



# COMMUNICATIVE LEADERSHIP AND DEVELOPMENTAL MANAGEMENT



UNION OF TURKISH MUNICIPALITIES  
UMT

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# **COMMUNICATIVE LEADERSHIP AND DEVELOPMENTAL MANAGEMENT**



# Foreword

In its essence leadership is about relations and results! By leading and working together with other people you want to achieve something for your team, organisation, or society. Leadership should inspire others to dream more, learn more, do more, and become more!

Successful leaders mobilise people through inspiration and enthusiasm, and make sure to support as the situation and person demand. Especially during times of change, dedicated and committed leaders and managers are crucial for creating and maintaining a shared purpose, and for providing stability amid situations of turbulence.

Leadership, learning and communication goes together. Over the past years we at UMT have seen how important it is for managers and their units to meet, share and learn across departments as well as up and down the hierarchy. Modern work is too complex to be arranged in confined 'silos', but this also put higher demands on leaders to be developmental, communicative, goal-oriented and analytical.

It is my firm belief that the book you hold in your hand is a rich resource that will inspire and benefit managers at UMT as well leaders and managers of our member municipalities across Turkey.

Secretary General UMT

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# Preface

This book is a result of a leadership development programme organised for UMT during 2015-2016 within the Sida funded Tuselog-project. The programme gathered senior and middle managers of UMT and consisted of several workshops with assignments in between, individual coaching, learning visit to Sweden, and material development.

The purpose of the leadership development programme was to support UMT managers in strengthening their knowledge and skills in leadership. This would contribute to enhancing effectiveness of staff and organisations, and develop managers' ability and leadership skills to effectively implement policies, programmes and plans for their departments.

The programme and materials address three important dimensions of leadership:

- + Leading and developing oneself
- + Leading and developing staff and colleagues
- + Leading and developing the organisation

In order to improve as a leader and bring better staff and organisational performance, any effective manager needs to understand these three dimensions and how they relate to each other.

The focus of the programme and materials is mainly on the human sides of leadership, i.e. interpersonal relations, how we understand ourselves and how we communicate and relate to colleagues and staff. The 12 chapters of this book addresses all three dimensions mentioned above and presents a comprehensive picture of what 'effective' leadership entails.

Although draft materials of the subject areas covered were provided as input to seminars, the contributions from UMT managers to this book is considerable. Through group work, presentations and assignments, managers have generously shared their practical experiences, and the challenges and rewards, of being a manager and leader in a public sector organisation in Turkey.

## Communicative leadership at UMT

During the leadership development programme at UMT, managers were asked to define what they would put in a definition of communicative leadership. It was agreed that communicative leaders at UMT should meet the following criteria:

- Are experts in their field and has good representation skills
- Are visionary and strategic in their thinking and flexible and open to change
- Engage in dialogue with employees, values input from colleagues, and have a guiding attitude
- Are social and tolerant with a team spirit
- Are responsible, trustworthy and just





# 1.

## Introduction to Leadership and Management

### IS LEADERSHIP IN THE PUBLIC SECTOR DIFFERENT FROM PRIVATE SECTOR?

This text and the development programme are mainly about leadership in the public sector, although it doesn't differ that much from other sectors. People who are elected or work as managers in public administration are to see to the long-term interests of the society as a whole, and ensure the best use of available resources. As a manager in the public sector you are guided by political priorities and decisions, and you are accountable to citizens, as power is granted to you by the people you represent.

**Q:** Before starting to read this text, take a minute to think about the terms 'leadership' and 'management'. What do they mean to you? What are the differences? Describe management and leadership to yourself in your own words.

**Leadership and management** are about achieving results through and with others. Understanding leadership requires insight into the interaction and dynamics between leaders and their followers. Leadership is a process in which a leader uses his or her power to influence others to achieve particular results.

Is there a difference between leadership and management, leading and managing? Do not both leaders and managers achieve results with and through other people? The view held in this text is that leadership and management go hand in hand.

Management involves planning, organising, supervising and monitoring the implementation of plans, and evaluating the results. Leadership goes beyond management of plans, people and tasks. Leadership envisions the future and sometimes sets a new direction for the organisation, for management and staff to follow.

