the benefits of your chosen strategy?

Case Study: Bernie

4.5

The objective of this exercise is to enable you to devise developmental strategies to manage situations that arise in one-on-one/supervision meetings: to consider what skills will achieve the most effective outcomes.

Work in small groups.

Where the gender, race, age, disability, sexual orientation of the people involved is not specified, explore the situations from the perspectives of your choice.

Bernie has recently joined the team, which has been stable for the past 15 months. Bernie is highly competent and well qualified and has quickly become productive and good at getting problems sorted out for clients and other staff in the organization. Some team members have been resistant to the new ideas that Bernie has suggested about how to organize the work and are feeling threatened.

You feel Bernie is rushing at things, not thinking through the implications of actions taken, and risks causing longer-term problems for the team and the organization. You have spoken to Bernie about this already. Bernie was quite dismissive of your concerns.

You are finding it difficult to establish a relationship with Bernie and cannot decide how to proceed. You are due to meet Bernie tomorrow and know that you must get it sorted out.

(a) What do you think is going on here?

(b) What is the outcome you would like to achieve?

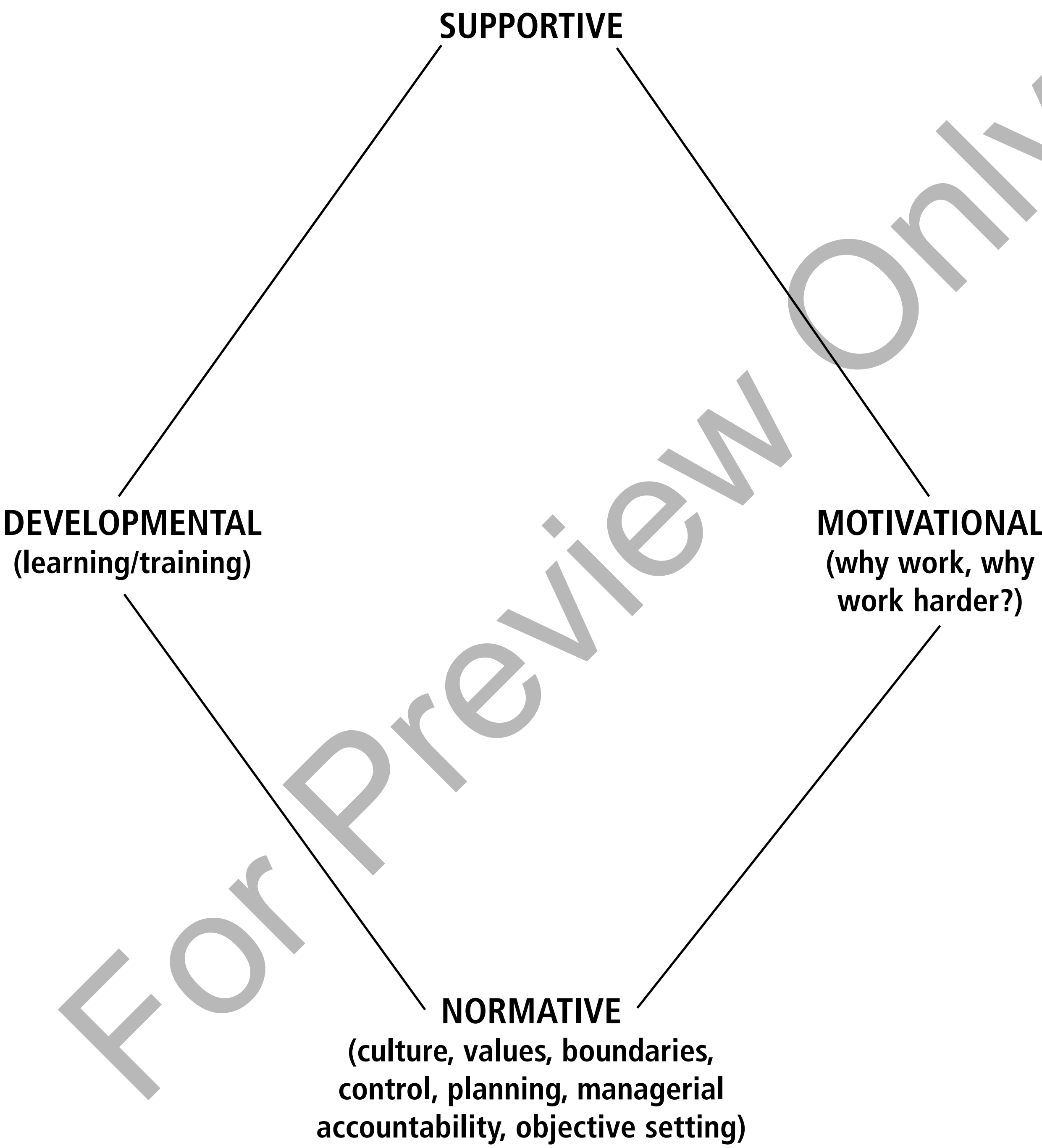
(c) What strategies could you use to achieve your desired outcome?

(d) What skills do you need?

(e) What are the benefits of your chosen strategy?

Functions of Supervision

4.6



Strengths, Weaknesses, Opportunities, Threats

4.7

Strengths	Weaknesses
Opportunities	**Threats**

A Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis is useful in helping you to think about the benefits (or otherwise) of your chosen strategy.

Identifying all the strengths, weaknesses, and so on, of your chosen strategy, will help you clarify how effective it's likely to be, what the threats or costs may be, whether it is in fact worth pursuing.

The idea is that you use the grid above to creatively list all the factors that are strengths, weaknesses, opportunities and threats in the situation to increase your understanding of the likely impact of your strategy.

This will help, for example, in deciding between competing strategies, to identify the one to make a start on, who to work with and skills that may need to be learned.

In any situation, you can work to build on the strengths and to reduce the weaknesses, emphasize the opportunities and deal with the threats, but you need to know what the situation is first.

#5 - THE DEVELOPMENT CYCLE

PURPOSE

- To introduce participants to the Development Cycle, a process for developing staff.

#5 - THE DEVELOPMENT CYCLE

INTRODUCTION

Responsibility for staff development has traditionally rested with the training department in organizations, if anywhere. Busy managers need guidance in developing new ways of working with staff. The development cycle is a useful model and a helpful starting point in thinking about how to do it.

PURPOSE

- To introduce participants to the development cycle, a process for developing staff.

APPLICATION

This activity should be used early in a program on Developing People: The Manager's Role, as it provides a model and a framework for other activities. It can also be used during any course on staff development, staff support and supervision or team development.

WHAT HAPPENS?

The trainer explains the purpose of the activity to the participants, outlines the nature of development and introduces the development cycle. Participants individually reflect on a development activity they have participated in and review the actions they took. The activity ends with an opportunity for participants, working in small groups, to identify and list factors that influence individual development.

TIME

Total time: 1 hour, 20 minutes.

- Introduction to the Development Cycle: 15 minutes
- Development Cycle Exercise: 15 minutes
- Development Activity: 10 minutes
- Factors Influencing Development: 30 minutes
- Reflection (optional): 10 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  5.1: The Development Cycle Model
- 4 Handout Masters:
  5.2: The Development Cycle Model
  5.3: The Development Cycle – Exercise Brief
  5.4: Influences on Development
  5.5: The Development Cycle
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart stand and marker for trainer.
- Markers for participants.
- Wall/board space for display.
- Masking tape/white tack/drawing pins.
- Space for small group work.

IN PREPARATION

For the final part of the activity, write the following at the top of flipchart sheets, one sheet for each group:

Influences on Development

List up to eight factors that you think influence an individual's development and help them to develop.

HOW DO I DO IT?

The purpose of the activity is to introduce participants to the development cycle, a process for developing staff.

Invite participants to state briefly their understanding of development in the context of the workplace development of individuals. Look for a recognition that development is:

- life-long
- a continuous, virtuous circle – each new learning adds to the existing learning and transforms it; the starting point is continually rising

- voluntary – staff cannot be coerced to develop; the manager's role is to create a climate for learning and development, an expectation that development in the workplace is the norm
- at times difficult, messy or awkward – new skills being practiced, new processes being used, muddles happening
- fragile, needing encouragement and to be worked at.

Show Overhead/PowerPoint 5.1
The Development Cycle Model

Use Handout 5.5: The Developmental Cycle as a prompt for yourself when talking through the development cycle with the participants. Explain that the development cycle offers them a process to use in order to nurture appropriate, purposeful and effective development in the workplace and to harness the energies. The stages in the cycle will be familiar to participants who know/use either or both the planning or training cycles (see Activity 3 for the latter).

Invite participants questions and comments either at the end of the presentation or as it proceeds. If they wait until the end you may find you have already answered their questions without losing track of what you want to get across.

Acknowledge that some of the processes and activities may be unfamiliar to the participants and that they will be covered later in the program.

Allow about 15 minutes for this discussion and presentation.

The Development Cycle

Distribute Handout 5.2
The Development Cycle Model

Participants may need the model as a prompt while doing the development cycle exercise.

Distribute Handout 5.3
The Development Cycle – Exercise Brief

Ask the participants individually to reflect upon a development activity they have undertaken themselves within/over the past 12 months, using the exercise brief.

Allow them about 15 minutes to complete the exercise.

Invite all the participants to respond to the following question:

> If you were going to undertake a similar development process in future, what might you do differently?

The discussion is likely to focus on the stages of the development cycle that the participants did not complete fully, the stages where they were not very active. They may also want to fine-tune actions in the light of their reflections.

Allow no more than 10 minutes for this discussion.

Factors Influencing Development

Divide the participants into small groups of four or five. Ask them to identify the factors that influence development. Give each group one of the prepared flipchart sheets with the heading: Influences on Development.

On the flipchart, write an example from Handout 5.4: Influences on Development to start them off. Circulate among the groups and ensure that they know what they are trying to achieve, making headway and participating actively.

Allow about 20 minutes for this small group work.

Display all the flipcharts art gallery style and invite all the participants to view their work, to clarify meanings and add any new ideas.

About 10 minutes should be all allowed for the display and review of work. Factors they are likely to identify are detailed on Handout 5.4: Influences on Development. If they have omitted any factors, you may want to introduce them.

Distribute Handout 5.4
Influences on Development

Invite participants to compare their list with that on the handout and to comment. The questions below may be useful to promote discussion.

- What does your comparison tell you about yourself as a developer of people?
- How can you ensure that you promote a climate for development?

You will know what you have planned to cover in the rest of your program and can reassure participants that they will have an opportunity to plan in depth, how to promote development with staff throughout the rest of the program.

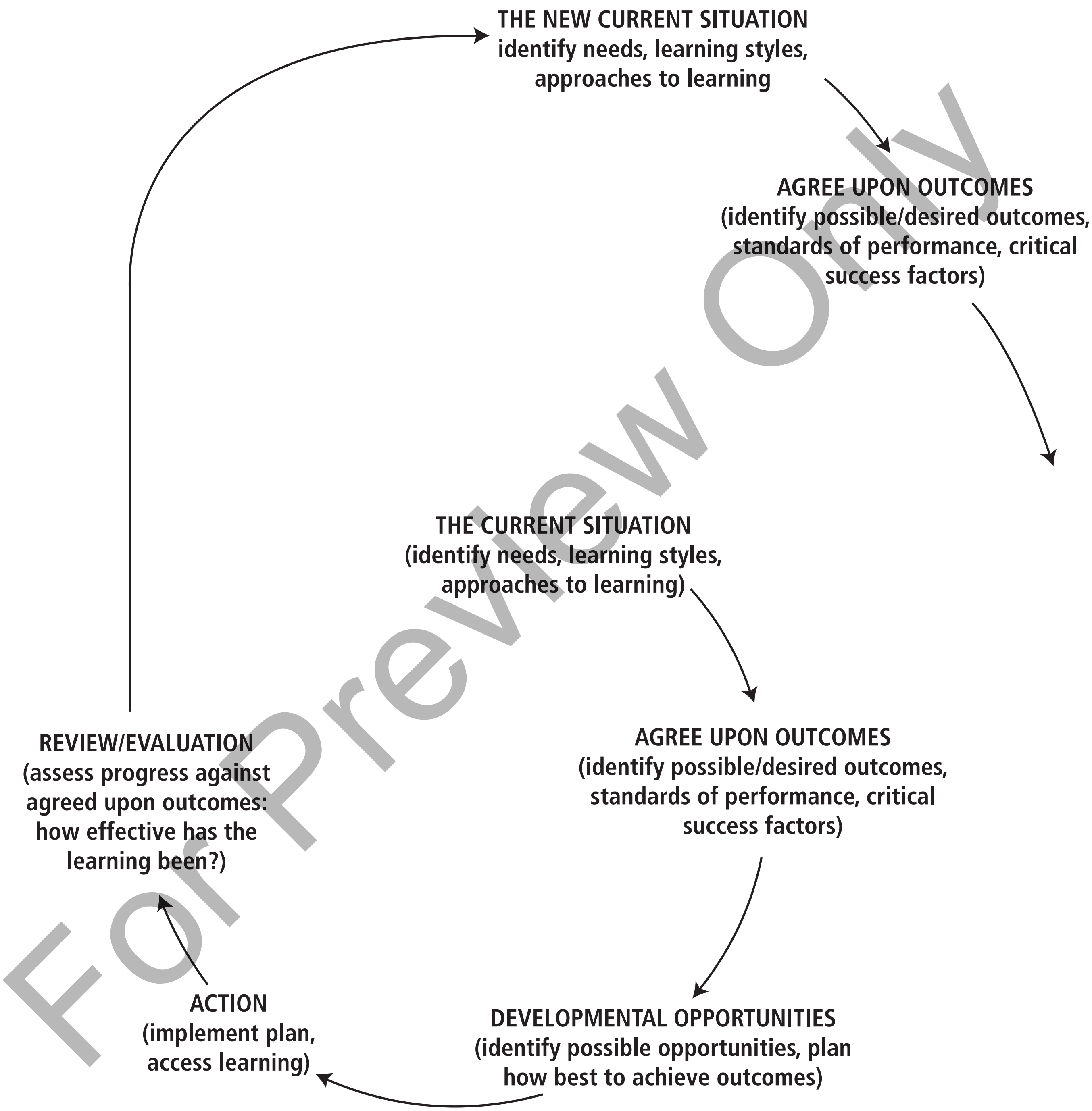
Allow about 10 minutes for this discussion and reflection.

Distribute Handout 5.5
The Development Cycle

Tell the participants that the handout summarizes the learning about the development cycle. They can read it later and keep it for reference.

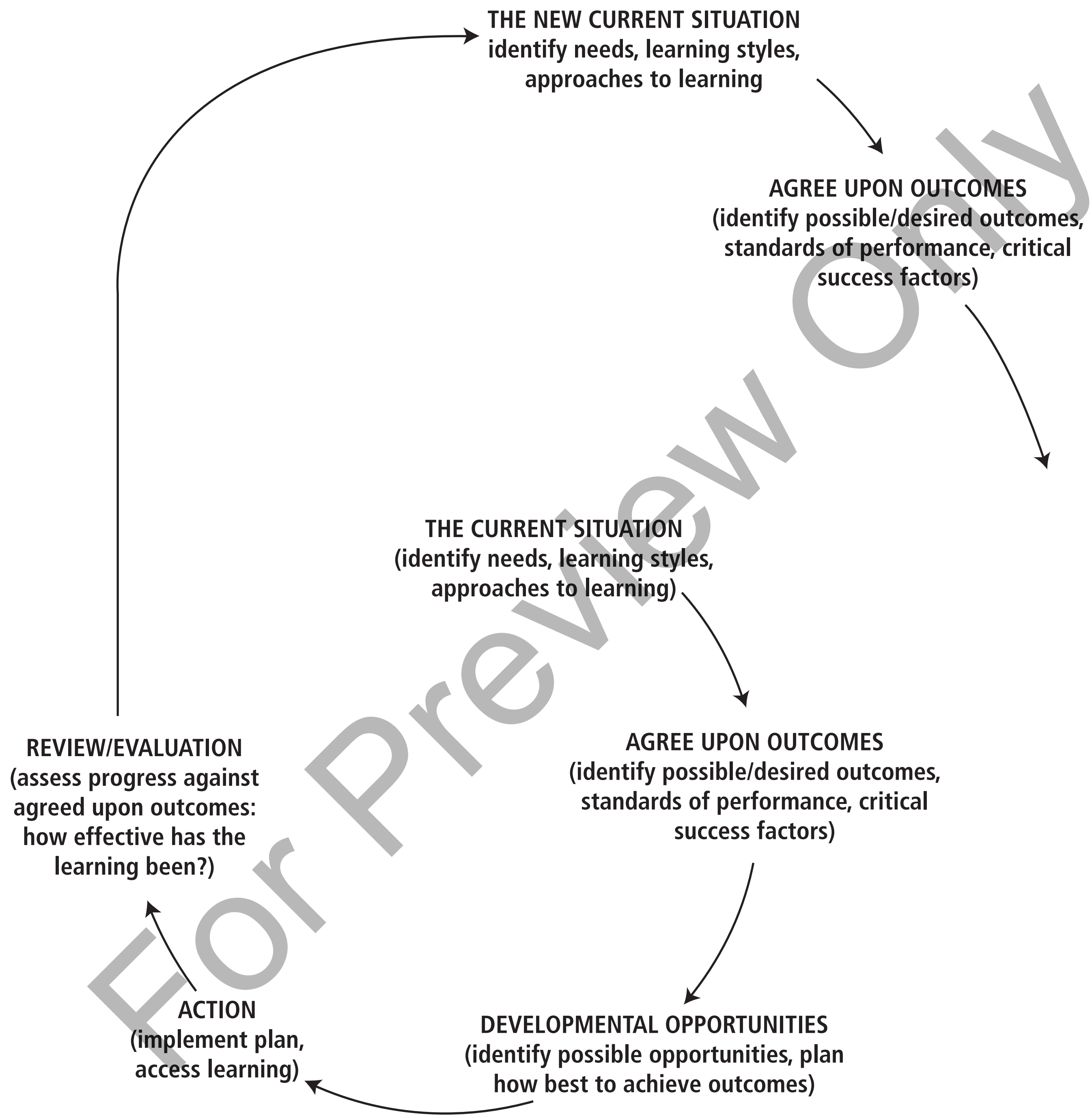
The Development Cycle Model

5.1



The Development Cycle Model

5.2



The Development Cycle - Exercise Brief

5.3

Individually, think back over a development opportunity you have participated in within/over the last 12 months. Consider, for each stage of the Development Cycle, what actions you took to further your development and to achieve your planned outcomes.

The current situation	
Agree upon outcomes	
Development opportunities	
Action	
Review/evaluation	

OK TO COPY

Influences on Development

5.4

The following are some of the factors that influence individual development, that promote a development climate where individuals will be actively seeking development opportunities.

- Support and encouragement of colleagues.
- Enabling leadership is the culture in the organization.
- Support and encouragement from line manager.
- Risk taking is O.K.
- Role models (colleagues, manager, others).
- Reading (journals, books, conference papers).
- Attending conferences, seminars.
- Opportunities to do something new.
- Attending training courses.
- Problem-solving with team/colleagues.
- Theories and models (from books, others).
- Opportunities for learning in the workplace pointed out to me.
- Making time to reflect on what happened, what to do differently next time.
- Learning from mistakes (critical incident analysis).
- Learning from success.
- Experiences in private life (positive and negative).
- Regularly using a learning log.
- Getting the habit of learning, with support from others.
- Staff development seen as integral to attaining, maintaining and developing a successful organization.

The Development Cycle

5.5

The development cycle describes five stages that you need to go through with staff in order to promote and progress development.

Stage One - The current situation

You need to be fully aware of organizational and team short-, medium- and long-term objectives, as well as the work plan of the individual member of staff; these establish the foundation and set the boundaries for identifying individual development needs.

During this stage you are working with the staff member to identify development needs, identifying or confirming their learning styles and their approach to learning. You will use a range of processes to help with this initial exploration.

One of your goals, at this stage, is to promote the concept of development by exploring the individual's perspective on development and the meanings they apply to it, to enable them to recognize their responsibility for the process of their own development. You will be there to guide and there will be resources available: however, the individual has to be actively involved and not a passive viewer.

If you are new to working with staff in this way, try to identify small, manageable steps for yourself and your individual staff members.

Stage Two - Agree on outcomes

At this stage, having identified the needs, you are working to prioritize need and to clarify and agree on what outcomes the individual will achieve, and to what standard. The key question is:

> What exactly is it you want to be different as a result of this development, in terms of behaviour?

Stage Three - Development opportunities

The next stage is to decide what development opportunities will help the individual to achieve the agreed upon outcomes. Think creatively at this stage, be dynamic. You can then assess the strengths and weaknesses of the individual opportunities in order to choose the optimum development opportunities to achieve the agreed upon outcome.

The Development Cycle

5.5

Once you have identified the optimum development opportunity, agree on a plan of action – how will the individual access the opportunity, who will do what, when, etc.

Stage Four - Action/implementation

The individual implements the plan, participates in the development opportunity and implements learning in the workplace (if the development opportunity is off-site). Ask yourself what is your role in the action stage (if the development opportunity is to be work-based) and, as importantly, what is your role in the implementation stage? Questions you can use to clarify this are:

- what sort of support/guidance is needed?
- what can I do to enable the individual to start to practice new skills
- are there issues of workload management/time-management
- to what extent do we want to involve other team members and how
- how will we manage reviewing performance?

Stage Five - Review/evaluation

This final stage is an opportunity to review both the outcomes and the process and to evaluate the effectiveness of the activity in contributing to the individual's development.

The questions you will be asking at this stage are:

- did the individual achieve the planned outcomes
- was behaviour in the workplace changed as a result
- has there been any effect on customers
- has there been any impact on the profitability or survival of the organization? (This final question is rarely applicable to individual development.)

The next cycle

You are now at the starting point of the next development cycle: the situation is transformed by the development that has taken place, so the starting point is different, the needs different, etc. The development process is under way and moving in a virtuous circle.

#6 - IDENTIFYING INDIVIDUAL LEARNING AND DEVELOPMENT NEEDS

PURPOSE

- To help participants identify processes and skills for determining the learning and development needs of individuals and to provide practice opportunities.

#6 - IDENTIFYING INDIVIDUAL LEARNING AND DEVELOPMENT NEEDS

INTRODUCTION

As developers of people and managers of human and financial resources, managers need to make creative and effective use of current and potential resources. Decisions about who needs to learn what should be based on a thorough analysis of individual need.

PURPOSE

- To help participants identify processes and skills for determining the learning and development needs of individuals and to provide practice opportunities.

APPLICATION

This activity can be used in a program on Developing People: The Manager's Role. Since the purpose of the activity is to enable participants to identify individual learning and development needs, it should be used toward the start of a program. Exactly where to place it will depend upon the trainer's program objectives.

The activity can also be used in training programs on coaching, mentoring or training for trainers.

WHAT HAPPENS?

After a short introduction, the participants divide into small groups to define the terms 'training' and 'development'. A short plenary discussion follows for feedback and reflection. The trainer then defines the terms 'training' and 'development'.

Participants work in small groups on part one of the case study to identify the learning needs of a staff member. A discussion of findings is followed by consideration of methods and processes to use for establishing training, learning and development needs. Participants then complete part two of the case study, to prioritize learning needs and ascertain the criteria to use.

The activity ends with the participants identifying the skills and qualities required of an effective developer of people in a brainstorming session.

TIME

Total time: 2 hours, 5 minutes.

- Introduction: 5 minutes
- Definitions Exercise: 10 minutes
- Feedback and Discussion: 10 minutes
- Definitions: 10 minutes
- Case Study: Part One: 25 minutes
- Feedback and Discussion: 10 minutes
- Methods and Processes: 15 minutes
- Case Study: Part Two: 15 minutes
- Feedback and Discussion: 10 minutes
- Qualities of the Skilled Developer: 15 minutes

MATERIALS & RESOURCES

- 3 Overhead/PowerPoint Masters:
  6.1: Definitions of Training and Development
  6.2: Identifying Learning and Development Needs: The Context
  6.3: Qualities of the Skilled Developer
- 6 Handout Masters:
  6.4: Definitions of Training and Development
  6.5: Identifying Learning Needs – Case Study: Part One
  6.6: Identifying Learning and Development Needs
  6.7: Prioritizing Learning Needs – Case Study: Part Two
  6.8: Criteria for Prioritizing Learning Needs
  6.9: Qualities of the Skilled Developer
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.

- Flipcharts and markers for participants.
- Space for small group work.
- Wall/board space for displays.
- Masking tape/white tack/drawing pins.

HOW DO I DO IT?

Introduce the activity by telling participants that as developers of people and managers of both human and financial resources they need to be able to make creative and effective decisions in meeting the learning, training and development needs of their staff.

Managers should have an overview of all the factors that impact on one individual in the workplace and be able to impart to their staff an understanding of the context within which they are working and learning.

Explain to the participants that the goal of this activity is to help them determine the processes and skills used in identifying the learning and development needs of individuals, and to give them an opportunity to put theory into practice.

Allow about five minutes for this introduction.

Definitions of Training and Development

Divide the participants into small groups of four or five and ask them to explore the meaning of, and define the terms 'training' and 'development'. They should then write down their definitions on a flipchart sheet.

Say that they have about 10 minutes to do this.

Display the flipchart sheets with the groups' definitions and discuss with all the participants their views, approaches and any similarities and differences in their definitions. Allow about 10 minutes for this discussion.

Show Overhead/PowerPoint 6.1
Definitions of Training and Development

Invite participants to consider the definitions on the overhead and ask any questions. Explain and/or consolidate the definitions depending on what the groups have produced, and stress the notion of development as continuous learning for work and for life.

Allow about 10 minutes to cover this material.

Distribute Handout 6.4
Definitions of Training and Development

Identifying Learning Needs

Introduce this exercise by telling the participants that they now have an opportunity to practice identifying the learning needs of a staff member, using a case study.

Divide the participants into small groups of three or four.

Distribute Handout 6.5
Identifying Learning Needs Case Study – Part One

Read through the case study with the participants. If they have further questions on the background to the case study, ask them to draw on their own work-based experience.

Tell the groups they have about 25 minutes to complete part one of the case study.

The trainer should circulate and spend some time with each group, facilitating as required.

Reconvene the whole group and explore the participants' findings, taking feedback from the spokespersons. The small groups should have come up with learning needs for jo in the areas of reception duties and servicing meetings. Use Handout 6.7: Prioritizing Learning Needs Case Study – Part Two as a prompt for yourself.

Allow 10 minutes for this discussion and clarification.

Methods and Processes

Show Overhead/PowerPoint 6.2
Identifying Learning and Development Needs – The Context

Explain to the participants that the overhead provides a visual representation of the context within which we identify learning needs in the workplace.

Distribute Handout 6.6
Identifying Learning and Development Needs

Read through the handout with the participants and clarify any points as necessary. Invite them to identify any further context factors they think are relevant. Not all the listed methods and processes will be relevant in all organizations and this should be acknowledged. For example, not all organizations have an annual review, nor do they use job descriptions.

Allow 15 minutes for this discussion.

Prioritizing Learning Needs

Distribute Handout 6.7
Prioritizing Learning Needs Case Study – Part Two

Introduce the second part of the case study to the participants. Say that having identified Jo's learning needs, they now must prioritize those needs and develop the criteria for doing so.

Explain that the handout identifies some of Jo's learning needs and the methods by which they have been identified. The groups may have already come up with more detail.

If you sense that participants are unclear about possible criteria you could prompt them with one or two examples from the list on Handout 6.8: Criteria for Prioritizing Learning Needs, for example:

- team needs
- available resources.

Ask the participants to return to their small groups to complete the case study. Each group should elect a spokesperson to present their findings.

Say that they have about 15 minutes to complete part two of the case study.

As before, circulate between the small groups providing assistance as required.

Reconvene the whole group for discussion. Invite the participants to offer their possible criteria for prioritizing a learning or development need. Make a group list on the flipchart from their responses. The criteria they should identify are listed on Handout 6.8: Criteria for Prioritizing Learning Needs (for individual needs).

Ask the groups in turn, through their spokesperson, to list the priorities for Jo's learning needs. Write these on the flipchart and invite any comments from the participants. If there are any significant differences in the work of the different small groups, discuss these.

Allow about 10 minutes for this discussion of priorities.

Distribute Handout 6.8
Criteria for Prioritizing Learning Needs

The handout will act as a summary for this part of the activity.

Qualities of the Skilled Developer

To end this activity, help the participants see their role as developers of people as a continuous process.

As an optional exercise, ask the participants to take a minute or two to reflect on the necessary qualities of a skilled developer then ask each person to identify one quality.

Develop as quickly as possible a list of qualities for the developer of people from their responses and write them on the flipchart.

Show Overhead/PowerPoint 6.3
Qualities of the Skilled Developer

Alternatively, move straight on to showing the overhead.

This overhead rounds off the activity by acknowledging the skills and methods the participants have identified and practiced and putting them into the context of continuous development, rather than one-off training courses.

Allow about 15 minutes for this final exercise.

Distribute Handout 6.9
Qualities of the Skilled Developer

This handout summarizes the learning and is a useful reference for the rest of the program.

Definitions of Training and Development

6.1

TRAINING

Focus on job and organizational needs:

- short courses
- briefings
- task-focused
- trainer decides what you learn
- promotes conformity and compliance
- encourages convergent thinking

DEVELOPMENT

Longer-term individual development needs:

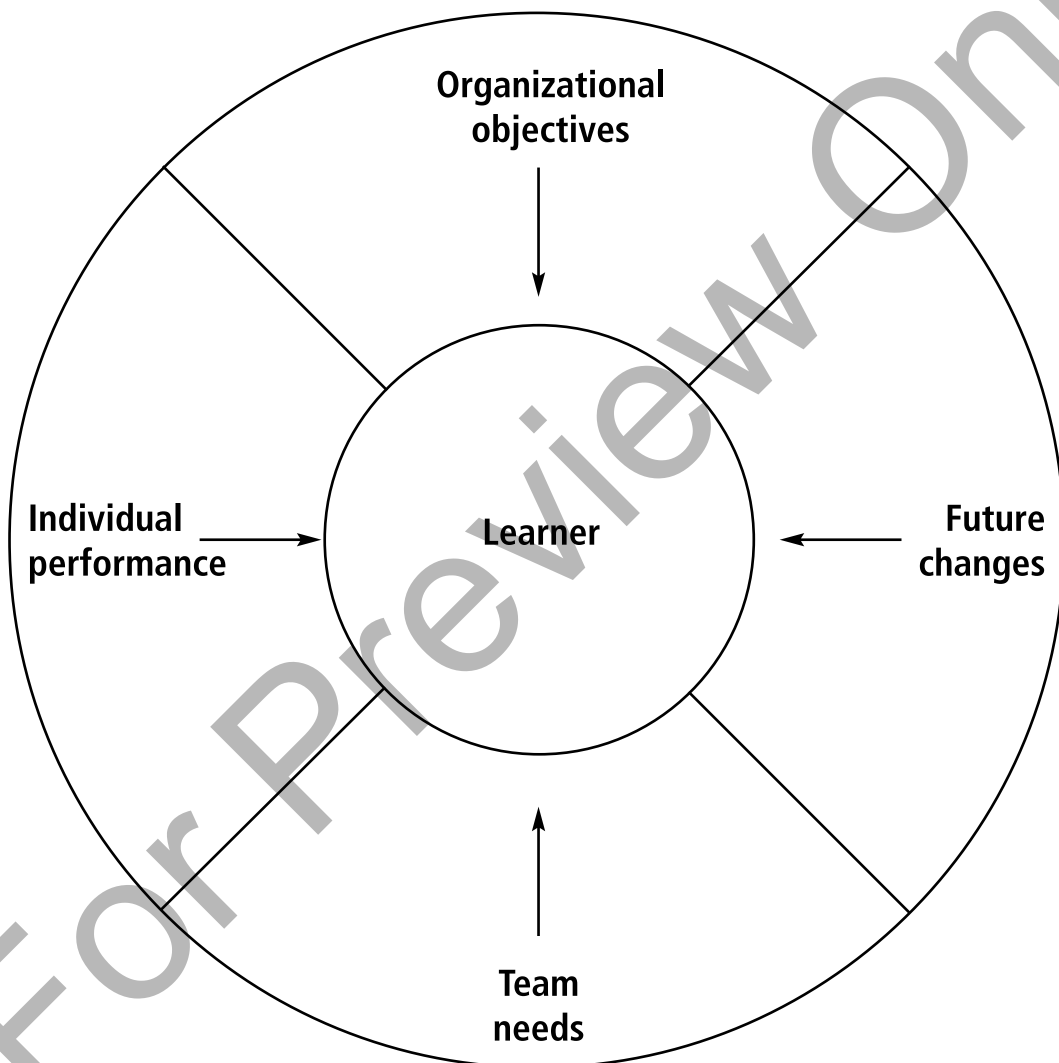
- long term
- career
- aspirations
- qualifications
- person-focused and continuous
- invites self-challenge and change
- encourages divergent, creative thinking
- you negotiated what you learn

A process of meeting real needs, from both an organizational and individual point of view, by giving people the skills, knowledge and ability to do different things in order to achieve results.

