

# Social Work Leadership Development Pathway Powerpoints

---

---

---

---

---

---

---



## Day One – Managing Self

Amanda Davis  
Organisational Development Officer




---

---

---

---

---

---

---



## Aim of the Programme

This 5 day programme will give you the leadership knowledge and skills to deliver effective services through others.




---

---

---

---

---

---

---



Programme:	
Day 1	Managing Self
Day 2	Enhancing Leadership Effectiveness
Day 3	Helping others be at their natural best
Day 4	Managing Change and Conflict
Day 5	Building Capacity

---

---

---

---

---

---

---



### Today's Aim

- To increase your self awareness and your ability to influence others.




---

---

---

---

---

---

---



### Objectives:

#### By the end of this workshop you will ...

1. Understand the difference between leadership and management
2. Self-assess your level of interpersonal skills
3. Understand how emotional intelligence can enhance your leadership skills
4. Have developed effective communication using NLP
5. Understand how to influence others (including in all directions)
6. Be able to apply 3 x time management techniques.

---

---

---

---

---

---

---



## Leaders vs Managers

### Activity

1. What is a leader?
2. What is a manager?
3. Are they the same or different?

---

---

---

---

---

---

---



## Definitions

- **A leader** establishes a clear vision and shares the vision with others and steps up in times of crisis and is able to think and act creatively in difficult situations.
- **A manager** is an individual who is in charge of a certain group of tasks and often has a staff of people who report to him or her.

www.businessdictionary.com

---

---

---

---

---

---

---



## Activity

- Where do you see yourself  
- manager or leader or both?

Please complete the questionnaire.

---

---

---

---

---

---

---



## Are you a Manager or Leader: Questionnaire Results ...

1. One approach or do you vary?
2. Do the questionnaire results match your earlier perception?
3. What impact does your preference have in the workplace?
4. What area do you want to improve in?

---

---


---

---

---

---

---



## Interpersonal skills and Emotional Intelligence




---

---

---

---

---

---

---



### Interpersonal Skills

- |                       |                    |
|-----------------------|--------------------|
| • Accountability      | • Manners          |
| • Assertiveness       | • Negotiation      |
| • Body Language       | • Problem Solving  |
| • Conflict Management | • Questioning      |
| • Decision Making     | • Self-Management  |
| • Diplomacy           | • Social-Awareness |
| • Influencing         | • Tact             |
| • Listening           | • Team Working     |
|                       | • Verbal Skills    |

---

---

---

---

---

---

---

## Emotional Intelligence



Developing Emotional Intelligence Video  
([mindtools.com](http://mindtools.com))

---

---

---

---

---

---

---

## Emotional Intelligence - EI

1. Self awareness
2. Self regulation
3. Motivation
4. Empathy
5. Social skills

(Goleman, 1995)

---

---

---

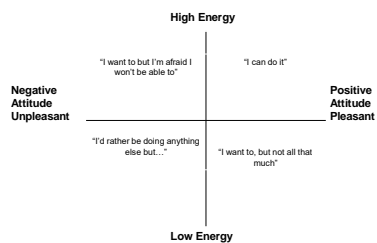
---

---

---

---

## Mental State Determines Performance




---

---

---

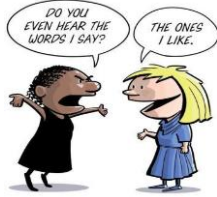
---

---

---

---

## Communication and NLP



**Bolton  
Council**

---

---

---

---

---

---

---

---



“The single biggest problem in communication is the illusion that it has taken place”

- George Bernard Shaw

---

---

---

---

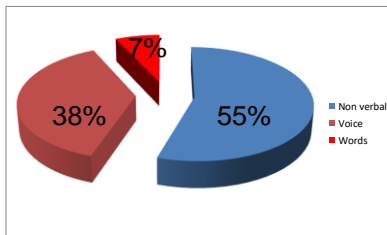
---

---

---

---

## Communication




---

---

---

---

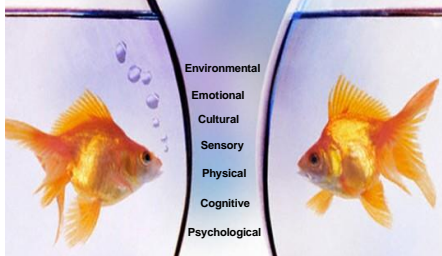
---

---

---

---

## Barriers




---

---

---

---

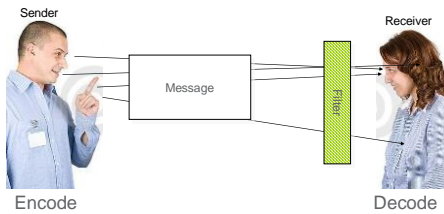
---

---

---

---

## Communication Process




---

---

---

---

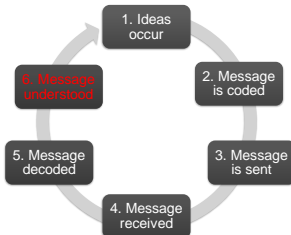
---

---

---

---

## Argyle's Communication Cycle




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---



**V**isual  
-see it



**A**udio  
-hear it



**K**inaesthetic  
-do it

**Bolton  
Council**

---

---

---

---

---

---

---



### What's your Preference?

- VAK
  - Learning Style Questionnaire

---

---

---

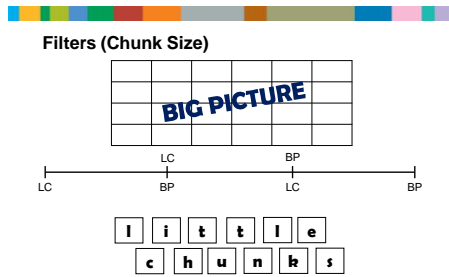
---

---

---

---






---

---

---

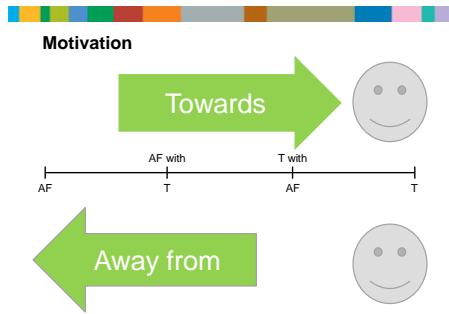
---

---

---

---

---




---

---

---

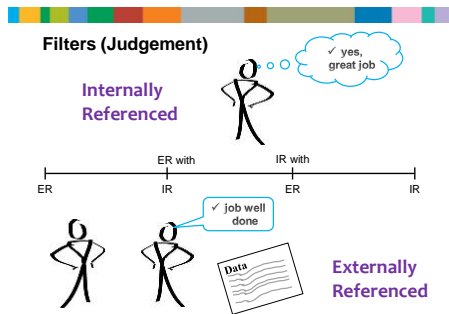
---

---

---

---

---




---

---

---

---

---

---

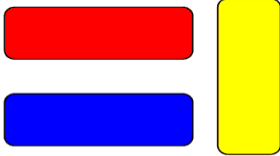
---

---

## Filters (Relationships)

### SAMENESS v DiFFerence

Relationship Filter Test




---

---

---

---

---

---

---

## Lost at Sea

- Shaving mirror
- Bottle of water
- Maps
- Nylon rope
- Chocolate bar
- Tube of savlon
- Pen
- Coffee
- Pen knife

- Matches
- Apple
- Moisturiser
- Hair brush
- Binoculars
- Soap




---

---

---

---

---

---

---

## Review of Activity

1. Who was the most influential in each group?
2. What did they do to influence others?
3. How did you feel as an individual (as an influencer and an influence)?
4. What interactions did you have as a team?
5. What was the cause of any frustrations?

---

---

---

---

---

---

---



## What is Influencing?

- Applying some form of pressure in order to change other people's attitudes/behaviours
- Secure compliance / commitment.

---

---

---

---

---

---

---



## Top Tips (Skelton, 2019)

- Impression Management - [How we look, sound and act](#)
- Choose labels (yours and theirs) carefully
- Utilise your NLP communication knowledge
- Listen and reflect back
- Develop likeability
- Develop affinity
- Be interested in their interest in their interest.

---

---

---

---

---

---

---



## Needs and priorities of those whom you wish to influence

- [What are their values and interests?](#)
- [What is in it for them?](#)

### Action:

1. Ask questions
2. Listen carefully
3. Observe body language (and be mindful of yours)
4. Understand the context, and timing.

---

---

---

---

---

---

---

## Activity

In pairs:

1. Reflect on a time where someone has asked you to do something you didn't really want to do
2. How did they persuade you to do it?
3. What was your attitude like throughout that task?

---

---

---

---

---

---

---

## Push and Pull Approaches

<u>Push Approach</u>	<u>Pull Approach</u>
Exerting power or authority	Persuasion or interpersonal influence
Influencees are fully aware of the process	If performed effectively, influencees may not be consciously aware of the process
Aimed at securing compliance, often against the resistance of influencees	Can secure commitment, if influencees own the need for action or change as fitting their own goals and interests.