Many organisations are over-managed and under-led, which means that there are plenty of people to deal with everyday business but there is a lack of strategic and visionary leadership. Successful leaders mobilise people through inspiration and enthusiasm. Parents show leadership by raising their children with good values and encouraging them to develop their potential. So do teachers who inspire their students to learn and to develop.

Leadership can be demonstrated in all walks of life and in all professions. Most people admire and willingly follow leaders who are honest, forward-looking, inspiring and competent. In spite of the common belief that a person is born a leader, leadership requires knowledge, skills and attitudes that can be learned and developed.

Leadership often involve the exercise of authority over others. Leadership implies that others are willing to follow and accept the power and status of the leader. Managers are leaders with formal power by virtue of their positions, but in all organisations you also find informal leaders.

Many factors determine quality of work and the success of an organisation. Perhaps the two most fundamental ones are the organisation's leadership and the people because good results are achieved

- + by **leadership** driving policy and **strategy**
- + and delivered by **people** and **partnerships**, and
- + through well-functioning **processes**.

## Basic processes of management and leadership

Being a manager is an assigned organisational role. It should always be formally agreed and accepted through a job description and a contract. Leadership is a role that can be assumed by anyone. There are plenty of examples of people who are informal leaders even though they might not have a formal top position in an organisation or society. People tend to follow and listen to them anyway. Equally, there are managers who lack leadership qualities. They only have the formal position. This kind of manager is not very likely to be efficient and or to achieve good results.

Both management and leadership involves deciding what needs to be done, organising people and fostering relationships that will accomplish the tasks and then ensuring that those people actually get the job done. But leadership itself never keeps an operation on time and on budget year after year, and management by itself never creates significant useful change in staff and organisation. The key is that management and leadership must both be present, sometimes but not always, in the same person.

Being a manager and a leader involves dealing with certain work processes, whether it is a small or large organisation, in the public or private. The three main processes of management are:

### 1. Planning and budgeting

- Setting targets or goals for the future, typically for the next month or year
- Establishing detailed steps for achieving those targets, with timetables and guidelines
- Allocating the resources required.

## 2. Organising and staffing

- Establishing the organisational structure and set of jobs required to accomplish the plan
- Staffing the jobs
- Communicating plans with the staff
- Delegating responsibility
- Establishing systems to monitor implementation.

## 3. Monitoring, controlling and problem solving

- Monitoring results against the plan in some detail, both formally and informally
- Reports and meetings
- Identifying deviations, which are often named 'problems'
- Planning and organising to solve the problems.

Some of these duties are solely managerial tasks of creating formats and systems, while other involves influencing, inspiring, and pushing people to do their best. The latter demands leadership.

There is a difference between leadership and management. Leadership is of the spirit, compounded of personality and vision. Its practice is an art. Management is of the mind, a matter of accurate calculation; its practice is a science. Managers are necessary; Leaders are essential.

**Q:** Take some time to think back in life on your own experience of having a good leader:

- What was it that made that person a good leader for you in that particular time?
- What were the qualities of that person?
- What feelings or state of mind of yours did that person evoke or relate to?

**Q:** Then take some time to think back in life on your own experience of having a bad leader:

- What was it that made that person a bad leader for you in that particular time?
- What were the qualities or intentions of that person?
- What feelings or state of mind of yours did that person evoke or relate to?

## Different theories on leadership

Numerous studies have tried to find out what makes leaders effective. Many have focused on personality traits and abilities such as determination, diplomacy, self-confidence, personal integrity, intellectual abilities, and the ability to communicate. Others focus on leadership styles or typical behaviour, which are the result of a leader's personality, philosophy, training and experience.