A process of enabling people to achieve their full potential through a range of activities, of which training may be one.

Identifying Learning and Development Needs – The Context

6.2



Qualities of the Skilled Developer

6.3

The skilled developer of people will:

- encourages staff to take primary responsibility for setting personal goals
- maximize staff choice and freedom
- ask open and probing questions
- facilitate problem-solving
- encourage staff to think about the consequences of taking action
- assist staff to observe and reflect on what has happened and what can be learned
- encourage staff to seek out development opportunities
- help staff to understand the learning process
- help staff to develop learning skills
- foster a dynamic, prospective approach to learning in the team.

Definitions of Training and Development

6.4

Training

To do the job – meet organizational goals and business plan targets through human resource management. Acquiring skills and knowledge to perform particular tasks.

- short courses
- briefings
- task-focused
- trainer decides what you learn
- promotes conformity and compliance
- encourages convergent thinking.

Development

Longer-term view of individual development – some idea of a career structure and game plan, and how potential can be realized and relevant to the person's whole situation.

- qualifications
- coaching
- mentoring
- person-focused in terms of continuous personal and professional development
- invites self-challenge and change
- encourages divergent, creative thinking
- you negotiate what you learn.

Management training or management development?

Organizations differ in their view of management, and this in turn affects their willingness to invest money in developing people as managers.

Ideally:

- management of people should be considered a core skill to realize/implement business goals
- work experience and learning are brought together in people development, as a continuous, holistic process.

Identifying Learning Needs Case Study – Part One

6.5

The goal of this exercise is to identify Jo's learning needs.

Work in small groups. Elect a spokesperson to present your findings. You have 25 minutes for part one of this exercise.

Jo is the administrator for the Area Team and has been in this position just over a year. Jo's main duties have been:

- reception duties – dealing with people on the phone and in person
- word processing, data input, filing
- ordering and stock control
- petty cash and basic bookkeeping
- diary management
- servicing team meetings.

On the whole Jo is a self-starter and a competent, efficient staff member, producing well-presented and neat word processing, accurate financial records and keeping stocks well supplied.

However, under pressure Jo has a tendency to display inappropriate behaviour and becomes short-tempered with team members, visitors and phone callers. There have been complaints and feedback, and you have been asked that Jo's performance in this area improves.

Jo has not always taken accurate minutes of team meetings or provided all relevant papers and other necessary documents with agendas for circulation.

There has been a new development, in that in three months time Jo will be servicing the Regional Team Meetings on a monthly basis and, therefore, taking on more responsibility. Jo does not respond well to criticism, but as Jo's line manager you have to address the areas where Jo is not yet fully competent.

(a) What are Jo's learning needs?

(b) What methods and processes will you use to identify Jo's learning needs?

Identifying Learning and Development Needs

6.6

The context:

- organization mission and objectives
- organization vision and values
- strategic/business plans (organizational/regional)
- service level/delivery agreements and targets
- team/project plans and targets
- legislation/information/policy changes
- external changes/influences
- staffing changes
- future projections/analysis/events/developments.

Methods and processes:

- job description/job priorities
- job analysis – tasks and skills required
- observation of performance on the job
- gaps in performance
- avoiding tasks (learner's motivations and preferences)
- critical incident analysis (analyzing problems)
- annual review
- training needs analysis
- anticipating needs
- learner's career aspirations
- ongoing performance review.

Prioritizing Learning Needs Case Study – Part Two

6.7

Now that you have identified Jo's learning needs (see below), how do you prioritize the list of needs? What criteria do you use?

(a) Develop a list of possible criteria to use.

(b) Decide on the priorities by applying relevant criteria to Jo's situation.

Jo/s learning needs - issues:

reception duties

inappropriate language and behaviour
brusque telephone manner

servicing meetings

late agendas
inaccurate minutes
incomplete sets of papers

Identified learning needs:

reception duties

stress management customer care
- responding to visitors' needs
- welcoming visitors
telephone answering skills
prioritizing and time-management
working as a team member

servicing meetings

prioritizing/time-management
circulation procedures
developing agendas/papers
taking accurate minutes

Methods you may have used to identify needs:

reception duties

feedback
complaints/critical incident analysis
own observations
performance review discussion

servicing meetings

feedback
product evidence
own observations
performance review discussion
task analysis

Criteria for Prioritizing Learning Needs

6.8

For individual needs:

- organizational culture/appropriate behaviour
- team needs
- business objectives
- urgency of the need (time-frame)
- job priorities
- impact on business/sales
- organizational needs
- learner's willingness to learn/change
- resources available
- your team's standing in the organization

To prioritize competing needs in the team:
Take an overview of the team's learning needs.

Team member	Skill 1	Skill 2	Knowledge 1	Knowledge 2
a	*	*	*	***
b	*	*	**	**
c	*	***	**	***
d	*	*	*	***

Key
competent now *
needs training **
training priority ***

From the table we can analyze that the team need training in Knowledge 2 as a priority.

OK TO COPY

The Qualities of a Skilled Developer

6.9

The skilled developer of people will:

- encourage staff to take primary responsibility for setting personal goals
- maximize staff choice and freedom
- ask open and probing questions
- facilitate problem-solving
- encourage staff to think about the consequences of taking action
- assist staff to observe and reflect on what has happened and what can be learned
- encourage staff to seek out development opportunities
- help staff to understand the learning process
- help staff to develop learning skills
- foster a dynamic, prospective approach to learning in the team.

#7 - IDENTIFYING LEARNING OPPORTUNITIES

PURPOSE

- To identify formal/informal and on-/off-the-job learning opportunities for participants' staff in the workplace.
- To develop ways to use those opportunities to enable staff to understand learning as a wider experience than just work, and to provide practice in discovering learning opportunities to meet prioritized needs through the use of case study material.

#7 - IDENTIFYING LEARNING OPPORTUNITIES

INTRODUCTION

Learning opportunities don't only occur on formal training courses. As human beings in continuous development, we are learning all the time.

This activity enables participants to identify and harness the informal, and often accidental, experiences that contribute to learning.

PURPOSE

- To identify formal/informal and on-/off-the-job learning opportunities for participants' staff in the workplace.
- To develop ways to use those opportunities to enable staff to understand learning as a wider experience than just work, and to provide practice in discovering learning opportunities to meet prioritized needs through the use of case study material.

APPLICATION

As part of a program on Developing People: The Manager's Role, this activity should be used after completing Activity 6: Identifying Individual Learning and Development Needs.

This activity can also be used in management development, staff support and supervision and training for trainers programs.

WHAT HAPPENS?

The trainer provides a short introduction to the activity, promoting the idea of continuous learning for life and work by harnessing formal and informal learning opportunities. Participants work in small groups to develop a list of learning opportunities to do with life and work and specify whether these learning opportunities are formal, informal, on or off the job.

Then, in small groups, participants work on a case study to determine possible opportunities to meet identified learning needs and explore the pros and cons of identified learning opportunities.

In the final part of the activity, the participants work in pairs to describe the learning opportunities they have created for their staff in the past and to reflect on any changes they will make for the future. The activity ends with a plenary discussion drawing together and summarizing the main points.

TIME

Total time: 2 hours, 20 minutes.

- Introduction: 5 minutes
- Possible Learning Opportunities: 20 minutes
- Review and Discussion: 10 minutes
- Case Study Exercise: 35 minutes
- Feedback and Discussion: 30 minutes
- Learning From the Past/Looking to the Future: 30 minutes
- Summary: 10 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  7.1: Formal/Informal and On-/Off-the-Job Learning Opportunities
- 4 Handout Masters:
  7.2: Learning Opportunities
  7.3: Identifying Learning Opportunities Case Study – Exercise Brief
  7.4: Learning from the Past/Looking to the Future – Exercise Brief
  7.5: Trainer's Handout: Learning Opportunities Grid
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Paper and pens for participants.

- Wall/board space for displays.
- Masking tape/tac'n stik/tacks.
- Space for small group work

IN PREPARATION

Prepare the grids for the initial exercise. Copy the Trainer's Handout 1.5: Learning Opportunities Grid on to flipchart sheets. The participants will be working in small groups of four or five, so prepare one flipchart sheet for each group.

HOW DO I DO IT?

It's helpful to prepare in advance a flipchart of the learning points of the activity referred to in the section, Summary, for use during the discussion.

Introduce the activity by inviting participants to say, very briefly at this stage, what they know of different learning opportunities. The points that need to be made are:

- learning doesn't just happen on training courses
- as human beings we are learning all the time, but we need to be able to identify and harness the informal, and often accidental, experiences that contribute to our learning
- managers need to understand how staff learn most effectively and create learning opportunities for them based on their needs
- staff can learn on and off the job, informally as well as formally
- it's the manager's role to enable staff to understand learning as a wide experience and integral to their everyday work.

Allow about five minutes for this introduction.

Identifying Learning Opportunities

Divide participants into small groups of four or five. Ask them to develop a list of formal and informal learning opportunities that they know about or have used.

Allow about 10 minutes for this.

Keeping them in their small groups, take around to each group a prepared copy of the learning opportunities grid and a marker. Ask group members to complete the grid from their lists of identified learning opportunities.

Allocate about 10 minutes for this part of the exercise. Invite all the participants to display their grids, art gallery style, and to view each other's work. Ask them to clarify points they do not understand with the group that developed the work.

Discuss similarities and differences in their findings. How difficult was it to identify learning opportunities? What have they learned about the notion of continuous learning from doing the exercise? Summarize by saying that the identified learning opportunities will be a resource for the case study exercise they are soon to do.

Show Overhead/PowerPoint 7.1
Formal/Informal and On-/Off-the-Job Learning Opportunities

As a final summary to this part of the activity, show the overhead that lists different possible learning opportunities.

Distribute Handout 7.2
Learning Opportunities

Allow about 10 minutes for this plenary discussion and the summary.

Distribute Handout 7.3
Identifying Learning Opportunities Case Study – Exercise Brief

Tell participants that they can use this handout as a resource while doing the case study exercise.

Case Study

Allow time for participants to read the case study. You may decide to read it with them, or give them time to read it, say five minutes, before they divide into small groups. If participants have already completed Activity 6, they will be familiar with Jo's situation and will not need long to read the case study.

Divide participants into two or more small groups, depending on the number of participants. As you want both areas of work to be covered, you will need to make a decision on the size of the small groups and which groups are going to cover which area of Jo's work, reception duties or servicing meetings. If you have three small groups, two groups will be covering the same area of work. Ask each group to elect a spokesperson.

Visit the groups in turn to facilitate as needed. If more background to the case study is requested ask the participants to draw on their own experience.

Allow 30 minutes for the groups to complete the case study.

Reconvene the participants to take feedback from each group and discuss their findings. Below are the learning opportunities the groups are likely to identify.

For the reception duty needs:

- stress management
  - reading
  - coaching
  - experimenting
- customer care
  - observation of skilled staff
  - open learning
  - training course
- telephone answering skills
  - open learning
  - training course
  - coaching

- prioritizing and time-management
  - coaching
  - training course
  - reading
  - distance learning
- working as a team member
  - team meetings
  - coaching
  - training course
  - open learning
  - distance learning
  - private study

For the servicing meetings needs:

- prioritizing/time-management
  - coaching
  - training course
  - reading
  - distance learning
- circulation procedures
  - in-house protocol/manual
  - develop a checklist with an experienced person
  - reading
- developing agendas and papers
  - as for circulation procedures, and
  - model set as a guide, identify key components
- minute-taking
  - open learning
  - private study
  - experimenting, practice
  - model to work to
  - clear objectives/identify what is needed in the minutes
  - training course

Allow 30 minutes for this feedback and discussion.

Learning from the Past/Looking to the Future

Distribute Handout 7.4
Learning from the Past/Looking to the Future – Exercise Brief

Divide the participants into pairs and explain that in this exercise they will explore the past in order to find out what they need to change for the future.

Allow 30 minutes, 15 minutes each, for this exercise. Keep time and remind the pairs when they need to change over.

Summary

Re-form the whole group and ask the participants to state what they have learned from doing this activity – what will they take back to the workplace and do differently?

Invite participants to summarize the main learning points of the activity. Show the prepared flipchart as a visual reminder.

- Learning is more than just attending training.
- Learning can take place on and off the job.
- Learning can be formal and informal.
- Managers need to think creatively about how to meet learning needs.

Allow about 10 minutes for this summary.

Formal/Informal and On-/Off-the-Job Learning Opportunities

7.1

FORMAL

ON THE JOB / FORMAL

secondments
manager's briefings
job rotation
coaching
new projects/task groups
team meetings
experimentation and analysis
implementing and reviewing
learning from training courses

OFF THE JOB / FORMAL

external/internal training courses
private study
distance learning
open learning
mentoring
action learning
team-building

ON THE JOB — **OFF THE JOB**

ON THE JOB / INFORMAL

meetings
observation of others
problem-solving with colleagues
network contacts/groups
reading/journals

OFF THE JOB / INFORMAL

sporting activities
domestic life
voluntary/charitable work
social events
professional associations

INFORMAL

Learning Opportunities

7.2

FORMAL

- action learning
- books, journals
- coaching
- distance learning/private study/local courses
- experimentation and analysis (hypothesizing)
- external training courses
- in-house training (buy in for all staff)
- job rotation/job swap
- manager's briefings
- manager/team training sessions
- mentoring
- open learning
- planned learning events (before and after evaluation of learning)
- project groups/learning sets/topic groups
- team-building
- utilizing existing knowledge, skills, experience of team members to train others in the team
- observation of skilled staff.

INFORMAL

- charitable/voluntary work
- domestic life/family commitments/social occasions/events
- networking contacts/meetings
- professional associations
- reading
- social committees
- sporting activities.

Identifying Learning Opportunities Case Study – Exercise Brief

7.3

The goal of this exercise is to identify possible learning opportunities to meet identified learning needs.

Work in small groups. Elect a spokesperson to present your feedback to the whole group.

Jo is the administrator for the Area Team and has been in post just over a year. Jo's main duties have been:

- reception duties – dealing with people on the phone and in person
- word processing, data input, filing
- ordering and stock control
- petty cash and basic bookkeeping
- diary management
- servicing team meetings.

On the whole Jo is a self-starter and a competent, efficient staff member, producing well-presented and neat word processing, accurate financial records and keeping stocks well supplied.

However, under pressure Jo has a tendency to display inappropriate behaviour and becomes short-tempered with team members, visitors and phone callers. There have been complaints and feedback, and you have been asked that Jo's performance in this area improves.

Jo has not always taken accurate minutes of team meetings or provided all relevant papers and necessary documents with agendas for circulation.

There has been a new development, in that in three months time Jo will be servicing the Regional Team Meetings on a monthly basis and, therefore, taking on more responsibility.

Jo doesn't respond well to criticism, but as Jo's line manager you have to address the areas where Jo is not yet fully competent.

continued …

Identifying Learning Opportunities Case Study – Exercise Brief

7.3

You have identified the following issues with Jo:

reception duties

inappropriate language and behaviour
brusque telephone manner

servicing meetings

late agendas
inaccurate minutes
incomplete sets of papers

You have agreed that Jo's learning needs are:

reception duties

stress management customer care
- responding to visitors' needs
- welcoming visitors
telephone answering skills
prioritizing and time-management
working as a team member

servicing meetings

prioritizing/time-management
circulation procedures
developing agendas/papers
taking accurate minutes

In relation to your given area of Jo's work:

1. What learning opportunities would be useful and effective to meet these learning needs?
2. Explore the advantages and disadvantages of each identified learning opportunity (you may identify more than one for each learning need).

You have 30 minutes for this exercise.

Learning From the Past/Looking to the Future – Exercise Brief

7.4

The goal of this exercise is for you to review your effectiveness in identifying learning opportunities with/for staff.

In pairs, explore the following:

1. Over the past three months what learning opportunities have you used for your staff?

   Identify three in brief detail.

2. How effective have you been in identifying learning opportunities and the ways your staff prefer to learn?

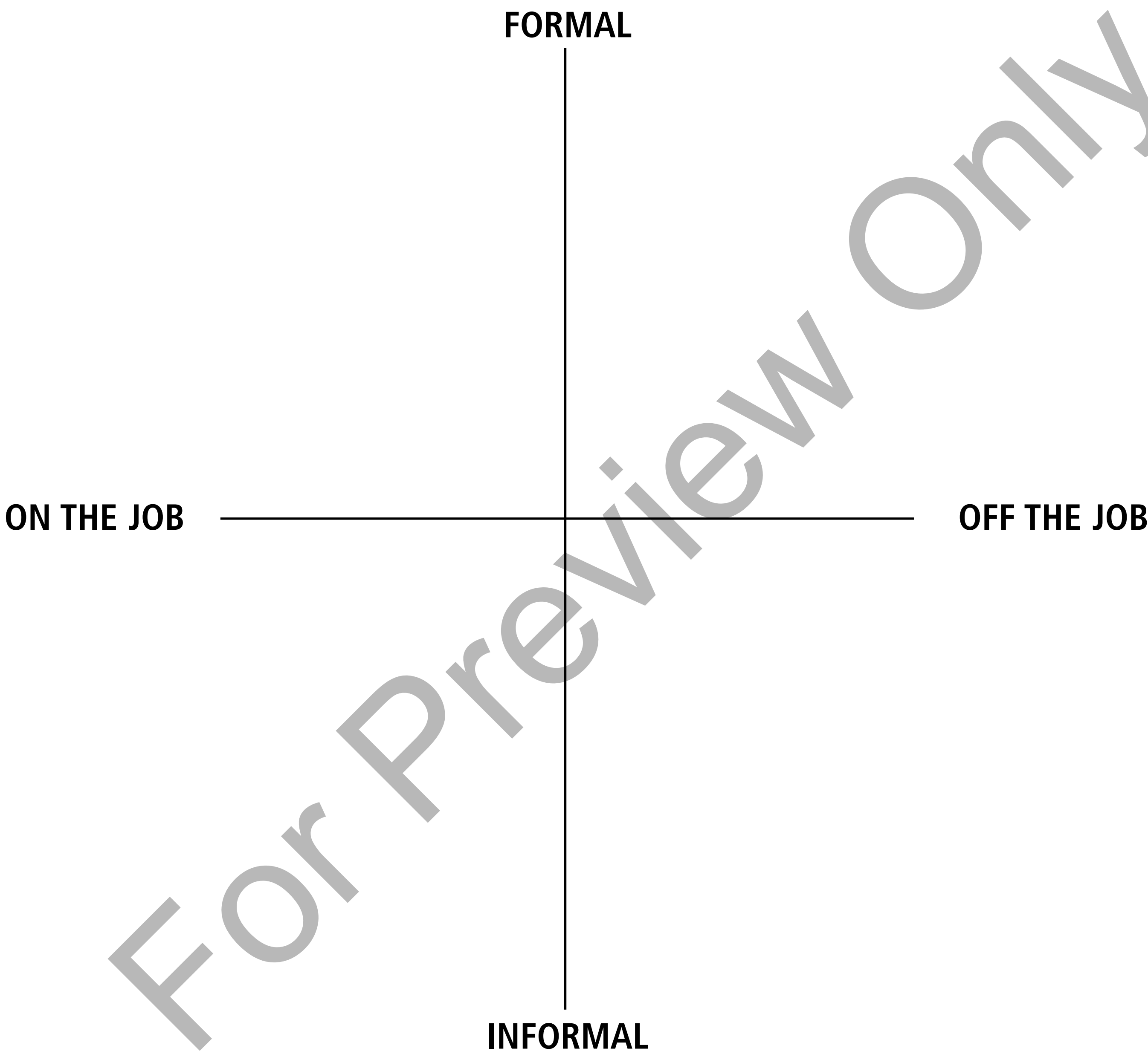
   Describe one situation in more detail.
   How did you set it up?
   How did you monitor learning?

3. Reflect on what changes you will make in the way you use learning opportunities with your staff in the future.

Total time: 30 minutes (15 minutes each).

Learning Opportunities Grid

7.5



#8 - CHALLENGING AND FEEDBACK SKILLS

PURPOSE

- To assist participants to recognize feedback and challenging skills as enabling and developmental, and to practice the skills of challenging and giving and receiving feedback.

For Preview Only

#8 - CHALLENGING AND FEEDBACK SKILLS

INTRODUCTION

To develop people effectively we need to develop the skills to give people information on their performance, their individual style and their way of operating in the world of work. We must be able to give feedback and challenge as necessary, but we must also know what it feels like to be challenged and to receive feedback. We have to become learners before we can become enablers.

PURPOSE

- To assist participants to recognize feedback and challenging skills as enabling and developmental and to practice the skills of challenging and giving and receiving feedback.

APPLICATION

This activity can be used during a program on Developing People: The Manager's Role. When to use it will depend upon the trainer's overall program objectives and also the other planned activities. Ensure that there is a variety of methods in the chosen activities.

This activity can also be used in any management development program, and in programs for training trainers, coaching, staff support and supervision and appraisal/staff review.

WHAT HAPPENS?

After a short introduction, the participants divide into pairs to explore what 'challenging' and 'feedback' are and are not. Together they develop lists of ideas and briefly discuss their experiences of giving and receiving feedback and of challenging. Working in pairs, the participants have an opportunity to practice giving and receiving feedback, using prepared scenarios, and to reflect on their learning.

The trainer introduces the participants to The Five Rs: A Five-step Guide to Challenging, and they practice challenging and giving and receiving feedback using their own situation as material. This is followed by a brief discussion about how they found using and developing their skills in practice, and how confident they now feel about challenging in their workplace.

The activity closes with the participants spending a few minutes reflecting on their use of skills now and what they want to develop further.

TIME

Total time: 3 hours, 25 minutes.

- Introduction: 5 minutes
- 'Challenging' and 'Feedback': 20 minutes
- Review and Discussion: 20 minutes
- Feedback Skills Practice: 35 minutes
- Exploring Feedback: 10 minutes
- The Five Rs: 15 minutes
- Challenging Skills Practice: 80 minutes
- Self-Assessment and Summary: 20 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  8.1: The Five Rs: A Five-Step Guide to Challenging
- 7 Handout Masters:
  8.2: Guide to Giving and Receiving Feedback
  8.3: Feedback Skills – Exercise Brief
  8.4: The Five Rs: An Approach to Challenging
  8.5: Challenging Skills Practice
  8.6: Feedback Self-Assessment
  8.7: Guidelines for Challenging
  8.8: Feedback
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.

- Paper and pens for participants.
- Wall/board space for displays
- Masking tape/white tack/drawing pins
- Space for pair/trio work

IN PREPARATION

Prepare four flipchart sheets, headed as follows:

Sheet 1 Challenging is ...

Sheet 2 Challenging is not ...

Sheet 3 Feedback is ...

Sheet 4 Feedback is not ...

HOW DO I DO IT?

Introduce the purpose of the activity, which is:

- to assist participants to recognize feedback and challenging skills as enabling and developmental
- to practice the skills of challenging and giving and receiving feedback.

Explain to the participants that in order to develop people effectively we need to develop our own skills for giving them information on their performance, their style, their skills and their way of operating in the world of work. To know what it feels like to be given feedback and challenged, it's important to be open to receiving feedback and to being challenged. We must become learners before we can become enablers.

Allow about five minutes for this introduction.

Challenging and Feedback Defined

Ask the participants to form pairs and to spend a few minutes exploring the ideas: challenging is ... ; challenging is not ... ; feedback is ... ; feedback is not.

Advise them to make any notes brief and to the point as they will recorded on group flipcharts.

Allow the pairs about 10 minutes for this.

Place the four prepared flipchart sheets on tables or the floor.

Ask the pairs to go to each flipchart in turn and note their findings. They shouldn't put down any ideas that have already been noted, but they can add a tick or a star to these repeat ideas.

Allow about 10 minutes for the participants to do this.

Display the flipcharts and initiate discussion on the words and phrases they have used:

- are participants clear about the meaning of all the words used
- do they have any comments about the words used
- is there any significance in words that have been noted by more than one pair
- what experiences of giving and receiving feedback and challenging were their ideas based on?

Some of the points and phrases the participants come up with may include those below.

Feedback is…

- formal
- informal
- someone's opinion
- encouraging when it's positive
- a learning opportunity
- constructive criticism
- meant to be for positive change
- about behaviour not the person.

Feedback is not…

- supposed to be destructive and negative
- to make people feel bad about themselves
- meant to be unhelpful.

Challenging is…

- to make us more aware of what we do and how we do it
- to help us discover things about ourselves that we may be overlooking
- to stimulate us to develop broader perspectives
- to enable us to understand problem situations
- to give us opportunities to see how we might change and modify our behaviour.

Challenging is not…

- telling people off
- an opportunity to express anger unskillfully
- an excuse to dump on someone else
- about being confrontational or hostile
- without thoughtfulness
- offensive behaviour.

You may want to remind the participants that failure to challenge suggests that:

- discrepancies can be ignored
- failure or refusal to learn and apply learning doesn't matter
- views and behaviour that contradict values to which you are committed are acceptable
- how we receive and use feedback is not important
- hurt done to others by unchallenged words and actions is tolerated.

Round off this first part of the activity by emphasizing that challenging and feedback skills, used effectively, promote learning and development for both the giver and the receiver by offering opportunities to explore options and alternative behaviours and encourage personal development.

Allow about 15 minutes for this review and discussion.

Distribute Handout 8.2
Guide to Giving and Receiving Feedback

The learning about giving and receiving feedback is summarized on the handout. Give participants about five minutes to read this and to clarify any points.

Feedback Skills Practice

Distribute Handout 8.3
Feedback Skills – Exercise Brief

Read through the handout with the participants and explain the process they will use for giving and receiving feedback. Ensure that participants know what they are going to do and that you have made it clear. Ask them to form pairs to carry out the exercise.

Allow about 35 minutes for this exercise, including introducing it.

Reconvene the group and explore the following:

- what did you notice about giving feedback
- what did you notice about receiving feedback
- do you have any questions about the guidelines for giving and receiving feedback?

Spend about 10 minutes on this discussion.

The Five Rs: A Five-Step Guide to Challenging

	Show Overhead/PowerPoint 8.1 *The Five Rs: A Five-Step Guide to Challenging*

Read through the overhead with the participants, using Handout 8.4: The Five Rs: An Approach to Challenging as a prompt for yourself. Emphasize the importance of analyzing and planning in effective challenging. Invite any questions or comments from participants.

Allow about 10 minutes for reviewing this material.

	Distribute Handout 8.4 *The Five Rs: An Approach to Challenging*

Allow about five minutes for participants to read through the handout. They have an opportunity to practice the skills in the next exercise.

Challenging Skills Practice

Introduce the exercise by explaining to the participants that they will have an opportunity in this challenging skills exercise to also build on their feedback skills, using their own real situation as material.

	Distribute Handout 8.5 *Challenging Skills Practice*

Describe how the participants will carry out the exercise, working in groups of three. Use this handout as a guide. It may help you and them to write a very short summary of the process on the flipchart while talking. For example:

- three rounds, 20 minutes each round
- three roles:
  speaker (uses own situation)
  challenger (challenges the speaker's behaviour)
  observer (observes the speaker and provides feedback)
- change roles for each round.

Answer any questions participants have about the management of the exercise. Allow enough time for participants to choose who they want to work with in their groups of three (trios), and to set themselves up in their working space. Tell them that you will be available if any group does not understand what they are supposed to be doing.

Don't offer to work with participants to make up a trio, as you don 't have the same experiences as them and you have to be available for the whole group. If the number of participants doesn't divide by three, there will be participants working in a pair: they can take more time for two rounds, or do three rounds if they want to.

Role of the observer

If the participants are new to working with an observer in this way, you may need to brief them on the observer's role:

Seating:

- Sit in a position from where you can see the faces of the speaker and challenger, but not so near as to intrude on their eye contact.

Notes:

- Make sure you make notes – use the observer's schedule appended to Handout 8.5 – and be as specific as possible in your notes.

Focus:

- You will find it difficult not to pay attention to the content. You must try and concentrate on the behaviour of the challenger and the speaker – the skills used and the management of the process.

Non-participant:

- You must not intervene, interrupt or in any way involve yourself in the discussion. Avoid any facial response or other body language reaction to what you see and hear.

Allow 10 minutes for establishing the exercise. Total time for the rounds is 1 hour, 20 minutes for each of the three rounds.

Reconvene the participants to discuss how they found doing the exercise and how confident they now feel about challenging. The goal is not to explore the content of their work, but the processes of giving and receiving feedback, challenging and the effective use of the skills.

You may want to emphasize that as managers they need to:

- constantly challenge themselves
- be open to being challenged
- earn the right to challenge only by communicating empathy, respect and genuineness to others
- consistently keep in mind the purpose of challenging: to facilitate learning by developing new perspectives
- always respond positively, supportively and with encouragement to behaviour that demonstrates understanding and/or is a helpful response to feedback and challenging.

Allow about 10 minutes for this discussion.

Feedback and Self-Assessment

	Distribute Handout 8.6 *Feedback Self-Assessment*

Ask the participants to read the handout, reflect for a few minutes on their development and then complete the handout. Ask participants to share their responses to point (d).

Finally, spend a few minutes drawing the activity to a close by highlighting any significant learning you have observed for yourself and would like to share with the participants. Invite the participants to summarize the main benefits for learners of effective challenging and giving and receiving feedback, for example:

- recognition of strengths
- we can all learn from mistakes
- I am learning all the time
- I can do things differently
- I don't feel blamed
- I am given a chance to put my point of view
- my achievements are valued.

	Distribute Handout 8.7 *Guidelines for Challenging*

	Distribute Handout 8.8 *Feedback*

These two handouts develop the learning from this activity. Participants will need time, overnight or in a break, to read them and will want to keep them for future reference.

Allow about 20 minutes for the self-assessment and closing summary.

The Five Rs: A Five-Step Guide to Challenging

8.1

Challenging in this way helps you to:

- analyze conflicts
- determine your needs and rights
- propose solutions
- negotiate change

STEP ONE - REFLECTING

- consider your own motives
- consider the situation for change
- consider the other person's possible response to challenge

STEP TWO - REPORTING

- be specific and objective
- avoid generalizations

STEP THREE - RELATING

- effects of behaviour/situation/problem
- own personal beliefs and feelings

STEP FOUR - REQUESTING

- invite discussion – tentative and specific
- negotiate change

STEP FIVE - RESULTS

- identify agreed upon changes
- identify benefits
- end on a positive note

Guide to Giving and Receiving Feedback

8.2

GIVING FEEDBACK

We give feedback to enable people:

- to be aware of what they do and how they do it
- to learn, grow and develop.

Feedback should focus on:

- what has been done or said, not on what we think that means
- what we observe happen, not on what we think about the person
- describing, not making judgements
- being specific, not generalizing
- sharing your personal feelings and ideas, not giving advice
- giving only as much as the receiver can use, not everything you would like to give
- behaviour that the receiver can do something about
- starting with positive behaviour that needs approval and encouragement
- using 'I' statements: 'I noticed that you…'.

continued …

Guide to Giving and Receiving Feedback

8.2

RECEIVING FEEDBACK

Receiving feedback gives us the opportunity to change and modify what we do and how we do it.

When receiving feedback:

- listen to what is being said
- ask the giver to explain anything that is not made clear to you
- if possible, check a person's feedback with observations made by others
- thank the giver.

After receiving feedback:

- think about what the feedback was saying about your behaviour
- consider what you may want to change or modify.

Avoid:

- being defensive when receiving feedback
- ignoring feedback afterwards.

Being defensive blocks the giving of feedback and ignoring it prevents you from learning.

Feedback Skills – Exercise Brief

8.3

The goal of this exercise is to practice giving and receiving feedback. Work in pairs. You have 30 minutes for this exercise.

For Scenario 1: (see next page)

1. Decide who will take which role – manager, or team member.
2. Read through the scenario.

If you have chosen the manager's role, take a few minutes to think of specific feedback. Use your experience and your imagination to develop the scenario and enable you to practice giving feedback (using the guide to giving feedback).

If you have chosen the team member's role, take a few minutes to think about the feedback you would like to receive, (using the guide to receiving feedback).

You have five minutes to prepare.

3. Give and receive the feedback.

Allow about five minutes for this step.

4. Explore your learning about giving and receiving feedback.
   How easy was it to give clear and specific feedback?
   What did it feel like receiving the feedback?
   What to change in the way you give feedback?
   What to change in the way you receive feedback?

Allow about five minutes for this review.

For Scenario 2: (see next page)

1. Switch roles and repeat steps 2 to 4 above.

continued …

Feedback Skills – Exercise Brief

8.3

Scenario 1

At the regional team meeting you observed one of your team members, Femi, handling a difficult situation well.