---

---

---

---

---

---

---

## Influencing Styles

- Refer to the handout **"Influencing Styles – Is there a One Best Way?"**
- Consider the four case studies, and identify the advantages and disadvantages of each influencing style




---

---

---

---

---

---

---

## Influencing Tactic

- Assertive or reasoning
- Convincing or reasoning
- Consulting
- Collaborating or bridging
- Inspiring
- Negotiating.

### Activity:

1. For each tactic, think of a situation where it will work well.

---

---

---

---

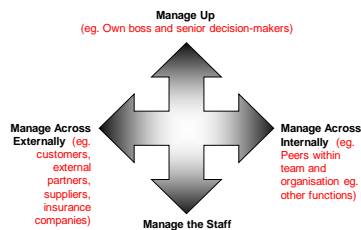
---

---

---

---

## Leading in Four Directions



(Source: Buchanan & Boddy, 1992)

---

---

---

---

---

---

---

---

## Activity

Reflect on times when you have influenced in each of the four directions. What went well and what would you do differently next time?

Identify practical tips that would be useful in each of the four directions?

---

---

---

---

---

---

---

---

## Successful Influencers

- Have the ability to adapt to different situations and people
- Have established trust and credibility (*consistent with how you look, say and act*)
- Treat people well (not as resources)
- Have high emotional intelligence
- Build rapport
- Are clear about their goals.

---

---

---

---

---

---

---

## Rocks, Pebbles and Sand

Identify your rocks, pebbles and sand:

- Main services you and your teams deliver (the rocks)
- Other tasks that fill your day (the pebbles and sand).




---

---

---

---

---

---

---

## Time Management - Priorities




---

---

---

---

---

---

---



### 5S – Lean Management

- Sort** Make work easier by eliminating obstacles
- Set in Order** Arrange all necessary items within reach
- Shine** Clean your workplace on a daily basis
- Standardise** People know the process of that specific job
- Sustain** Ensure everyone maintains standards

---

---

---

---

---

---

---



### Bolton Context

- Type in "new starter" to the intranet search box, and view the links of interest to you
- Values and Behaviours page
- Practical Skills for Managers (on the Training page).

---

---

---

---

---

---

---

### For next session ....

- Next time I will ask you all what has gone better as a consequence of today's learning.




---

---

---

---

---

---

---

## Day Two – Enhancing Leadership Effectiveness

Amanda Davis  
Organisational Development Officer




---

---

---

---

---

---

---

---

### Aim

This workshop will help managers look at their natural approach and style of leadership to identify the impact of their preferences.




---

---

---

---

---

---

---

---

### Objectives:

#### By the end of the session you will ...

1. Recognise how you (by way of your preferred leadership style, personality, preferred behaviours and learning style) impact your approach to leadership, communication patterns, motivations and inclusive practices
2. Have identified appropriate ways to receive and utilise feedback
3. Have considered the importance of professional development.
4. Have practised giving feedback.

---

---

---

---

---

---

---

---



## Content

### Morning:

Leadership approach and style  
Myers Briggs Psychological Type

### Afternoon:

Preferred Learning Styles  
Giving and Receiving Feedback  
Johari Window  
360 Feedback  
Personal Development Planning.

---

---

---

---

---

---

---

---

## Leadership Approaches and Models

Period	Leadership Approaches
Late 1800s/1900s	Traits approach
1940s/50s	Behavioural approach – task v people
1940s/1950s	Style approach
1960s	Contingency approach
1980s	Transactional v Transformational
1990s	Inspirational
2000s	Ethical leadership Authentic leadership Engaging leadership Inclusive leadership.

---

---

---

---

---

---

---

---

### Activity:

#### So what does a good leader do?

- Reflect on your experience of good and poor leaders, and identify what they did which made them so effective at leading, and a powerful effect (positive or negative) on your:
  - Motivation
  - Self-confidence
  - Job satisfaction
  - Commitment
  - Or performance.




---

---

---

---

---

---

---

---

## What's Your Leadership Style?




---

---

---

---

---

---

---

## Leadership Styles




---

---

---

---

---

---

---

## Reflect

1. Do the questionnaire results match your earlier perception?
2. What impact does your preference have in the workplace?
3. Which is most effective:  
– Adopting one style OR flexing your style?
4. What area do you want to improve in?

---

---

---

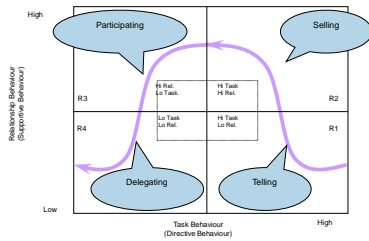
---

---

---

---

### Choices - Situational Leadership



Source: adapted from Hersey and Blanchard 1988

---

---

---

---

---

---

---

---

### Readiness

Individual's Attitude and Ability	
<b>R1</b> Low Readiness	Unable and Unwilling or Insecure
<b>R2</b> Low to moderate Readiness	Unable but Willing or Motivated
<b>R3</b> Moderate to high Readiness	Able but Unwilling or Insecure
<b>R4</b> High Readiness	Able and Willing or Motivated

Source: adapted from Hersey, 1984

---

---

---

---

---

---

---

---

### Transformational Leadership

- Creates visions, inspirational and aspirational
- Demonstrates commitment and leading by example
- Transforms followers and society at large
- Establishes high performance expectations and displays confidence in the collective ability of the followers to realise the organisational vision
- Exceeds the desired results

So transformational is charismatic and visionary.




---

---

---

---

---

---

---

---

## Engaging Leadership

- Defined as "leadership that has a powerful effect on the motivation, self-confidence, self-efficacy, or performance, of staff" (Alimo-Metcalfe and Alban-Metcalfe, 2008)
- Continuous performance improvement in a way that sustains, if not increases, staff morale and well-being
- Responds to the 'dark side of charisma'
- Respect for others' views and experiences, 4 clusters, 14 dimensions.

---

---

---

---

---

---

---

---

The Model of Engaging Leadership




---

---

---

---

---

---

---

---

## Activity

- From your list of leadership behaviours and effectiveness, how many of your behaviours are on the engaging leadership model?
- Did you identify any behaviours that are not the engaging leadership model?

The Model of Engaging Leadership




---

---

---

---

---

---

---

---

## Activity

1. Are our Council values reflected the model of engaging leadership?
2. If so, within which cluster(s)?




---

---

---

---

---

---

---

---

---

---

## Inclusive Leadership - Definition

- "Leaders who are aware of their own biases and preferences, actively seek out and consider different views and perspectives to inform better decision-making. They see diverse talent as a source of competitive advantage and inspire diverse people to drive organisational and individual performance towards a shared vision".

(ENEI, 2016, p. 6)

---

---

---

---

---

---

---

---

---

---

## Inclusive Leaders

1. Visible commitment
2. Humility
3. Awareness of bias
4. Curiosity about others
5. Cultural intelligence
6. Effective collaboration

Proceed with caution, assume nothing, and just be curious ... and listen  
(Berry Lumpkins, 2021)

(Bourke and Titus, 2020)

---

---

---

---

---

---

---

---

---

---

## Inclusive Leadership

- "Inclusive leadership is a critical capability to leverage diverse thinking in a workforce with increasingly diverse markets, customers, and talent"

(Bourke and Titus, 2020)

- Feedback on insight exchange:
  - Ask team members to reflect on their own inclusive behaviours
  - Receive feedback on what you as the line manager can do to help team members feel they can be authentic at work feel that they belong to the team.