### Early research highlighted four styles

Early research highlighted four leadership styles:

- 1. Autocratic leaders** set goals and take decisions without considering the opinions of their followers, and then order them to execute tasks. They demand strict compliance and do not value participation, though they may praise and criticise work done.
- 2. Consultative leaders** solicit the opinions and ideas of their followers and/or experts, but then finalise plans and take decisions themselves.
- 3. Democratic or participative leaders** encourage and facilitate collective planning and decision making. Different views are shared and discussed, and decisions are agreed in the group. Feedback is given by the leader and other team members.
- 4. Laissez-faire leaders** (French for 'give free rein') more or less abandon the role of leader and let the followers take whatever action they feel necessary. They give the group the freedom to decide on issues, remain uninvolved unless asked, and very seldom give support or praise.

However, researchers found that people who were effective leaders in one situation were not necessarily this in other situations, which led to a critique of this way of highlighting different styles.

Another line of research that started in the 1950s identified two approaches to leadership:

- ◆ Job- or task-centred leaders, who supervise their staff closely to ensure they perform according to specified procedures. Such leaders rely on their power position and use rewards and punishment to influence staff.
- ◆ Employee- or relationship-centred leaders, who create a supportive work environment that leads to good performance. They focus on the wellbeing and development of their staff.

Yet another way of looking at leadership emerged in the 1980s with the theory of transactional and transformational leadership. **Transactional leaders** provide rewards for desired behaviours and task accomplishments. They evaluate, correct and train staff when performance is below desired levels and reward them when they perform well. **Transformational leaders** place a higher level of trust in followers and demand a much higher level of loyalty and performance. Such leaders inspire and motivate people to strive for extraordinary goals. They communicate with passion and set an example by their own behaviour. They are highly visible and demand hard work.

### There is no one best way of leading

Later research indicates that there is no one best way of leading. Effective leadership involves using different styles in different situations, i.e. Situational Leadership. A good leader should be able to adopt different styles, depending on what the situation de-

mands. The type of task, the nature of the group, the personality of the staff member and their ability to do a specific task should determine the style the leader adopts. Conscious leadership behaviour becomes a function not only of the characteristics of the leader, but also of the characteristics of the follower. Read more about situational leadership in chapter 5.

An important factor influencing leadership styles is the cultural values of the organisation and its people. A collective society with strong social bonds requires a different overall style as compared to a very individualistic society where people have to fend for themselves.

**Q:** Would you say that views on effective leadership in the workplace differ between Turkey and other societies? If yes, how and how come?

### **Leadership and power**

Leadership and power are related. Managers and leaders use power to influence people to move in a certain direction and to achieve desired results. The following types of power can be distinguished in organisations:

- **Legitimate** power is based on a professional position and role in the organisational hierarchy.
- **Reward** power is given to managers, who decide on performance rewards such as pay increases, promotions, benefits, or other formal rewards. Rewards can also be informal, such as special attention, praise and support.
- **Coercive** power enables managers to punish unacceptable behaviour and poor performance via disciplinary processes and their consequences.
- **Expert** power is based on a manager or informal leader's talents, abilities and expertise.
- **Charisma** power is based on a leader's personality and charm. It is a very potent power that can be either a blessing or a curse in an organisation.
- **Referent** power is based on connections to important people and organisations.
- **Information** power is based on having information that others need in order to succeed.

Most leaders and managers have and combine these different forms of power to varying degrees. As any kind of power can be used for good and bad ends, ethical principles should guide any leader's use of power.

## Authoritative or authoritarian leaders?

*"Genuine politics – even politics worthy of the name – the only politics I am willing to devote myself to – is simply a matter of serving those around us: serving the community and serving those who will come after us. Its deepest roots are moral because it is a responsibility expressed through action, to and for the whole."*

*(Former Czech President Vaclav Havel)*

As a leader you have authority. This gives you power and responsibilities. You can use authority to lead people and society towards a better future. But you can also abuse authority and use it to make people follow you for the wrong reasons; out of fear and not out of respect. It is important to understand the difference between being authoritative – and using your wisdom and experience to serve the public good – and being authoritarian – and using people to build up your personal power.