Femi negotiated with others at the meeting about how to solve a particular problem Femi had been having with an external project team. Before this was able to happen, however, Femi was put on the spot and blamed for the project team's poor performance. Femi answered accusations and questions carefully and thoughtfully, and enabled other people to listen and explore the options for changing the situation.

After the meeting you decide to give Femi feedback on this use of skills and handling of the team meeting.

Scenario 2

You walk into the office and observe that one of your team members, Sam, has organized an Information Point in the office, where all the journals, magazines, circulars, unsolicited mail and organizational information will be placed centrally. Sam had agreed to do this at the last team meeting as information was getting buried in team members' in-trays.

Recently, Sam has found it difficult to find time for non-core work, so you are especially pleased that this has been done.

You decide to give Sam some immediate feedback on this piece of work.

The Five Rs: An Approach to Challenging

8.4

This approach will help you to analyze conflicts, determine your needs and rights, propose a solution and, if necessary, negotiate a contract for change.

The approach requires preparation and planning. If at all possible, write out your 'script' before meeting with the other(s) involved. This will help you to clarify the situation and define your needs, and you will gain confidence by knowing what you are going to say. Later, you can reflect on what you actually said and its effectiveness.

Situations in which the approach is useful are when:

- clarifying your instructions
- pointing out annoying habits
- dealing with unhelpful behaviour
- asking for help or information
- reviewing performance.

Step 1 - Reflecting

Before talking to the person with whom you are in conflict, take some time to consider what your motives are, particularly if you intend to ask them to consider changing their behaviour.

You are much more likely to succeed if you have a genuine desire to help the other person, to give them information they may not have or to enable them to recognize the effects of their behaviour.

Begin with a reflective paraphrase of what you have heard, a reflective description of what you have observed or a reflective comment about what you think you understand about the other person's feelings.

Step 2 - Reporting

Reporting means saying exactly what is happening. Be as specific and objective as possible. Avoid generalizations – "You always… ", "You are thoughtless…" . Avoid guessing at the other's motives or accusing them of bad faith. Talk about specific actions or events. "You use closed questions, for example… ", "When you interrupt me… ".

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continued …

The Five Rs: An Approach to Challenging

8.4

You can introduce your script with easing in phrases, such as “I would like to discuss something with you”, or “I’ve noticed that… ”.

Step 3 - Relating

Relate the effects of the behaviour, describing the emotional impact on yourself, “I feel…” and any personal beliefs or values about it, “I believe that… ” or “I think that…”.

Concentrate on the effects of the behaviour on yourself and your own feelings; “I feel put on the spot when you use closed questions” or “I feel insignificant when you criticize me so often”, rather than “I hate it when you… ”

Step 4 - Requesting

Invite the other person to discuss the issue in a way that is both tentative and specific. Put in concrete terms what you need to be different, and make sure that the request is reasonable and within the power of the other person to meet. Returning to the closed questions example, you could offer examples of different types, such as open questions.

Step 5 - Results

Spell out the positive consequences of the changes being made, of meeting your request. Indicate the benefits for the other person, for yourself and for other people.

Challenging Skills Practice

8.5

The goal of this exercise is to build on the learning from the previous exercise and to practice challenging. The observer role provides an opportunity to practice giving feedback.

Work in groups of three. There will be three rounds. For round 1, decide who will be speaker, challenger and observer.

Speaker

Your role is to play the role of someone whose behaviour you find difficult to manage in your work as a manager. This will, ideally, be someone you supervise/manage whose behaviour you want to change.

In choosing behaviour to role-play, consider the challenger and don't get so far into the role that they have an impossible task. You will need, very briefly, to set the scene before you start.

Challenger

Your role is to challenge the behaviour of the speaker. Your goal is to assist the speaker to reconsider their behaviour and you may want to identify alternative behaviour that you would find helpful. Use the following guide for challenging.

Observer

Your role is to observe the challenger in order to give them feedback on how effectively they challenged the speaker. You may want to add to or reinforce points made by the speaker in their feedback to the challenger. You don't need to repeat feedback that the speaker has already given. A guide to the feedback process and an Observer Schedule follow. You are responsible for time-keeping and managing the process.

Timing

Each round will last for about 20 minutes – about 10 minutes each for speaking, challenging and observing and about 10 minutes for feedback.

Guide to the Feedback Process

8.5A

Follow this pattern each time.

- The challenger comments on the speaker's use of challenging skills.
- The speaker comments on the experience of being challenged and the challenger's use of skills.
- The observer comments on the challenger's use of challenging skills, on the feedback given by the speaker and on the way the challenger received that feedback.

Once you have completed a round, ensure that you debrief your roles and all know who you are. It will help to take a brief break, or at least change chairs, between each round.

Round 2

Decide roles for round 2 and repeat the process.

Round 3

Decide roles for round 3 and repeat the process.

Observer Schedule

8.5B

Use this schedule to note down to what extent the challenger did:

- listen to what the speaker was saying

  not at all a bit quite a lot a lot a great deal

- paraphrase and summarize what the speaker was saying

  not at all a bit quite a lot a lot a great deal

- enable the speaker to be specific

  not at all a bit quite a lot a lot a great deal

- respect the speaker as a person, while challenging their behaviour/what they said

  not at all a bit quite a lot a lot a great deal

- use their skills tentatively

  not at all a bit quite a lot a lot a great deal

- invite the speaker to explore and assess what they were saying

  not at all a bit quite a lot a lot a great deal

- enable development

  not at all a bit quite a lot a lot a great deal

- build on the speaker's strengths

  not at all a bit quite a lot a lot a great deal

- own the challenge and describe the effects of the speaker's behaviour

  not at all a bit quite a lot a lot a great deal

- identify alternative behaviours for the speaker to consider

  not at all a bit quite a lot a lot a great deal

Feedback Self-Assessment

8.6

Take a few minutes to reflect and make notes on the following:

(a) One thing useful I have learned about the theory of challenging and giving and receiving feedback.

(b) One skill I have now in giving feedback or challenging.

(c) How confident I am now in receiving feedback openly.

(d) One thing I want to develop from this activity to further my own learning.

Guidelines for Challenging

8.7

- **Responsibility for self**
  This empathetic goal is of practical help. It suggests that a challenge is, first and foremost, an attempt to enable others to recognize clearly for themselves the meaning and significance of what they say or do. It is designed to give others an opportunity to challenge themselves and clarify their own values.

  So, a challenge may be expressed by asking someone to clarify things as they understand them, for example "You are saying that… ?"

- **It is an invitation**
  A challenge invites others to explore and assess what they are saying or doing, how they are behaving and the consequences of their behaviour.

  It offers an alternative perspective or view. It opens up alternative ways of understanding things and may help people to see things in new and different ways, for example "What do you think are the implications of… ?" "How do you think… would feel?" "How would you feel if… ?"

- **It is tentative**
  The strength of a challenge may lie in being gentle and in giving the challenged some room to move. The challenge can invite co-operation: "I wonder if you would be prepared to consider… ".

  In this way, you are enabling people to broaden their view and interpretation and to explore essential issues that they may be overlooking or ignoring.

  A challenge can be tentative in asking questions to seek further explanation:

  "Could you tell me more about what you mean by this?" "What has happened to make you say/think/do that?"

- **It is enabling**
  Challenging is not accusing or punishing or wounding. It is not aggressive or abusive. It is not a way of unloading feelings of anger or outrage. Using 'I' language can make the challenge appropriate and non-judgmental – instead of, "You make me really angry!", say "When you said… I felt angry and I would prefer it if you said… instead."

Guidelines for Challenging

8.7

- **It builds on strengths and not weaknesses**
  Focusing on failures makes it more difficult to change. Challenging tries to focus on the positive rather than the negative. It strives to help people see what positive behaviours can take place, or what resources they have but are not using.

  In this way, challenging can focus on areas where the probability of success is relatively high. If success is achieved, then challenging can continue to help others to build on success. It means not expecting everything to change at once.

  In response to someone who is racist and expresses this in angry abuse, it may be helpful to start by asking, "What is happening that makes you feel so angry?"

- **It is specific**
  Vague challenges get lost and people do not know what to do with them.

Deal with defensiveness

It's not surprising if others react strongly to being challenged. You may have to help them share their feelings with you and discuss them. But don't insist on prolonging a conversation that is getting nowhere; you can always meet again when feelings are less intense.

Feedback

8.8

What is ‘feedback’?

Feedback gives a person (or group) information about how that person or group affects others. Given skillfully, it is an enabling learning process. It helps us to be more sensitive to our own actions and the reactions they cause in others, so helping us to consider how we say or do something.

Constructive feedback increases self-awareness, offers options and choices and encourages personal development. Constructive feedback doesn’t necessarily mean positive feedback: negative feedback, when given skillfully, is a useful and effective learning tool.

Giving skilled feedback

Your objective in giving feedback is to enable the other person to develop and learn by becoming more self-aware. The good practice guidelines below will facilitate effective feedback.

- **Start with the positive**
  When offering feedback, it can help the receiver to hear first what you like, appreciate, enjoy or what you found they did well.

  White, Anglo-Saxon culture sometimes emphasizes the negative, the focus being on mistakes rather than strengths, and in the rush to criticize, the positive aspects are overlooked. If the positive is registered first, any negative is more likely to be listened to and acted upon.
- **Be specific**
  General comments are not very helpful when it comes to developing skills because they don’t provide sufficient detail to be useful sources of learning. Comments such as, ‘you were great’ or ‘you were terrible’ are unhelpful in terms of learning, unless what the person did that led to the use of the labels ‘great’ and ‘terrible’ can be pinpointed. It’s extremely difficult to act upon general information and comments.
- **Be descriptive rather than evaluative**
  Describe your reactions by telling the person what you saw or heard and the effect it had on you. Simply commenting that something was ‘good’ or ‘bad’ is not informative, and value judgements are likely to lead to defensiveness.

continued …

"I felt you really were interested and concerned because of your tone of voice and the way you listened" is more likely to be helpful than "That was good, I enjoyed it".

- **Take care with timing**
  Feedback is most useful when offered as early as possible after the behaviour so that events and feelings are clearly remembered. However, it's important to be as sure as you can that the receiver is ready for the feedback at that time. In some situations it may be more helpful to reserve the feedback to a later time.
- **Offer alternatives**
  In situations where you offer negative feedback, suggesting what could have been done differently is often more helpful than simply criticizing. Turn the negative feedback into a positive suggestion.

  "The fact that you all carried on with the task when Chris joined you seemed unwelcoming. I think if you had stopped for a moment to say hello and exchange names, Chris would have found it much easier to take part in the group."
- **Check out**
  Don't immediately assume that the feedback you offer is clearly understood and the message received as the message was intended. Check out with the other person to ensure understanding. It's also useful, where possible, to test the accuracy of your feedback by checking whether it's one opinion or a view that is shared.
- **Own the feedback**
  Offering a universally agreed opinion of the 'you are…' type is an easy trap to fall into when giving feedback. All we can, in fact, offer another person is our own experience of them at a particular time, and it's important that we take responsibility for the feedback we offer. Starting with 'I' or 'In my view' can help to avoid the impression of being a judge.
- **Don't overdo it**
  Providing an appropriate amount of feedback is important. When asked for comments and opinions, there is a temptation to say everything and overwhelm the receiver rather than to select the more appropriate and useful information, leaving the receiver to ask for more if they wish.

continued …

- **Questions first**
  Feedback that is dogmatic can be a hindrance rather than a help since it invites the taking up of opposing stances. Helping the receiver to think about where they want to be by posing reflective questions is more likely to help than simply making a statement.
- **Be objective**
  Objectivity is very difficult to achieve when giving or receiving feedback. Giving facts before opinions and describing observable behaviour can help avoid total subjectivity and put observations into a context.

Useful feedback is also:

- **Given with care**
  To be useful, feedback requires the giver to feel concern and to care for the person receiving feedback – to want to help, not hurt, the other person.
- **Given with attention**
  It's important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.

Receiving feedback skillfully

When we are on the receiving end of feedback, we can help ourselves to benefit from it by encouraging the giver to use the skills described above. We can also help ourselves make the most of feedback by:

- **Listening**
  Feedback may be uncomfortable to hear but that may be less of a disadvantage than not knowing what others think and feel. People will have opinions about you as well as perceptions about your behaviour, and it can help to be aware of them. However, it's important to remember that you are entitled to your opinion and may choose to ignore information if it is of little significance, irrelevant or referring to behaviour you wish to maintain for other reasons.
- **Being sure you understand**
  Make sure you understand what is being said before you respond to it. If you jump to conclusions, become defensive or go on the attack, you may deter people from giving

continued …

you feedback or you may not be able to make use of it. Check that you have understood the feedback being given. A useful technique can be to paraphrase or repeat it to the giver.

- **Checking with others**
  Relying on only one source of information can provide a biased view that you may come to believe is shared by everyone. If you check out feedback with other people, you may find that others experience you differently, and you may develop a more balanced view of yourself and thus keep the feedback in perspective.
- **Asking for feedback**
  If you don't receive feedback at all, you may have to ask for it and, indeed, help the giver to provide useful feedback to you. Sometimes you may get feedback restricted to one aspect of behaviour and you may need to ask for feedback you would find useful but do not receive. Don't expect everyone to be automatically able to provide skilful feedback. Providing feedback can be uncomfortable and difficult for people unused to the process; they may need help from you. So, be specific about what you want feedback on.
- **Not wasting it**
  We all need to know how other people experience us to extend our self-awareness; without that knowledge we have only our own version of ourselves to go by. Feedback can make an important contribution to self-development, provided that it's used.

  Having received feedback it's important to assess its value, the consequences of ignoring it or using it and decide what will be done as a result of it. If we don't take active decisions on the basis of it, then it can be wasted.

Don't forget to thank the person who gave you the feedback. You may benefit from it. It may have been very difficult for that person to give and reinforcing the practice is valuable in any relationship or organization.

Receiving negative feedback openly

- Accept responsibility for what you have done
  "Oh, you're right. I did forget to do that."

continued …

Feedback

8.8

- Criticize yourself for it
  "I'm really getting very forgetful" or "That was silly of me".
- Regret the result |
  "I'm sorry, you must have been waiting ages."
- Ask questions to help in problem-solving
  "Tell me, what specifically went wrong?" (where the feedback is not clear and specific)
  "What do you think we should do now?"
  "Have you any ideas as to how I could avoid that happening again?"

  These questions will have the effect of turning your critic into your ally.

#9 - APPROACHES TO LEARNING AND LEARNING LOGS

PURPOSE

- To help participants identify their own current preferred approach to learning.
- To assist participants in determining how they can develop more effective self-awareness around learning, and to give them an opportunity to explore applying the concepts to the learning of their own staff in the workplace.

#9 - APPROACHES TO LEARNING AND LEARNING LOGS

INTRODUCTION

As developers of people we need an understanding of how our staff approach learning. In order to do this, we must be aware in the first instance how we approach learning ourselves. If we want to create explicit learning opportunities for our staff, we have to identify with them how they can best develop a proactive approach to learning.

PURPOSE

To help participants identify their own current preferred approach to learning. To assist participants in determining how they can develop more effective self-awareness around learning, and to give them an opportunity to explore applying the concepts to the learning of their own staff in the workplace.

APPLICATION

This activity can be used as part of a program on Developing People: The Manager's Role. When to use it will depend on the trainer's overall program objectives and the other planned activities. Include in the planning a variety of activities for participants.

The activity can also be used as part of a self-development or management development program, or in a program for training trainers.

WHAT HAPPENS?

After a short introduction, the participants consider the four approaches to learning; intuitive, incidental, retrospective and prospective. They then work alone on a self-assessment questionnaire to identify their own current preferred approach to learning.

Participants move on to discover strategies for becoming proactive learners, develop learning logs and to test out their learning logs using their own experiences. The final part of the activity asks participants to work with a partner to prepare for applying learning in practice.

TIME

Total time: 2 hours, 35 minutes.

- Introduction: 5 minutes
- Four Approaches to Learning: 15 minutes
- Self-Assessment Questionnaire: 20 minutes
- Reflection and Review: 30 minutes
- Developing Learning Logs: 30 minutes
- Feedback and Discussion: 15 minutes
- Applying Learning in Practice: 25 minutes
- Discussion and Summary: 15 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  9.1: Four Approaches to Learning
- 8 Handout Masters:
  9.2: Four Approaches to Learning
  9.3: Self-Assessment Questionnaire
  9.4: Approaches to Learning – Exercise Brief
  9.5: Developing Learning Logs – Exercise Brief
  9.6: Learning Log – Retrospective
  9.7: Learning Log – Prospective
  9.8: Applying Learning in Practice
  9.9: Approaches to Learning – Summary
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Markers for participants.
- Paper and pens for participants.
- Wall/board space for displays.
- Masking tape/tac'n stik/tacks.
- Space for pair/small group work.

IN PREPARATION

Participants will be working in small groups of four or five to develop learning logs (see Handout 9.5: Developing Learning Logs – Exercise Brief). For each group prepare a flipchart sheet, divided in half horizontally, the top half headed, Retrospective, and the bottom half, Prospective.

HOW DO I DO IT?

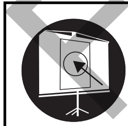
Introduce the activity by explaining that as developers of people we need an understanding of how our staff approach learning. In order to do this, we must be aware in the first instance how we, ourselves, approach learning. Invite participants to note down how they think they approach learning; they will then be able to compare this with the approaches to learning on the overhead.

Stress that if managers want to create a learning climate, they have to determine, with their staff, how they can best develop a conscious, proactive approach to learning.

Explain that this activity is designed to help participants identify their own current preferred approach to learning, to develop more effective self-awareness with regard to learning and to give them an opportunity to explore applying the concepts to the learning of their own team members in the workplace, through the development and use of learning logs.

Allow about five minutes for this introduction.

Approaches to Learning



Show Overhead/PowerPoint 9.1
Four Approaches to Learning

Read through the overhead with the participants. Explain that:

- the intuitive approach can be likened to learning by osmosis

- the incidental approach is learning unexpectedly, the sudden flash of realization while in the car on the way home (or when in the bath!)
- the retrospective approach involves reflecting in a planned way after an event (a planned or unplanned learning event)
- the prospective approach involves planning to learn in advance, anticipating learning in any situation (a meeting, when reading, attending a conference).

Allow about 15 minutes to examine the approaches to learning.

Distribute Handout 9.2
Four Approaches to Learning

Current Approaches to Learning

Distribute Handout 9.3
Self-Assessment Questionnaire

Ask the participants to spend some time on their own reflecting on and assessing their current preferred approach to learning (from the four approaches identified by Honey and Mumford). Emphasize the word 'current' to introduce the idea that identifying a preferred approach doesn't mean we are fixed, but that we can change.

Give the participants about 20 minutes to complete the questionnaire.

You may wish to complete the questionnaire in advance, and/or share with the participants in the discussion what your own preferred approach might be/have been 'naturally' until you learned how to become a proactive learner. You could be a useful role-model for learning for them.

Ask the participants to form pairs, finding a partner who identifies with the same approach to learning. It may take a few minutes for them to seek out a like-minded partner.

Distribute Handout 9.4 *Approaches to Learning – Exercise Brief*

Ask the pairs to discuss the handout, then reconvene the participants and ask them what they can do to develop a different approach to learning.

Facilitate a short (no more than 10 minutes) discussion on their responses to question 4 of the exercise, for example:

- make time to reflect
- make notes about what happens/start a learning log
- be more ‘proactive about learning
- read more
- make time to discuss my learning with others.

Invite the participants to indicate which of the approaches to learning are the most helpful (the retrospective and the prospective).

Introduce the next part of the activity, which is to develop strategies to increase the use of a retrospective approach, moving on to a prospective approach to learning.

Allow about 30 minutes in total for this review of their self-assessment.

Developing Learning Logs

Explain to the participants that as adults we often record our thoughts and learning. We write letters, keep diaries and journals, write notes in books to have dialogue with the author, and so on. If we have an intuitive or incidental approach to learning we may recognize and remember when we last wrote something down we had learned.

If we want to move toward being more proactive in our learning, then it follows that we need a strategic method to analyze and pre-empt our learning. We call this a learning log. (Remind participants of the learning log they used in Activity 1 and the learning cycle in Activity 3.)

Distribute Handout 9.5
Developing Learning Logs – Exercise Brief

Ask the participants to form small groups of four or five. Introduce the exercise by reading through the handout with them, and ensure that everyone is clear about what is to be done. Give each group one of the prepared flipchart sheets and some markers.

Visit the groups in turn to advise and support as required. Ask the groups to develop their learning logs on the flipchart sheet provided.

Allow about 30 minutes for this exercise.

Reconvene the participants and display the learning logs on the wall/board. To what extent are they similar? Invite participants to question, clarify and comment on their work.

Ask the participants to describe what they have been doing in this exercise. Their responses should include that they have been:

- developing questions that will help conscious learning
- practicing applying those questions using a group member's experience
- reviewing the use of the questions, and thereby learning from putting ideas into practice
- drawing conclusions from their learning to develop their learning logs.

All parts of the exercise were potential learning points for all preferred learning approaches.

Take about 15 minutes for this discussion and feedback.

Distribute Handout 9.6
Learning Log – Retrospective

Distribute Handout 9.7
Learning Log – Prospective

These two handouts offer participants a model learning log. They may want to customize them and develop them in the light of the work they have done in the exercise.

Applying Learning in Practice

To conclude this activity, participants spend some time thinking about one staff/team member and how to introduce the concepts of approaches to learning to them.

Distribute Handout 9.8
Applying Learning in Practice

Introduce this exercise by explaining to the participants that by now they have a greater understanding of proactive learning and, hopefully, have agreed that there are benefits to a more proactive approach. How can they introduce these ideas to their staff to enable growth and development?

Participants begin by identifying a member of their staff they know/assume has an incidental or an intuitive approach to learning. Each participant then finds a partner with whom to carry out the exercise.

Allow about 25 minutes in all for this exercise.

Bring the participants together again and ask each one to spend a few minutes establishing what they have learned from doing this activity and what plans they have for taking the concepts forward to their staff. Invite the participants to share their ideas.

They are likely to suggest:

- introducing learning logs during review sessions
- showing staff how to complete learning logs
- conversations about learning
- coaching sessions
- cascade training.

Distribute Handout 9.9
Approaches to Learning – Summary

The handout summarizes the learning for participants to take away and reflect on.

Allow about 15 minutes for this closing retrospect.

Four Approaches to Learning

9.1

The intuitive approach:

- unconscious
- ongoing process
- natural
- effortless
- living life – experiencing/learning all the time/osmosis

The intuitive learner might say:
"I know, I'm learning all the time, but I don't know how I'm doing it."

The retrospective approach:

- conscious
- reflective
- considered
- conclusions

The retrospective learner might say:
"An analytical approach to learning is an effective and considered way to chart my own and others' progress and development."

The incidental approach:

- sudden realization
- deliberate and unexpected
- reactive
- short, sharp, shock!

The incidental learner might say:
"So that's what they meant… well, of course, with hindsight I see it now."

The prospective approach

- proactive
- pre-experience
- planning to learn
- anticipating learning

The prospective learner might say:
"Thinking and planning in advance of events helps me to explore outcomes, identify options and anticipate the (possibly) unexpected and what I might learn."

Based upon Honey and Mumford's
Manual of Learning Opportunities

Four Approaches to Learning

9.2

The intuitive approach:

- unconscious
- ongoing process
- natural
- effortless
- living life – experiencing/learning all the time/osmosis

The intuitive learner might say:
"I know, I'm learning all the time, but I don't know how I'm doing it."

The retrospective approach:

- conscious
- reflective
- considered
- conclusions

The retrospective learner might say:
"An analytical approach to learning is an effective and considered way to chart my own and others' progress and development."

The incidental approach:

- sudden realization
- deliberate and unexpected
- reactive
- short, sharp, shock!

The incidental learner might say:
"So that's what they meant… well, of course, with hindsight I see it now."

The prospective approach

- proactive
- pre-experience
- planning to learn
- anticipating learning

The prospective learner might say:
"Thinking and planning in advance of events helps me to explore outcomes, identify options and anticipate the (possibly) unexpected and what I might learn."

Based upon Honey and Mumford's
Manual of Learning Opportunities

Self-Assessment Questionnaire

9.3

Spend about 20 minutes noting down your responses to the following:

1. Identify an occasion in the past six months where you learned something 'on-the-job', that is, not from a training course or formal learning context.
2. What did you learn? (This may be one or more things.)
3. How did you learn it?
4. When did you realize that you had learned it?
5. What does this exercise tell you about your current preferred approach to learning?
6. What have you learned from working through this questionnaire?
7. How do you think you have learned it?
8. What could you learn from doing this questionnaire?

Approaches to Learning – Exercise Brief

9.4

The goal of this exercise is to review your self-assessment and to move on to consider what you may want to do differently.

Work in pairs, with the partner you sought out who has a similar approach to learning as yourself. You have 10 minutes each way for this exercise, 20 minutes in total.

Take turns to respond to the following questions. Your partner's role is to enable you to be as clear as possible, particularly in response to question 3. You may find it helpful to make notes in the spaces as you go.

1. To what extent do you think your approach to learning is the most helpful one for you?

2. Identify an approach to learning that could be more helpful.

3. What are the possible benefits of this more helpful approach?

4. What could you do to develop this different approach to learning?

Developing Learning Logs – Exercise Brief

9.4

Developing strategies to increase our use of a retrospective approach and moving on to the prospective approach to learning.

The goal of this exercise is to develop learning logs that you can use to develop your approaches to learning.

Work in small groups and note on the headed flipchart sheet provided your response to Part 1 (c) and Part 2 (c).

Part 1

(a) Develop possible useful questions to increase the use of a retrospective approach to learning, for example: What happened?

(b) Test these questions out. With one member of your group, go through the questions in relation to some past learning for this member.

(c) Develop a learning log for a retrospective approach to learning on the flipchart sheet provided.

Take 15 minutes for Part 1.

Part 2

(a) Develop possible useful questions to increase the use of a prospective approach to learning, for example: What learning would I like to achieve?

(b) Test these questions out. With one member of your group, go through the questions in relation to some future learning opportunity for this member.

(c) Develop a learning log for a prospective approach to learning, on the flipchart sheet provided.

Take 15 minutes for Part 2.

Learning Log – Retrospective

9.6

DATE: ______________________________ **DATE REVISITED:** ____________________

Thoughts: ____

____

____

1. Describe/explain experience/event/happening.

2. What have I learned?

3. How have I learned?

4. What conclusions can I draw?

5. What actions can I take now?

6. Learning points for the future?

Learning Log – Prospective

9.7

DATE: ______________________________ **DATE REVISITED:** ____________________

Thoughts: ____

____

1. Describe/explain future event.

2. What learning would I like to achieve?

3. What possible options/outcomes for this experience can I anticipate?

4. What actions do I prefer to take?

5. Review – what happened?

6. To what extent did I accurately anticipate my learning?

7. What conclusions can I draw?

8. Learning points for the future?

Applying Learning in Practice

9.8

Step 1

Identify a member of your staff you know (or assume) has an intuitive or an incidental approach to learning.

Step 2

Find a partner to work with. Decide who will be speaker and questioner initially. The speaker responds to the four questions and the questioner helps the speaker be as clear and specific as possible. The speaker may want to use the space below to make notes.

1. How will you introduce the ideas and concepts of different approaches to learning?

2. How could you enable this staff member to move toward retrospective and prospective approaches to learning?

3. To what extent will this person be receptive to ideas about being open-minded with regard to learning on the job?

4. What can you do to encourage an open-minded attitude?

Allow 10 minutes for Step 2.

Step 3

Change roles and repeat Step 2.

Allow 10 minutes for Step 3.

Total time: 20 minutes

Approaches to Learning – Summary

9.9

The intuitive approach

Characteristics:

- learning from experience/life all the time/ongoing process
- not a conscious process
- ‘natural’
- effortless
- seamless
- sees no advantage in making learning a deliberate effort if it happens naturally anyway
- unquantifiable
- osmosis
- more concerned with action and doing than process of learning
- can describe an experience but cannot identify what or how they learned.

Typical intuitive learners might say:
“I went on a training course, but I didn’t learn anything I didn’t already know.”
“Learning? I did that at school; I’m just living life and experiencing it.”

The incidental approach

Characteristics:

- sudden realization that something has been learned
- short, sharp, shock!
- perhaps a negative learning experience/forced to take notice
- reactive
- learning the hard way
- surprises, accidents, mistakes, unforeseen happenings
- perhaps a fire-fighting approach to learning/events always happen to learn from
- quantifiable.

continued …

Approaches to Learning – Summary

9.9

Typical incidental learners might say:
"I won't do it that way again!"
"I've learned my lesson!"
" ... with hindsight!"
"Oh, that's what they meant by… on that training course! I see the point now, it's suddenly dawned on me."

The retrospective approach

Characteristics:

- considered
- conscious
- reflective
- quantifiable
- picking over what happened and drawing conclusions
- draws learning from positive and negative occurrences, large or small,
- routine or crises
- explicit structure to learning
- review
- post-experience
- have an experience/occurrence/happening/event review what happened/consider/reflect/deliberate draw conclusions for current and future learning.

Much conscious learning and training is based on this model of what we have done, how we did do it and what lesson we learned before doing it again.

Typical retrospective learners might say:
"A reflective approach to learning is an effective and considered way to ensure my own and others' progress and development."

continued …

Approaches to Learning – Summary

9.9

The prospective approach

Characteristics:

- same characteristics as the retrospective approach to learning plus
- learning anticipated pre-experience
- proactive
- planning to learn before an experience
- developing a "plan' or 'budget' for learning.

This approach to learning can be developed to the point where individuals can become very self-aware and open to learning from everyday and new experiences as they go through life and work. It could be developed into the notion of continuous, conscious learning:

- anticipate learning experience
- have the experience
- review/reflect on what happened
- reach conclusions
- anticipate new learning experience.

Typical prospective learners might say:
"Thinking and planning in advance of events helps me to explore, identify and anticipate the (possibly) unexpected and what I might learn."

"I learn from my experiences and move on – I use what I have learned to help me plan for the future."

"I am more likely to influence outcomes if I've planned and prepared in advance."

#10 - LEARNING AND TAKING RISKS

PURPOSE

- To encourage participants to adopt a more open and experimental approach to taking risks and making mistakes.
- To help participants identify their own unhelpful and helpful behaviours toward each other when they have made mistakes, and to explore the support mechanisms required to enable a member of staff to undertake a high-risk activity at work.

#10 - LEARNING AND TAKING RISKS

INTRODUCTION

Making mistakes can be painful and costly learning experiences. They can also be worthwhile learning experiences if we adopt a more open approach to understanding their value in the workplace as well as in life.

PURPOSE

- To encourage participants to adopt a more open and experimental approach to taking risks and making mistakes.
- To help participants identify their own unhelpful and helpful behaviours toward others when they have made mistakes, and to explore the support mechanisms required to enable a member of staff to undertake a high-risk activity at work.

APPLICATION

This activity can be used as part of a program on Developing People: The Manager's Role. When to use it will depend on the overall program objectives and what other activities are planned.

The activity can also form part of a management development program, programs on leadership, team working, staff support and supervision, appraisal/performance reviews or coaching programs.

WHAT HAPPENS?

Participants begin by exploring the question of what is a risk and what is a mistake. They then complete a self-assessment questionnaire to evaluate their own approach/style to managing risks and mistakes in the workplace. Methods of turning mistakes into opportunities for development and learning are examined, and participants consider helpful and unhelpful behaviours and responses they might use in relation to mistakes made by others.

Participants then move on to a case study, to put theory into practice by exploring the support mechanisms required by a team member about to undertake a high-risk activity at work.

The final part of the activity requires participants to revisit their self-assessment questionnaire and share with the group something they want to change as a result of doing this activity.

TIME

Total time: 2 hours, 25 minutes.

- Introduction and Definitions: 10 minutes
- Self-Assessment Questionnaire: 15 minutes
- Feedback Discussion: 10 minutes
- Responding to Mistakes: 15 minutes
- Feedback: 10 minutes
- Mistakes Made by Others: 15 minutes
- Mechanisms to Support Risk-Taking: 15 minutes
- Case Study Exercise: 25 minutes
- Feedback and Discussion: 20 minutes
- Changing Attitudes: 10 minutes

MATERIALS & RESOURCES

- 2 Overhead/PowerPoint Masters:
  10.1: Mistakes Made by Others
  10.2: Mechanisms to Support Risk-Taking
- 5 Handout Masters:
  10.3: Self-Assessment Questionnaire
  10.4: Responding to Mistakes – Exercise Brief
  10.5: Mistakes Made by Others
  10.6: Turning Mistakes into Opportunities for Learning
  10.7: Case Study
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Paper and pens for participants.
- Space for small group work.

HOW DO I DO IT?

Introduce the activity by asking participants how mistakes are viewed in their organization(s) and what is their personal attitude to mistakes made by others.

Acknowledge that making mistakes can be painful and costly learning experiences, but that they can also be worthwhile learning experiences if we can adopt a more open approach to understanding their value in the workplace.