---

---

---

---

---

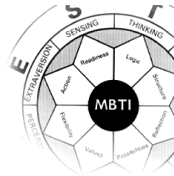
---

---

---



## Myers Briggs



**Bolton**  
**Council**

---

---

---

---

---

---

---

---



## Myers Briggs fields : descriptions of the MBTI® preferences

Where you prefer to get and focus your energy or attention from			
preference for the outer world and one's own action and effect on it	(E) Extraversion	or	Introversion (I)
What kind of information you prefer to gather and trust			
gathers information by focusing on facts within information : what's already learned	(S) Sensing	or	Intuition (N)
What process you prefer to use in coming to decisions			
decides by using logic, consistency, objective analysis, process-driven conclusions : what's the right thing to do	(T) Thinking	or	Feeling (F)
How you prefer to deal with the world around you			
in dealing with the world organises, plans, controls, and decides clear firm actions and responses - relatively quick to decide	(J) Judging	or	Perceiving (P)
			in dealing with the world responds and acts with flexibility, spontaneity, adaptability and understanding - relatively slow to decide

---

---

---

---

---

---

---

---



**LATEST Myers Briggs 16  
Types**

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

---

---

---

---

---

---

---



**E**

**I**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Good Talker</li> <li>• Likes to give their opinion</li> <li>• Can work well in groups</li> <li>• Adapts quickly to new environments</li> </ul> | <ul style="list-style-type: none"> <li>• Good Listener</li> <li>• Can keep thoughts to themselves</li> <li>• Can work well on their own</li> <li>• Slow to get involved in new situations</li> </ul> |
|---|--|

---

---

---

---

---

---

---



**Bolton  
Council**

---

---

---

---

---

---

---



S

- Like to use skills already learned
- Practical, Sensible
- Interested in the facts and detail
- Step by step approach

N

- Like to learn new skills
- Daydreamer, use imagination
- Ask 'what if' type questions
- Looks for meanings and relationships
- Interested in exploring new ideas, likes novel situations where procedures need to be developed

---

---

---

---

---

---

---



T

- Look for the "right" thing to do
- Stand firm, don't easily give in
- Can give and take criticism
- Analytical and objective

F

- Wonder how it will affect others
- Gives in to keep the peace
- Takes things personally
- Has strong values and beliefs based on feelings
- Uses 'gut instinct'
- Compares 'what is' to 'what should be'

---

---

---

---

---

---

---



J

- Makes decisions quickly
- Like to plan and organise
- Like to make lists
- Like to finish things
- Usually work at a steady pace

P

- Looks at all sides of an issue before deciding
- Makes decisions after seeking input
- Has trouble getting things started
- Uncomfortable following rules
- Open to conflicting data
- May undo a decision after it has been made.

---

---

---

---

---

---

---





### Relationships:

#### EXTROVERTS, INTROVERTS

- Extrovert cannot understand why an introvert will not talk to him/her about a conflict problem
- Introvert cannot understand why an extrovert won't think through the situation first before talking and arguing.

#### SENSORS, INTUITIVES

- Sensors want to stay with the facts and the detail
- iNtuitives want to concentrate on the implications of the big picture
- When looking at a problem neither individual *sees the same thing*.

---

---

---

---

---

---

---



#### THINKERS, FEELERS

- Thinkers will seek the most logical solution, whereas feelers strive for the most harmonious outcome
- Thinkers try to persuade by logic and feel frustrated when feelers are influenced by emotions
- Feelers want to decide from the heart; thinkers are ruled by the head

#### JUDGERS, PERCEIVERS

- Judges want closure on a situation and work to create a structure to achieve it and then move on
- They come into difficulty when perceivers attempt to keep the situation fluid by keeping their options open for as long as possible

---

---

---

---

---

---

---

<b>Polar Bear: ISTJ</b>	<b>Koala: ISFJ</b>	<b>Sea Horse: INFJ</b>	<b>Barn Owl: INTJ</b>
Responsible Loyal Organised	Thorough Considerate Loyal	Conscientious Insightful Organised	Original Driven Achiever
<b>Tiger: ISTP</b>	<b>Cat: ISFP</b>	<b>Seal: INFP</b>	<b>Tawny Owl: INTP</b>
Flexible Logical Tolerant	Loyal Friendly Practical	Curious Flexible Idealistic	Theoretical Curious Analytical
<b>Panther: ESTP</b>	<b>Lion: ESFP</b>	<b>Clown Fish: ENFP</b>	<b>Falcon: ENTP</b>
Spontaneous Flexible Pragmatic	Exuberant Friendly Flexible	Catalyst Imaginative Spontaneous	Ingenious Outspoken Strategic
<b>Black Bear: ESTJ</b>	<b>Teddy Bear: ESFJ</b>	<b>Dolphin: ENFJ</b>	<b>Eagle: ENTJ</b>
Decisive Organiser Logical	Co-operative Warm-hearted Determined	Catalyst Sociable Responsible	Leader Decisive Analytical

---

---

---

---

---

---

---

## Personal Reflection

- Do you agree with your personality questionnaire – do you do those behaviours highlighted?
- What are the potential unintended negative messages or consequences from these behaviours?
- What are the potential positive outcomes from increasing the frequency of these behaviours?

---

---

---

---

---

---

---



1. Volunteer to describe one truth and one lie about a mistake they have previously made at work
2. Group members to then vote on which one was true – the first story or the second story.

---

---

---

---

---

---

---

## Mistake or Learning Opportunity

1. Not notice or realise
2. Carries on regardless OR tries to cover it up
3. Acknowledges mistake but tries to blame others
4. Acknowledges mistake and tries to learn from it.




---

---

---

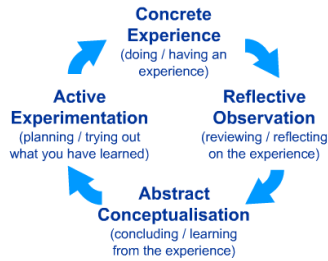
---

---

---

---

### David Kolb (1984) : Cycle of how we Learn




---

---

---

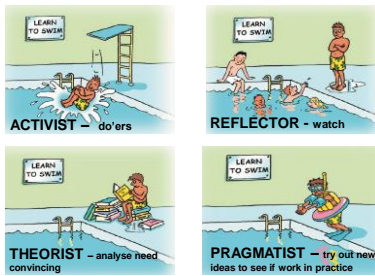
---

---

---

---

### Honey and Mumford's (1986) Learning Styles




---

---

---

---

---

---

---



### Activity: What's Your Preferred Learning Style

---

---

---

---

---

---

---



## Reflection

Now you're aware of your preferred learning style/s?

1. How can you tap into your learning style to maximise development opportunities?

2. Are you aware of team members preferred learning styles, and if so:

- How could you check that out?
- What suggestions could you make to enable them to maximise their learning?

---

---

---

---

---

---

---

---



## Professional Development

- Why do development?
- What's impacted the need to develop differently?
- What are individual and team challenges / barriers?
- What different / other types of training / learning and development can you access?




---

---

---

---

---

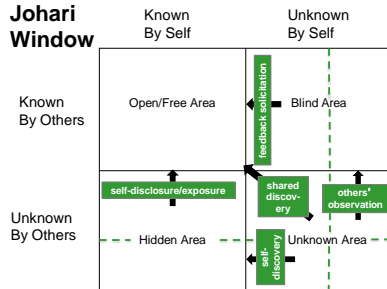
---

---

---



## Johari Window




---

---

---

---

---

---

---

---

### SWOT Analysis

<b>Strengths</b> <ul style="list-style-type: none"> <li>• What do you bring to your team/project?</li> <li>• What strengths do your team/project possess?</li> <li>• Where are you working well?</li> </ul>	<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• What do you personally need to develop?</li> <li>• What do your team/project need to improve on?</li> </ul>
<b>Opportunities</b> <ul style="list-style-type: none"> <li>• What is available to you to improve?</li> <li>• What can be shared with your team/project for them to improve?</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• What is getting in the way of your development?</li> <li>• What is getting in the way of your team/project performing?</li> </ul>

---

---

---

---

---

---

---

---

### Receiving Feedback

- Don't get defensive
- Clarify and explore
- Accept praise
- Ownership?
- Thank them



Weigh up, but don't be weighed down by criticism

---

---

---

---

---

---

---

---

### 360 Degree Feedback

- From your direct line manager
- From your team members
- From your peers
- From external stakeholders eg. customers, service users, partners, suppliers
- Extract information from any existing surveys and performance indicators eg. customer or service user survey.

Have this to hand on day 5

---

---

---

---

---

---

---

---



## Giving Feedback




---

---

---

---

---

---

---

### Constructive feedback should be.....



- B** Balanced
- O** Objective
- O** Observed
- S** Specific
- T** Timely

What they do well, what they can do even better

---

---

---

---

---

---

---



### Delivering feedback.....SBIRAF model

always start with a positive  
– it's about developing not  
destroying



End on a positive

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## Feedback Practice Scenario's



### Self Reflection:

When giving feedback what were ....  
Strengths, Weaknesses, Opportunities,  
Threats?

---

---

---

---

---

---

---

---

### Objectives:

By the end of the session you will ...

1. Recognise how you (by way of your preferred leadership style, personality, preferred behaviours and learning style) impact your approach to leadership, communication patterns, motivations and inclusive practices
2. Have identified appropriate ways to receive and utilise feedback
3. Have considered the importance of professional development.
4. Have practised giving feedback.

---

---

---

---

---

---

---

---



### For next session ....

- Next time I will ask you all what has gone better as a consequence of today's learning.




---

---

---

---

---

---

---



### Day Three – Helping others be at their natural best

Amanda Davis  
Organisational Development Officer




---

---

---

---

---

---

---



### Aim

To help participants to manage their teams/projects more effectively.




---

---

---

---

---

---

---



### Objectives:

#### By the end of this workshop you will ...

1. Have explored the key stages of team development
2. Know how to manage performance within the team
3. Understand the importance of building and preserving trust, and plan how you will build and preserve trust within your team
4. Be able to foster facilitative and coaching conversations to improve performance
5. Be able to have productive difficult conversations.