### **If you use your authority wisely, you are:**

Honest  
Open  
Courageous  
Fair  
Inclusive  
Respectful  
Responsible  
Inspirational  
Supportive

### **If you abuse your authority, you:**

Lie to others  
Manipulate others  
Avoid responsibility  
Are unfair  
Steal  
Harass others  
Force others to do things  
Intimidate others  
Blame others

Using authority in a constructive way takes integrity. If you have integrity your life is built around solid principles and your sense of security comes from within, not from outside. You demonstrate integrity by maintaining the highest level of honesty and credibility in all relationships and situations.

### **Research on desirable leadership attributes**

In 1993 the Wharton School of Management at the University of Pennsylvania started a ten-year global study on leadership in organisations. The researchers interviewed 17 500 middle-level managers in sixty two countries and eight hundred organisations.

Although there were many differences between countries and organisations, the researchers found a list of fifteen leadership attributes that were universally acknowledged as positive. They were: communicative, informed, courageously decisive, optimistic, trustworthy, just, honest, dependable, team-builder, motivator, encourager, dynamic, intelligent, a win-win problem-solver and planner.

There were also seven universally acknowledged negative attributes for leaders. They were: loner, asocial, irritable, dictatorial, ruthless, not co-operative and egocentric.

Influence is an important aspect of leadership. An effective leader will think, 'What impact does my behaviour have on others?', 'What might others think, feel, or do as a result of what I do?', 'How can I behave differently to have a more positive influence?'

Your decisions about how to »be« a leader are at the heart of good leadership. This is about more than knowing what to do or say. In order to influence people and encourage them to follow you for good reasons you need to behave consistently. You should show the same positive and constructive behaviours and reflect the same principles in different situations and with different groups of people. Leadership responses may vary according to the situation, but good character does not.

Consistency implies that a leader's behaviour and character are the same at all times. You are who you are and this does not change whether you are at your office or in your own home.

## **Leadership and gender**

**Q:** In your experience are there differences between men and women when it comes to leadership?

As a manager and leader, you are acting as a representative and a role model for those who are following you. This means that any leadership should represent the whole of the group or organisation, and acknowledge the views, needs and potential of everyone, whether rich or poor or male or female.

It is useful to understand the role of gender in our lives as it affects our organisations in terms of:

- the way we organise work, who does what, and why
- who has access to formal and informal decision-making power
- who decides what is important at home, at work, in society
- who has the control over resources and why
- who should be leaders and managers and why.

Leadership is one among many areas where the man has been accepted as the norm, and traditionally most leaders have been men. Nowadays there are many examples of competent and inspiring leaders at every level of society, both men and women. But still, the vast majority of leaders and managers in any country are men.

Increasing the number of women managers and leaders in society and organisations is one issue, another is for managers to learn how to lead and behave in a way that acknowledges the needs, potential, opinions and priorities of both men and women.

A simple way to start practicing a more gender aware management is to ask yourself a number of questions whenever planning activities or addressing a problem:

- what proportion of people involved are men and what proportion are women?
- who has been involved in defining the problem? Are men and women similarly affected by the problem or not?
- who has been involved in deciding solutions?
- have the competencies of both men and women been used?
- what will the impact be for men and women respectively?
- who will benefit?
- who has control over the resources (office space, equipment, staff, money, time)?
- who is leading?



## Communicative Leadership

**Q:** What is a communicative leadership to you?

**Q:** What communicative skills of yours do think are valued by others?

**Q:** When does your ways of communicating makes a difference, or creates additional value?

Even though research indicates that there is no single best way of leading, modern management and leadership theories have found that there are abilities profoundly connected with communication that are essential to effective leadership. Communication is crucial for promoting engagement and performance, achieving good results, fostering healthy and committed staff members and satisfied customers.

In most studies, research and observations done since the 1950s, as described in the previous chapter, there are aspects of communicative leadership. This comes as no surprise as leadership in its essence is about relationships, and for any relationship to be healthy, sustainable and mutually valuable - communication is key.

Most leadership skills can be developed, but among the most rewarding to acquire, develop and refine, is the abilities of a communicative leader. Once you experience the difference between effective communication in an organisation and poor or no communication, and the effect it has on the motivation of teams and organisational development, it may become addictive.