Explain that in this activity participants will be able to identify their own responses (helpful and unhelpful) when they and others have made mistakes, and explore the support mechanisms required to enable a member of staff to undertake a high-risk activity at work.

Allow about five minutes for this introduction.

Definitions

Ask the participants to define the terms 'risk' and 'mistake' by posing these two questions: What is a 'risk'? What is a 'mistake'? Make two columns, headed Risk and Mistake on the flipchart. Write the participants' responses in the appropriate column.

Their responses are likely to include:

A 'risk' is:

- an unknown quantity
- a chance
- dangerous ground
- fate
- speculation
- random in outcome
- a gamble.

A mistake is:

- an unexpected negative outcome
- an error
- failure
- fault
- a blunder
- a learning opportunity
- a hard lesson to learn.

Take five minutes to develop this group list.

Taking Risks and Making Mistakes

	Distribute Handout 10.3 *Self-Assessment Questionnaire*

Ask each participant to evaluate their own approach to managing risks and mistakes in the workplace using the questionnaire on the handout.

Allow about 15 minutes for them to complete the self-assessment questionnaire.

Lead a general discussion and feedback on the following questions (from the questionnaire). Write the participants' responses on the flipchart.

1. What have you learned for the future about your approach to taking risks and making mistakes?
2. What do you want to change?

Responses may include:

- acknowledgement of negative approaches to making mistakes
- ownership of trying to hide/cover up mistakes

- ownership of being harder on oneself than others
- fear of taking risks (low support to do so)
- competitive culture of high-flying risk-takers also leads to fear
- I have learned from mistakes: I need to be less hard on myself
- I need to develop a culture where risk-taking is possible
- I need to ensure that I analyze mistakes with staff, so we can all learn
- I need to help staff to review incidents/events critically.

Allow 10 minutes for the feedback discussion.

Responding to Mistakes

	Distribute Handout 10.4 *Responding to Mistakes – Exercise Brief*

Divide the participants into small groups of three or four and each group should elect a spokesperson. Ask them to identify helpful and unhelpful behaviours and responses to mistakes. Explain that they should start with their own responses to questions in the self-assessment questionnaire they completed earlier. They can then draw on their experiences of having made mistakes themselves at work and how this was dealt with, helpfully or unhelpfully, by their line managers. The spokespersons should make notes of their group's findings to present during the discussion.

Give the groups about 15 minutes for this exercise.

On the flipchart, make two columns headed Helpful and Unhelpful.

Reconvene the participants and invite the spokespersons to present their group's findings. Write these on the flipchart in the relevant column as they are presented. Explore their findings and invite comments. Ask participants what they can learn from this about themselves and their attitude to taking risks and making mistakes.

Allow about 10 minutes for the feedback.

Show Overhead/PowerPoint 10.1
Mistakes Made by Others

The overhead identifies responses to mistakes made by others, many or all of which may already have been identified by the participants. Highlight how the unhelpful responses instill fear into people, and how the helpful ones enable people to develop and learn from their mistakes.

Distribute Handout 10.5
Mistakes Made by Others

Allow about 15 minutes to cover their material.

Mechanisms to Support Risk-Taking

Show Overhead/PowerPoint 10.2
Mechanisms to Support Risk-Taking

Read through the overhead with the participants, emphasizing the need to:

- develop a positive culture toward risk and experimentation
- view learning as a proactive venture
- use learning logs and learning contracts
- ensure support for when mistakes do occur
- analyze risk-taking and mistakes in the wider context than just being someone's fault (other factors influencing success or failure).

Invite any questions or comments from the participants. Allow about 15 minutes altogether to discuss the material and answer questions.

	Distribute Handout 10.6 *Turning Mistakes into Opportunities for Learning*

The handout provides a summary for participants to read and reflect on later.

Case Study

Explain to the participants that this part of the activity gives them an opportunity to explore the support mechanisms required to enable a member of staff to undertake a high-risk activity at work. Refer them also to the handout on thinking of mistakes as opportunities (Handout 10.6: Turning Mistakes into Opportunities for Learning), and the overhead about how to plan taking risks in advance, (Overhead 10.2: Mechanisms to Support Risk-Taking).

	Distribute Handout 10.7 *Case Study*

Divide the participants into groups of four or five for this exercise. Each group should elect a spokesperson to present their findings.

Ask participants to draw on their experience to decide on the topic of the presentation and any other background information they may find useful.

Allow them 25 minutes for the case study. The trainer should visit each group to offer advice or facilitate their discussions.

Reconvene the whole group and ask the spokesperson for each group to present their strategies to support the team member in the case study.

Ideas the groups come up with may include:

(a) support

- visit venue, stand on the stage, practice use of the PA system

- learning relaxation techniques
- voice coaching/breathing techniques
- making a joint presentation with a colleague
- advice on materials to support the presentation
- you or a team member there in the audience
- information on who will be present (contact one or two in advance to ascertain that they are human after all)
- back-up equipment in case of failure
- support beforehand if appropriate,

(b)minimize any errors

- they are over-reacting, the anxiety level is high in relation to the task – try relaxation
- rehearsal with the team plus feedback
- run-through for real with timings
- anticipate the questions and prepare responses
- staff member does not have to know it ALL
- keep it simple,

(c) damage limitation

- possible stand-in/back-up,

(d) how they will work with this staff member:

- agree on an action-plan for preparation, with agreed upon review/reporting sessions
- listen to all the fears and probe to find out the real fear
- help problem-solve
- imagine worst case and develop strategy for managing
- set standards for the presentation that are realistic and achievable
- agree on critical success factors and monitor those for the review session
- agree on a review session soon after the presentation

- agree to consider next steps (another presentation?) when this one is complete.

Close this exercise by acknowledging the participants' work and their positive approach to learning and development.

Allow about 20 minutes for this feedback and discussion.

Changing Attitudes

To draw the activity to a close, and to check out the extent to which participants feel they have changed their attitudes to taking risks and making mistakes, ask them to spend a few minutes reflecting on the self-assessment questionnaire.

In particular, they should consider their responses to questions 5 and 6: What have you learned for the future about your approach to taking risks and making mistakes? What do you want to change? Allow them about five minutes for this reflection.

Ask the participants to share what they want to change as a result of doing this activity, and consolidate their learning by inviting them to summarize the concepts of learning and development and the value of taking risks.

Allow about 10 minutes in total for this closing exercise.

Mistakes Made by Others

10.1

HELPFUL BEHAVIOURS/RESPONSES

- staying calm/leaving until you do feel calm
- remaining positive
- acknowledging
- accepting
- finding out what really has happened
- exploring and mapping all the processes and influencing factors surrounding the mistake (not focusing on one aspect or person as the cause)
- exploring ways to limit the damage done by the mistake
- providing support
- putting mistakes in the wider scheme of things and seeing them for what they are, learning experiences.

UNHELPFUL BEHAVIOURS/RESPONSES

- blaming
- ignoring, shouting, being angry, huffing and puffing
- reacting to what you think has happened
- finding fault
- fantasizing and emphasizing what will happen as a result
- making others feel guilty
- seeing mistakes as something wrong and negative
- acting as though the world has ended
- saying this should never have happened.

Mechanisms to Support Risk-Taking

10.2

- Develop a positive culture toward risk-taking and experimentation
- View learning as a proactive venture
- Preplan and anticipate
- Use learning logs and learning contracts for planning and review
- Ensure support for when mistakes do occur
- Analyze risk-taking and mistakes in their wider context other than it being someone's fault (other factors influencing success or failure).

Self-Assessment Questionnaire

10.3

Respond to the questions/statements below. You have 15 minutes to complete this questionnaire.

1. Identify a past experience at work when you perceive you took a risk.

2. What could/would you have done differently?

3. Identify a past experience at work when you perceive you made a mistake.

4. What could/would you have done differently?

5. What have you learned for the future about your approach to taking risks and making mistakes?

6. What do you want to change?

7. Realistically and honestly, what helpful or unhelpful behaviours/responses do you make when mistakes are made by your team members/others?

Responding to Mistakes – Exercise Brief

10.4

Work in small groups of four or five and elect a spokesperson to present your findings to the whole group.

You have 10 minutes for this exercise.

Identify and list:	Identify and list:
Helpful behaviours and responses to mistakes made by others	Unhelpful behaviours and responses to mistakes made by others

Mistakes Made by Others

10.5

Helpful behaviours/responses

- staying calm/leaving until you do feel calm
- remaining positive
- acknowledging
- accepting
- finding out what really has happened
- exploring and mapping all the processes and influencing factors surrounding the mistake (not focusing on one aspect or person as the cause)
- exploring ways to limit the damage done by the mistake
- providing support
- putting mistakes in the wider scheme of things and seeing them for what they are, learning experiences.

Unhelpful behaviours/responses

- blaming
- ignoring, shouting, being angry, huffing and puffing
- reacting to what you think has happened
- finding fault
- fantasizing and emphasizing what will happen as a result
- making others feel guilty
- seeing mistakes as something wrong and negative
- acting as though the world has ended
- saying this should never have happened.

OK TO COPY

Turning Mistakes into Opportunities for Learning

10.6

Making mistakes can be painful (and sometimes costly) experiences. Often, with hindsight, they can be worthwhile learning experiences and can lead to a complete change in thinking.

The impact of such experiences teaches us hard lessons that cannot be learned from management books. We learn from the past to influence the future.

We can, however, limit the damage of making mistakes by calculating risks or not doing things that leave ourselves, our staff or our organizations vulnerable. Between behaving recklessly and behaving over cautiously lies the position of taking calculated risks.

From this position we can develop more positive feelings about taking risk by calculating the possible outcomes, negative and positive, and, as they say, going for it.

We can adopt a more open and experimental approach to our work, supporting ourselves and our staff to take risks, make mistakes and learn from them. Before taking a risk, we need to spend time on preplanning how we will get started and identifying what support and encouragement we are likely to need and get. We also need to build in reflection and review points and anticipate any correcting or damage limitation measures at this preplanning stage.

In this way we make learning from experience a positive and experimental venture, rather than a negative, 'always learning the hard way' type of experience.

Mechanisms to support risk-taking

- develop a positive culture toward risk and experimentation
- view learning as a proactive venture
- use learning logs and learning contracts
- ensure support for when mistakes do occur
- analyze risk-taking and mistakes in their wider context other than it being someone's fault (other factors influencing success or failure).

Case Study – On-the-Job Learning and Taking Risks

10.7

The goal of this exercise is to develop strategies to support staff in taking risks.

Work in small groups and elect a spokesperson to present your findings to the whole group.

CASE STUDY

One of your team members has been asked to make a presentation on ______________ (fill in the blank space relevant to your organization) to potential clients at a forthcoming business fair.

They have made presentations in the past but not at this level, in terms of the size of audience, prestigious venue and event and expectation of the formality of the presentation.

You have given them some coaching and feel confident they can pull it off, but they are still anxious about doing this presentation, and say to you:

"But, what if it goes wrong? I will have ruined the organization's credibility. We won't increase our client base. I will have made a complete fool of myself and I'll never work again!"

Develop a strategy to support this staff member in taking this risk. Identify:

(a) how you can provide support – what structures can you put in place?

(b) how you can minimize any possible errors – perhaps during the presentation itself

(c) a possible damage limitation strategy – the fall-back position

(d) how you will work with this member of staff on this.

#11 - SETTING OBJECTIVES

PURPOSE

- To give managers an opportunity to draft, critique and confirm development objectives for staff.

#11 - SETTING OBJECTIVES

INTRODUCTION

For development to take place, managers and staff need to know what development is both desirable and achievable. Clear, specific objectives are needed that describe as simply as possible what will be different in the future.

This activity offers managers an opportunity to establish development objectives for staff they manage.

PURPOSE

- To give managers an opportunity to draft, critique and confirm development objectives for staff.

APPLICATION

This activity should be used in any training program on Developing People: The Manager's Role, as establishing that clear, specific objectives is fundamental to the role. When to use it will depend on other activities planned for the course. It is relatively short, so it can be used to fill a gap in a program, where there should be different types of activity following each other to provide variety.

This activity can also form part of any management training program, as objective setting is vital. It is especially useful in programs for staff support and supervision, introduction to management, training skills for managers and coaching skills.

WHAT HAPPENS?

When introducing the purpose of the activity, the trainer stresses the value of clear, specific objectives, the acronym SMART and a loose, unclear goal that the participants turn into a SMART objective.

Participants then establish for themselves a goal and a SMART objective in relation to their role as a developer of people. They critique and challenge each other to ensure that their objective really is SMART.

TIME

Total time: 1 hour, 30 minutes.

- Introduction and Acronym: 10 minutes
- SMART Objective Setting: 20 minutes
- Objective Setting Exercise: 30 minutes
- Review: 10 minutes
- SMART Objectives Exercise and Summary: 20 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  11.1: SMART Objective Setting
- 4 Handout Masters:
  11.2: SMART Objective Setting
  11.3: Objective Setting – Exercise Brief
  11.4: SMART Objectives – Exercise Brief
  11.5: Objective Setting
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Space for pair work.

HOW DO I DO IT?

Stage 1

The trainer begins by stressing the value of establishing clear and specific objectives if participants are to be effective managers and developers of people (see Handout 11.5: Objective Setting, especially the first two and the final two paragraphs).

SMART

Introduce the acronym SMART by writing the letters vertically on the flipchart. While explaining what each letter stands for, complete the words on the chart.

	Show Overhead/PowerPoint 11.1 *SMART Objective Setting*

Read through the overhead with the participants to flesh out the meaning of the SMART criteria.

Distribute Handout 11.2
SMART Objective Setting

Now that the participants have seen the overhead and received the handout, some may be familiar with some or all of the criteria. Ask the participants if any of them have used these criteria for establishing objectives and, if so, what has their experience been?

Allow about 10 minutes for the introduction and explanation of the acronym.

Smart Objectives

Write a goal on the flipchart. (Use the one on Handout 11.5: Objective Setting if desired.) Ask the participants to what extent this goal is SMART? They should assess it using the SMART criteria in the handout they have just received.

Ask the participants now to express this goal as a SMART objective. You will be offered several ideas, but at this stage they are likely to be pretty loose and unclear. Note the objectives on the flipchart, and ask the participants to quickly choose one objective to work on together now, at the same time acknowledging the other suggestions.

The objectives that the group are likely to come up with include:

- coach people
- let them take risks
- stand back a bit
- delegate more
- delegate more to, say Chris.

Select one objective to work on and to turn into a SMART objective. For example if they choose 'coach people', you would work with the participants to identify the who, the what and the how of what they want to achieve.

The SMART objective might be:

- Jan needs to be more assertive with customers. I will ensure that within the next three months Jan has an opportunity to negotiate with at least three customers, that before each negotiation I will go through the likely scenario with Jan, identify likely weaknesses, problem-solve to manage the weaknesses, review the outcomes within 24 hours of the negotiation and identify learning for next time.

This same objective could apply to the goal of 'let them take risks'.

If they choose 'delegate more to Chris', you would work with them to identify the what and the how of the delegation as well as the time-frame.

The SMART objective might be:

- I will book a meeting with Chris in the next two weeks, with the express purpose of delegating one task. I will have identified at least three possible tasks to outline and ask Chris to choose the one that offers the most potential for development. Chris and I will work out what information is needed, skills to develop, the time-frame, the reporting arrangements, the standards and outcomes I expect and the support I can offer. We will develop an action plan for this task delegation, agreeing the final deadline.

It's important that the participants recognize that both these objectives are long. Say that if you establish objectives that are as clear and specific as these, the action planning stage is relatively straightforward and positive results are likely. In addition, because you have been so specific, you will have real motivation to achieve your objective.

Allocate about 20 minutes for this SMART objective setting exercise, out of a total of 30 minutes for Stage 1 of the activity.

Stage 2

For this stage of the activity, participants work in pairs using Handout 11.3: Objective Setting – Exercise Brief. The purpose is to enable the participants to establish objectives for themselves in their role as developers of people. If Activity 20, Personal Development Planning, is to be used in the program, tell the participants that they will have an opportunity to devise an action plan to achieve their objective then.

Invite participants to pair up. They will get most out of this activity if they work with someone they do not usually work with, as they are likely to be more challenging, constructive and creative with relative strangers. For this reason, it's best that they sort out the pairings themselves. Deter them from working with the person they are sitting next to, as they are likely to know each other already. If there is an odd number of participants, there will be one trio, where each person in the trio will have seven minutes to establish their objective, rather than the 10 minutes each in pairs.

Allow about five minutes to introduce the exercise and form the pairs.

Setting Objectives

Distribute Handout 11.3
Objective Setting – Exercise Brief

Read through the handout with the participants to make sure that they are clear about what they will be doing. This gives them an opportunity to ask questions.

Invite the pairs to spread out as much as possible and to use the work space available. They will be discussing, clarifying, and so on, so it could get quite noisy.

Make it clear that you are available to be consulted if needed, and circulate after about 10 minutes to see how people are doing and keep time for them as established on the handout.

The pairs have 25 minutes to complete the exercise. Allow about 30 minutes in total for this part of Stage 2.

Reassemble the participants and ask them how they are doing – how easy was it?

Offer the participants the following objective and invite them to assess how SMART they think it is.

- My goal is to get Jack to slow down and be more thorough. We'll set targets for the next three months and meet monthly to see how Jack is doing.

It's likely that participants will recognize that this isn't very SMART – is it likely to slow Jack down? You haven't specified when you will meet Jack to set the targets, what the targets might be and what criteria you will use to 'see how Jack is doing'.

Expressed as a SMART objective, it would look more like this.

- I will meet Jack within the next week to agree on the work plan targets in detail for the next three months and establish standards for the completion of tasks, covering accuracy, length, duration and critical success factors. We will meet mid-month thereafter, for two hours, to review progress against the agreed upon targets and standards and to explore any difficulties that arise.

In doing this exercise participants should be able to recognize that SMART objectives are worth setting, quite difficult to set and that many heads may be better than two.

Allow about 10 minutes for this feedback and discussion.

Smart Objectives

Distribute Handout 11.4 *SMART Objectives – Exercise Brief*

This exercise provides an opportunity for the pairs to review their own objectives in the light of this experience, using the handout to ensure that their own objectives really are SMART. Read through the handout with the participants to answer any queries before they begin.

They have 15 minutes (seven minutes each) to do the exercise.

The activity ends with the participants reflecting on the benefits of establishing SMART objectives. You may want to end with contributions from participants about their experience during the exercise. This may include the benefits of working in pairs, the 'critical friend' role, recognition of how they have worked in the past (often with unclear goals), and what they can now foresee as the likely advantages of spending this much time establishing SMART objectives.

Distribute Handout 11.5 *Objective Setting*

The handout will act as a summary of their work on objective setting for them to refer to at a later date.

Allow about 20 minutes in total for the exercise and closing discussion.

SMART Objective Setting

11.1

An objective should be expressed in such a way that it is:

Specific - clear and unambiguous

Measurable - known what is to be achieved

Achievable - within your power to achieve

Realistic - will make a significant difference to the problem

Timebound - achievable within a certain time-frame.

An objective also needs to be within your own and the organization's values.

SMART Objective Setting

11.2

An objective should be expressed in such a way that it is:

Specific - clear and unambiguous

Measurable - known what is to be achieved

Achievable - within your power to achieve

Realistic - will make a significant difference to the problem

Timebound - achievable within a certain time-frame.

An objective also needs to be within your own and the organization's values.

continued …

Objective Setting – Exercise Brief

11.3

Your goal is to establish one SMART objective for yourself, to enhance your role as a developer of people.

Work in pairs. You have 10 minutes each. The role of your partner is to help you to be as clear and specific as possible, and to help you assess the extent to which your objective is SMART. Does it meet all the criteria?

Stage 1

Use the space below to note down a developmental goal for yourself – something you would like to be doing differently in the next three months or so to develop one or more of your staff:
Time: 5 minutes

Stage 2

In turn, share your goal with your partner and work together to make it as specific, measurable, achievable, etc. and objective as possible.

You will find the following questions helpful:

- What is it you are trying to achieve?
- When do you want to have achieved it by?
- Will what you are trying to do make a real difference to the situation?
- Is it within your control to achieve and not too dependent on others/ resources not available?
- How will you know when you have done it – is it measurable?

Note your objective below:

Time: You have 10 minutes each. Switch roles after the 10 minutes and concentrate on making the other person's goal a SMART objective.

Total time 25 minutes

SMART Objectives – Exercise Brief

11.4

Your goal is to review and 'SMARTen' your objective if/as necessary.

Work in pairs. You have seven minutes each. The role of your partner is to challenge you to ensure that your objective is SMART. Does it meet all the criteria?

When working with your partner to review their objective, the following questions will help assess the extent to which their objective is SMART.

- Are you 100% satisfied with what is written – is it as clear and unambiguous as it could be?
- Is it transparent to others? (Would they be able to tell me exactly what I will achieve?)
- What exactly will be different when you have achieved the objective?
- What are the resource implications? Are they within your control?

When you are satisfied that your objective is SMART, note it down below:

If you have time, consider these questions with your partner.

- How different is it now to your original SMART objective?
- What has helped your process?
- What have you learned about objective setting?

Total time 15 minutes

Objective Setting

11.5

Before you set out on any journey, you make sure that you have exact details of your destination so you can plan how to get there. If you are not clear about where you are going, you will be very lucky indeed if you get there. Objective setting is establishing the destination, where you want to be: action planning is detailing how you will get there.

In order to plan development and change, you need to know what it is that you want to achieve: clear, specific objectives are vital.

An objective should be expressed in such a way that it is:

Specific – clear and unambiguous

Measurable – known what is to be achieved

Achievable – within your power to achieve

Realistic – will make a significant difference to the problem

Timebound – achievable within a certain time-frame.

An objective also needs to be within your own and the organization's values. For example if you want to 'improve as a developer of my staff', how would you know when you had achieved it, what is it that you are actually going to do and by when? This is a goal, a loose expression of what you want to achieve.

You could express it as a SMART objective, so you would know what you plan to achieve and when you have achieved it: 'to improve as a developer of my staff by establishing a clear development plan with each member of staff, within the next three months, for implementation over the next year'; or 'to improve as a developer of my staff by ensuring that each member of staff has one new project every year, as part of the departmental planning process'. You can then measure whether/when you have achieved your objective. Whether it is achievable and realistic for you depends on the organizational situation.

continued …

Objective Setting

11.5

Expressing your goal as an objective makes it much more likely that you will achieve it. The care you take in developing the objective will be rewarded by success: it will make significant difference to you and your staff team; it will be within your control and your values and the timing will be appropriate to meet your needs.

Objectives need to be realistic and within our control. Success breeds success, and small steps that are manageable are always preferable to large steps that may prove beyond our reach.

#12 - COACHING

PURPOSE

- To enable participants to understand the role of coaching in order to improve performance.
- To give participants the opportunity, using case study material, to develop a coaching plan and to identify the skills and attributes necessary for effective coaching.

#12 - COACHING

INTRODUCTION

As developers of people, it is important for manager's to recognize a range of learning and development opportunities other than training courses. It's also essential to recognize our own contribution to the development of our staff, namely our skills, knowledge and experience that can enable us to be positive role-models.

Being aware of our facilitating role in the coaching relationship, and developing our coaching skills, provides development opportunities for our staff.

PURPOSE

- To enable participants to understand the role of coaching in order to improve performance.
- To give participants the opportunity, using case study material, to develop a coaching plan and to identify the skills and attributes necessary for effective coaching.

APPLICATION

This activity is appropriate for a program on Developing People: The Manager's Role. The program objectives and other planned activities will determine when to use it, but there should be a variety of activities for participants.

The activity can also be used on any management development program, staff support or supervision training program.

WHAT HAPPENS?

The trainer guides the participants to develop definitions of training and coaching, to differentiate between teaching and supported guidance. The idea of coaching as an enabling and shared contract for learning between the manager and the staff member is examined, emphasizing the why, what and when of the coaching process.

Participants then have the opportunity to develop a coaching plan, using case study material. Finally, they identify the skills and attributes required for effective coaching.

TIME

Total time: 2 hours.

- Introduction: 5 minutes
- Definitions: 15 minutes
- Coaching: 20 minutes
- Developing a Coaching Plan: 35 minutes
- Presentations and Discussion: 30 minutes
- Skills and Attributes for Effective Coaching: 15 minutes

MATERIALS & RESOURCES

- 3 Overhead/PowerPoint Masters:
  12.1: Definitions
  12.2: Coaching Styles
  12.3: The Coaching Process
- 4 Handout Masters:
  12.4: Coaching Plan
  12.5: Developing a Coaching Plan
  12.6: Coaching
  12.7: Attributes and Skills of an Effective Coach
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Space for small-group work.

HOW DO I DO IT?

Introduce the purpose of the activity by inviting participants to identify as many different ways as possible in which they contribute to the development of their staff. Emphasize that participants should recognize their own contribution to the development of staff – their skills, knowledge and experience can help staff to learn in the workplace.

The coaching relationship and well-developed coaching skills are a resource to meet staff training and development needs through workplace learning. Learning doesn't only happen on training courses or away from the workplace.

Allow about five minutes to introduce the activity.

Definitions

Ask the participants to define the terms 'training' and 'coaching' with regard to improving performance.

Make two columns on the flipchart, headed **Training** and **Coaching**. Write the contributions of the participants under the appropriate heading.

Participants may suggest the following:

Coaching

- on-the-job
- development
- support
- learner-centered
- encouragement
- teaching
- role-modeling
- theory into practice

Training

- planned courses
- trainer-centered
- teaching
- expert tuition
- new knowledge/skills

	Show Overhead/PowerPoint 12.1 *Definitions*

You may find the same words come up in each list. Using the overhead as your guide, draw the participants' attention to the ideas they came up with that coincide with the definitions.

Answer any questions the participants may have, and ask them to define coaching as support and guidance of knowledge and skills to be put into practice/developed.

Allow about 15 minutes in total to develop these definitions.

Coaching

Show Overhead/PowerPoint 12.2
Coaching Styles

Show this overhead briefly to help participants to recognize an appropriate style for coaching. Write the following questions on the flipchart and invite the participants to identify an appropriate process for coaching.

- What areas of possible development will coaching be appropriate for?
- What process could they use to establish and develop an effective coaching relationship with staff?

The points you are looking for are summaries on Overhead 12.3: The Coaching Process. Write the participants' ideas on the flipchart.

Show Overhead/PowerPoint 12.3
The Coaching Process

Read through the overhead briefly, with the participants, stressing the two-way, negotiated nature of the coaching process.

Allow about 20 minutes to cover this material on coaching and any questions/discussion.

Points that might be raised include:

- lacking confidence to see themselves as a role model
- feeling more comfortable with an instructional approach to coaching

- having difficulty seeing mistakes as learning opportunities
- having experience of coaching in sport (are there links to be made or not?)
- who will coach me to be an effective coach – a line manager, a mentor?

Make sure that participants have understood what coaching is and the coaching process and move on to develop a coaching plan.

Coaching Plan

	Distribute Handout 12.4 *Coaching Plan*

	Distribute Handout 12.5 *Developing a Coaching Plan*

Read through the case study on Handout 12.5: Developing a Coaching Plan with the participants and tell them to draw on their experience to fill in any background information they find helpful. Handout 12.4: Coaching Plan offers useful questions to help participants develop a coaching plan.

NOTE: If they have not already worked through Activity 11, ensure that participants know what a SMART objective is (see Handout 11.5: Objective Setting).

Divide the participants into small groups of four or five for this exercise and ask each group to elect a spokesperson.

Allow about five minutes to introduce the exercise.

Once participants have made a start on the exercise, circulate among the groups, offering ideas and providing help as necessary.

The participants have 30 minutes in their groups to develop their coaching plans.

Reconvene the whole group and invite the spokespersons to make the presentations for their groups. Factors to take into account include:

- defining the role of coaching in the training and development strategy
- your effectiveness as a role-model and motivator
- appropriate styles of coaching you can adopt to meet individual staff needs
- your credibility – do your staff trust you?
- the benefits for staff being coached by you.

The coaching plans should include:

- how they have provided feedback to Jo following the complaints
- identifying, agreeing upon and practicing skills and appropriate language and behaviour for face-to-face situations and on the telephone
- identifying stressors and possible solutions and a plan to practice solutions
- discussion, guidance and a plan for managing time
- agreeing on time-frames and deadlines for prioritizing work
- agreeing on outcomes and standards to be achieved
- agreeing on time-frames and deadlines for changes in behaviour
- methods for coaching
- agreeing on monitoring and review processes.

Discuss with the participants how easy or difficult they found the process of developing a coaching plan.

Allow about 30 minutes for the presentations and discussion.

Skills and Attributes for Effective Coaching

To close this activity, ask participants to spend a few moments reflecting and making a note of the skills and attributes they believe contribute to effective. Write these on the flipchart. Keep adding to the list until the group have offered all their ideas.

Emphasize that coaching is a shared learning contract and that, as role models, they need to be open about their own development journey, including when, for them, mistakes have been opportunities for learning. To develop their confidence and effectiveness in coaching they need to concentrate on developing their skills and attributes.

Allow about 15 minutes for this closing exercise.

Distribute Handout 12.6
Coaching

Distribute Handout 12.7
Attributes and Skills of an Effective Coach

These two handouts summarize the material covered in the activity and the work the participants have completed. They can be read later and used for reference.

Definitions

12.1

The goal of both training and coaching is to improve performance.

TRAINING

Planned opportunities for people to gain new knowledge and skills.

COACHING

Planned opportunities to support and guide people putting knowledge and skills into practice in the workplace.

COACHING IS:

- a shared contract for learning
- enabling
- empowering
- supportive
- guiding
- mistakes as learning opportunities
- experiential
- influencing
- role-modeling
- motivating
- observing
- giving feedback

OK TO COPY

Coaching Styles

12.2

NOT	BUT RATHER:
• telling	• a questioning approach, encouraging reflection
• do it this way!	• a questioning approach, promoting self-challenge
• control	• an ability to allow staff to take risks
• the instructional approach	• seeing mistakes as an opportunity for learning

The foundation for effective coaching:

- Staff members' confidence and trust in the line manager must underpin the coaching relationship.

The Coaching Process

12.3

CONTENT (WHAT?)

You may want to use coaching to assist staff in:

- project development
- using skills/improving competence
- experimenting
- looking at behaviour/style
- improving performance

PROCESS (HOW?)

By reaching agreement/a shared contract for learning, including:

- the role of coaching
- the manager's contribution
- ground rules for giving and receiving feedback
- responsibilities of both parties
- how often to meet,

and by exploring and agreeing on:

- the current situation
- where we want to get to
- how we will get there,

by a process of Plan it, Do it and Review it.

- Plan it – set objectives/learning opportunities
- Do it – implement
- Review it – evaluate achievements and learning points

Coaching Plan

12.4

These steps will be helpful in developing a coaching plan.

Analyze

- What is the current situation?
- What do we want to change/achieve?
- What are the desired outcomes?
- What are the possible options and consequences?
- Evaluate the risks and barriers to change.

Plan it

- Identify a learning opportunity.
- Set clear objectives (SMART), including standards required.
- What steps do we need to take to achieve our objectives?
- Agree on timetable/deadlines.
- Agree on methods.
- Agree on review process and timetable.
- Identify achievement measurements.
- Agree on responsibilities and support.

Do it (implement)

- Do it.

Review it (evaluate)

- What actually happened?
- Did everything happen according to plan?
- Evaluate success and discoveries made.
- Analyze mistakes as learning opportunities.
- What has been learned?
- What can we do differently next time?

Developing a Coaching Plan

12.5

The goal of this exercise is to identify the factors that you need to take into account in introducing coaching to your staff team and to develop a coaching plan for a particular member of staff.

Work in small groups and elect a spokesperson to present your findings to the whole group. You have 30 minutes in your group to complete the exercise and prepare your presentation.

Case study briefing

Jo is the administrator for the Area Team and has been in her position just over a year. Among Jo's duties are reception duties, dealing with people on the phone and in person. On the whole Jo is a self-starter and a competent, efficient staff member, producing well-presented and neat word processing, accurate financial records and keeping stocks well supplied.

However, under pressure Jo has a tendency to display inappropriate behaviour and becomes short-tempered with team members, visitors and phone callers. There have been complaints and feedback, and you have been asked that Jo's performance in this area improves.

Jo doesn't respond well to criticism, but as Jo's line manager you have to address the areas where Jo is not yet fully competent.

Jo's identified learning needs reception duties

- stress management
- responding to visitors' needs
- telephone answering skills
- welcoming visitors
- prioritizing and time-management
- working as a team member

1. What factors do you need to take into account before you introduce coaching to your staff?
2. Develop a coaching plan to enable you to effectively coach Jo to meet one of these learning needs and develop competence in these areas.

Coaching

12.6

Definition: planned opportunities to support and guide people putting knowledge and skills into practice in order to improve performance.

Identifying the role of coaching

Who owns performance
- the manager
- the staff member?