---

---

---

---

---

---

---

---

### Activity

Think about a team/project that you have been a member of:-

1. Think about one that was effective – what made it work so well?
2. Think about one that was less effective – what made it less effective?

---

---

---

---

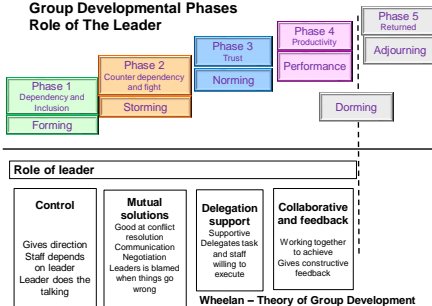
---

---

---

---

### Group Developmental Phases Role of The Leader




---

---

---

---

---

---

---

---

## What gets in the way of performing teams 5 dysfunctions

<https://www.youtube.com/watch?v=GCxct4CR-To>  
(2 mins)



'WE SHOULD BEWARE THE FAD THAT SOMEHOW  
"CHANGING CULTURE" CAN CHANGE BEHAVIOURS  
WHEN THE EVIDENCE SUGGESTS THAT, TO THE  
CONTRARY, CHANGING BEHAVIOURS IS WHAT WILL  
CHANGE CULTURE.'

FEBRUARY 07 2019  
THE NHS LONG TERM PLAN & WORKPLACE CULTURE

**Bolton  
2030**

**Values and Behaviours Framework**  
Supporting our Bolton 2030 vision



## A Frame of Reference: The Five Dysfunctions




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## BELBIN'S TEAM ROLES

- An explanation
- Which one (or two or three) are you?

---

---

---

---

---

---

---

---

## Team development and effective team performance

"A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members.

Members of a team seek out certain roles and they perform most effectively in the ones that are most natural to them".

(Dr. R.M. Belbin).

---

---

---

---

---

---

---

---

## Resource Investigator (RI)

*extrovert/curious/enthusiastic*



I create and develop outside contacts to help team members

---

---

---

---

---

---

---

---

## Team Worker (TW)

*sensitive/sociable/mild*



I help to foster a team spirit by supporting team members

---

---

---

---

---

---

---

---

Co-ordinator (CH) / The Chair  
*calm/controlled/self-confident*

I get the team to work well  
 together to produce results




---

---

---

---

---

---

---

---

Plant (PL)  
*unorthodox/serious/individualistic*

I suggest new ideas and  
 strategies to solve problems




---

---

---

---

---

---

---

---

Monitor Evaluator (ME)  
*sober/prudent/unemotional*

I evaluate the team's ideas and  
 analyse problems




---

---

---

---

---

---

---

---

### Specialist (SP)

*Single-minded, self starting and dedicated*



Brings in-depth of knowledge of a key area to the team

---

---

---

---

---

---

---

---

### The Shaper (SH)

*outgoing/dynamic/highly strung*



I seek to direct the way the team works to get results

---

---

---

---

---

---

---

---

### Implementer/ Company worker (IMP)

*conservative/dutiful/predictable*



I turn the ideas into action and see that they are carried out

---

---

---

---

---

---

---

---

### Completer Finisher (CF)

*painstaking/orderly/conscientious  
/anxious*




---

---

---

---

---

---

---

---

### Belbin and the Characters in Friends



*I'll be there  
for you ...*




---

---

---

---

---

---

---

---

### Activity

In your small groups, reflect on your group's performance on the earlier Lencioni activity, and in relation to Belbin, consider who did what role.




---

---

---

---

---

---

---

---

How do you feel about your next conversation with one of your team members regarding a work issue?




---

---

---

---

---

---

---

---

### Managing and Developing Team Performance

- Facilitative and coaching conversations
- Productive difficult conversations

---

---

---

---

---

---

---

---

### Facilitative and Coaching Conversations




---

---

---

---

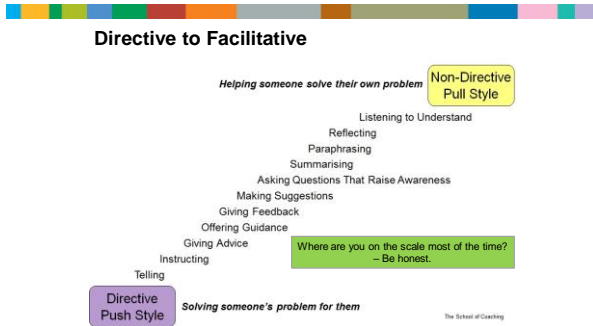
---

---

---

---






---

---

---

---

---

---

---

---

**Reflect on the three questions below and take 5 minutes to share your thoughts**

1. How often do people ask you questions about their work and expect you to give them solutions?
2. Do you feel indispensable, as though the place would fall apart if you weren't there?
3. If someone comes to you with a problem, do you help them by giving them your thoughts, or by helping them with their thoughts?

---

---

---

---

---

---

---

---

**Which Style is Best?**

- Which is style best – directive OR facilitative?




---

---

---

---

---

---

---

---

## Directive v Facilitative

Where you are on the directive to facilitative scale, depends on:

- Your personal and preferred leadership style
- Your leadership skills and confidence
- The situation
- The individual(s) you are leading, and their ability, confidence and preferences
- The complexity and urgency of the task.

So, **context matters** when making your choice!

---

---

---

---

---

---

---

## Moving from Directive to Facilitative

Directive  
(Push Style)

How can you move towards a more facilitative style when appropriate?

Facilitative  
(Pull Style)

---

---

---

---

---

---

---

## Moving from Directive to Facilitative

- Foster psychological safety
- Listen
- Ask questions



The key to a good question, is to listen to understand what is important, and identify the relevant issues that need further exploration.

---

---

---

---

---

---

---

## Psychological Safety

- Create a climate of [psychological safety](#)
- Team members feel that they can speak and act in a way that will not adversely affect their status, reputation or job security
- This requires you to:-
  - Be open minded
  - Listen to their suggestions
  - See matters from their perspective
  - Show empathy
  - Be prepared to discuss the points raised
  - Support them in learning from their mistakes without blame or ridicule.

---

---

---

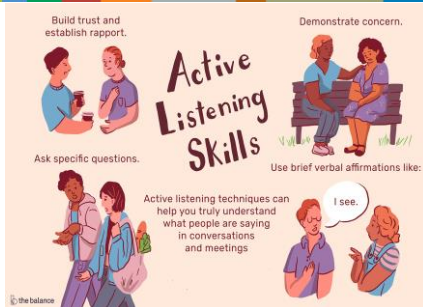
---

---

---

---

---




---

---

---

---

---

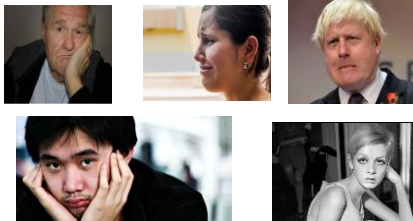
---

---

---

## Body Language

- Be aware of your facial expressions and avoid looking like this ....




---

---

---

---

---

---

---

---

## Asking Questions

- Coaching is developing the ASK and not Tell
- Turning advice into a question?

---

---

---

---

---

---

---

## Developing Your Team and Managing Performance

- "Tell me and I forget
- Show me and I remember
- Involve me and I understand"

(John Whitmore Coaching for Performance, 4<sup>th</sup> Edition)

---

---

---

---

---

---

---

## Questioning Techniques

- Closed
- Open
- Probing
- Helpful phrases.




---

---

---

---

---

---

---

## Activity

- In pairs, one person chooses a topic
- The other person asks only OPEN questions about the topic!
- Don't answer Closed Questions!
- 5 minutes each, then swap round.




---

---

---

---

---

---

---

## The Top 10 Effective Coaching Skills




---

---

---

---

---

---

---

## Coaching in Action

- Watch the 4 minute video below to see how managers may use questions to help the individual develop their own solutions

[https://clicktime.symantec.com/3J3puMA2yu58cyG5VmtYquF6H2?u=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DO\\_vlekGlt\\_M](https://clicktime.symantec.com/3J3puMA2yu58cyG5VmtYquF6H2?u=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DO_vlekGlt_M)




---

---

---

---

---

---

---

## Coaching 'v' Mentoring

	Coaching	Mentoring
<b>Purpose</b>	Specific development, i.e. issues at work, tasks, skills, behaviour change.	Career and personal development.
<b>Duration</b>	Six times an average, scheduled on a regular basis.	On-going (long-term).
<b>Delivered by</b>	Internal or external to the organisation. No need for direct experience.	Internal or external – someone who is an expert and knowledgeable and can share wisdom and expertise.
<b>Techniques</b>	Powerful questioning and effective listening in order to support the learner to explore own solutions and try out alternatives, gives constructive feedback.	Focus on broader view of learner and close tailoring to meet learners needs Mentor has skills, experience, credibility, understanding, seniority, wisdom. Mentor passes on guidance and advice and acts as a sounding board, based on own learning.