As a leader you are engaging with people all day long and it is almost impossible NOT to communicate, verbally or non-verbally. We communicate constantly as it comes with being a human being, and communication is constantly carried out in speech, body language, behaviour and actions. By actively not saying things we communicate something as well.

### To lead is to communicate

Communication is the nervous system of leadership. Ask a leader in any context around the world and the common estimate will be that up to 90 percent of the workday consists of communication of some sort; sharing information, holding meetings, giving instructions, corrections, explanations, dialogue, changing of plans and setting out strategies and visions.

When staff members are asked about most important and preferred aspects of leadership, a common answer is clarity. And how do you reach clarity? By communicating. And the type of communication needed has changed. Before it was important to communicate strict and accurate instruction to get the work done, while in modern times it is more about inspiration, motivation and co-creation in order to get engaged people to reach common goals.

#### Key behaviours of communicative leaders

*A communicative leader is one who engages employees in dialogue, actively shares and seeks feedback, practices participative decision-making, and is perceived as open and involved.*

One definition of a communicative leadership is that a communicative leader is one who engages employees in dialogue, actively shares and seeks feedback, practices participative decision-making and is perceived as open and involved.

Recent research carried out by Mid-Sweden University in a Swedish and international environment stresses that communicative leaders improves performance on different levels in the organizational system, and fosters staff engagement and team confidence in mastering complex tasks.

Among other things the research aimed to define preferable abilities of a communicative leader, both from staff members' point of view and from managers' self-assessment. Eight key principles emerged defining communicative leadership:

- 1) Communicative leaders coach and enable employees to be self-managing.
- 2) Communicative leaders provide structures that facilitate work.
- 3) Communicative leaders set clear expectations for quality, productivity, and professionalism.
- 4) Communicative leaders are approachable, respectful, and express concern for employees.
- 5) Communicative leaders actively engage in problem solving, follow up on feedback, and advocate for the unit.
- 6) Communicative leaders convey direction and assist others in achieving their goals.
- 7) Communicative leaders actively engage in framing of messages and events.
- 8) Communicative leaders enable and support sense making.

If an organisation wants to develop communicative leadership ability of both the individual managers and the management team, it needs to translate and adapt these principles to their own context and culture. The principles need to be well grounded in the organisation's mission as well as understood as a means to develop both engagement and performance.

When leaders 'act' according to communicative principles and staff members expect and mirror this it will help develop inter-personal attitudes and an organisational culture which is beneficial both for production and human well-being.

What is deemed suitable and preferable for a specific organisation at a certain time and context is decided by the sum of experiences and prevailing organisational culture.

### **When communication is not working in an organisation**

When problems, irritation, and conflicts arise in the workplace, lack of communication is often at the root. People often think, behave, and look at the same situation differently, but it is not always that we acknowledge this and discuss it openly. We often hesitate to bring up important issues because we find it unpleasant or difficult, we don't want to hurt others, or we think that the other person will take offence, become angry or sad.

Even if we choose to not be open about what we are thinking and feeling about someone else's behaviour, our behaviour reflects our thoughts and feelings. We react, consciously or unconsciously, to the actions of others. Sometimes, the reaction can almost be a reflex. The other person reacts in turn to this more or less unconscious and spontaneous feedback, soon resulting in an infected relationship.

Lack of openness is not just about criticism. Many times we are also bad at giving praise. You may notice that one of your staff member has done a very good job, but how often do you say it directly to the person in question? We may not feel that we need to give praise since the other person probably knows that he or she has done a good job. Or we just don't think about saying it.

*In later chapters good communication practices will be discussed in relation to e.g. giving and receiving feedback, listening and asking the right questions, verbal and non-verbal communication, etc.*



# 2.

## **Situational Leadership and Competence Development**

Effective leadership varies, not only with the person or group being led, and in which context, but also on the task, job or function that needs to be accomplished, hence the term situational leadership. Research and experience show that staff need to be treated differently, depending on their level of overall competence in a particular task. A conscious leader/manager assesses a person's competence in a specific area, and then chooses the appropriate leadership style.