Who owns the problem of poor performance
- the manager
- the staff member?

Is coaching
- staff-led
- manager-led?

Who identified the need
- the manager
- the staff member

Who identifies improved performance
- the manager
- the staff member?

Who ultimately controls coaching
- the manager
- the staff member?

Your responses to these questions underpin the success or failure of using coaching as a development tool. Imposed coaching will not promote a supportive and open relationship or a shared contract for learning. For coaching to be effective, the manager and the staff member need to agree on the need, the performance standards and the process.

continued …

Coaching

12.6

When is coaching appropriate?

You may find these questions helpful in exploring and identifying the need.

- Is coaching ongoing and part of the organization's training and development strategy?
- Is coaching only offered in response to particular poor performance?
- Is it a time-bound event?
- Is it target and performance driven?
- Is the input of the manager valued?
- Is the manager involved in the employee's level of poor performance?
- Has the employee been briefed properly to perform to the required level of competence?
- How do you want to manage the coaching process?
- How do you want to use coaching?
- Do you have the skills for effective coaching?

Effective coaching

Ideally, the coaching process should involve a shared approach, with someone who is trusted, and with knowledge and experience, giving support and guidance to someone less experienced but with skills, potential and the will to develop and learn.

So, not a controlling approach, but rather an enabling and empowering one within a supportive environment of trust on both sides.

Coaching is:

- enabling
- growing, learning, developing
- mistakes as learning opportunities
- options, outcomes, alternatives, possibilities
- experiential – let's try this
- self-discovery stimulated by learner
- encouragement
- influence
- observation
- feedback.

continued …

Coaching

12.6

Coaching styles

- A questioning approach, encouraging reflection.
- A questioning approach, promoting self-challenge.
- An ability to allow staff to take risks.
- Seeing mistakes as opportunities for learning.

The foundation for effective coaching

- Staff members' confidence and trust in the line manager must underpin the coaching relationship.

THE COACHING PROCESS

Content (What?)

You may want to use coaching to enable staff in:

- project development
- using skills/improving competence
- experimenting
- looking at behaviour/style
- improving performance/competencies required.

Process (How?)

By reaching agreement/a shared contract for learning, including:

- the role of coaching
- the manager's contribution
- ground rules for giving and receiving feedback
- responsibilities of both parties
- how often to meet

continued …

and by exploring and agreeing on:

- the current situation
- where we want to get to
- how we will get there

by a process of Plan it, Do it and Review it

- Plan it – set objectives/learning opportunities
- Do it – implementing
- Review it – evaluate achievements and learning points.

Attributes and Skills of an Effective Coach

12.7

Attributes

- a positive role-model
- isn't threatened by others' potential
- doesn't pull rank
- doesn't put down/intimidate staff members
- encourages, supports and motivates
- isn't punitive or impatient
- challenges supportively
- is trustworthy
- is enabling
- encourages staff members to stretch themselves
- shares information
- respects different ways of working to achieve objectives
- is firm, but not domineering
- is reflective and analytical
- is self-confident, but not arrogant
- is knowledgeable, but not a know it-all
- manages their own and others' emotions
- has a sense of humour
- is open about their own development journey, including how mistakes have been learning opportunities.

Skills

- explains concepts and imparts information succinctly and clearly
- uses active listening skills (attentive silence, reflecting, paraphrasing, summarizing)
- has appropriate questioning skills (open, probing, closed questions)
- applies feedback and challenging skills effectively
- establishes rapport and empathic understanding
- employs analytical techniques to solve problems and plan objectives and strategies
- promotes clarity/precision in others.

#13 - MENTORING

PURPOSE

- For participants in organizations without a company-wide mentoring program: to find out about mentoring; to explore what they want and expect from a mentor; to see what are the mutual benefits for mentors and mentees; to develop a learning contract for the mentoring relationship.
- For participants who are senior managers: to apply a SWOT analysis to introducing a company-wide mentoring program into their organization.

#13 - MENTORING

INTRODUCTION

Mentoring can help develop the person in the wider context of their own career aspirations and the organization's ethos and values, as well as their current experience, knowledge and skills.

Mentors can offer mentees experience, distance, balance, perspective and wisdom, in addition to career opportunities and contacts. A mentoring program is a vital element of a staff development strategy.

PURPOSE

- For participants working in organizations without a company-wide mentoring program: to find out about mentoring; to explore what they want and expect from a mentor; to see what are the mutual benefits for mentors and mentees; to develop a learning contract for the mentoring relationship.
- For participants who are senior managers: to apply a SWOT analysis to introducing a company-wide mentoring program into their organization.

APPLICATION

As part of a program on Developing People: The Manager's Role, this activity is an opportunity for participants to consider how they will have their needs met.

The activity can also be used on a management or personal development program, or a program to introduce mentoring to an organization.

WHAT HAPPENS?

Participants identify the characteristics of mentoring prior to defining the term 'mentoring'. They continue by exploring the benefits for mentees, including looking at the political implications of forming such a relationship. This is followed by an exercise to write a letter to a chosen mentor emphasizing the benefits of mentoring for mentors. In the final exercise, the participants develop a learning contract for mentoring.

Alternatively, participants carry out a SWOT analysis for introducing a company-wide mentoring program. This alternative is for use with an in-house group of senior managers who need an opportunity to explore to what extent mentoring is to be offered as a development opportunity in the organization.

TIME

Total time: 2 hours, 40 minutes or 1 hour, 25 minutes.

- Introduction: 10 minutes
- Definitions: 15 minutes
- Benefits of Mentoring for Mentees: 25 minutes
- Feedback and Discussion: 20 minutes
- Benefits of Mentoring for Mentors: 40 minutes
- Feedback and Discussion: 15 minutes
- Developing a Learning Contract: 25 minutes
- Feedback and Discussion: 10 minutes

Alternative activity:

- Introduction: 10 minutes
- Definitions: 15 minutes
- A Company-Wide Scheme - SWOT Analysis: 30 minutes
- Feedback and Discussion: 30 minutes

MATERIALS & RESOURCES

- 2 Overhead/PowerPoint Masters:
  13.1: What is Mentoring?
  13.2: SWOT Analysis
- 5 Handout Masters:
  13.3: What is Mentoring?
  13.4: Benefits of Mentoring for Mentees – Exercise Brief
  13.5: Benefits of Men taring for Mentors – Exercise Brief
  13.6: Developing a Learning Contract – Exercise Brief
  13.7: Mentoring

- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Markers for participants.
- Wall/board space for displays.
- Masking tape/tac'n stik/tacks.
- Space for small group work.

IN PREPARATION

Prepare a flipchart sheet with the definition of mentoring as on Handout 13.3: What is Mentoring?

If the alternative exercise is to be used, it's helpful to prepare flipchart sheets of the SWOT analysis grid as shown on Overhead 13.2: SWOT Analysis. One copy for each small group is required.

WHAT HAPPENS?

Explain the purpose of the activity as described below, and invite the participants to indicate what they understand by mentoring.

- Mentoring can help develop the person in the wide context of their own career aspirations and the organization's ethos and values, as well as their current experiences, knowledge and skills.
- Mentors can offer mentees experience, distance, balance, perspective and wisdom, in addition to career opportunities and contacts.
- There are mutual benefits for mentors and mentees.
- Mentoring is outside normal line-management relationships.

Show the prepared flipchart sheet with the definition of mentoring.

> Mentoring is a process: the mentor guides and supports the mentee's career and personal development. The mentor is not the mentee's line manager.

Ask participants if any of them have been mentors and/or mentees but do not, at this stage, get into details.

Allow about 10 minutes for this introduction.

Definitions

Ask participants what they think mentoring is and what a mentor does. Write their responses on the flipchart. The goal is to get the participants thinking about mentoring, about who does it and what the relationship might involve.

Allow about 10 minutes for this.

Distribute Handout 13.3
What is Mentoring?

This overhead will summarize and may expand on what you have noted on the flipchart. Ask participants if they want to clarify any points or ask any questions before you move on.

Allow about five minutes to read through the overhead with the participants and answer any questions.

Show Overhead/PowerPoint 13.1
What is Mentoring?

Participants may find this handout a helpful prompt as they work through the rest of this activity.

Benefits of Mentoring for Mentees

This is an exercise for use in an organization where there is not a formal mentoring program in place.

Distribute Handout 13.4
Benefits of Mentoring for Mentees – Exercise Brief

Read through the handout with the participants and ensure that they are clear about what they are trying to achieve.

Divide the participants into small groups of four or five and ask each group to elect a spokesperson.

Allow about five minutes to introduce the exercise and form the small groups.

Circulate among the groups and facilitate their discussion or offer help as necessary.

Participants have 20 minutes for this exercise.

Reconvene the participants for the plenary discussion and feedback. Ask the spokesperson for each group to present their findings. Start the feedback for each question with a different spokesperson. Their findings should include:

Question 1

- contacts and introductions
- opportunities to mix with the top people
- support
- new ideas and advice
- coaching
- benefits of their knowledge, experience and wisdom

Question 2

- an interest in my career aspirations
- guidance in achieving my objectives
- a role-model
- something to aspire to

Question 3

- confidentiality
- mutual respect around time, knowledge,
- experience
- empowerment/not power over me

- not to be intimidated
- review points in the relationship

Question 4

(a) my line manager perhaps feeling threatened
  - issue of trust and confidentiality

(b) conflicts of interest between companies
  - inter-company rivalry

(c) need to test the waters in relation to what my line manager thinks about mentoring
  - agree on boundaries and issues with line manager

Question 5

- opportunities to advance my career
- opportunities for learning and development
- benefits of being nurtured by my role-model.

Allow 20 minutes for this feedback and discussion.

Benefits of Mentoring for Mentors

Explain that now the participants have identified the benefits for mentees, they are moving on to looking at the benefits for mentors.

Ask them to consider someone (real or imagined) whom they would like to have as their mentor. They have (in reality or fantasy) already approached their potential mentor, who is possibly interested but wants them to put their request in writing.

Participants will be coaching each other, so check that they are familiar with the active listening skills described below.

- **Attentive silence**
  Sometimes, while you are listening, the speaker will pause for a short or longer time. The temptation is to break the silence. Avoid breaking a silence if you can. The silence could be the beginning of a very important part of the speaker's story.

- **Reflecting**

  The skill in reflecting is to put your understanding of the speaker's experiences, behaviours and feelings into words that share that understanding with the speaker.

  When you think you have identified the core message, you reflect it back to the speaker in a way that checks out your understanding, for example 'You feel frustrated because you cannot get the information you need'.

- **Paraphrasing**

  A paraphrase makes clear to the speaker that they are being heard and understood because you are able to use your own words to communicate what the speaker has been saying.

  To say, 'I understand', is no guarantee that you do, and gives no assurance to the speaker that you do. A paraphrase demonstrates in your own words that you understand, for example 'As I understand it, Jo and Pat have finished their section, but you are having real difficulty getting Chris to provide what's needed'.

- **Summarizing**

  Like the other active listening skills, summarizing communicates your understanding.

  A summary is the sum of the parts – putting together in your own words your understanding of the experiences, behaviour and feelings of the speaker. For example 'So, you will give Chris one final written reminder with a clear deadline. If you still don't get the work from Chris, you will provide the section yourself, based on what you did for X project, and I will contact Chris's boss'.

Participants should also be reminded of probing questions – open questions seeking clarity, and more specific questions, for example 'What exactly happened?', 'What did she actually say?'

	Distribute Handout 13.5 *Benefits of Mentoring for Mentors – Exercise Brief*

Read through the handout, with the participants, clarifying anything they don't understand.

Ask the participants to form pairs and discuss with each other who they have chosen as their mentor, why, and what they want to put in the letter.

Allow about five minutes to introduce the exercise.

The pairs have 20 minutes, 10 minutes each way, to explore what they want to write, and a further 15 minutes to write the letter individually.

Reconvene the participants for the plenary discussion and feedback. Don't take feedback on the details of their individual letters.

Pose the following questions.

- To what extent did they find it easy or difficult promoting what they wanted to the mentor of their choice?
- To what extent was it easy or difficult to provide positive feedback to the potential mentor on what they could offer the mentee?
- How easy was it selling the benefits of a mentoring relationship to the potential mentor?

Feedback may well include:

- it's hard to avoid coming across as ingratiating or unctuous
- it's a test of demonstrating confidence not arrogance
- it's hard to sell the benefits to a busy person.

Allow about 15 minutes for the feedback and responses to the questions.

Developing a Learning Contract

Participants work in pairs on the final stage of this activity to prepare a model mentoring contract.

Distribute Handout 13.6
Developing a Learning Contract – Exercise Brief

Read through the handout with the participants and briefly answer any questions.

Ask them to form pairs and take the roles of mentor and mentee to develop their learning contracts. They are to imagine this is the first meeting of the new relationship.

Allow five minutes to introduce the exercise and 20 minutes for the pairs to do the exercise.

Reconvene the participants for feedback and discussion. Ask them:

- what they learned about contracting for mentoring
- what they noticed about negotiating a contract in a relationship with an imbalance of power
- to what extent it was possible to discuss/explore the idea of a complaints procedure?

Allow 10 minutes for this feedback and discussion.

Points that may be raised include:

- mentoring needs to be voluntary
- mentoring can really help the mentee's development
- mentoring provides an opportunity for the mentor to reflect on and develop their practice
- role clarity is helpful
- reviewing the relationship is vital
- monitoring and reviewing achievements will lead to a productive relationship
- a mentor should be committed and enabling
- a mentor must be able to examine and question their own practice

- complaints procedures are necessary (will probably involve the mentor's line manager and will be confidential).

Distribute Handout 13.7
Mentoring

ALTERNATIVE ACTIVITY

A Company-Wide Mentoring Program

If you are working with a group of senior managers or a senior management team, the following exercise can be used as an alternative to the rest of the activity or as an additional exercise at the end of the activity.

Before beginning this alternative exercise, complete the introduction to the activity and the definitions exercise as described at the beginning of this section.

Show Overhead/PowerPoint 13.2
SWOT Analysis

Confirm with the participants that they are familiar with the process of a SWOT analysis. If not, use Activity 4, Handout 4.7: Strengths, Weaknesses, Opportunities, Threats as a prompt for your explanation.

Divide the participants into small groups of three or four. Give each group a copy of the SWOT analysis grid prepared in advance and then ask them to do a SWOT analysis in their groups, looking at the strengths, weaknesses, opportunities and threats of introducing a company-wide mentoring program.

Allow 30 minutes for the SWOT analysis.

Reconvene the participants and display their work on the wall/board. Encourage all the participants to view the work of the other groups and to question or clarify any points with the members of the other groups.

Draw out common points and write them on the flipchart. The factors they should include:

Strengths

- Organization development strategy for change and stability

Weaknesses

- more workload/stress
- lack of trust in senior managers
- senior managers may feel threatened by high flyers
- mentoring must be voluntary
- some senior managers may not be chosen
- some senior managers will have many mentees

Opportunities

- develop skills (mentors and mentees)
- promote a company strategy
- promote ethos of a learning company
- ownership of the program by senior managers
- career advancement/motivator (for both)
- opening doors of opportunity
- contacts

Threats

- costs (financial)
- staff time
- more training.

Invite participants to state their views on introducing a company-wide program. What other options could they consider if they do not want a company-wide program?

Other options might be:

- joining with another organization or organizations
- a voluntary program
- staged start
- finite time for each mentoring relationship.

Allow about 30 minutes for this discussion.

What is Mentoring?

13.1

A DEFINITION OF MENTORING

Mentoring is a process: the mentor guides and supports the mentee's career and personal development. The mentor is not the mentee's line manager.

Mentoring can help develop the person in the wider context of their own career aspirations and the organization's ethos and values as well as their current experience, knowledge and skills.

MENTORS

- have the power to influence
- give feedback
- explore ideas
- teach
- coach
- have power and authority
- challenge
- support
- can be sponsors
- give guidance
- advise on career development/next moves
- enable development
- have a broader view/wider picture/perspective/distance
- set standards
- are role-models (women, minorities, disabled people)
- impart company ethos and values
- are problem-solvers
- provide contacts
- create opportunities
- have experience
- have wisdom
- promote your abilities
- can be consciousness raisers
- have expertise/knowledge.

SWOT Analysis

13.2

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS**

What is Mentoring?

13.3

A DEFINITION OF MENTORING

Mentoring is a process: the mentor guides and supports the mentee's career and personal development. The mentor is not the mentee's line manager.

Mentoring can help develop the person in the wider context of their own career aspirations and the organization's ethos and values as well as their current experience, knowledge and skills.

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- impart company ethos and values
- are problem-solvers
- provide contacts
- create opportunities
- have experience
- have wisdom
- promote your abilities
- can be consciousness raisers
- have expertise/knowledge.

Benefits of Mentoring for Mentees – Exercise Brief

13.4

The goal of this exercise is to explore the benefits of mentoring from the point of view of the mentee.

Work in small groups and elect a spokesperson to present your findings.

You have 20 minutes to complete the exercise:

1. What would you want from a mentoring relationship?

2. What would you expect from a mentoring relationship?

3. What you believe to be the boundaries of a mentoring relationship?

4. Explore some of the political implications
   (a) if your mentor was a senior manager in your organization

   (b) if your mentor was a senior manager in another organization

   (c) of your line manager's thoughts if you have a mentor (internal or external).

5. Overall, what are the benefits of mentoring for mentees?

Benefits of Mentoring for Mentors – Exercise Brief

13.5

The goal of this exercise is to identify and promote the benefits of mentoring for mentors.

Work in pairs for Step 1. You have 10 minutes each way for this. Work alone for Step 2: you have 15 minutes to write your letter.

You have identified what you want from a mentoring relationship and you have identified a potential mentor (real or imagined). You have made informal contact with them already and they are possibly interested. They have asked you to write them a letter that includes the following points:

- why you have identified this person – what qualities, characteristics, opportunities do you perceive they can offer you
- what you want and expect from the mentoring relationship
- what are the boundaries and what form should the contact take
- what is in it for them in being your mentor – what are the benefits for them?

Step 1: Working in pairs, identify the key points for your letter. Take turns to coach each other.

Step 2: Each write your own letter to your chosen mentor.

Developing a Learning Contract – Exercise Brief

13.6

The goal of this exercise is to develop a learning contract for a mentoring relationship.

Work in pairs. Choose who will be the mentor and who will be the mentee, and from your different positions develop the contract.

You have 20 minutes for this exercise.

Imagine that mentor and mentee are meeting for the first time to discuss the process and content of this new relationship. You may find the following points useful.

Their contract for learning will include:

- what we are hoping to achieve
- the role of the mentor
- the role of the mentee
- (the role of the line manager)
- what does and does not get discussed within the mentoring relationship
- what (if anything) is reported upon and to whom
- expectations for learning, development, career advancement
- how often to meet
- monitoring the relationship
- reviewing learning
- complaints procedure.

Mentoring

13.7

Organizations introduce mentoring programs to:

- inculcate values through the organization – it's an organization development strategy for managing change and stability
- assist in career development and succession planning
- support the organization's learning and development strategy
- fast-track women, minorities and disabled people to senior management levels.

It's often an expectation that senior managers should be involved in mentoring as a role-model for employee development.

A mentor must have sufficient standing within the organization to be able to facilitate learning opportunities for the mentee.

If a line manager is the mentor to a team/staff member, there may be a conflict of interests in that the manager wants the staff member to achieve the manager's own targets.

The benefits to mentors are:

- the opportunity to develop skills (including coaching skills)
- time to reflect on their own management style
- involvement in the development of a changing person.

#14 - MOTIVATING AND DEVELOPING STAFF

PURPOSE

- To enable participants to understand a theory of motivation and to consider how they can motivate staff in the workplace.

#14 - MOTIVATING AND DEVELOPING STAFF

INTRODUCTION

A well-motivated work force is an essential requirement for achieving positive results. A manager wants staff to be dynamic and proactive, seeking to attain, maintain and develop excellence in all that they do.

This activity provides managers with an opportunity to consider how they can motivate staff and what are the essential skills and processes needed to motivate the team and the individuals within it.

PURPOSE

- To enable participants to understand a theory of motivation and to consider how they can motivate staff in the workplace.

APPLICATION

This activity should be used early in a program on Developing People: The Manager's Role, as it encourages participants to recognize the importance of developing staff for motivating the work force.

The activity can also be used within a general introduction to management program and programs on staff support and supervision, personal development and managing performance.

WHAT HAPPENS?

Participants discover what motivates and demotivates them and are introduced to Herzberg's theory of motivation. They then reflect upon the extent to which what they have identified fits in with Herzberg's theory.

Following this, participants examine how they can ensure that they are taking account of motivating factors in their daily work. The activity closes with an opportunity for participants to assess their current position with regard to motivating and developing their staff.

TIME

Total time: 1 hour, 50 minutes.

- Motivation Exercise: 20 minutes
- Herzberg's Theory of Motivation: 15 minutes
- Motivating Staff: 25 minutes
- Presentations: 30 minutes
- Summary: 10 minutes
- Self-Assessment Questionnaire: 10 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  14.1: Herzberg's Theory of Motivation
- 7 Handout Masters:
  14.2 Motivation – Exercise Brief
  14.3 Herzberg's Theory of Motivation
  14.4 Motivating and Developing Staff – Achievement
  14.5 Motivating and Developing Staff – Responsibility
  14.6 Motivating and Developing Staff – Recognition
  14.7 Motivating and Developing Staff – Growth
  14.8 Self-Assessment Questionnaire
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Flipcharts and markers for participants.
- Paper and pens for participants.
- Wall/board space for displays.
- Masking tape/tac'n stik/tacks.
- Space for small group and pair work.

IN PREPARATION

Decide in advance how many of the exercise briefs on handouts 14.4 to 14.7 for the exercise on motivating staff to use. This will depend partly on how many participants there will be in total, and partly on which exercises are considered the most appropriate for the participants.

Participants will be working in small groups of three of four for this exercise. Each group will work on one exercise brief, and each participant in each group needs a copy of the relevant brief.

Decide how the small groups should present their findings in this exercise – a visual presentation or verbal feedback. Both are provided for in the Materials & Resources list. Supply a flipchart sheet and markers to each group, and wall/board space for display, if a visual presentation is preferred. Verbal feedback requires paper and pens to make notes for the group spokesperson to present.

More than one group can work on the same motivator.

Paper and pens will also be required if the participants are to note down the learning points at the end of the exercise.

HOW DO I DO IT?

What Motivates Us?

Explain to the participants that this is an activity about motivation, and that you will not be introducing any theory on motivation until they have started to think about what motivates and demotivates them.

Distribute Handout 14.2
Motivation – Exercise Brief

This exercise will help participants start to think about motivating. Ask them to work in pairs to discuss and respond to the questions on the handout.

They have 15 minutes to complete the exercise.

They should identify a variety of factors, including some of the following:

Motivators

- responsibility
- autonomy, being trusted

- being challenged or stretched
- receiving feedback, recognition
- variety
- learning, personal development and growth
- team support/effective leadership
- rewards (money, benefits, etc.)
- status
- promotion
- success (meeting objectives)

Demotivators

- role/work under load or overload
- boredom
- routine
- imposed authority
- negative team colleagues/peers
- imposed authority, lack of participation in decision-making
- physical environment
- status
- reward (lack of)
- lack of clarity about objectives
- poor communication
- mock consultation
- rigid policies
- poor administration
- ineffective supervision/leadership
- imposed unrealistic targets.

Allow about 20 minutes in total for the introduction and exercise. Do not take feedback from this exercise.

Herzberg's Theory on Motivation

Show Overhead/PowerPoint 14.1
Herzber's Theory of Motivation

Read through the overhead with the participants. Herzberg's two-factor (hygiene and motivators) theory of motivation is a helpful tool to understand what it is that motivates and demotivates staff.

Explain that Herzberg discovered that if the hygiene factors (the context in which people work) are met, staff will not necessarily be motivated, they will merely not be dissatisfied. If the hygiene factors are effectively managed, it will explain why someone chooses to work in that particular organization.

If the motivator factors are right, it helps explain why people work harder for the organization.

People who focus exclusively on the hygiene factors see work as a means to an end. Where the motivators are right, work is an end in itself.

The motivator factors therefore, are where managers need to focus attention, building on the motivators, the content of the work. Thus the importance of developing staff, and of this being integral to the day-to-day work of the manager and their staff, rather than an add-on which happens ad hoc.

Having completed your explanation of the theory, invite participants to ask any questions to help clarify their understanding of the theory. Then ask them to examine the extent of the match between what they identified with their partner in the exercise and Herzberg's theory. The whole group doesn't need to know what the pairs noted down, but participants may have observations to make about motivation. If so, spare time to write their ideas on the flipchart.

Distribute Handout 14.3
Herzberg's Theory of Motivation

The handout will serve as a record of Herzberg's theory for the participants to keep.

Allow about 15 minutes to cover the material on the theory of motivation and answer questions.

Motivating Staff

The participants must now determine what they can do to motivate their staff and what to avoid doing that will demotivate or dissatisfy them.

You should already have decided which of the exercise briefs to use with the participants for this part of the activity (see In Preparation). Each exercise brief focuses on a different core motivator factor in order to find out what managers can do to integrate these factors into the way they manage.

Divide the participants into small groups of three or four and ask them to elect a spokesperson to present their findings.

Distribute Handout 14.4
Motivating Factors – Achievement

Distribute Handout 14.5
Motivating Factors – Responsibility

Distribute Handout 14.6
Motivating Factors – Recognition

Distribute Handout 14.7
Motivating Factors – Growth

Having decided in advance of the session (see In Preparation), explain how you want the groups to present their findings and issue them with the necessary materials.

Circulate between the groups to ensure that they understand the task and to offer help if necessary.

Allow about five minutes to introduce and organize the exercise, and the groups 20 minutes to complete it. At the end of the exercise the spokesperson for each group should present their findings to all the participants, and members of each group should answer questions from the other participants.

Allow about five minutes for each group presentation and a total of 30 minutes for this feedback.

The ways of working that participants are likely to identify include:

For achievement

- individual work plans for each member of staff, with defined areas of responsibility
- staff encouraged to make decision, with guidelines
- staff enabled to take on, individually or as a group, specific projects that have a clear end in sight (working parties)
- clear, achievable targets for each staff member (regular reviews against targets with praise for targets met and problem-solving for targets that have slipped)
- staff encouraged to take risks, tryout new activities/ projects
- staff supported to problem-solve with manager/peers
- priority given to time for individual achievements
- creative thinking welcomed (new ways of working welcomed)
- modest achievements recognized as well as BIG success
- feedback and challenge seen as part of a day-to-day work (both praise and areas that need to be addressed)
- a learning climate that does not punish mistakes
- positive feedback from customers, internal and external, is passed on to those responsible for the good work

For responsibility

- individual work plans for each member of staff, with defined areas of responsibility
- staff encouraged to take decisions, with guidelines
- staff enabled to take on, individually or as a group, specific projects that have a clear end in sight (working parties)
- clear, achievable targets for each staff member (regular reviews against targets with praise for targets met and problem-solving for targets that have slipped)
- when you delegate a task, be clear about the level of responsibility and make that clear to all decisions are made at the point of need whenever possible (minimal referring up, unless agreed upon and necessary)
- staff to be responsible for deciding how they will achieve tasks, if at all feasible
- budgets are clear, with as much delegated responsibility as possible
- staff responsible for managing their own time (freedom to work from home, if appropriate; flextime system, if practicable)
- recognize that staff have 'good' and 'bad' times of day for working/meeting and facilitate their decision-making on when to do what
- delegate supervision down the line (review who manages the administrative staff, any volunteers, placements, etc., to give as many staff as possible the responsibility for staff management)
- review who reports up and how (does it always have to be the senior manager? Is reporting to committee meetings/working groups based on expertise and skill or rank?)
- give staff the responsibility for managing in your absence (rotate it for planned and unplanned absences)

For recognition

- feedback and challenge seen as part of day-to-day work (both praise and areas that need to be addressed)
- a learning climate that doesn't punish mistakes
- positive feedback from customers, internal and external, is passed on to those responsible for the good work
- modest achievements recognized as well as BIG success
- individual and team achievements are recognized at team meetings as well as in individual review sessions
- appreciate that people are working hard and that the results are coming in, even on the dull days (recognition is for the everyday as well as the extraordinary)
- acknowledge individual contributions to team work (supporting colleagues, helping out when a rush is on, sharing skills/ideas/resources)
- notice the mood people are in (consider how to do this and what action to take, if any)
- recognize the risk people take and the effort they have made, even if things have not turned out quite as expected (and what can be learned from this situation for next time)

For growth

- ensure that there are opportunities for development and growth, something new in each staff member's work plan
- regular performance review and annual appraisal will encourage staff to see growth and learning of new skills as integral to their work and valued by yourself and the organization
- work with mistakes (learning will occur if you identify what happened and what to do differently next time, rather than punish)
- stimulate creative thinking (leave time in team meetings for brainstorming about problems)
- encourage radical thinking in problem-solving to develop options for change and action

- provide opportunities for learning and development that are appropriate to the different preferred learning styles of staff members and that will help them to develop their weaker styles
- encourage staff to see their day-to-day work as a learning opportunity and to plan to learn
- encourage staff to review situations regularly to learn for next time
- if there is a critical incident, assist staff to review it, individually and as a team, and to learn from it for next time
- review meetings (one-on-one and team) with those involved to show staff that you value review and the learning and development that will come from it
- be sensitive to staff who have reached a plateau within the organization and help them to plan to move on in a positive way
- be aware of promotion opportunities and prepare staff for them.

When all the presentations are complete, invite participants to summarize their learning about motivating staff, for example:

- treating staff as adults and giving them responsibility will help to motivate them
- I have to learn to trust my staff
- I have to assume that they are doing their best
- all staff have the potential for development
- risk-taking is OK
- encourage creative thinking
- clear objectives and targets help motivate staff
- delegate, delegate, delegate
- feedback and performance review are vital to development
- establish an easy system for recognizing excellence
- listen to staff more, to understand their issues/concerns.

Allow about 10 minutes for this brief summary and for the participants to note down the points if they wish.

As a final exercise, invite participants to assess the extent to which they are currently motivating staff by completing the self-assessment questionnaire.

Distribute Handout 14.8
Self-Assessment Questionnaire

Remind participants that they will have time to plan to develop the skills and abilities as a motivator during the final activity, Personal Development Planning. They should keep this self-assessment questionnaire to refer to then.

Allow about 10 minutes for the participants to complete the questionnaire.

Herzog's Theory of Motivation

14.1

HYGIENE FACTORS	MOTIVATOR FACTORS

If strongly present, hygiene factors make staff feel exceptionally bad. They are extrinsic (outside the person). They prevent dissatisfaction when they are adequate.

- ACHIEVEMENT
- RECOGNITION
- WORK ITSELF
- RESPONSIBILITY
- ADVANCEMENT
- GROWTH
- COMPANY POLICY AND ADMINISTRATION
- SUPERVISION
- RELATIONSHIP WITH MANAGER
- WORK CONDITIONS
- SALARY
- RELATIONSHIP WITH PEERS
- PERSONAL LIFE
- RELATIONSHIP WITH SUBORDINATES
- STATUS
- SECURITY

If strongly present, the motivator factors make staff feel exceptionally good. These factors are intrinsic, they come from within the person. They lead to motivation when built into the way managers manage.

Motivation – Exercise Brief

14.2

The goal of this exercise is to identify what motivates and demotivates you.

Work in pairs and discuss.

Timing: 15 minutes.

Think about your current situation and, if necessary, an ideal.