---

---

---

---

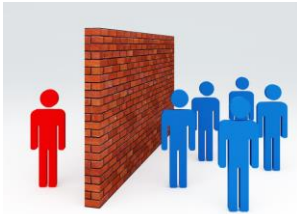
---

---

---

---

## Barriers to Effective Coaching




---

---

---

---

---

---

---

---

## GROW Model – John Whitmore's (1995) Coaching for Performance



[http://www.mindtools.co.nz/newspage/100282/807872/John\\_Whitmore\\_grow\\_coaching\\_model.html](http://www.mindtools.co.nz/newspage/100282/807872/John_Whitmore_grow_coaching_model.html)

---

---

---

---

---

---

---

---

## Coaching Skills Practice



In pairs, one of you share an issue / problem, the other person to coach you through the GROW model

---

---

---

---

---

---

---

---

## Difficult Conversations



**Bolton**  
**Council**

---

---

---

---

---

---

---

---

## Activity

Reflect on a recent difficult conversation:

1. What was the conversation about?
2. How did you start the conversation?
3. What was said?
4. What behaviours did you notice? Yours and theirs?
5. If you could have that conversation again, what could you do differently?
6. What difference would this potentially make to the outcome?

---

---

---

---

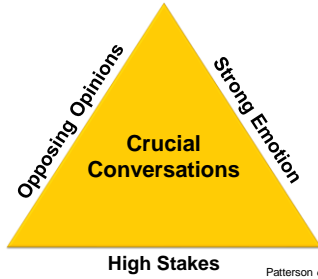
---

---

---

---

### What Makes it a Difficult Conversation?



Patterson et al., (2012)

---

---

---

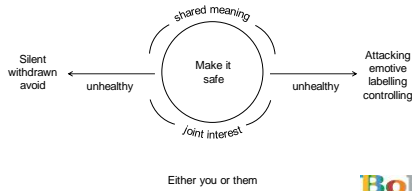
---

---

---

---

---



**Bolton**  
Council

---

---

---

---

---

---

---

---

### Transactional Analysis (PAC)

<div>P</div> <div>A</div> <div>C</div>	Parent	Expression	Body Language
	<b>Nurturing</b> (sympathetic/caring views) Or <b>Critical</b> (blat finding, judgemental, condescending views)	'this is how to', 'under no circumstances', 'always', 'never forget', 'don't lie', 'don't worry'	Finger pointing Patronising gestures Angry or impatient Relaxed, Open, Friendly, Touchy, feely
	Adult	Expressions	Body Language
	Direct response to the here and now, deal with things that are going on today	How, who, why, what, I think, in my opinion, probably, reasoned statements	Composed, Calm, Open
	Child	Expressions	Body Language
	Impulsive, self centred, angry, happy, pleasure seeking, rebellious, eager to please	No, I don't care, I want, it's not fair, worst day of my life, Wheee!!	Shoulder shrugging, baby voice, giggling, teasing, transrums

Developed by Dr. Eric Berne in the 1950s.

---

---

---

---

---

---

---

---



## Example

- Watch the 3 minute video below and assess the performance of the manager in delivering bad news:

<https://www.youtube.com/watch?v=BN-RbUFAJx4>




---

---

---

---

---

---

---

---

## Key Elements for a Difficult Conversation

1. Prepare yourself
2. Prepare the setting
3. Prepare the conversation
  - a) Identify the desired outcome
  - b) Gather information
4. Manage the conversation
  - a) Start the conversation
  - b) Listen and acknowledge the other person
  - c) Share and clarify your views
  - d) Adopt a problem solving / action plan approach.

<https://www.youtube.com/watch?v=fE3ZHWaGhEE>  
E (5 mins)

---

---

---

---

---

---

---

---

## Handling a Difficult Conversation

ACAS outlines the following framework which is useful in formal meetings:

Be clear about the issues	Adopt a calm manner, stick to the reason for the meeting.
Be open and honest	Show respect and allow someone to express their thoughts and feelings without threat and fear of repercussion. Stay clear of emotive language.
State the issues and impact	Use examples, dates, documents, explain the impact of the problem.
Listen	Be open minded, acknowledge any mitigating circumstances, introduce and explore the issues together. You are in control use your questioning skills, you may need to be firm and restate your position.
Agree a way forward	Discuss options but make a decision.
Arrange a follow up meeting	To monitor and feedback on progress.
Continue to support where agreed	

---

---

---

---

---

---

---

---

## Activity – Difficult Conversations

These are the areas that the observers will be looking at and giving feedback on:

- Body language
- Questions
- Balance of talking and listening
- Empathy
- Structure
- Commitment
- Feedback / reflection
- Ending.

---

---

---

---

---

---

---

## Reflection

1. What has been significant, or stood out, from today?
2. How will this improve your leadership practice?




---

---

---

---

---

---

---

## For next session ....

- Next time I will ask you all what has gone better as a consequence of today's learning.




---

---

---

---

---

---

---

## Day Four – Managing Change and Conflict

Amanda Davis  
Organisational Development Officer




---

---

---

---

---

---

---

---

### Aim

This workshop will help leaders/managers understand their role in facilitating change, and taking people with them.




---

---

---

---

---

---

---

---

### Objectives

- by the end of this workshop you will ...

1. Have an understanding of the need for change in this organisation
2. Be able to use a variety of tools and techniques and strategies for managing change
3. Further develop your conflict resolution skills
4. Create a climate where functional conflict is encouraged, supported and respected
5. Be prepared to transfer the learning from this session to current and future problems and changes.

---

---

---

---

---

---

---

---

### 3 Phase Planned Change Model Lewin – 1947

1. Unfreezing
2. Change or movement
3. Refreezing.

---

---

---

---

---

---

---

### KOTTER'S EIGHT STEP CHANGE MANAGEMENT MODEL

---

---

---

---

---

---

---

#### Creating Right Climate for Change

1. Establish a sense of urgency
2. Form a guiding coalition (leadership)
3. Create a Vision and strategy



#### Enabling and Engaging the Organisation

4. Communicate the vision
5. Empower people to act on the vision
- **Personal impact**



#### Implementing and Consolidating the Change

6. Create short term wins
7. Build on change
8. Anchor the change.

---

---

---

---

---

---

---



### Step 1 – Establish a Sense of Urgency

- What is driving your sense of urgency?
- What are the potential threats if change does not take place?
- What opportunities could be exploited?

#### Activity:

- What are the drivers / issues that make change necessary in this organisation
  - Local Drivers
  - National Drivers
  - Implications if we don't (service, team, org, stakeholders, customers)
  - Opportunities if we do.

---

---

---

---

---

---

---

---



### Step 2 – Form a Guiding Coalition (Leadership)

- Who's in your guiding coalition?
- Which stakeholders could help establish a powerful majority?

#### Consider:

- Who would you put in your guiding coalition to create a project team and why?

---

---

---

---

---

---

---

---



### Step 3 – Create a Vision and Strategy

- **Why have a vision?**

**Kotter says...** "a clear vision can help everyone understand why you're asking them to do something and can help them grasp and easily remember why the need for change".

- Examples ...

---

---

---

---

---

---

---

---

## Vision Statements




---

---

---

---

---

---

---

---

## Step 4 – Communicate the Vision



- Kotter says "how are you going to communicate your change vision?"
- Don't just call meetings to communicate your vision - apply it to all aspects of operations
- When kept on everyone's mind, they'll remember it and respond to it
- Include at least **seven** different options for providing timely and consistent communication?
- Must be timely and meaningful
- Consider the affective impact of the communication method (Welch, 2012).

---

---

---

---

---

---

---

---

## Additional Step - Personal Impact



- Resistance : Why?
- Emotional : Feelings in you and others
- Behaviours : How do people act?

---

---

---

---

---

---

---

---



### Step 5 – Empower People to Act on the Vision (Remove Obstacles)

#### Kotter says....

– We need to know where will resistance to your change comes from and how can the negative effects be minimised?

#### Activity:

1. What are some of the key barriers you face when trying to implement change?
2. How could you minimise the negative effects?

---

---

---

---

---

---

---

---



### Step 6 – Create Short Term Wins

- Real transformation takes time
- Momentum can be lost if there are no short goals to meet and celebrate
- Without quick wins many people will give up and join the resistance

#### Consider....

1. What short term wins can you implement to maintain momentum with the change process?
2. How will you communicate these wins and recognise the achievements of those who have supported you?

---

---

---

---

---

---

---

---



### Step 7 – Build on Change

- It can take 3 – 10 years for change to be embedded – don't declare victory too soon
- Offer regular proof that the "new way" is working effectively, i.e. cost savings, improved performance, time pressures decreased
- **Keep looking forward by...** changing systems, processes and structures that don't fit your vision

#### Consider....

- What went well so far, and what could be done even better?
- How might you continue to build on the momentum you have achieved throughout the life of the change and afterwards?
- Keep ideas fresh by bringing in new people to your guiding coalition.