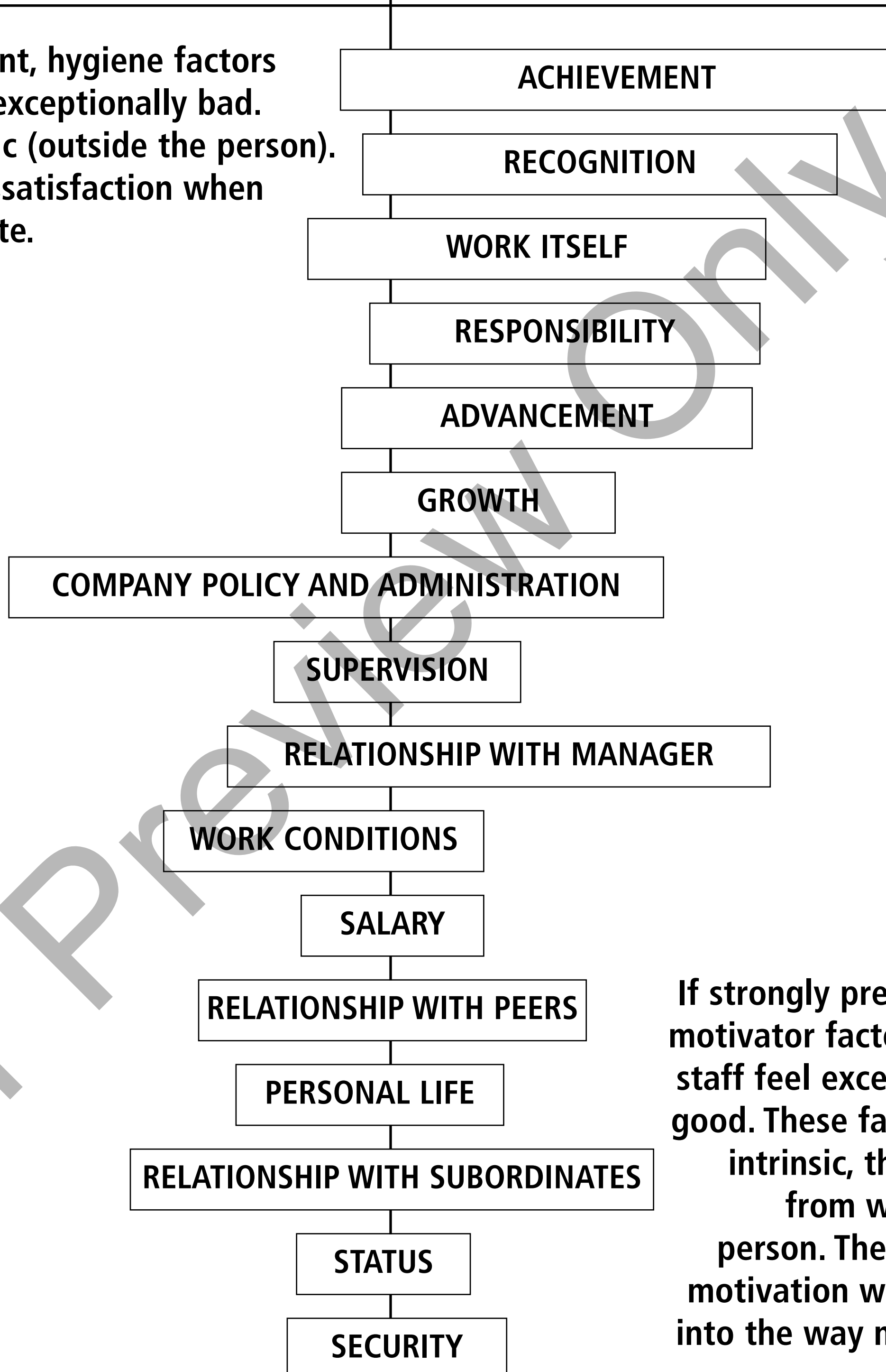
1. What aspects of your job lead you to being or feeling motivated?

2. What aspects of your job lead you to be or to feel demotivated?

Herzog's Theory of Motivation

HYGIENE FACTORS	MOTIVATOR FACTORS

If strongly present, hygiene factors make staff feel exceptionally bad. They are extrinsic (outside the person). They prevent dissatisfaction when they are adequate.



If strongly present, the motivator factors make staff feel exceptionally good. These factors are intrinsic, they come from within the person. They lead to motivation when built into the way managers manage.

Motivating and Developing Staff – Achievement

14.4

The goal of this exercise is to identify how managers can work with staff in such a way that the motivator factors are satisfied and built in to the way that they manage.

- Work in small groups and elect a spokesperson to present your findings.
- Your task is to identify how managers can ensure that the staff they manage feel/experience a sense of achievement.

You have 20 minutes for this exercise.

Be prepared to present your ideas to the whole group. You will have five minutes for your presentation.

Motivating and Developing Staff – Responsibility

14.5

The goal of this exercise is to identify how managers can work with staff in such a way that the motivator factors are satisfied and built in to the way that they manage.

- Work in small groups and elect a spokesperson to present your findings.
- Your task is to identify how managers can ensure that the staff they manage feel/experience a sense of responsibility.

You have 20 minutes for this exercise.

Be prepared to present your ideas to the whole group. You will have five minutes for your presentation.

Motivating and Developing Staff – Recognition

14.6

The goal of this exercise is to identify how managers can work with staff in such a way that the motivator factors are satisfied and built in to the way that they manage.

- Work in small groups and elect a spokesperson to present your findings.
- Your task is to identify how managers can ensure that the staff they manage feel/experience a sense of recognition.

You have 20 minutes for this exercise.

Be prepared to present your ideas to the whole group. You will have five minutes for your presentation.

Motivating and Developing Staff – Growth

14.7

The goal of this exercise is to identify how managers can work with staff in such a way that the motivator factors are satisfied and built in to the way that they manage.

- Work in small groups and elect a spokesperson to present your findings.
- Your task is to identify how managers can ensure that the staff they manage feel/experience a sense of growth.

You have 20 minutes for this exercise.

Be prepared to present your ideas to the whole group. You will have five minutes for your presentation.

Self-Assessment Questionnaire

14.8

Use your responses to these questions to assess the extent to which you are actively developing your staff.

1. Do you ensure that each member of staff has interesting work and set challenges where possible? YES ☐ NO ☐
2. Do you arrange work so employees can see the end result? YES ☐ NO ☐
3. Have you agreed on main targets and standards of performance, with each of your staff so that you can both recognize achievement? YES ☐ NO ☐
4. Do you encourage staff to think for themselves and support them when they do? YES ☐ NO ☐
5. Do you recognize the contribution of each member of the team and encourage other team members to do the same? YES ☐ NO ☐
6. Do you acknowledge success and build on it? YES ☐ NO ☐
7. In the event of setbacks, do you identify what went well and give constructive guidance for improving future performance? YES ☐ NO ☐
8. Do you show to those that work with you that you trust them? YES ☐ NO ☐
9. Do you place unnecessary controls on the people that you work with? YES ☐ NO ☐
10. Can you delegate more? Can you give more discretion over decisions and more accountability to subgroups or individuals? YES ☐ NO ☐
11. Are there adequate opportunities for skills development or training? YES ☐ NO ☐

OK TO COPY

continued …

Self-Assessment Questionnaire

14.8

12. Do you encourage each individual to develop their capacities to the full? YES ☐ NO ☐

13. Is the overall performance of each individual regularly reviewed in face-to-face discussion? YES ☐ NO ☐

14. Do you keep staff informed about what is going on in your unit/organization/their 'profession'? YES ☐ NO ☐

15. Do you make sufficient time to talk and listen, so that you understand the unique (and changing) profile of needs and wants for each person and can work with the grain of nature rather than against it? YES ☐ NO ☐

16. Do you listen when there are ideas put forward on how to do things better and act on these? YES ☐ NO ☐

17. Do you treat staff like professionals and respect them at all times? YES ☐ NO ☐

18. Do you encourage able people with the prospect of promotion within the organization or, if that is impossible, counsel them to look elsewhere for the next position that will really use their skills? YES ☐ NO ☐

19. Think of two managers who delegate more effectively and less effectively than you do. What are the results in each case? YES ☐ NO ☐

    (a)

    (b)

#15 - MANAGING DELEGATION

PURPOSE

- To provide an opportunity for managers to consider what needs to be taken into account when delegating tasks and how best to enable staff to take on new tasks.

#15 - MANAGING DELEGATION

INTRODUCTION

Effective delegation is crucial to the continuing development of individual staff and the achievement of team and organizational objectives. There are several factors that the manager needs to take into account in deciding how to delegate and who to delegate to. The context and the ability and willingness of particular individuals in relation to the specific task all have an impact on the decisions the manager takes about how to delegate effectively.

PURPOSE

- To provide an opportunity for managers to consider what needs to be taken into account when delegating tasks and how best to enable staff to take on new tasks.

APPLICATION

This activity can be used during a program on Developing People: The Manager's Role, but when to use it will depend on the other planned activities, the structure of the day and the need for a variety of methods for participants.

The activity can also form part of any program of management development, such as leadership skills, staff support and supervision or team development.

WHAT HAPPENS?

The activity opens with the participants taking part in a snowball exercise to help them identify factors that help and hinder effective delegation. They are then guided through the key learning of this activity, that effective delegation depends upon the manager using the appropriate manager style in relation to the assessed readiness of the staff member.

The activity continues with an opportunity for participants to practice using appropriate manager styles, and concludes with the participants planning the effective delegation of a particular task.

TIME

Total time: 1 hour, 55 minutes.

- Introduction and Reflection: 10 minutes
- Snowball Exercise: 25 minutes
- Feedback Discussion: 15 minutes.
- Staff Behaviour and Manager Styles: 20 minutes
- Manager Styles Scenarios: 30 minutes
- Planning Effective Delegation: 15 minutes

MATERIALS & RESOURCES

- 3 Overhead/PowerPoint Masters:
  15.1: Effective Delegation
  15.2: Typical Staff Behaviour
  15.3: Appropriate Manager Style
- 7 Handout Masters:
  15.4: Effective Delegation
  15.5: Manager Styles for Effective Delegation
  15.6: Manager Styles – Scenario 1
  15.7: Manager Styles – Scenario 2
  15.8: Manager Styles – Scenario 3
  15.9: Manager Styles – Scenario 4
  15.10: Planning Effective Delegation
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Markers for participants.
- Paper and pens for participants.
- Wall/board space for displays.
- Masking tape/white tack/drawing pins.
- Space for small group work.

IN PREPARATION

For the exercise on manager styles, it will be helpful to know in advance how many possible groups of participants there will be. If a choice of scenarios is to be offered where there are more than four groups, extra copies of each scenario should be available where groups choose the same scenario.

HOW DO I DO IT?

Introduce the purpose of the activity briefly, which is:

- to provide an opportunity for managers to consider what needs to be taken into account when delegating tasks and how best to enable staff to take on new tasks.

Invite the participants to reflect for two or three minutes on a time when a task was delegated to them.

Allow about 10 minutes for the introduction and reflection.

Ask the participants to form pairs and help each other clarify what it was that helped and what it was that hindered this delegation. Indicate that they should consider the behaviour of the line manager, themselves and/or the task.

Allow about five minutes each way for the exercise. Each pair should now join with another pair to share the factors they have identified as helping factors and those they have identified as hindering factors. Their task at this stage is to define their factors and develop two lists.

Allow about 15 minutes for this part of the exercise.

While the participants are doing the exercise, prepare two flipchart sheets headed **Factors that help effective delegation** and **Factors that hinder effective delegation**. Tape/pin the two sheets on the wall/board.

Ask a volunteer from each group of four to write their group findings under the relevant heading on the flipchart. If they notice the same factor already listed, they should tick the original rather than write it again. The more space you can give participants, the quicker they will complete this stage of the exercise. Acknowledge all the contributions and ensure that everyone understands what is listed.

The essence of what has been noted should be that managers need to assess the ability of the staff member in relation to the particular task and the willingness/confidence of the staff member in relation to the particular task, and then use an appropriate leadership style. The overhead summarizes this for the participant.

Show Overhead/PowerPoint 15.1
Effective Delegation

Invite comments and questions on the overhead from the participants.

Allow about 15 minutes for this feedback discussion.

Staff Behaviour and Manager Styles

Show Overhead/PowerPoint 15.2
Typical Staff Behaviour

The grid on the overhead summarizes the behaviours of staff members in relation to two variables, their ability and their willingness.

Point out to participants several things in relation to this overhead.

- This analysis is in relation to the particular task in question – it's not a description of their general behaviour. For example a staff member may be normally quite able and willing or confident, but have difficulty with these variables in relation to a particular task for a whole range of reasons.
- In the middle of each quadrant of the diagram the behaviours are typical. At the extreme outside they will be stronger. In the middle, near where the axes cross, they will be much weaker. It's in the middle where there are grey areas, and it's difficult to judge what is the optimum style of manager behaviour.

- This model, like any model, describes an ideal type, and participants will recognize behaviours that are outside the model.

Give participants an opportunity to ask questions about the model, then invite them to describe the sort of manager behaviour that will be the most helpful in the different situations. The behaviours you are looking for are those on Overhead 15.3: Appropriate Manager Style:

- coach/consult
- sell/explain
- tell
- delegate

Participants may offer other words to describe behaviours, such as support, teach, persuade or coax.

Acknowledge their alternatives and indicate to the participants where they fit into the style descriptions on the overhead.

Show Overhead/PowerPoint 15.3
Appropriate Manager Style

This overhead identifies four different styles of manager behaviour that are helpful in delegating tasks.

Explain the different behaviours identified on the overhead by describing briefly how the manager will be behaving in each style.

- **Sell/explain**
  The manager is both selling the task and explaining how to achieve it. There may well be an element of coaching, and the manager will be available to be consulted during task completion. Firm deadlines will be necessary, as the manager's initial assessment is that the staff member is unwilling or lacks the confidence to complete the task. The task may have to be broken down and frequent progress reviews arranged.

- **Delegate**
  The manager clarifies with the staff member what is to be achieved and allows them to get on with the task, but is available if needed during the process. However, there should not be a need for reviews during the process of task completion, only once the task is completed.
- **Tell**
  The manager clearly states what needs to be done, how, by when, reporting arrangements, where authority lies, who is responsible for ensuring the completion of the different stages of the task, and so on. This behaviour is task-focused and is not consultative.
- **Coach/consult**
  The manager is providing some coaching in core skills or processes (or agreeing on some other way for the staff member to learn core skills or processes). The manager needs to be available to be consulted during task completion and will want to arrange regular performance review meetings.

Allow about 20 minutes to go through this material on staff behaviour and manager styles.

Distribute Handout 15.4
Effective Delegation

Distribute Handout 15.5
Manager Styles for Effective Delegation

The two handouts reproduce the information on Overhead 15.2: Typical Staff Behaviour and Overhead 15.3: Appropriate Manager Style. They will be useful to the participants in carrying out the next exercise on manager styles and as a record of the learning in this activity.

Once you are satisfied that participants have understood the different behaviours, move on to the next stage of the activity – an opportunity for them to practice appropriate behaviour in different situations.

Manager Styles

This stage of the activity is both serious (to learn about the behaviours) and fun. Form participants into four small groups, if there are enough participants, with a minimum of three per group.

This is not a test of the participants' ability to act (though some will love doing it). Each group has three roles for the scenario: one person will be the narrator and set the scene, a second will be the staff member with a minimal role, and the third will be the manager with a significant role. Decide how to form the groups to get a mix of lively and quiet participants in each (see Activity 17: Management Interventions, for information about setting up scenarios and organizing the groups).

Distribute Handout 15.6
Manager Styles – Scenario 1

Distribute Handout 15.7
Manager Styles – Scenario 2

Distribute Handout 15.8
Manager Styles – Scenario 3

Distribute Handout 15.9
Manager Styles – Scenario 4

Offer each small group a choice of scenario, but make sure there are sufficient copies of each scenario if there are more than four groups (see In Preparation).

Participants are going to prepare to practice the behaviour of their chosen scenario for the whole group. Don't pressure them to perform in front of everyone if they don't want to – from where they are sitting is fine.

Ask the groups to find a work space to develop their ideas and practice them. Allow about 10 minutes for this preparation.

Bring the participants together again and ask for a volunteer group to start the presentations. The other groups should be able to say which manager behaviour is being used in each case.

Allow about 12 minutes in total for the presentations, two or three minutes per group.

When each group has presented its scenario, invite the participants to specify what they have learned about effective delegation. Points that should be made include:

- identifying the needs of the staff member is vital to getting it right
- thinking it through in advance will increase success
- I can use a variety of styles, depending on the situation.

About eight minutes should be allocated for feedback.

The activity concludes with participants using this delegation planner to plan the delegation of a task of their own choice.

Distribute Handout 15.10
Planning Effective Delegation

Read through the handout with the participants and answer any questions before they begin the exercise.

Tell them they have 10 minutes to complete their plans. When they have finished the exercise, ask the participants how they found using the planner, how useful it was and if they have any suggestions for developing it. Don't get involved in the detail of the content of the task or the process.

Spend about 15 minutes in total on this planning delegation exercise and discussion.

Effective Delegation

15.1

Two key factors that managers need to assess in order to achieve effective delegation are:

- **The ability of the staff member in relation to the particular task.**
- **The willingness/confidence of the staff member in relation to the particular task**

Based on this assessment, identify and use the

- **appropriate leadership style.**

Typical Staff Behaviour

15.2

ABILITY HIGH

mistakes not repeated sets priorities downplays value of task uninterested follows others	solves problems enthusiastic careful persistent anticipates decides sets priorities results reliable
WILLINGNESS LOW	**WILLINGNESS HIGH**
bored careless in work prefers direction gives up easily needs help wrong priorities	unsure of task reacts needs help enthusiastic wants to know can work on own

ABILITY LOW

Appropriate Manager Style

15.3

SELL/EXPLAIN	DELEGATE
TELL	COACH/CONSULT

Effective Delegation

15.4

ABILITY
HIGH

WILLINGNESS LOW	WILLINGNESS HIGH
mistakes not repeated sets priorities downplays value of task uninterested follows others	solves problems enthusiastic careful persistent anticipates decides sets priorities results reliable
bored careless in work prefers direction gives up easily needs help wrong priorities	unsure of task reacts needs help enthusiastic wants to know can work on own

ABILITY
LOW

Manager Styles for Effective Delegation

15.5

Sell/explain

The staff member is able, but is unwilling or lacks confidence (in relation to this particular task), so the manager needs to sell the task and to explain how to achieve it. There may well be an element of coaching and the manager will be available to be consulted during task completion. Firm deadlines will be necessary, as the manager's initial assessment is that the staff member is unwilling or lacks the confidence to complete the task. The task may have to be broken down and frequent progress reviews arranged.

Delegate

The staff member is both willing/confident and able (in relation to this particular task). The manager clarifies with the staff member what is to be achieved and allows them to get on with the task, but is available if needed during the process. However, there should not be a need for reviews during the process of task completion, only once the task is completed.

Tell

Where the staff member is both unwilling, lacking in confidence and not able (in relation to this particular task), telling is just that: clearly stating what needs to be done, how, by when, reporting arrangements, where authority lies, who is responsible for ensuring the completion of the different stages of the task, etc. This behaviour is task-focused and is not consultative.

Coach/consult

The staff member is willing and confident but lacks ability (in relation to this particular task). The manager may need to provide some coaching in core skills or processes (or agree on some other way for the staff member to learn core skills or processes). The manager needs to be available to be consulted during task completion and will want to arrange regular performance review meetings.

In all cases, the manager should be very clear with the staff member about:

- what is to be achieved
- the standards needed
- who has responsibility
- who has authority
- what/how much to tell other people.

Manager Styles – Scenario 1

15.6

The goal of this exercise is to practice using appropriate manager styles.

Work in small groups. Your task is to prepare a brief scenario to present to the whole group. You have 10 minutes for this preparation.

Your situation is as follows:

Robyn has been a team member for three months: generally very competent and willing. Before Robyn was appointed, you decided that X task would become Robyn's responsibility. (Decide what X is, to fit your experience and situation).

You have briefly mentioned this task to Robyn who is not particularly confident about it, never having done anything of this sort before. Your assessment is that Robyn has the skills and the ability to effectively complete the task to the necessary standard.

You have arranged a meeting with Robyn.

In your group, decide which manager style to use and develop a scenario to present to the whole group.

You will need a narrator to set the scene and to introduce Robyn and the manager. Decide who will take these different roles.

You will have no more than two or three minutes for your presentation.

Manager Styles – Scenario 2

15.7

The goal of this exercise is to practice using appropriate manager styles.

Work in small groups. Your task is to prepare a brief scenario to present to the whole group. You have 10 minutes for this presentation.

Your situation is as follows:

Hilary has been a member of the team for the past 12 months. When you last did X (decide what task/activity X is, to fit your experience and situation) Hilary expressed a real interest in doing it next time, if the opportunity arose.

You have decided that it will be a good development opportunity for Hilary to do X this time. You recognize that Hilary does not have all the skills necessary to complete the task in the way that you would do it. You have spoken briefly about your plans to Hilary who is still very willing to take it on.

In your group, decide which manager style to use and develop a scenario to present to the whole group.

You will need a narrator to set the scene and to introduce Hilary and the manager. Decide who will take these different roles.

You will have no more than two or three minutes for your presentation.

Manager Styles – Scenario 3

15.8

The goal of this exercise is to practice using appropriate manager styles.

Work in small groups. Your task is to prepare a brief scenario to present to the whole group. You have 10 minutes for this preparation.

Your situation is as follows:

Lindsay has been a team member for several years – long before you joined the team six months ago. Your assessment of Lindsay's work is that it is generally competent. You have decided to delegate a particular task to Lindsay. When you mentioned this, Lindsay was not best pleased and tried to make excuses – 'I'm too busy to take that on', 'X always did that themselves'.

You have observed Lindsay doing work that involved similar skills. Your assessment is that Lindsay may not be very capable in relation to this particular task.

You are confident that your decision to delegate this particular task to Lindsay is appropriate.

In your group, decide which manager style to use and develop a scenario to present to the whole group.

You will need a narrator to set the scene and to introduce Lindsay and the manager. Decide who will take these different roles.

You will have no more than two or three minutes for your presentation.

Manager Styles – Scenario 4

15.9

The goal of this exercise is to practice using appropriate manager styles.

Work in small groups. Your task is to prepare a brief scenario to present to the whole group. You have 10 minutes for this preparation.

Your situation is as follows:

You have decided that you will delegate the writing of an important departmental report to Mel. Mel has written excellent reports before and, when you mentioned delegating this task in the last team meeting, Mel was one of the team members who volunteered to do it.

You have arranged to see Mel about this.

In your group, decide which manager style to use and develop a scenario to present to the whole group.

You will need a narrator to set the scene and to introduce Mel and the manager. Decide who will take these different roles.

You will have no more than two or three minutes for your presentation.

Planning Effective Delegation

15.10

CHECKLIST of questions to ask before delegating a task:

Purpose?
What are you trying to achieve and why?

Task to be delegated:

Results/standards required?
What is the specific outcome required?

What standards are you setting?

Results/standards required:

Who to delegate to?
My motives:

What will the learning be for them?

My assessment of their readiness in terms of willingness/confidence and ability in relation to this particular task:

Who to delegate to:

Any learning needs?
Identify and agree on learning needs:

Learning needs:

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continued …

Planning Effective Delegation

15.10

Learning opportunities?

What possible learning opportunities exist to meet the identified needs?

What is the optimum opportunity in the circumstances?

Learning opportunities:

What manager style is appropriate?

Appropriate manager style:

What else may be involved in the job?

Will you delegate the decision on how to do the job, or will you spell out the steps involved?

What else is involved:

What information/resources/ authority/ support will be needed?

List the help and resources required and ensure they are available.

Make clear what authority you are delegating, from 'get on with the job and report afterwards' to 'look into the problem and report back'.

Information/authority/ resources/support needed:

continued …

Planning Effective Delegation

15.10

When should the task be finished?

Decide on a realistic deadline, allowing for any learning. You may want to consider a series of deadlines.

Deadlines:

What controls will I build in?

Decide how you will monitor progress and let the delegate know your plans. Avoid 'hovering'.

Controls to be built in:

How will I review the delegation?

Decide how and when this will be done.

Reviewing the process:

#16 - REVIEWING PERFORMANCE

PURPOSE

- To help participants recognize and practice skills for performance review.

#16 - REVIEWING PERFORMANCE

INTRODUCTION

Managers have to be able to work with their staff to review performance. Ineffective handling of performance reviews and appraisals can lead to mistrust between managers and staff. There needs to be a shift away from the one-off annual appraisal interview and a move toward incorporating performance review into day-to-day management.

Effective reviews are regular, ongoing, positive, supportive and enabling, and happen in both formal and informal settings.

PURPOSE

- To help participants recognize and practice skills for performance review.

APPLICATION

This activity can be incorporated in a program on Developing People: The Manager's Role. Depending upon the program objectives and the other planned activities, include it to help provide a variety of activity for participants.

The activity is also relevant for any management development program, or programs on staff supervision, performance review, appraisal, leadership or strategic planning.

WHAT HAPPENS?

After a short introduction, the participants consider the core skills that promote clarity in reviewing performance: active listening (attentive silence, reflecting, paraphrasing and summarizing) and questioning (open, probing and closed questions).

There is then an opportunity for participants to practice these skills and to receive feedback on their use of skills.

The activity ends with the participants reviewing their skills by individually completing a self-assessment.

TIME

Total time: 2 hours, 15 minutes.

- Introduction: 5 minutes
- Core Skills for Enabling Activity: 15 minutes
- Core Skills Practice Introduction: 10 minutes
- Core Skills Exercise: 75 minutes
- Feedback Discussion: 10 minutes
- Self-Assessment: 10 minutes
- Closing Discussion: 10 minutes

RESOURCES & MATERIALS

- 2 Overhead/PowerPoint Masters:
  16.1: Active Listening
  16.2: Questioning
- 4 Handout masters:
  16.3: Active Listening
  16.4: Questioning
  16.5: Skills Practice – Exercise Brief
  16.6: Self-Assessment
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Pens for participants.

HOW DO I DO IT?

Introduce the purpose of the activity, which is to recognize and practice skills for performance review. Explain that as developers of people, managers need to be able to work with their staff to review performance effectively, not just annually but in day-to-day management.

Invite participants to state what they know of ongoing performance review by asking:

- what is a manager trying to achieve
- what skills are needed
- what processes will be helpful?

Write their responses on the flipchart. The responses to look for include:

- strive for performance review to be an ongoing open process of mutual exploration and learning
- listening and questioning skills enable the speaker to explore and be clear about their feelings, events that have happened, their interactions with others and to discuss objectives, targets and overall performance
- implicit in the notion of performance review is a sense of where we are now, where we want to get to, how we want to get there and how all these stages of reviewing performance will be analyzed and assessed
- facilitating clarity, an openness between managers and their staff, as part of the helping process is as important as the giving of specific feedback – the tangible and intangible aspects of the review process are of equal importance
- effective reviews are regular, ongoing, positive, supportive and enabling, and can happen in formal and informal settings.

Take about five minutes for this introduction.

Core Skills

Show Overhead/PowerPoint 16.1
Active Listening

Read through the overhead with the participants and offer them the opportunity to ask questions.

You may wish to give the participants the following additional information during your explanation.

- **Attentive silence**
  Sometimes, while you are listening, the speaker will pause for a short or longer time. The temptation is to break the silence. Avoid breaking a silence if you can. The silence could be the beginning of a very important part of the speaker's story.

- **Reflecting**

  The skill in reflecting is to put your understanding of the speaker's experiences, behaviours and feelings into words that share that understanding with the speaker.

  When you think you have identified the core message, you reflect it back to the speaker in a way that checks out your understanding, for example 'You feel frustrated because you cannot get the information you need'.

- **Paraphrasing**

  A paraphrase makes clear to the speaker that they are being heard and understood because you are able to use your own words to communicate what the speaker has been saying.

  To say, 'I understand', is no guarantee that you do, and gives no assurance to the speaker that you do. A paraphrase demonstrates in your own words that you understand, for example 'As I understand it, Jo and Pat have finished their section, but you are having real difficulty getting Chris to provide what's needed'.

- **Summarizing**

  Like the other active listening skills, summarizing communicates you understanding.

  A summary is the sum of the parts – putting together in your own words your understanding of the experiences, behaviour and feelings of the speaker. For example 'So, you will give Chris one final written reminder with a clear deadline. If you still don't get the work from Chris, you will provide the section yourself, based on what you did for X project, and I will contact Chris's boss'.

Distribute Handout 16.3
Active Listening

The handout will act as a summary of the listening skills that the participants can keep.

Now move on to questioning. Invite the participants to name any types of questions they know, for example:

- open
- probing
- closed
- leading
- why?

Write these on the flipchart before showing the overhead.

	Show Overhead/PowerPoint 16.2 *Questioning*

Read through the overhead with the participants, using the material below to assist your explanation.

Open questions encourage people to talk about themselves more clearly by giving more specific detail about their experiences, behaviour and feelings – they prompt for more information with open invitations to talk.

Probing questions are open questions used to enquire more deeply.

Closed questions are used to obtain specific and precise information.

Unhelpful questioning

- **Multiple questioning**, asking more than one question at the same time, is confusing and the speaker won't know which one to answer. Some won't be answered and, if they are relevant, will need to be asked again.
- **Leading questions** that contain the expected reply are not helpful for the speaker as they are more likely to impose the questioner's theories on the speaker.
- **'Why?' questions** can seem like an interrogation, intrusively seeking information, and they should be used with care.

Check that the participants are clear about the different sorts of questions and their uses, perhaps by using a closed question, ‘Have I made this clear?’ or an open question, ‘What do you think the effects of closed questions are?’

The handout will give the participants a full record of the questioning skills for future reference.

	Distribute Handout 16.4 *Questioning*

Allow about 15 minutes to cover this material on core skills.

Skills Practice

	Distribute Handout 16.5 *Skills Practice – Exercise Brief*

Read through the skills practice handout with the participants and ensure that they understand how they are to carry out the exercise. There are three roles and three rounds, so everyone has an opportunity to be speaker, helper and observer in turn. If the participants have completed Activity 8: Challenging and Feedback Skills, they will be familiar with the procedure.

Don't offer to work with participants to make up a trio, as you don’t have the same experiences as them and you have to be available for the whole group. If the number of participants doesn’t divide by three, there will be participants working in a pair, one speaker and one helper: they can take more time for two rounds, or do three rounds if they want to.

Role of observer

If the participants are new to working with an observer in this way, you may need to brief them on the observer role:

- **Seating**
  Sit in a position from where you can see the faces of the speaker and helper, but not so near as to intrude on their eye contact.

- **Notes**
  Make sure you make notes – use the schedule attached and be as specific as possible in your notes.
- **Focus**
  You will find it difficult not to pay attention to the content. You must try to concentrate on the behaviour of the helper and the speaker – the skills used and the management of the process.
- **Non-participant**
  You must not intervene, interrupt or in any way involve yourself in the discussion. Avoid any facial response or other body language reaction to what you see and hear.

Ask the participants to form groups of three and allocate roles according to the exercise brief. Circulate among the groups while they are setting up to help if necessary, and tell them you will be available during the exercise if you are needed.

Allow about 10 minutes for this introduction and for the trios to get established in a work space.

The exercise itself will take 1 hour and 15 minutes, 25 minutes for each of three rounds.

Reconvene the participants and ask them about how they found doing the exercise and how confident they now feel about their ability and effectiveness to enable clarity with their staff in the workplace. The goal is not to explore the content of the group work, but the processes and skills for reviewing performance.

Allow about 10 minutes for this feedback discussion.

Self-Assessment

The final part of this activity is an opportunity for participants to review and assess their use of skills, in light of both the feedback they have received and any observations they have made.

Distribute Handout 16.6
Self-Assessment

Ask participants to reflect individually on their current use of skills and areas they want to change. They should make notes on the handout.

Draw the activity to a close by asking participants to share something they have learned about their own skills or want to improve on after doing this activity.

Allow about 20 minutes for the self-assessment and this closing discussion.

Active Listening

16.1

ATTENTIVE SILENCE helps the:

- speaker to think and to express their feelings
- listener to reflect on what has been said (or not said).
- Try *not* to break silences.

REFLECTING

- acknowledges the speaker's feelings
- checks the accuracy of the listening, to the said and the unsaid.
  e.g. "You feel… because… ."

PARAPHRASING

- communicates the listener's understanding to the speaker
- describes the listener's understanding in their own words
  e.g. "When X said that, you replied … "

SUMMARIZING

- communicates the listener's understanding to the speaker
- describes the listener's understanding in their own words
  e.g. "So, the sequence of events was Sue's phone call to you, Dave's phone call to Sue, your phone call to Sue."

BARRIERS TO ACTIVE LISTENING

- cultural and value differences
- assumptions about the speaker
- preoccupations in listener's own life
- preparing a reply while listening
- thinking about the next meeting, etc.

Questioning

16.2

OPEN QUESTIONS

- Require more than a 'yes' or 'no' response
- prompt for more information (perhaps general)
  e.g. "Can you tell me more about … ?"
  "How did that happen?"

PROBING QUESTIONS

- open questions seeking clarity
- more specific questioning (particular route/topic)
  e.g. "What exactly happened?"
  "What did she actually say?"

CLOSED QUESTIONS

- seek specific response ('yes' or 'no')
  e.g. "What time was it?"
  "Did you reply?"

Unhelpful questioning…

MULTIPLE QUESTIONING

- confusing
  e.g. "Was he in his office? How did he sound?"

LEADING QUESTIONS

- infer a required response
  e.g. "Wouldn't it be helpful if you did X?"

WHY? QUESTIONS

- feel like interrogation
  e.g. "Why did you do that?"

Active Listening

16.3

ATTENTIVE SILENCE helps the:

- speaker to think and to express their feelings
- listener to reflect on what has been said (or not said).
- Try *not* to break silences.

REFLECTING

- acknowledges the speaker's feelings
- checks the accuracy of the listening, to the said and the unsaid. e.g. "You feel… because… ."

PARAPHRASING

- communicates the listener's understanding to the speaker
- describes the listener's understanding in their own words e.g. "When X said that, you replied … "

SUMMARIZING

- communicates the listener's understanding to the speaker
- describes the listener's understanding in their own words e.g. "So, the sequence of events was Sue's phone call to you, Dave's phone call to Sue, your phone call to Sue."

BARRIERS TO ACTIVE LISTENING

- cultural and value differences
- assumptions about the speaker
- preoccupations in listener's own life
- preparing a reply while listening
- thinking about the next meeting, etc.

Questioning

16.4

Questions should serve a purpose beneficial to the speaker. Answering a question should enable the speaker to move on in a way that contributes to reviewing performance and to managing the problem. This may seem obvious, but quite often questions are asked to satisfy curiosity or to fill in a silence.

Questions should enable the speaker to get somewhere, and information being sought should be sought because it is relevant.

Limit questions as much as possible. It is easy to ask too many so that the speaker feels grilled.

Use statements or requests occasionally as an alternative to questions.

e.g. "I'm not sure what the problem is."

"I think I need more details about this."

"It might help if you can say more about that."

Statements of this kind have the same effect as questions of encouraging the speaker to clarify and to make things more specific.

Interjections can have a similar use,

e.g. "I've asked for an explanation but I'm not entirely satisfied with what they said."
"Not entirely satisfied?"

The interjection can enable a speaker to say more fully what they are only half saying.

Effective questioning, especially open questioning, should reveal information. This should be listened to and understood.

It's often useful to respond to a reply with an empathic response rather than follow it up immediately with another question. An empathic response may encourage the speaker to add more information so that a follow up question becomes unnecessary.

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continued …

Questioning

16.4

Types of question

Open questions encourages people to talk about themselves more clearly by giving more specific detail about their experiences, behaviour and feelings. They prompt for more information with open invitations to talk.

> "Can you tell me about ... ?"
> "What concerns you most?"
> "What other ways are there of thinking about this problem?"
> "How might… see this situation?"
> "What courses of action have you thought about?"

Probing questions are open questions used to enquire more deeply.

They can clarify something in a story which seems to contradict something else:

> "You said earlier that … What are you now saying?"

They may help the speaker to make some general statement more specific:

> Speaker: "My boss picks on me a lot."
> Helper: "What does your boss actually do?"
>
> Speaker: "What's happening makes me feel angry."
> Helper: "What's exactly is it that makes you angry?"

They may also help the speaker look more deeply into what is happening:

> "You were saying things have not been going well for a long time now. Could we explore that in more detail. What has actually been happening?"

Further examples of probing questions are:

> "What has happened to make you think like that?"
> "What exactly would you like?"
> "Can you give me an example?"
> "Can you tell me about the last time it happened?"

continued …

Questioning

16.4

Closed questions are used to obtain specific and precise information.

Questions may focus on some specific information.

"Are you… ?"
"Do you… ?"
"Have you… ?"
"Did you… ?"
"Who… ?"
"How many… ?"
"Where… ?"

Unhelpful Questioning

Multiple questioning, asking more than one question at the same time, is confusing and the speaker won't know which to answer. Some won't be answered and, if they are relevant, will need to be asked again.

Leading questions that contain the expected reply are not helpful for the speaker and they are more likely to impose the questioner's theories on the speaker.

e.g. "Don't you think it might be better to … ?"
"Wouldn't it help if… ?"

Why? questions can seem like an interrogation, intrusively seeking information, and they should be used with care.

Skills Practice – Exercise Brief

16.5

Work in groups of three. Allocate roles of speaker, helper and observer for the first round.

Speaker

Your role is to discuss an aspect of your performance on this course so far (e.g. use of skills, working in groups) or a situation at work that you would like to review in terms of your performance.

Helper

Your role is to use probing questions as well as active listening skills to enable the speaker to review their performance, to be as clear as possible and to identify areas for change.

Observer

Your role is to observe the helper and the speaker in order to be able to give feedback to the helper on their effective use of skills to help the speaker review their performance. A separate observer brief is attached.

Timing: 15 minutes speaking/helping, followed by 10 minutes feedback, total 25 minutes.

The feedback process

Follow this pattern each time.

- Helper comments on their own use of core skills for enabling clarity.
- Speaker gives feedback on helper's use of core skills for enabling clarity.
- Observer gives feedback on helper's use of core skills for enabling clarity and the effect on the speaker.
- This 25 minute cycle is repeated three times with the roles changing each time.

continued …

Skills Practice – Exercise Brief

16.5

Observer schedule

The feedback you give will be based on your observations, recorded on this schedule. Your feedback adds to any self-assessment by the helper and feedback from the speaker. You do not need to repeat anything already said.

The helper said/did:	**Effect on the speaker:**

Self-Assessment

16.6

You received feedback during the skills practice on your use of skills in performance review. Take a few minutes to reflect and ask:

(a) to what extent am I comfortable and competent using active listening skills?

attentive silence

reflecting

paraphrasing

summarizing

(b) to what extent am I comfortable and competent using different types of questions?

open questioning

probing questioning

closed questioning

(c) to what extent am I aware that I use unhelpful questions (e.g. multiple questions, leading questions and why? questions)?

(d) what do I want to do differently?

#17 - MANAGEMENT INTERVENTIONS

PURPOSE

- To introduce a range of interventions, to consider when it will be appropriate to use the different interventions and to practice using different interventions.

#17 - MANAGEMENT INTERVENTIONS

INTRODUCTION

There are various interventions that a manager can use when working one-to-one or with the team. An awareness of the application of the different interventions and the skills to use appropriate interventions expand the manager's repertoire and will facilitate staff development and learning.

PURPOSE

- To introduce a range of interventions, to consider when it will be appropriate to use the different interventions and to practice using different interventions.

APPLICATION

This is a fairly short and light-hearted activity to use during a program on Developing People: The Manager's Role. It would be best to run it when it's anticipated that energy may be flagging or when there isn't time for a longer activity.

The activity can also form part of any management development program, staff support and supervision, team development, or performance review training programs.

WHAT HAPPENS?

The participants first consider the different types of intervention and what might be said in each case. They then have an opportunity to find out how they will make decisions about which type of intervention to use in any particular situation and to act out the different types. The activity closes with a self-assessment exercise.

TIME

Total time: 1 hour, 35 minutes.

- Types of Intervention: 15 minutes
- Choosing Interventions: 20 minutes
- Feedback Discussion: 15 minutes
- Applying Interventions: 30 minutes
- Self-Assessment and Discussion: 15 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  17.1: Interventions
- 4 Handout Masters:
  17.2: Interventions
  17.3: Choosing Interventions – Exercise Brief
  17.4: Applying Interventions – Exercise Brief
  17.5: Self-Assessment
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Paper and pens for participants.
- Space for group work (separate rooms if possible).

IN PREPARATION

Prepare six sheets of plain paper as follows. Write one of the following at the top of each sheet using a marker.

- directing/advising
- informing
- questioning/eliciting
- supporting
- challenging
- freeing-up

Fold each piece of paper so that the word(s) cannot be seen. These sheets are for use in the applying interventions exercise to ensure a random distribution of the different types of interventions.

Types of Interventions

There is a range of interventions that managers use in the workplace, such as when they are coaching a staff member or reviewing progress. If a staff member is stuck or cannot think of what to do next, how will the manager 'intervene'? There are numerous possibilities, but the interventions that this activity focuses on are:

- directing/advising

- informing
- questioning/eliciting
- supporting
- challenging
- freeing-up.

At times managers will consciously use a style that is (or is not) appropriate. At other times, they will intuitively use a style that may or may not be appropriate.

Start the activity by introducing its purpose, which is:

- to introduce a range of interventions
- to consider when it will be appropriate to use the different interventions and to practice using different interventions.

NOTE: At this stage you may choose not to tell participants that they are going to act, as acting can cause anxiety in some participants and may prevent them from participating fully in the first parts of the activity.

Show Overhead/PowerPoint 17.1
Interventions

Using the information below, explain to the participants the different types of intervention.

- **Directing/advising**
  Giving advice, being directive, e.g. "If that happens again, you must…"
- **Informing**
  Informing, being instructive, didactic, e.g. "We usually use X method for that: it works like this…"
- **Questioning/eliciting**
  Encouraging reflection, self-directed problem-solving, e.g. "Can you say some more about that?"
- **Supporting**
  Being approving, confirming, validating, e.g. "Your response to that question from Y was very clear and helpful."

- **Challenging**
  Being challenging, giving feedback, e.g. "I notice that when you talk to X you always smile."
- **Freeing-up**
  Releasing tension, enabling the expression of feelings/ emotions, e.g. "What is it you really want to say to Y?"

Invite participants to indicate what they might say in each case. What would each type of intervention sound like? (Use the examples above as prompts and the examples on Handout 17.2: Interventions if participants are short of ideas.)

	Distribute Handout 17.2 *Interventions*

Reinforce the participants' understanding of the fundamental differences between the different types of intervention by reading through the handout, which gives additional examples, and asking participants if they have any questions or comments.

Allow 15 minutes for this introduction to the different types of intervention.

Choosing Interventions

For this exercise, divide the participants into small groups of four or five and ask each group to elect a spokesperson. Issue the participants with paper and pens.

	Distribute Handout 17.3 *Choosing Interventions – Exercise Brief*

Briefly read through the handout with the participants before they begin the exercise to allow them to ask questions. It may be necessary to explain what is meant by factors and illustrate this with a few examples from the list below.

During the exercise, circulate among the groups to check that they are making progress and know what they are doing.

They have 20 minutes for this exercise.

Reconvene the participants and take feedback from the spokespersons. Write the responses on the flipchart, taking one idea from each spokesperson in turn until all the suggestions are written up. This method prevents one group dominating the feedback and allows all groups to participate.

The sorts of factors that managers will bear in mind when making decisions about which type of intervention to use, with a particular member of staff are listed below.

Factors

- what they are trying to achieve
- an assessment of the needs of the staff member
- what they know of that staff member's skills and abilities
- what they know of the particular situation
- their relationship with that staff member
- what they have observed that day about that staff member
- the history of their most recent interactions (what types of interventions were used and how effective they were)
- how urgent the situation is
- how important it is
- how public/private it is
- the manager's need to develop their own repertoire of interventions
- the need to disrupt/break patterns of interaction/old habits
- the need to be flexible (deciding on a particular intervention in advance may help, but it is important to reassess at the time, depending on what we find).

It isn't necessary for participants to identify all the above, and they may have identified other factors. Make the point that there is a lot to take into account and that they will not always get it right.

Explain that there is no perfect intervention for any particular situation, or for anyone individual. What the activity is trying to achieve is to increase participants' awareness of the different types of intervention, of how to make decisions about which one to use in any given situation, and to help them recognize that they may have a 'preferred' style that isn't always the most helpful.

Allow about 15 minutes for this feedback and any discussion that follows.

Applying Interventions

The third part of the activity involves 'acting'. Some participants will immediately be anxious when you use this word. Be clear yourself about what happens in this part of the activity so that it can be introduced verbally and briefly. Try to introduce it as a lighthearted exercise where the participants can relax, and emphasize that it isn't designed to test their acting ability.

Some of the small groups will really enter into the spirit of the activity, devise props (modest in the time available), want to act their scenario in front of everyone and will really enjoy themselves. Don't force the more reticent groups to do so – they can present their scenario from their positions in the normal seating arrangement.

If the participants have completed Activity 3: The Learning Cycle and Learning Styles, they will know something about their own learning style. The activists and pragmatists will really respond to this exercise, while the reflectors and the theorists will often take the narrator role or observe. Bear this in mind when dividing the participants into small groups.

Distribute Handout 17.4
Applying Interventions – Exercise Brief

Briefly read through the handout with the participants and check that they know what they will be doing.

Divide the participants into small groups, ideally six groups. The size of the groups will depend on total numbers, but don't form groups with fewer than three people. You will probably have some knowledge of the participants by now and can decide how to form the groups so that each group has a mix of lively, active participants who will be keen to 'have a go', and more reflective participants who can narrate or observe.

When the groups have been formed, invite each group to choose one of the folded pieces of paper prepared earlier (see In Preparation).

If you have fewer than six groups, one or more groups will have to prepare more than one scenario. Alternatively, three larger groups could do two scenarios each. At this stage each group should keep quiet about what is written on their piece of paper, it is to be shared in their small group only.

Send the groups to their work space to prepare their scenario(s), in private if possible. Circulate among the groups as they work to make sure they are clear about what they are doing.

Allow about 10 minutes preparation time.

Bring the participants together again and ask for a volunteer group to begin. Each group acts out its prepared scenario(s) for the whole group.

After each scenario the participants guess which type of intervention is being enacted (almost always correctly). Be ready to prompt if the acting is really obtuse or obscure and no one will even hazard a guess (not my experience). You can find out which group has which type of intervention during the preparation stage when circulating round the groups. If the guess is wrong, it's not necessary to do a post mortem, but be sure that the group who presented the scenario is clear about what might be said (and how) for their particular intervention type if they really seem confused.

Allow about 15 minutes for presenting the scenarios.

Review the exercise and the learning about the different types of interventions.

Keep this review brief, no more than five minutes.

Self-Assessment

Finish the activity by inviting participants to assess their preferred type of intervention.

Distribute Handout 17.5
Self-Assessment

Allow the participants about 10 minutes to complete this self-assessment.

When they have completed them, ask the participants to comment on what this self-assessment tells them about themselves. Don't go into the details of the individual self-assessments, but restrict this brief discussion to learning about their use of interventions, the extent to which the activity has helped them identify their preferred type and any changes they may want to make.

Participants should keep their self-assessments until they do Activity 20: Personal Development Planning, where they may choose to develop a plan to extend their repertoire of interventions.

Allow about 15 minutes in total for this self-assessment and discussion.

Interventions

17.1

- directing/advising
- informing
- questioning/eliciting
- supporting
- challenging
- freeing-up

Interventions

17.2

There is a variety of types of intervention that any manager can use to facilitate staff learning and development.

Directing/advising

- Giving advice, being directive, e.g.
  "If that happens again, you must…"
  "You need to write a brief report on that."
  "You should stand up to Y."

Informing

- Informing, being instructive, didactic, e.g.
  "We usually use X method for that: it works like this…"
  "You will find similar reports in the filing cabinet in the office."
  "This is how our card index system works."

Questioning/eliciting

- Encouraging reflection, self-directed problem-solving, e.g.
  "Can you say some more about it?"
  "How could you achieve it?"
  "What could you do differently next time?"

Supporting

- Being approving, confirming, validating, e.g.
  "Your response to that question from Y was very clear and helpful."
  "You've brought that project in on schedule – that is a first for us. Well done."

continued …

Interventions

17.2

Challenging

- Being challenging, giving feedback, e.g.
  "I notice that when you talk to X you always smile."
  "You looked very tense during that meeting – in your shoulders, and your voice was quite high at times. Is there something I need to know?"

Freeing-up

- Releasing tension, enabling the expression of feelings/emotions, e.g.
  "What is it you really want to say to Y?"
  "You seemed shocked when X said… How are you feeling now?"
  "I sense that there is a lot going on for you – you seem preoccupied."

(Amended and adapted, with the author's permission, from the work of John Heron, *Helping the Client: A Creative, Practical Guide*, London, Sage, 1990.)

Choosing Interventions – Exercise Brief

17.3

The goal of this exercise is to identify the factors that a manager may take into account in deciding which type of intervention to use.

Work in small groups of four or five and elect a spokesperson to present feedback to the whole group.

List the *factors* you will take into account in deciding which type of intervention to use in any particular situation with a staff member.

You have 20 minutes for this exercise.

Applying Interventions – Exercise Brief

17.4

The goal of this exercise is to practice the different types of interventions.

Work in small groups to devise a 'scenario' to act out your allotted intervention type.

There are three roles: narrator, staff member and manager.

Timing. You have 10 minutes to devise and prepare your scenario and a maximum of two or three minutes to present your scenario to the whole group.

Self-Assessment

17.5

Assess and mark along the grade line the extent to which you use the different types of interventions.

Directing/advising Giving advice, being directive

I use this all the time | I don't use this at all

Informing Informing, being instructive, didactic

I use this all the time | I don't use this at all

Questioning/eliciting Encouraging reflection, self-directed problem-solving

I use this all the time | I don't use this at all

Supporting Being approving, confirming, validating

I use this all the time | I don't use this at all

Challenging Being challenging, giving feedback

I use this all the time | I don't use this at all

Freeing-up Releasing tension, enabling the expression of feelings/emotions

I use this all the time | I don't use this at all

Now consider:

(a) for the types of intervention that you don't use often or at all – what stops you using them?

(b) what changes, if any, you want to make.

#18 - MANAGING CHANGE

PURPOSE

- To enable participants to consider the dimensions of change, to recognize what the likely impacts of change are and to identify strategies to manage change productively, creatively and effectively.

#18 - MANAGING CHANGE

INTRODUCTION

Change is one of the constants in the world of work, so effective change management is vital to the success of any enterprise. Too many new initiatives fail before they get off the ground, not because they don't have potential but because the implementation is not thought through; they were never given a chance.

PURPOSE

- To enable participants to consider the dimensions of change, to recognize what are the likely impacts of change and to identify strategies to manage change productively, creatively and effectively.

APPLICATION

This activity should be used toward the end of a program on Developing People: The Manager's Role as it offers participants the opportunity to consider how to implement change, possibly arising from their own learning on the course.

The activity can also form part of any management development program as a change management activity.

WHAT HAPPENS?

The participants first consider the different levels of change and have an opportunity to explore the emotions involved in change processes. They are introduced to a model, The Stages of Change, and the idea that during any change process our productivity and skills will diminish initially as we cope with the impact of change. Participants then work in small groups to plan strategies to manage changes, using case studies.

TIME

Total time: 1 hour 40, minutes.

- Introduction: 5 minutes
- Experiencing Change: 20 minutes
- The Stages of Change: 10 minutes
- Managing Change Exercise: 35 minutes
- Feedback Presentations: 20 minutes
- Feedback Discussion: 10 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  18.1: The Stages of Change
- 6 Handout Masters:
  18.2: The Stages of Change
  18.3: Managing Change – Case Study One
  18.4: Managing Change – Case Study Two
  18.5: Managing Change – Case Study Three
  18.6: Impact of Change on Performance
  18.7: Managing Change
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Flipchart sheets and markers for participants.
- Post-It® Notes (medium size with about eight sheets) for participants.
- Paper and pens for participants.
- Wall/board space for displays.
- Masking tape/white tack/drawing pins.
- Space for small groups work (separate rooms if possible).

IN PREPARATION

Prepare two flipchart sheets, headed Helpful and Unhelpful, to be used during the exercise on experiencing change.

The case study exercise for managing change can be organized in advance, as can the feedback presentations. Refer to the section, Managing Change, for notes on choosing the form of feedback.

Decide how many of the case studies on Handouts 18.3, 18.4 and 18.5 to use for the exercise. This will depend on the number of groups (i.e. the total number of participants) and how appropriate the case studies are for the participants.

Participants will be working in small groups of four or five for the exercise. Each group will work on one case study, so each participant in each group needs a copy of the relevant handout.

Decide how the groups should present their findings – a visual presentation or verbal feedback. Both are provided for in the Materials & Resources list. Supply a flipchart sheet or sheets and markers to each group, and wall/board space for display, if a visual presentation is preferred. Verbal feedback requires paper and pens for the group spokesperson to make notes for the presentation of their group findings.

HOW DO I DO IT?

Experiencing Change

Begin by introducing the purpose of the activity, which is to:

- enable participants to consider the dimensions of change
- recognize what are the likely impacts of change
- identify strategies to manage change productively, creatively and effectively.

Invite participants to quickly identify different levels of organizational change that they have experienced. The goal is to identify:

- imposed change (from internal or external sources)
- manager-generated change
- team-generated change.

The important point to make is that ownership of the change lies with the originator to a great extent. A manager's role is to enable their staff to embrace the change and all that it implies as quickly as possible so that they can move forward.

This should be a quick introduction – about five minutes.

Give each participant a Post-It® Note pad and marker.

Ask the participants to reflect for a moment or two on the emotions they have experienced during a change process – this can be any level of change – and to write down the six (or eight) emotions that seem the most significant. They should use large letters and write one emotion on each Post-It® in not more than three words per note.

Allow only two or three minutes as this should be a quick, lively activity.

You are going to ask the participants to display their Post-It® Notes categorizing the emotions that they experienced as helpful or unhelpful to the change process, but they should not know these two categories until they have finished writing as this may limit their creativity.

When the participants have finished writing, tape/pin the two prepared flipchart sheets, headed **Helpful** and **Unhelpful**, on the wall/board.

Now ask the participants to display their Post-It® Notes on the flipchart they feel most appropriate. The range of emotions displayed is usually extensive, and you will find the same emotion placed by different people on flipcharts.

Allow time for the participants to post and read all their Post-It® sheets (about seven minutes in all).

Ask what the participants have learned about experiencing change from this exercise. They should be able to identify:

- the range of emotions people experience in a change situation

- that emotions they may experience as helpful may not be so for other people (and vice-versa)
- that the emotions they identify will not be the same tomorrow
- that even if some emotions appear common to this group they will not necessarily be common in other groups
- that change situations generate strong emotions, both blocking emotions and dynamic, optimistic emotions.

Summarize the learning by referring to the points listed above, particularly if not all were mentioned by the participants.

Allow about 10 minutes for this review.

The Stages of Change

Show Overhead/PowerPoint 18.1
The Stages of Change

Explain to the participants that this is one model out of many that describe the stages and the emotions involved in any change process.

Point out that individuals may:

- not go through all the stages
- move back and forth through the stages in anyone change process
- move through the different stages at different rates.

Link this model to the idea that our abilities, our use of skills and our performance are affected by our experience of change. Use Handout 18.6: Impact of Change on Performance as a prompt for your input.

The important points to make are that:

- during change processes our performance will be reduced

- we can minimize the effects by good change management
- managers need to be proactive and creative in how they manage change.

Invite the participants to comment and ask any questions.

Allow about 10 minutes to consider this material on the stages of change.

	Distribute Handout 18.2 *The Stages of Change*

Managing Change

If at all possible, organize the groups, decide on the case studies to use and the method of presentation of feedback in advance (see In Preparation). This will ensure a smooth introduction to the exercise for the participants and save time.

Divide the participants into small groups of four or five and ask each group to elect a spokesperson to report their findings. Each group will work on one case study and each group member needs their own copy. Decide how many case studies to use, depending on the number of groups and how appropriate the case studies are for the participants.

	Distribute Handout 18.3 *Managing Change – Case Study 1*

	Distribute Handout 18.4 *Managing Change – Case Study 2*

	Distribute Handout 18.5 *Managing Change – Case Study 3*

If you decide that more than one group will do the same case study, participants should give verbal feedback, some from one group and some from another in turn. Start the feedback for each question with a different group spokesperson so that one group does not dominate.

If the groups are to work on different case studies, a visual presentation can be used. The group findings can be written on a flipchart sheet or sheets and displayed for presentation by the spokesperson. Where each group works on a different case study but a verbal feedback is preferred, write the findings on the flipchart yourself as the spokesperson is speaking.

Whichever method is chosen, in advance of the session or not, brief the participants about how you want the groups to present their feedback and issue them with the necessary materials.

As the exercise proceeds, circulate between the groups to make sure they understand the task and to offer help if necessary.

Allow about 10 minutes to organize the exercise. The groups have 25 minutes to complete their case study, including preparing their feedback.

Bring all the participants together for the feedback/ presentations.

Allow about five minutes for each case study.

Feedback for the case studies should include some of the material outlined below.

Case Study 1

In an imposed change, as this is, and where the reaction is likely to be at best passive acceptance or tolerance of the situation, the strategy needs to be moving to support active involvement as quickly as possible. How to achieve this will depend upon whether or not the participants choose to work with the finance team.

The strengths and weaknesses of working with the finance team include:

Key strengths:

- a public statement of support for the change by you to the team and the organization
- increased understanding for yourself of the rationale for the change
- more knowledge of the new proposals by working with Finance
- will be in a better position to coach and support staff in future
- improved working relationship with Finance.

Key weaknesses:

- time taken for planning
- if change doesn't work you will be associated with it
- team reluctant (may feel you are deserting them)
- not necessarily important for your team anyway.

The strengths and weaknesses of not working with the finance team include:

Key strengths:

- time available for use as planned
- you are not associated with an unnecessary change
- team welcome your loyalty to them.

Key weaknesses:

- your team is left behind, unskilled as you cannot support them
- Finance (and perhaps senior management) see you as unhelpful/a resistor
- possible risk to yourself of missing future promotion

- increased possibility of redundancy (if organization is looking for staff to make redundant)
- your team doesn't meet targets in future
- your team resent you for not being involved
- the change is a great success and your position is weakened.

Action to implement the strategy may include some of the following possibilities (not in any priority order), regardless of which strategy has been chosen.

- Think about your management style – can you involve people at all times?
- Establish for yourself, and with the team, the reasons for the change.
- Have a plan and action it. Review the appropriateness as you go and always be prepared to revise it and be flexible.
- Ensure that you give yourself plenty of time to deal with the people aspect.
- Remember that people will be unsure, angry and feel de-skilled. Reward small successes, tolerate mistakes and encourage people to give it a try.
- Build in time for staff to develop the new skills and become familiar with the new processes. This may mean accepting lower productivity for a short while.
- Seek and give feedback as much as possible.
- Show an interest and concern for the feelings of your staff.
- Find out as much as you can (from Finance in this case) about the change.
- Report back as much as you can to everyone.
- Reassure your staff, and try to maintain or increase their rewards.
- Find out about, and initiate action to deal with, people's fears and anxieties.
- Listen to grievances and act.

- Seek ideas and opinions.
- Give lots of encouragement and recognition.
- Help, coach, guide and train your staff.
- Make sure responsibilities are clear during and after the change.
- Monitor that the changes are working and take action if they are not.
- Don't start, support or encourage rumours on the grapevine.
- Encourage your senior staff to make the positive contributions mentioned above.
- Be positive yourself. If you complain and take a negative stance, others will follow.
- Plan for team meetings in the months after the change date to review how things are going and to stimulate the team to learn from this experience.

The key skills needed for change management are communication skills:

- active listening (including attending, reflecting, paraphrasing and summarizing)
- probing
- challenging
- giving and receiving feedback.

In addition, planning, prioritizing, networking, monitoring and reviewing skills will be needed.

Case Study 2

The issues you can expect participants to identify include,

for the manager:

- am I skilled enough
- what support do I have available
- where do I start

- what can I realistically achieve in the first six months
- what are my critical success factors
- how will I assess progress
- do I introduce it or just start
- do I want feedback from the team, for others?

for the team:

- anxiety (the manager's approach changes, loss of familiar patterns of behaviour)
- relief
- perhaps everything is going to change
- this is much better, being involved
- more work for us
- this seems great – wish it could all happen tomorrow
- splits in the staff team, depending on their reaction to the change
- this isn't fair – some will get 'more' than others
- I liked going on training courses (a day out/trip to the shops/meeting friends)
- now we'll be stuck in the office more.

Strategy is likely to be 'identify small changes to start with', for example:

- change my behaviour regarding mistakes, to ensure that they are reviewed and learned from
- establish a routine of giving feedback to all staff
- as part of the team planning process, identify team skills gaps and plan with team how to close them, performance standards and review mechanisms
- work with each member of staff over the next three months to identify one modest learning/development need and plan with them how to meet that need; agree on performance standards, time-scales and review procedure; secure resources, facilitate action and review as agreed on.

The implementation of the chosen strategy and the skills needed will be similar to those identified for Case Study 1 above.

Case Study 3

The issues that are identified are likely to include,

for the manager:

- performance management and review processes
- feedback mechanisms – to manager from staff members and customers, from manager to staff
- communication in general
- how to identify learning and development needs
- time-keeping
- monitoring expenditure
- whether they are a team
- supporting staff
- crisis management
- sickness absence
- staff/customer relations.

for the team members:

- whether we are a team
- support for us in isolation
- coping with difficult customers/situations
- time-management
- loss of social life in office
- impact on private life
- travel time (and costs)
- different norms in customers' organizations
- who my employer is
- where I belong.

The strategy for managing the change is likely to involve a team planning session with the following objectives of:

- providing an opportunity for all staff to explore the implications of this change and the costs and benefits of the change
- planning to manage the impact of the change.

The implementation of the chosen strategy and the skills needed will be similar to those identified for Case Study 1 above.

When all the feedback is completed, draw out from the participants, any conclusions about change management, including:

- in a change situation, to think clearly about what you want to achieve
- don't neglect the feelings and emotions aroused
- allow time for staff to come round to new ideas
- allow time for staff to develop new skills.

The final point to make is that there is no right way to implement change. What you must do is to plan it, do it and review it every time.

Never neglect the people dimension and the crucial role of communication, both face-to-face and in writing.

Allow about 10 minutes for this feedback discussion.

Distribute Handout 18.6
Impact of Change on Performance

Distribute Handout 18.7
Managing Change

Explain to the participants that these handouts are a summary of the learning for this activity. They should read them later and keep them for reference. (If they are handed out during the activity participants may stop and read them, thereby breaking up the flow of the activity.)

The Stages of Change

18.1

SHOCK
(freeze, numbness, immobility)

DENIAL
(defensive retreat, possible anger and guilt)

FRUSTRATION
(depression, sadness, helplessness)

ACCEPTING REALITY
(reconciliation, letting go)

EXPERIMENTING
(adaptation, exploring, learning)

BUILDING
(growth, understanding, applying)

The Stages of Change

18.2

SHOCK
(freeze, numbness, immobility)

DENIAL
(defensive retreat, possible anger and guilt)

FRUSTRATION
(depression, sadness, helplessness)

ACCEPTING REALITY
(reconciliation, letting go)

EXPERIMENTING
(adaptation, exploring, learning)

BUILDING
(growth, understanding, applying)

Managing Change – Case Study 1

18.3

The goal of this exercise is for you to develop a plan to implement change in the situation outlined.

Work in small groups and elect a spokesperson to report your findings.

The Finance Manager is to introduce a new accounts package to be operational in six weeks' time. The immediate impact for your team is twofold:

- there is to be a new computerized process for reporting expenditure and instructing Finance to raise invoices: each member of staff will be expected to do their own input
- the data you receive from Finance will change to assist in budget management – easier for the non-financial manager to interpret and more timely.

As far as you and the team are concerned the old system worked all right. You are a research department and do not 'trade' very heavily. Despite your involvement during the development phase, you are not convinced that the new system is a significant improvement.

The Finance Manager is visiting every team for a two-hour briefing – yours is booked in two weeks. You can work with them to introduce the changes to the team, if you choose. You will have to attend a pre-meeting with Finance to plan how you will work with the team, and this will take a further two hours. You are pretty numerate and good with accounts.

You have to let them know in the next day or so if you intend to attend the pre-meeting. (You *could* make time for the pre-meeting by moving meetings around.)

What strategy will you adopt to facilitate this change?

What are the strengths and weaknesses of your chosen strategy?

How will you implement your strategy?

What skills do you need?

Managing Change – Case Study 2

18.4

The goal of this exercise is for you to develop a plan to implement change in the situation outlined.

Work in small groups and elect a spokesperson to report your findings.

You have just returned from a training course and want to change how you work with your team members. You realize that you have been too controlling/laissez-faire over staff training and development issues. You want to initiate new ways of working that will

- involve staff
- integrate learning into everyday work
- lead to increased output.

What issues do you anticipate arising for yourself and the team?

What strategy will you adopt to facilitate this change?

How will you implement your strategy?

What skills do you need?

Managing Change – Case Study 3

18.5

The goal of this exercise is for you to develop a plan to implement change in the situation outlined.

Work in small groups and elect a spokesperson to report your findings.

Historically, your team of 10 (two office-based administrators and eight project development managers), has been primarily office based. You and the team have been planning for next year, and changes in organizational objectives and your market mean that:

- several team members will spend at least 60 per cent of their time at customers' sites
- other team members will be working on two development projects with customers, suppliers and staff from your regional offices – they will be out on this alone from 40 per cent of their time, in addition to their normal development work with customers which takes them out for 20 to 30 per cent of their time.

What issues do you anticipate arising for yourself and the team?

What strategy will you adopt to facilitate this change?

How will you implement your strategy?

What skills do you need?

Impact of Change on Performance

18.6

1. During the first stage, you may well seem to be in shock for a while. You will need time to absorb the change and to compare your expectations to the new reality. You may appear to be doing nothing, may be even not coping. There are several possible explanations for this. You may:
   - lack information about the new situation
   - be afraid of doing it wrong and appearing stupid
   - fear the unknown, which shows up as paralysis
   - lack the motivation to make the change work.

   During this stage your ability to achieve outcomes and to use existing skills will diminish.

2. The second stage is one of denial. You act as if your behaviour patterns from the past are still appropriate. Again, even if you have chosen the transition, you hope your existing skills and knowledge will still be useful. Some of them will be, but severe problems due to denial can arise because you:
   - feel a threat to your level of competence and skill
   - are reluctant to experiment
   - are simply in a rut
   - fear failure and rationalize that what worked in the past should work now.