---

---

---

---

---

---

---

---



### Step 8 – Anchor the Change

- Kotter says “change sticks only when it becomes the way we do things around here, when it becomes the shared norm”

How will you anchor the changes into the future of your service, department and organisation as a whole?

---

---

---

---

---

---

---



### Additional Step - Personal Impact



- Resistance : Why?
- Behaviours : How do people act?
- Emotional : Feelings in you and others (why there may be resistance).

**Bolton  
Council**

---

---

---

---

---

---

---




---

---

---

---

---

---

---






---

---

---

---

---

---

---




---

---

---

---

---

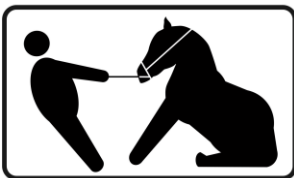
---

---



### Activity

Why are Individuals Resistant to Change?




---

---

---

---

---

---

---

### Why are Individuals Resistant to Change?

Loss of control  
 Loss of certainty  
 Fear of the difference  
 Loss of power  
 Possible increased workloads  
 Possible new learning required  
 Threats  
 Misunderstandings  
 Concerns of job security  
 Fear of the unknown  
 Relocation concerns.

---

---

---

---

---

---

---

---

### The Psychological Contract

The term was first used by Argyris (1960, p. 96) and popularised by Schein (1980), and developed further by Denise Rousseau (1989).

“The psychological contract includes informal arrangements, mutual beliefs, common ground and perceptions between the two parties”.

<https://www.hrzone.com/hr-glossary/what-is-a-psychological-contract>

---

---

---

---

---

---

---

---

Employee Expectations	Employer Expectations
<ul style="list-style-type: none"> <li>Working conditions will be safe, hygienic and as pleasant as possible.</li> <li>Jobs will be interesting and satisfying. Feedback on performance.</li> <li>Reasonable efforts to provide job security.</li> <li>Involvement or consultation in decisions that affect them.</li> <li>Equality of opportunity and fairness in selection of promotion.</li> <li>Opportunities for personal development and progression.</li> <li>To be treated with consideration and respect. Understanding of personal problems.</li> <li>Fair and equitable remuneration and benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of main values of the organisation. Develop new ideas.</li> <li>Work hard. Diligence and conscientiousness in pursuit of objectives important to the organisation.</li> <li>Be honest. Avoid abusing the trust and goodwill of superiors.</li> <li>To have concern for the reputation of the organisation. Be courteous to customers and suppliers.</li> <li>Loyalty and willingness to tolerate a degree of personal inconvenience for the good of the organisation.</li> <li>Maintain high levels of attendance and punctuality.</li> <li>To conform to accepted norms of behaviour in the organisation.</li> <li>Consideration for others. Be flexible – take on colleagues work.</li> </ul>

---

---

---

---

---

---

---

---

What happens if an employee perceives he/she is not getting what he/she expected




---

---

---

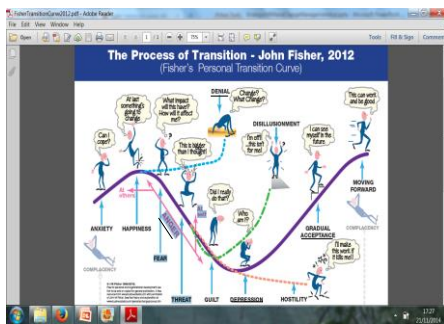
---

---

---

---

---




---

---

---

---

---

---

---

---

### Supporting the Emotional Impact of Change

In small groups, take on the role of either the manager OR the employee

- Managers list the support that you can provide to help employees through the stages below in order to progress to acceptance and moving forward
- Employees list the support you require to help you progress through the stages below in order to progress to acceptance and moving forward
  1. Anxiety/Fear
  2. Denial
  3. Anger
  4. Depression
  5. Gradual acceptance.

---

---

---

---

---

---

---

---

## Managing Change Exercise



Using Kotter's 8 Step Process and the brief:

- 1 hour to prepare your presentation
- 8 mins feedback per group ....each person in the group must have a turn in presenting back to the rest of the group.

---

---

---

---

---

---

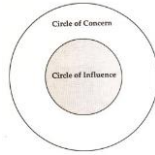
---

---

*The 7 Habits of Highly Effective People, Stephen Covey*  
Circle of Concern - Circle of Influence

### Responding to Change

- Covey recommends focusing on what **you can do** instead of concentrating on worries over which you have no control.
- Firstly, note all your concerns. Then, among those concerns, determine where you can take action:




---

---

---

---

---

---

---

---

## Resilience




---

---

---

---

---

---

---

---

## What is Resilience?

“the capacity to recover quickly from difficulties; toughness.”

<https://en.oxforddictionaries.com/definition/resilience>



---

---

---

---

---

---

---

## Courage to come back



---

---

---

---

---

---

---



---

---

---

---

---

---

---

## Stretch and Strain




---

---

---

---

---

---

---

## Personal Resilience Questionnaire

<http://www.robertsoncooper.com/iresilience/>

Detailed questionnaire and report.

Bounce back from whatever life throws at you, by Jane Clarke and Dr John Nicholson.

---

---

---

---

---

---

---

## Resilience Strategies

- Form and maintain relationships – connect with others
- Exercise
- Relaxation
- Having Fun
- Consider problems as challenges or opportunities
- Positive Attitude
- Focus on strengths
- Taking Control
- Be "in the moment"
- Acceptance
- Keeping Working At It
- Learn from mistakes and successes.



[https://www.bbc.com/health/mental-health/2015/05/150526\\_highlights\\_strategies\\_for\\_building\\_resilience\\_150526\\_1](https://www.bbc.com/health/mental-health/2015/05/150526_highlights_strategies_for_building_resilience_150526_1) © BMJ 2015

---

---

---

---

---

---

---

## Resilience Strategies (Cont.):

- How important will this be in 6 months time?
- What is the worst that can happen?
- If this happened to someone else, what would I suggest?
- Visualise the future and imagine how great that will be
- Break it down into manageable chunks
- Is there anyone that can assist you?

---

---

---

---

---

---

---

## Grid of Life

Contribution	Family	Work
Hobby	Alone Time	Relationship
Leisure	Personal Development	Friends

From Susan Jeffers' book *Feel the Fear and Do It Anyway*

---

---

---

---

---

---

---

## What is Conflict?

Conflict – a situation in which the concerns of two or more people appear to be incompatible.




---

---

---

---

---

---

---



## Large Group Activity

How do you know there is conflict in your team? What do you see/feel?

---

---


---

---

---

---

---



## Signs of Conflict

Heated Exchanges	Motivation Drops
Passive Aggressive Behaviour	Behaviour Changes
Aggressive Behaviour	Productivity Falls
Defensive Reactions	Sickness Absence
Stand Off	Responses to Employee Surveys
Grievances	Turnover

---

---

---

---

---

---

---



## Sources of Conflict at Work

- Poor communication
- Differences in values or personal standards
- Difference in goals
- Disagreement over role definition
- Personality clashes
- Disagreement over procedures
- Resistance to change
- Distortion of facts
- Personal problems outside of work
- Disputes with managers
- Customer complaints
- Cross-cultural confusion
- Disputes over pay and work conditions
- Competition for resources.

---

---

---

---

---

---

---



### Steps for Resolving Conflict

1. Identify a safe place and time to talk
2. Clarify individual perceptions involved in the conflict
3. Take an active and empathetic listening stance
4. Generate options with the vision of a win-win outcome
5. Develop an agreement that works for all.

---

---

---

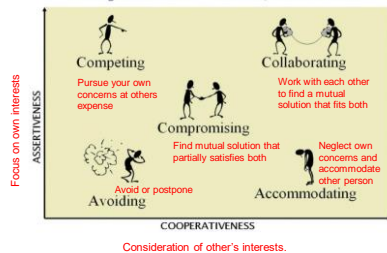
---

---

---

---

### Dealing With Conflict – Thomas/Kilmann model



Source: K. Thomas, "Conflict and Negotiation Processes in Organizations," in M.D. Dunnette and L.M. Hough (eds.), *Handbook of Industrial and Organizational Psychology*, 2nd ed., vol. 3 (Palo Alto, CA: Consulting Psychologists Press, 1992), p. 688. With permission.

---

---

---

---

---

---

---

### Conflict Activity




---

---

---

---

---

---

---

## Pause (paws) for Thought



Is all conflict  
bad for the  
organisation?

---

---

---

---

---

---

---

## Helpful and Harmful Conflict

### 1. Constructive conflict can be helpful

- New perspectives
- Strengthen relationships
- Assist creativity and problem solving

### 2. Destructive conflict

- Team may lose sight of the real issue
- Split into rival sub-groups
- Team members may become obstructive
- Extreme case, team could disband.