   During this stage, you may appear to be performing better than during stage one. This is because you are applying your existing skills and knowledge and are seen to be achieving things.

   However, these skills and knowledge do not relate to the current situation and this will gradually become evident. People will start to question your grasp or reality, or think you are being obtuse. Your denial means you will continue to behave in the same way that worked before. Slowly, your defense mechanisms will weaken and you will recognize the need for change.

3. The third stage is one of frustration. You now recognize that you need to change your behaviour but you don't know how. You feel incompetent as you struggle with new skills and new situations, and this means you are aware of your shortcomings. In some cases, you will turn this frustration on others and blame them for your position.

continued …

Feeding into this sense of frustration will be:

- potential overload due to your genuine need to learn new approaches and skills
- fear of losing status through decreased competence
- loss of your power base or your network of contacts.

4. In stage four, you move into accepting reality. You let go of the attitudes and behaviours that were comfortable in the past and can use the answers from stage three to start the process of developing new skills and patterns of behaviour. There will still be moments of frustration, when your skills are not quite practiced enough or you identify yet another new area where you lack knowledge.

   During this stage you have recognized the reality of the new situation and that you need new skills and behaviours. You are ready to develop frameworks for understanding where you are now and to experiment actively.

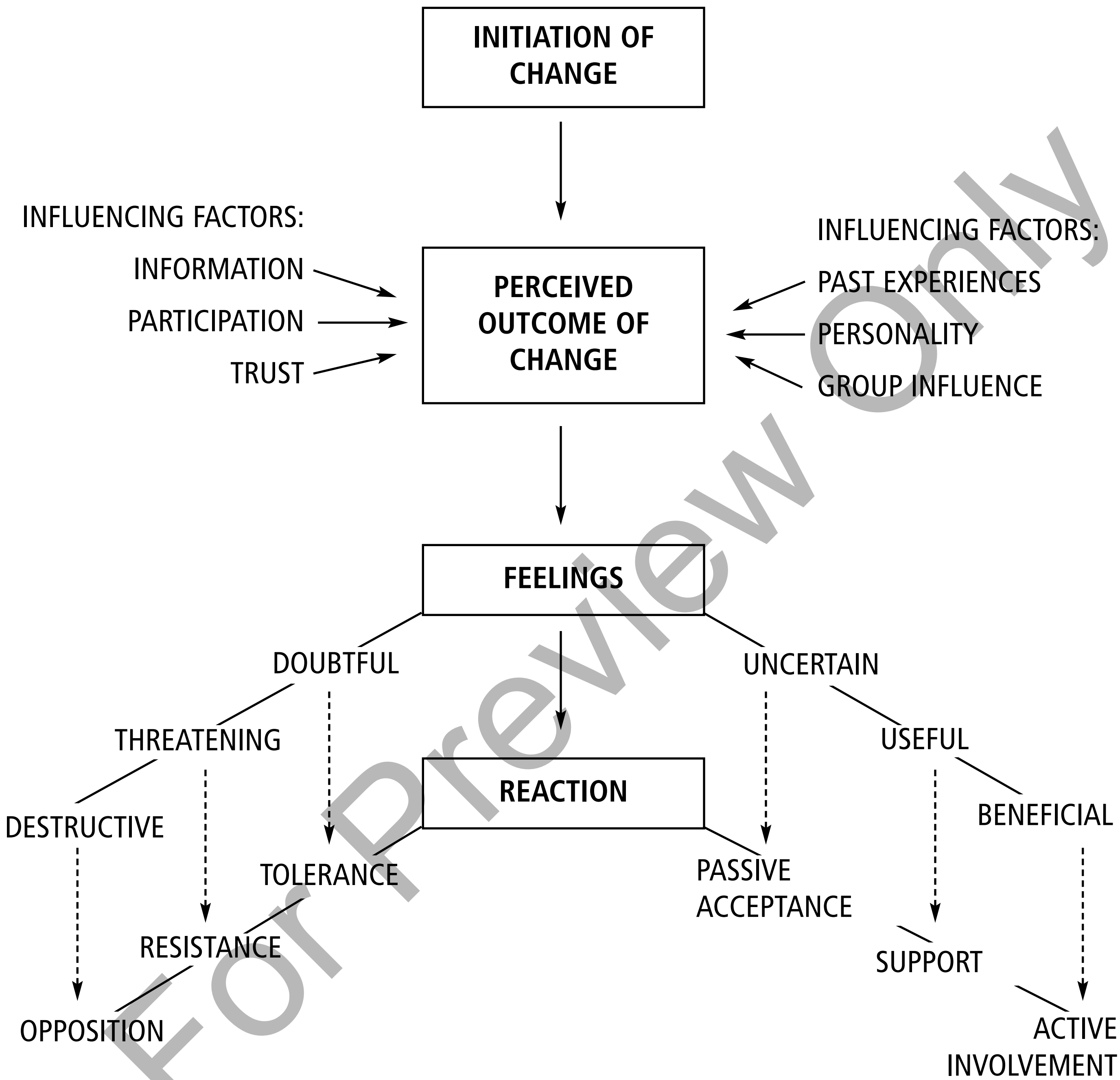
   You may still appear incompetent to a degree; you are working out your identity in the changed situation and there may be temporary problems as you tryout new approaches. For this reason, even though this is the accepting reality stage, your competence in your job is only now approaching previous levels.

5. The fifth stage, experimenting, is when you will be concentrating on developing new skills and knowledge required in the new situation. You will become increasingly competent at operating in the new environment. You will be making decisions about the most effective techniques to use and using them competently. Your knowledge increases and others will come to regard you as the person to consult in your field.

6. During the building stage, stage six, you will be consolidating your new identity in your changed role. You will be developing your views on how the job should be done, how to relate to others. Questions about status, beliefs and your view of the organization will be resolved in your own mind. You will work out where you fit in the new scheme of things.

Managing Change

18.7



The goal of effective change management is to influence the perceived outcome of the people involved so that they are aware of the benefits and positive aspects of the intended change and any negative aspects can be resolved.

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#19 - PERSONAL SUPPORT NETWORKS

PURPOSE

- To enable participants to explore their current work support networks, to give them an opportunity to identify any gaps in the support system, set objectives to improve their support and to recognize and manage the 'drivers' that can be responsible for any blocks to using available support.

#19 - PERSONAL SUPPORT NETWORKS

INTRODUCTION

As developers of people we cannot effectively support and develop others without adequate support and development for ourselves.

PURPOSE

- To enable participants to explore their current work support networks, to give them an opportunity to identify any gaps in the support system and set objectives to improve their support and to recognize and manage the 'drivers' that can be responsible for any blocks to using available support.

APPLICATION

This activity can be used during a program on Developing People: The Manager's Role as part of a varied series of activities for participants or to break up a day.

The activity can also be used on any management development or personal development program.

WHAT HAPPENS?

After a short introduction, the participants map out their support systems/networks in an exercise that continues with the setting of objectives to manage the blocks that stop them from using their support systems effectively.

This is followed by an examination of how 'drivers' (a concept drawn from transactional analysis) can be responsible for inhibiting our use of available support networks.

TIME

Total time: 2 hours.

- Introduction: 10 minutes
- Improving Work Support Systems – Part 1: 50 minutes
- Improving Work Support Systems – Part 2: 40 minutes
- Drivers: 20 minutes

MATERIALS & RESOURCES

- 1 Overhead/PowerPoint Master:
  19.1: Drivers
- 3 Handout Masters:
  19.2: Improving Work Support Systems – Part 1
  19.3: Improving Work Support Systems – Part 2
  19.4: Drivers
- Overhead projector or laptop with PowerPoint® compatible software and screen.
- Flipchart and markers for trainer.
- Flipchart sheets and markers for participants (at least one each, in a range of colours).
- Table space for drawing.
- Space for pair work.

IN PREPARATION

Prepare a flipchart sheet from Handout 11.2: SMART Objective Setting in Activity 11 for use in part two of the exercise on improving work support systems.

Prepare a flipchart sheet, headed **Managing Drivers**, with the list of points for managing drivers, in the section Drivers to read through with the participants.

HOW DO I DO IT?

Introduce the activity by saying that as developers of people we cannot effectively support and develop others without adequate support and development for ourselves.

Explain to the participants that this activity will enable them to explore their current networks and work support systems, and help them to identify any gaps in, and blocks to, using their support systems.

This activity, therefore, is designed to take account of the needs of the softer, intuitive and emotional sides of our working experience.

Invite the participants to state what, as managers, they need support for. Write their responses on the flipchart and include the following examples:

Managers need support to:

- develop
- learn
- feel safe/secure
- be recognized
- share ideas
- problem-solve
- identify ways forward
- get a different perspective.

Then ask them to identify what might block them from using available support. Write their ideas on the flipchart. They are likely to suggest:

- not able to acknowledge need
- no time
- danger of being seen as inadequate in some way
- unable to ask for it
- feeling guilty or ashamed of inadequacies
- feeling you have nothing to offer others
- not part of the organization's culture
- my issues are complex – no one will make time to listen.

Don't look for long, written lists here – just a few ideas from participants to help them focus on their support needs and any blocks they may experience to using available support.

Allow about 10 minutes for this introduction.

Improving Work Support Systems – Part 1

Distribute Handout 19.2
Improving Work Support Systems – Part 1

Explain to the participants that the goal of this part of the exercise is to identify their work support systems, any gaps that exist and to identify and minimize any blocks to using their support effectively. (In part two of the exercise they will be setting themselves an objective for planning and managing one of their blocks.)

Read through the handout with the participants, explaining the different steps. Check that they are familiar with the active listening skills. You may need to offer a recap as follows:

- **Attentive silence**
  Sometimes, while you are listening, the speaker will pause for a short or longer time. The temptation is to break the silence. Avoid breaking a silence if you can. The silence could be the beginning of a very important part of the speaker's story.
- **Reflecting**
  The skills in reflecting is to put your understanding of the speaker's experiences, behaviours and feelings into words that share that understanding with the speaker.

  When you think you have identified the core message, you reflect it back to the speaker in a way that checks out your understanding, for example 'You feel frustrated because you cannot get the information you need'.
- **Paraphrasing**
  A paraphrase makes clear to the speaker that they are being heard and understood because you are able to use your own words to communicate what the speaker has been saying.

  To say, 'I understand', is no guarantee that you do, and gives no assurance to the speaker that you do. A paraphrase demonstrates in your own words that you understand, for example 'As I understand it, Jo and Pat have finished their section, but you are having real difficulty getting Chris to provide what's needed'.

- **Summarizing**

  Like the other active listening skills, summarizing communicates your understanding.

  A summary is the sum of the parts – putting together in your own words your understanding of the experiences, behaviour and feelings of the speaker. For example 'So, you will give Chris one final written reminder with a clear deadline. If you still don't get the work from Chris, you will provide the section yourself, based on what you did for X project, and I will contact Chris's boss'.

Keep time for the participants during the exercise so that they move on from one step to the next correctly. Tell them that you will be available to give help if necessary.

The participants should find a partner for Step 3 before beginning the exercise.

Give one sheet of flipchart paper and markers (two colours) to each participant and ask them to find a suitable space to work in.

Allow about 50 minutes altogether for Part 1 of this exercise, including the briefing.

Improving Work Support Systems – Part 2

Before you brief participants for Part 2, ensure that they are familiar with SMART objective setting. If they have done Activity 11 already they will be, but a recap may be useful. Show the flipchart sheet prepared from Handout 11.2: SMART Objective Setting in Activity 11 and use it as a prompt for your explanation.

Allow about 10 minutes to introduce the exercise and outline SMART objective setting if necessary.

Distribute Handout 19.3
Improving Work Support Systems – Part 2

Working in their same pairs as for Part 1, participants will focus on one block they have identified and develop a SMART action plan to overcome it.

Read through the handout with the participants and make sure that everyone is clear about what they are to do. Ask them to return to their pairs to complete the exercise.

Allow about 40 minutes in total for this part of the exercise, including your introduction and the SMART input.

Drivers

To draw this activity to a close, provide information on 'drivers', a concept derived from transactional analysis and concerned with describing regular and recognizable patterns of behaviour that are essentially non-functional.

Show Overhead/PowerPoint 19.1
Drivers

Read through the overhead with the participants. You could offer the description if you wish. Ask the participants for comments and answer any questions.

- **Be perfect**
  people set themselves the task of doing a perfect job, in spite of the fact that perfection is unobtainable.
- **Please me**
  people undertake responsibility for pleasing other people and always put others' needs before their own.
- **Try hard**
  people are driven by the repeated injunction 'needs to try harder', i.e. the process of trying is more important than that of achieving.

- **Hurry up**
  there is so much to do and so little time available, hence the need to move at speed.
- **Be strong**
  know that the world is a cold hard place and only the strong will survive while the weak go to the wall. Any sign of vulnerability, of expression of emotion, is a hostage to fortune.

Allow about 15 minutes to present the information on 'drivers' and answer questions.

Ask participants to what extent they can identify with these drivers as blocks to meeting their own support needs, and consider what they can do to manage their drivers more effectively. Show the prepared flipchart sheet, headed **Managing Drivers**, and read through it with the participants.

Managing Drivers

- **Be perfect**
  - allow yourself to make mistakes
  - set realistic standards – perfection is not always necessary or appropriate
- **Please me**
  - consider and meet your own needs
  - remember that people do value your views and input
- **Try hard**
  - don't volunteer for everything
  - reward yourself when you finish a task
- **Hurry up**
  - slow down a bit and plan realistic time-frames
  - take care listening to others – support is two way
- **Be strong**
  - it is OK to need and ask for support
  - set realistic deadlines – you can't do it all yesterday

Summarize the activity by emphasizing that we all need support and that it is a two-way activity. We all need to build in time to offer and receive support.

	Distribute Handout 19.4 *Drivers*

Tell the participants that this handout summarizes the learning about drivers and will be useful as a reference resource for them.

Drivers

19.1

BE PERFECT –	**PERFECTION SEEKERS**
strengths:	**good planners, well-organized, accurate**
weaknesses:	**miss deadlines seeking to produce perfect work**
PLEASE ME –	**PUT OTHERS' NEEDS BEFORE THEIR OWN**
strengths:	**good team members, empathic and caring**
weaknesses:	**reluctant to challenge or give feedback**
TRY HARD –	**TRYING BECOMES THE END, RATHER THAN THE MEANS**
strengths:	**good at trying something new, enthusiastic**
weaknesses:	**unfinished tasks for others to pick up**
HURRY UP –	**TOO MUCH TO DO, NEVER ENOUGH TIME**
strengths:	**good at meeting deadlines, being efficient**
weaknesses:	**not enough time to consult with others**
BE STRONG –	**NEVER SHOW VULNERABILITY**
strengths:	**good at staying calm in a crisis, making difficult decisions**
weaknesses:	**inability to ask for help can lead to overload**

Improving Work Support Systems Part 1

19.2

This exercise will help you identify your work support systems, any gaps that exist and to identify and minimize any blocks to using the support effectively.

Step 1 (15 minutes)

Take a large piece of paper and on it draw a map of your work support system as described below.

In the middle of the paper draw a picture or symbol of yourself. Around this draw pictures/symbols/diagrams/words to represent all the things and people that support you in your work. These may be the journey to work, books you read, colleagues, certain meetings, friends, groups, and so on.

Represent the nature of your connection to these supports. Are they near or far away? Is the link strong and regular, tenuous or distant? Is the support from below (a foundation) or above (a balloon lifting you up).

Step 2 (10 minutes)

Take a different colour and draw on the picture symbols that represent those things that block you from fully using these support. These may be blocks within you, within the support or within the organizational setting.

Step 3 (20 minutes, 10 minutes each)

Share your picture with your chosen partner. Take turns to be speaker and helper. The speaker describes their picture as fully as possible to the helper, who uses active listening skills.

When the speaker has finished the description, the helper should:

- respond to the picture (the impression it creates)
- assist the speaker to consider:
  - any gaps in the support network
  - minimizing blocks to using the available support.

Change roles and use the process outlined above, in Step 3, to explore the other person's picture. Total time: 45 minutes

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Improving Work Support Systems Part 2

19.3

The goal of this part of the exercise is to manage your blocks to using the support available by setting an objective, action planning and establishing a monitoring process.

Work with the same partner you worked with for part one of this exercise. You have 15 minutes each way, 30 minutes in total.

Earlier in this activity you identified your blocks to using your support network in your role as a manager, and you identified blocks that you thought you could reduce.

For this part of the exercise, focus on one of these blocks. Establish an objective for yourself: what is it exactly that you are going to do (or not do) to ensure you use the support available?

Work with your partner to ensure that your objective meets all the criteria and that your objective is SMART, that it is:

Specific – clear and unambiguous
Measurable – known what is to be achieved
Achievable – within your power to achieve
Realistic – will make a significant difference to the problem
Timebound – achievable within a certain time-frame.

An objective also needs to be within both your own and the organization's values. Once you have developed your objective, develop an action plan to achieve it.

Remember to build in review and monitoring processes to help you check your progress as you go. These may be at the time when you should have achieved a sub-objective, or be part way toward achieving your objective.

Build in a final review session to assess your success in achieving the objective and to review learning: what can you take forward from this process for next time? What should you do more of, and what less?

Drivers

19.4

The concept of drivers is drawn from transactional analysis and is concerned with describing regular and recognizable patterns of behaviour that are essentially non-functional. The behaviours don't satisfy the underlying need, in fact they are self-defeating. These drivers can often block us from using the support networks that are, potentially, available to us.

The drivers are behaviours and attitudes learned in the first few years of life and in relationships to parents. What underpins each driver is a demand from the parent that the way to please them and to survive in the world is to always satisfy one or more of the requirements listed below.

Be perfect people set themselves the task of doing a perfect job, in spite of the fact that perfection is unobtainable.

The strength of 'Be perfect' people is their reputation for producing accurate reliable work and being well organized, looking ahead to plan how to deal with potential problems. However, this can lead to missed deadlines while everything is checked for accuracy and perfect layout. 'Be perfects' may be reluctant to issue a draft rather than the final version.

Do you make time, in your search for perfection, to use your support networks?

Please me people undertake responsibility for pleasing other people and always put their needs before their own.

The strength of 'Please me' people is as team members because of their concern for others' feelings and their ability to empathize and understand. However, this can lead to a reluctance to challenge and caution in giving feedback. 'Please me' people may be so tentative with their own views that they appear to lack commitment to them.

Do you put your need for support before your drive to meet other people's needs?

Try hard people are driven by the repeated injunction 'needs to try harder', i.e. the process of trying is more important than that of achieving.

continued …

Drivers

19.4

The strength of 'Try hard' people is the effort and enthusiasm they put into the task, the excitement of something new. However, this can lead to unfinished tasks and to resentment in the team as Try hard will start something off, do all the interesting work and leave the finishing, possibly to someone else.

Using support networks takes time and may not always be stimulating: your quest for the new may make it difficult for you to establish and maintain lasting networks.

Hurry up people know there is so much to do and so little time available, hence the need to move at speed.

The strength of 'Hurry up' people is the amount they can achieve, responding well to short deadlines, searching for efficient ways of doing things. 'Hurry ups' may not spend too much time preparing to do a task but may spend time talking to people, which can be a real asset. However, this can lead to delay until the last minute in starting a task, which can cause mistakes and leave little or not time for checking and consulting.

Do you plan in advance? Leaving your need for support until the last minute means that others will not always be available. You also need to be available to them and plan for this.

Be strong know that the world is a cold hard place and only the strong will survive while the weak go to the wall. Any sign of vulnerability, of expression of emotion, is a hostage to fortune.

The strength of 'Be strong' people can be their ability to stay calm even in a crisis, to remain emotionally detached, to problem-solve even around difficult personal issues and to make difficult decisions. However, this can lead to an inability to ask for help or to admit any weakness and result in overload. Colleagues may feel uncomfortable with the lack of emotional response.

'Be strong' people find it difficult to acknowledge the need for support, and thus find developing and maintaining networks a challenge.

continued …

Drivers

19.4

Having swallowed these attitudes and learned the behaviours, we are each likely to switch on our favourite drivers when we feel under pressure.

Initially at least the drivers are powerful motivators, but at some stage the person will hit a point of failure brought on by a feeling of frustration, exhaustion, depression, impatience or anger and dramatically switch off.

For example the 'Be perfect' becomes a slob, the 'Hurry up' collapses, the 'Please me' becomes angry with other people. This failure is then followed by feelings of guilt and remorse, plus a replay in the head of the command they were following. These experiences and feelings reinforce the need to Be perfect, Hurry up, and so on. Use your support networks to minimize overdrive.

#20 - PERSONAL DEVELOPMENT PLANNING

PURPOSE

- To enable participants to establish one short-term and one long-term personal development objective as part of their strategy to implement learning related to their role as developers of people.
- To use the techniques of SWOT, force field analysis and setting SMART objectives to creatively explore where they are now, where they want to get to, how they will get there and how they will review their achievements.

#20 - PERSONAL DEVELOPMENT PLANNING

INTRODUCTION

As developers of people we must work on our own personal development objectives, alongside supporting others in their development. This activity provides an opportunity for participants to reflect on their learning during the program and to plan their personal development in relation to their role as developers of people.

PURPOSE

- To enable participants to establish one short-term and one long-term personal development objective as part of their strategy to implement learning related to their role as developers of people.
- To use the techniques of SWOT, force field analysis and setting SMART objectives to creatively explore where they are now, where they want to get to, how they will get there and how they will review their achievements.

APPLICATION

This activity should be used as the final activity of a program on Developing People: The Manager's Role.

The activity can be amended for use as the final activity on a program for management development or training the trainer; indeed any program that involves personal development for the participants.

WHAT HAPPENS?

Following a short introduction, the participants review the analytical and planning techniques of SWOT, force field analysis and SMART objective setting, used in earlier activities, in order to put them to use in personal development planning.

Participants then form pairs to coach each other in developing action plans to implement one short-term and one long-term personal development objective related to their learning as developers of people.

The activity ends with the participants giving and receiving positive feedback in relation to working with each other.

TIME

Total time: 2 hours, 10 minutes or 2 hours, 20 minutes.

- Introduction: 5 minutes
- Analytical and Planning Techniques: 15-25 minutes
- Introduction to Personal Development Action Planning: 10 minutes
- Personal Development Planning Exercise: 60 minutes
- Plenary Discussion: 10 minutes
- Feedback Exercise: 30 minutes

MATERIALS & RESOURCES

- 4 Handout Masters:
  20.1: SWOT Analysis
  20.2: SMART Objective Setting
  20.3: Force Field Analysis
  20.4: Personal Development Planning – Exercise Brief
- Plain paper and pens for participants.
- Space for pair work.

IN PREPARATION

It would be helpful to the participants when creating their personal development plan if they have been asked in advance of the session to refer to review or self-assessment questionnaires they have completed during other activities. Such questionnaires appear in Activities 1, 7, 8, 9, 10, 11 (assessing an objective), 14 and 16. Development needs they identified then could be used in their development plan.

HOW DO I DO IT?

Introduce the activity by explaining that as developers of people participants need to work on establishing and reviewing their own personal development objectives, alongside supporting others in their development. This activity will enable them to do this, using a personal development planning brief based on the principles of the techniques of SWOT, force field analyzes and setting SMART objectives.

Working in pairs and coaching each other, the participants help each other to be as clear and specific as possible about their individual development needs, how to meet those needs and to build in stages to review their progress. They will each work on setting one short-term and one long-term objective related to their role as a developer of people.

Allow about five minutes to introduce the activity.

Analytical and Planning Techniques

- SWOT analysis (strengths, weaknesses, opportunities, threats)
- Force field analysis (enablers and resistors to change)
- SMART objective setting (specific, measurable, achievable, realistic, timed)

NOTE: If the participants have already completed Activities 4 and 11, it will only be necessary to review the SWOT and SMART acronyms by eliciting responses from participants. If some or all of the participants are unaware of these techniques, introduce them by using the three handouts as prompts for your explanation.

Distribute Handout 20.1
SWOT Analysis

Explain to the participants that in developing an idea or objective they should analyze the strengths, weaknesses, opportunities and threats surrounding it. Use your judgement about how much detail to go into when presenting this SWOT technique and what examples to use. Refer to Activity 4 for suggestions.

Distribute Handout 20.2
SWOT Analysis

Read through the handout with the participants and ask for their comments. If you feel an example would be helpful refer to Activity 11, SMART Objectives for suggestions.

Distribute Handout 20.3
Force Field Analysis

After reading through the handout with the participants, use the following scenario to illustrate the force field analysis.

> When I have the next team meeting I want to introduce to my team the idea that I would like us all to be involved in developing a financial strategy. If I explore the supporters and resistors in the team (four members), I know that one member (who didn't get my job and has been very unhelpful since I have been in the position) will block this suggestion very strongly, state that it's my job to do the financial planning and that it's not in the job descriptions of the team members. I also know that two members of the team would welcome involvement in financial planning as a career development opportunity, while the fourth member probably feels indifferent either way. Having identified and weighed up the driving and resisting forces, what could I do to reduce the resisting force and get that person to see this change as a benefit?

To check the participants' understanding of the model, throw the scenario open to the group for suggestions.

Allow about 15 minutes to review these techniques, a little more, perhaps 25 minutes, if any or all of them are new to the participants.

Draw this part of the activity to a close by telling them they are moving on to putting theory into practice.

Personal Development Training

Introduce the exercise by explaining that participants will be working in pairs and coaching each other, to develop personal action plans to implement learning related to their role as a developer of people.

By now participants should have used other activities from this pack and will have completed review or self-assessment questionnaires (as in Activities 1, 7, 8, 9, 10, 11 (assessing an objective), 14 and 16). Refer the participants back to some or all of these to remind them of earlier development needs that they identified and may want to work on now.

Distribute Handout 20.4
Personal Development Planning – Exercise Brief

Read through the handout with the participants and check that they understand how they will manage the exercise and the timing. Ask them to form pairs and begin the exercise.

Allow about 10 minutes for introducing and organizing the exercise. The participants have 60 minutes, 30 minutes each way, to complete their personal development plan.

Reconvene the participants and ask them how useful they found developing a personal development plan using the analytical techniques. To what extent did they help each other to be specific in developing personal objectives?

Take about 10 minutes for this plenary discussion.

Feedback Exercise

Distribute paper and pens and ask each participant to write some feedback for the person they have been working with during this activity.

Say that the feedback should be positive, specific and something each person can take away that adds to their knowledge about themselves as an effective developer of people. Given that the group may have worked together over several days, the feedback may draw on their whole experience of working together and not just during this exercise. Ask the participants to swap feedback sheets with their partner, read what was said about themselves and be prepared to share their partner's findings with everyone by reading them aloud. Explain that hearing positive feedback about themselves doesn't happen too often and it's an opportunity not to be missed.

Ask each participant to:

- read aloud to the group the positive feedback about themselves
- thank the person who gave it to them
- say how they feel and what they think they have learned about themselves from the feedback.

Allow about 30 minutes for this feedback exercise.

SWOT Analysis

20.1

Strengths, **W**eaknesses, **O**pportunities, **T**hreats

Achieving your objectives will bring about a new situation. Identify the strengths, weaknesses, opportunities and threats in this new situation. It's good management to explore a proposal fully before you start to plan and implement any action.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS**

SMART Objective Setting

20.2

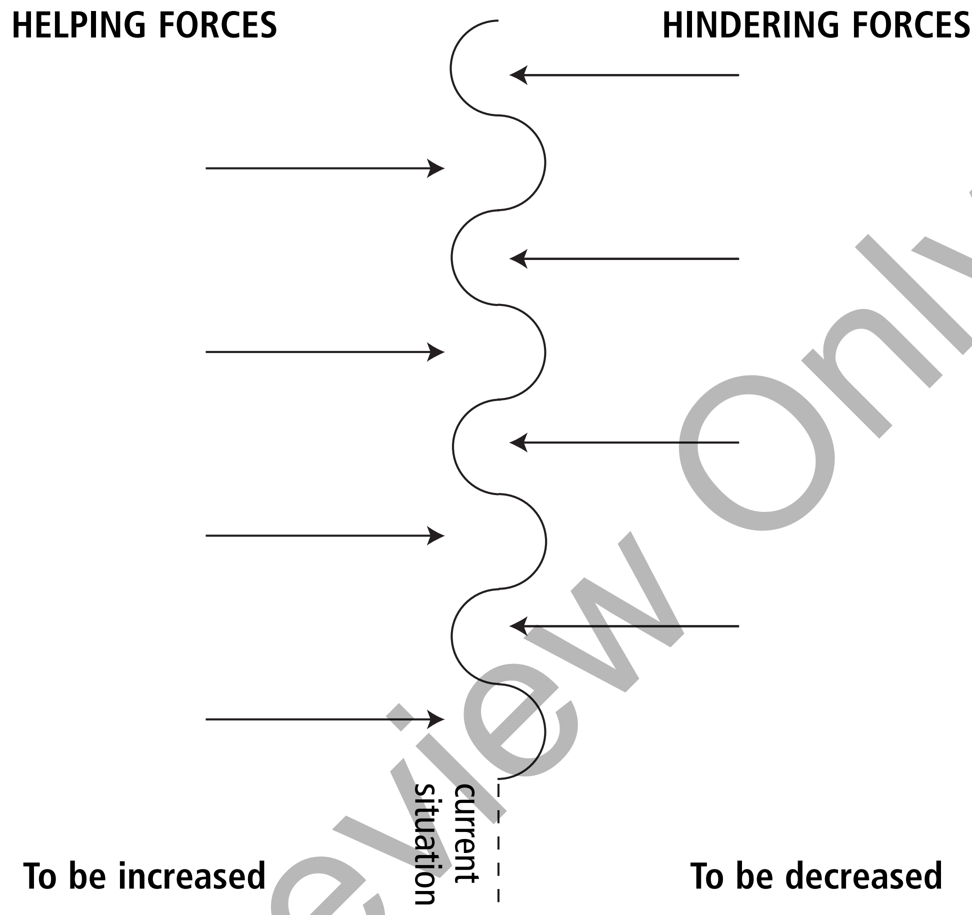
An objective should be expressed in such a way that it is:

- **S**pecific – clear and unambiguous
- **M**easurable – known what is to be achieved
- **A**chievable – within your power to achieve
- **R**ealistic – will make a significant difference to the problem
- **T**imebound – achievable within a certain time-frame.

An objective also needs to be within your own and the organization's values.

Force Field Analysis

20.3



Force field analysis is a process to use in managing change or solving a problem. It is helpful in identifying the obstacles or resistance to change, which could be people, events, resources, organizational values and culture, and so on.

Force field analysis helps with asking questions, identifying blocks to change or solving problems analytically before implementing your plans.

When considering implementing change, make two lists, one for the helpers/ driving forces and one for the obstacles/resisting forces. Weigh each idea on a scale of 1 (very weak) to 5 (very strong). Are the resistors stronger than the driving forces, or vice-versa?

Increasing the drive for change is likely to increase resistance – therefore it may be most effective to look for ways of removing obstacles or reducing resistance as part of managing the change process.

Personal Development Planning – Exercise Brief

20.4

The goal of this exercise is to work on a personal development plan to implement learning related to your role as a developer of people.

Work in pairs, coaching each other to help each other to be as clear and specific as possible about your individual development needs and how to meet those needs.

You have 30 minutes each to prepare your plan, 60 minutes in total.

The questions below (based on SWOT, force field analyzes and setting SMART objectives) may be useful.

Where am I now?

What are my strengths and weaknesses as a developer of people?

How do others (e.g. my line manager, my team members) view me as a developer of people?

What skills do I use well now?

How do others feel about my skills?

What skills do I want to develop/use more effectively?

Do I need more knowledge to enable me to be more effective?

What do I need to change to be a more effective developer of people?

continued …

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Where do I want to be?

What is my specific objective?
Short term:

Long term:

Is it measurable, achievable and realistic?
Short term:

Long term:

What is my time-frame?
Short term:

Long term:

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How do I get there? (to achieve my short-term objective)

Possible strategies

When will it start?

Who will do what, when, etc.?

What resources are needed?

What resources are available?

What are the implications for my time and how will I handle them?

What will happen if things don't go to plan?

Who might support me in making changes?

Who might resist any changes I might plan to make?

What do I need to do to minimize the resisting forces?

continued …

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Have I gotten there? (to achieve my short-term objective)

How will I know?

What will have to happen to indicate achievement?

What will I have learned for the next time I want to instigate change?

How do I get there? (to achieve my long-term objective)

Possible strategies

When will it start?

Who will do what, when, etc.?

What resources are needed?

What resources are available?

What are the implications for my time and how will I handle them?

continued …

Personal Development Planning – Exercise Brief

20.4

What will happen if things don't go to plan?

Who might support me in making changes?

Who might resist any changes I might plan to make?

What do I need to do to minimize the resisting forces?

Have I gotten there? (to achieve my long-term objective)
How will I know?

What will have to happen to indicate achievement?

What will I have learned for the next time I want to instigate change?