---

---

---

---

---

---

---

## Discuss

"No one is right or wrong. We are seeking the best together, discussing what that means and how to achieve it. Rather than a disagreement, it's a weighing of options to find the one that works the most neutrally".

Source: Williams-Brown, C. (2022), 'Agreeably Disagreeing aka How to Handle Conflicts', 19 April 2022. Available:  
Agreeably Disagreeing aka How to Handle Conflicts (thoughtbot.com) [13/5/2022]

---

---

---

---

---

---

---

### Contemporary Approach to Conflict (Robbins):

- Recognise the inevitability of conflict
- Explicitly encourage opposition and challenge to ideas and the status quo
- Define conflict management to include stimulation as well as resolution of conflict
- Consider the management of conflict as a major responsibility of all managers.

---

---

---

---

---

---

---

### For the next session ....

- Next time I will ask you all what has gone better as a consequence of today's learning
- Please have your 360 degree feedback to hand, and your hopes and fears.




---

---

---

---

---

---

---

### Day Five – Building Capacity

Amanda Davis  
Organisational Development Officer




---

---

---

---

---

---

---




---

---

---

---

---

---

---

---



**What has gone better as a  
consequence of day 4's  
learning?**




---

---

---

---

---

---

---

---



### Aim

This workshop will help  
leaders/managers build  
capacity within their  
teams.




---

---

---

---

---

---

---

---

## Objectives:

### By the end of the session you will ....

1. Foster quality work through others in a way that also supports both yours and your team members well-being
2. Be able to set SMART compliant goals
3. Facilitating peer learning (knowledge sharing), continuous improvement and problem-solving
4. Facilitate an action learning set for effective problem-solving
5. Be equipped to plan your own personal development with consideration to the 360 degree feedback.

---

---

---

---

---

---

---

## Your Leadership Goal ....

- You are responsible for the people that are responsible for the job (Sinek, 2020)

### So you need to:

- Help people be at their natural best (Sinek, 2020)
- Help people be happy, healthy and productive at work (Darby, 2021).




---

---

---

---

---

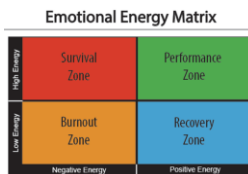
---

---

## Working well with Emotional Energy

Noting that your people will move between these zones, we need to try and understand why they have landed in a particular zone, and work out how to help them get back to the Green Zone!

Discussing this matrix with your team is one practical action you can take.



*This is a dynamic challenge.  
All day, every day.*

---

---

---

---

---

---

---

The Model of Engaging Leadership



**Activity:**  
Which (if any) of the 4 clusters or 14 dimensions foster quality work through others in a way that also supports well-being?

---

---

---

---

---

---

---

---

### Fostering Quality Work through others in a way that also supports their well-being

- **Engaging Individuals:**
  - Importance of social support and kindness, valuing employee voice
- **Moving Forward Together:**
  - Involvement, supporting the affective impact of change
- **Engaging the Organisation:**
  - Clarity, clear line of sight, inspiration, positive emotions (such as hope, self-efficacy, satisfaction), development and **avoidance of a blame culture**
- **Personal Qualities and Values:**
  - Trust.

---

---

---

---

---

---

---

---

### 3 x Psychological Conditions

1. Psychological Meaningfulness
2. Psychological Safety
3. Psychological Availability

(Kahn, 1990)

What action can you take to help foster each of the psychological conditions in others?

---

---

---

---

---

---

---

---

## Psychological Meaningfulness

- Principle: people need to feel worthwhile, useful, valuable and needed
- Connections (relatedness needs)
- Clear goals – clear line of sight
- Understand how the job/task contributes to the organisation's/service objectives
- Give timely meaningful feedback – show respect and appreciation
- Challenging/Interesting and/or varied work
- Autonomy and control in how they do that work (where possible) – allow them to do the work they are trained to do
- Work that develops them eg. project
- When you delegate work to individuals, be supportive but also step back
- Role congruence – (attractive) identity.

---

---

---

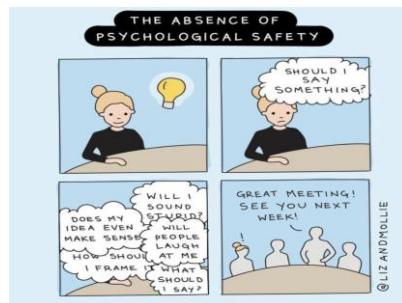
---

---

---

---

---




---

---

---

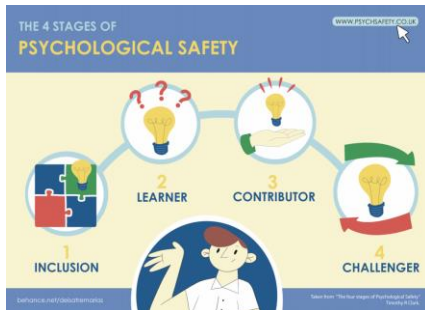
---

---

---

---

---




---

---

---

---

---

---

---

---

## Psychological Safety

- Principle: trust, openness, secure and predictable, understand behavioural consequences
- Say "hello"
- Show an interest in others and understand their context
- Actively listen (even to the "threatening" questions and honest responses and feelings re bad news)
- Give meaningful and timely communication
- Be honest (even about bad news) and consistent
- Live the values – role model
- Platinum rule – treat others as they would like to be treated
- Be supportive and kind
- Demonstrate that you trust team members
- Allow team members some control over their own work
- Involve team members in problem solving and decision making
- When you have to make the decisions, be transparent, fair and ethical
- Implement team member ideas when appropriate
- Give timely and meaningful feedback on team member ideas
- Do not send "shut-up" signals
- Clarify boundaries and consequences of their behaviour
- Do not (un)intentionally foster a blame culture – ensure team members know they will not suffer for their personal engagement. Treat mistakes as a learning opportunity
- Encourage team members to share knowledge and help each other
- Foster a positive team spirit and a sense of belonging
- Be aware of group norms and take action if they are unhelpful
- Lead in ways that you want to be known – people will remember how you made them feel.

---

---

---

---

---

---

---

---

## Psychological Availability

- Principle: People need to feel they possess the physical, emotional and psychological resources to invest in role performance
- Social support
- Encourage team members to authentically be themselves
- Manage workloads fairly
- Utilise work-life balance policies
- Ensure team members take their holidays
- Remove barriers/obstacles
- Address under-performance
- Manage conflict
- Respond productively to concerns
- Walking meetings (where appropriate)
- DSE regulations
- Actively lower anxiety and concerns – be observant
- Recruit people whose values align with the organisations
- Allow people to draw on energies generated from their outside lives, and support those experiencing difficulties in their personal life.

---

---

---

---

---

---

---

---

## How to lead when your team is exhausted – and you are too




---

---

---

---

---

---

---

---



## Activity

- Read the HBR article "How to lead when your team is exhausted – and you are too" by Dr Merete Wedell-Wedellsborg
- In breakout rooms, discuss:
  1. What are your thoughts about the article – what do you notice?
  2. Do you already do some of Wedell-Wedellsborg's recommendations?
    - If so, what is your experience of that?
    - If not, what action will you now take?
  3. What other action would you consider that is not noted in the article?

---

---

---

---

---

---

---

---

## Other Suggestions

- If you are exhausted and this shows, it is likely to spread to your team members
- So, be kind to yourself, find ways of tapping into your energy, make small wellbeing improvements
- Find out how people are doing – even if they haven't complained
- If a team member is finding work and/or life challenging, find out what their needs are and fulfil them (or find some middle ground to give them some relief)
- Be present in your communications and interactions
- Foster psychological safety so that they can be honest and vulnerable with you
- Help your team visualise success
- Be aware how you allocate work – do you always give more to your top performers or those that contribute ideas? What is the impact of that?
- Stop and evaluate – what are you doing that you no longer need to do as its no longer relevant?
- Celebrate progress and success.

---

---

---

---

---

---

---

---

## Rocks, Pebbles and Sand

### Focus on your rocks:

- Main services you and your teams deliver (the rocks)
- Other tasks that fill your day (the pebbles and sand).



**Bolton  
Council**

---

---

---

---

---

---

---

---

## Setting SMART Objectives



**Bolton  
Council**

---

---

---

---

---

---

---

---

## Setting Individual / Team / Project Objectives

<b>S</b>	<b>Specific</b> What do you want to achieve? - the objective must be clear and well defined
<b>M</b>	<b>Measurable</b> How will you know if you've been successful? Can you track the progress and measure the outcome? How much, how many, how will I know when my goal is accomplished?
<b>A</b>	<b>Achievable</b> Is the goal reasonable enough to be accomplished? Are resources available Make sure the goal is not out of reach or below standard performance / stretching
<b>R</b>	<b>Relevant</b> Is the goal worthwhile and will it meet service/organisation goals Does it fit with your immediate and long term plans
<b>T</b>	<b>Timely</b> Your objective should include a time limit - by... time/month/day/year

---

---

---

---

---

---

---

---

## Examples.... Turn into SMART

- Complete all Insight Exchanges (PDRs)
- Prepare training plans for school activities
- Complete finance audits for DLT
- Become more healthy
- Ensure all licensed venues are visited
- Send the report to elected members

**OR.....**

- Develop 2 SMART objectives for a member of your team / project that will enable them to do their work more effectively

---

---

---

---

---

---

---

---

## Lunch



**Bolton  
Council**

---

---

---

---

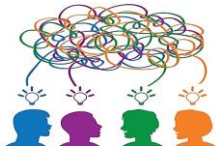
---

---

---

## Facilitating Peer Learning

- As a manager, what can you set up to facilitate peer learning through your team?




---

---

---

---

---

---

---

## Facilitating Peer Learning – some examples

- Shadowing
- Work together on projects / case work
- Job rotation
- Secondments
- Group supervision
- Feedback after learning events
- Book / article clubs
- Discussion groups
- Reflection sessions
- Action learning sets.




---

---

---

---

---

---

---

## What is Action Learning?



---

---

---

---

---

---

---



---

---

---

---

---

---

---



---

---

---

---

---

---

---




---

---

---

---

---

---

---




---

---

---

---

---

---

---




---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---



## Why do Action Learning

'It is very powerful to share one's story, and to share it with a friendly stranger is even more powerful. The set was one place where I could express my self-doubt about our strategic direction and relationships with stakeholders. It gave me the confidence to make difficult choices. Part of this success has come through knowing that this group of people is there to talk to.

You need to take time to work on yourself – you owe it to yourself and your organisation.




---

---

---

---

---

---

---

---

## Action Learning Process

- Format is open but as a guide, may be half or full days, every 4-6 weeks for an agreed period of time
- Usually 3-8 members
- Approach is collaborative – open/probing questions
- Topics are based on organisational problems, tasks or opportunities
- Topics must be tangible and important
- Leadership should be prepared to back decisions (devolve power to participants)
- Requires structured objectives and actions for review at next meeting
- Confidential
- Group contracting required at the start to set boundaries, and reviewed each meeting.

---

---

---

---

---

---

---

---

## What Action Learning Is Not?

- It is not a chat!
- Nor a task force, learning and reflecting on the job, an outdoor adventure, a simulation exercise or a discussion group
- Not group work, a lecture or training session, advice giving, counselling or group therapy.




---

---

---

---

---

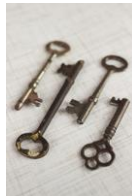
---

---

---

## 4 Keys to ALS Facilitation

1. Taking part
2. Own a problem to be addressed
3. Members help each other (by actively listening and asking powerful questions to stimulate further thought)
4. Individuals must take action.




---

---

---

---

---

---

---

---

## What Makes a Good Topic?

- Anything you want to work on so that you can generate action points
- Work related and affecting you personally, and something where you have some level of responsibility so that you can influence and action
- Progress within the timescale of the action learning programme must be possible
- Complex issues are best – where there is not a clear technical answer
- Part of the problem may be it not being clear what the issue is.

---

---

---

---

---

---

---

---

## How does an action learning set work?

### First Meeting:

- Introductions
- Expectations
- Ground rules
- Problem sharing and set agenda for next time.



### Subsequent Meetings:

- Confirm agenda
- Follow-up from last time (if problems previously discussed) – [15 mins]
- New problem introduced [10 mins]
- Questions [25 mins]
- Presenter responds and sets goals [5 mins]
- Facilitator summarises and confirms actions [10 mins]
- Next person presents and follows the same process
- Review process for next time and set agenda [15 mins].

---

---

---

---

---

---

---

---

## Video

- Action learning sets - videos and interviews with participants and trainers ([actionlearningassociates.co.uk](http://actionlearningassociates.co.uk)) (4.5 mins)




---

---

---

---

---

---

---

---



## Ground Rules

1. Only one at a time
2. Focus on the presenter
3. No advice giving
4. Judgement free
5. Confidential
6. Safe to admit need
7. Open questions.




---

---

---

---

---

---

---

---

## Roles

- Facilitator or volunteer – keeps to task
- Member – Presenter
- Members – Listen and ask questions




---

---

---

---

---

---

---

---

## Facilitator Questions – Some Ideas

### Problem Introduction:

- Given we have 20 minutes, what would you like to work on?
- What would be a good outcome for you by the end of 20 minutes?
- How will you know if we have achieved that?
- On a scale of 1-10, where would you rate yourself on XXX at this point in time?

### During the Session:

- Can you rephrase that question in a more open way?
- I notice that you appear to be giving advice rather than allowing the presenter to find their own answers
- You seem not to be paying attention to the root of the matter

### Summarising Actions:

- So you have decided to XXXX
- At the start of the meeting, you rated yourself as a X on a scale of 1-10. Using the same 1-10 scale, where would you rate yourself now?

---

---

---

---

---

---

---

---



### Presenter Roles

- Describes the issues of concern through a narrative account - how it really is in the 'here and now'
- Receives questions from others in the group
- Takes and addresses only those questions which they are comfortable with
- Decides on action points to take forward and commit to, and shares these
- Reports on ensuing events at a subsequent meeting of the group

---

---

---

---

---

---

---



### Useful Statements for Presenters

- "I'd like to explore..."
- "I'm wondering whether..."
- "I'm not sure if..."
- "I'm uncertain about..."
- "I can't decide whether..."
- "I'm puzzled by..."
- "I'm confused by..."

---

---

---

---

---

---

---



### Member Roles

- Listen actively and attentively
- Watch for non-verbal cues, such as body language, hesitations
- Are attentive to the feelings as well as the words of the presenter
- Do not intervene (unless an agreed part of the process)
- Ask questions that encourage the presenter to understand the problem more clearly
- Are prepared to probe and challenge the issue holder's personal interpretations and assumptions
- Be supportive, encouraging and empathetic
- Give feedback appropriately, honestly, and with discretion
- Observe the agreed 'ground rules'
- Never diagnose, recommend, interpose own agenda or give personal solutions
- Never judge or impose own values.

---

---

---

---

---

---

---



## Between Meetings

- Take agreed action
- What have I done since the last set meeting?
- What are the outstanding action points and why?
- Do I still see the issue the same way?
- What have I learnt from what I've done: about myself; about others; about the issue?
- How have my plans changed since the last set meeting and why?
- What are my next steps?
- What do I need from this set meeting?
- How can my colleagues help me?

---

---

---

---

---

---

---

---



## Activity

In groups, facilitate an action learning set (40 mins)

- One person to volunteer to be a facilitator
  - Another person volunteer to have their real problem worked on
1. Introduce the problem and some context
  2. Agree rules regarding how you will proceed
  3. Question, question, question
  4. Identify action points (next steps)
  5. Summary.

---

---

---

---

---

---

---

---



## Break



**Bolton**  
Council

---

---

---

---

---

---

---

---

## Action Learning Set Reflection

1. Did you help with the problem?
2. How easy was it to ask open questions?
3. How did you stop yourself giving advice?
4. How does the volunteer feel about the experience?
5. What was it like for the facilitator?
6. What did you learn during the process that you can apply to yourself?
7. What did you learn about you?
8. If you were running another ALS, based on that experience, what would you do differently?

---

---

---

---

---

---

---

---

## Next Steps ...



1. What further development do you need? Consider:
  - What you have learnt on this course
  - Your initial hopes and fears noted during our induction
  - Your 360 degree feedback
  - Forthcoming service opportunities or threats
2. What options do you have for meeting these learning needs?
3. Plan how you will meet your learning needs.

### When back at work:

1. Work with team members to identify and plan their learning too.

---

---

---

---

---

---

---

---

## Positive Regard

1. Inspirational
2. Piece of friendly advice
3. Strengths.




---

---

---

---

---

---

---

---

### Objectives:

#### By the end of the session you will ....

1. Foster quality work through others in a way that also supports both yours and your team members well-being
2. Be able to set SMART compliant goals
3. Facilitating peer learning (knowledge sharing), continuous improvement and problem-solving
4. Facilitate an action learning set for effective problem-solving
5. Be equipped to plan your own personal development with consideration to the 360 degree feedback.

---

---

---

---

---

---

---

### Advanced Leadership Development Programme

#### Aim:

This session will help leaders support their management team in building capacity throughout their teams.




---

---

---

---

---

---

---

#### Course Evaluation




---

---

---

---

---

---

---



Thank you ....

**Social Work Leadership Development  
Pathway**

Amanda Davis  
Organisational Development Officer



---

---

---

---

---

---

---