According to the Situational Leadership Model, originally developed by the two researchers Paul Hersey and Ken Blanchard, leadership is composed of both directive and supportive dimensions. A leader needs to adapt his or her style to different situations in order to be effective. To determine what is needed in a particular situation, a leader must assess her or his staff members' competence in performing a given task, i.e. their willingness and ability to perform and achieve desired results.

Based on the assumption that staff members' skills and motivation vary over time, situational leadership suggests that leaders, in order to be effective in their leadership, should change the degree to which they are directive and supportive in order to meet the changing needs of their subordinates.

### **The starting point is competence**

Leadership and management are about achieving results with and through others and their work. This involves planning what they do, organizing them to do it, supporting their efforts and assessing what they achieve in terms of results. People perform best when they are involved, committed and motivated, as well as valued, acknowledged, supported and rewarded.

### **What should be assessed?**

A critical requirement for effective performance assessment is a common understanding among leaders and staff of the goals to be achieved.

By measuring performance, an organisation can determine how well it meets stakeholders' needs and requirements, and how well staff members are conducting their work.

Performance measurement provides information for effective decision making, and feedback that is an important source for learning and continuous improvements. In a government context, it is common that an organisation's formal mandate provides overview information on what the organisation's purpose is and what it is supposed to do and achieve.

### **Competence of staff as a basis for performance assessment**

Individual competence is determined by a combination of relevant knowledge, skills, willingness or motivation, and opportunities to gain experience and practice.

Meaningful and challenging work provides opportunities to use acquired knowledge and skills, and to learn more. Actual performance demonstrates competence in a specific situation or context. This includes being able to understand a task and how best to perform it, and being able to assess the results.

Competence is often developed through experience. Ability is defined as a combination of knowledge and skills. Knowledge may consist in knowing principles and theories, rules and regulations, or facts and how things are in practice. Knowledge can also involve a deeper sense of meaning and understanding, seeing the whole picture, why the theory works, and why rules and regulations are necessary.

Skills can be seen as applied knowledge, developed through practice. You need to know how to do something in order to do it. Familiarity or tacit knowledge comes from experience. You know how to act in certain situations, and you are aware of the consequences of your actions or non-action, sometimes without being able to explain why, "you just know it!"

There are five factors of competence - professional, personal, social, strategic and functional competence.

#### ***Professional competence***

Professional competence is closely related to specific job tasks. It includes a sound understanding of the basic theory and practices related to a specific profession, as well as of work process and methods, the legal framework, policies, rules and regulations and equipment needed.

#### ***Personal competence***

This factor is also complex, having to do with a person's personality, attitudes and values that guide how they handle a job. Demonstrating relevant values can also be a professional competence requirement. Personal competence includes such qualities as being able to take initiative and responsibility, to be creative, distinguish priorities and have the 'drive' to achieve results.

### ***Social competence***

Social competence includes being able to co-operate and work well with others, and the ability to communicate with colleagues, clients, partners and other stakeholders, and generally maintain good relations with others. The ability to participate constructively in teams and meetings, support others and handle feedback are core social competencies. As most jobs involve achieving results together with others, combining professional and social competence is important.

### ***Strategic competence***

Strategic competence includes having a keen eye and an ear for ‘what is going on’ in and outside the organisation, that is important for its development. This requires a clear understanding of the organisation’s mandate or mission, vision, goals and strategies, and the ability to identify opportunities and what needs to be done to develop the organisation. Another aspect of strategic competence is an understanding of how one’s own work is related to what is delivered to clients, and to changes in the organisation and its environment.

### ***Functional competence***

Functional competence involves integrating all other competences in order to contribute to the achieving of organisational goals and development. It includes the ability to analyse and solve problems in different situations, to explain to others and share learning with colleagues, to draw from practical experience, to adapt to changing circumstances and to integrate one’s own strengths in order to learn and perform.

## **The many dimensions of competence**



*The Situational Leadership Model* uses competence as a term that varies from low to high, and is graded in four levels: C1 (the lowest), C2, C3 and C4 (the highest). The two key factors in task-related competence are willingness and ability.

### **Willingness**

Willingness is largely based on a combination of motivation and a positive attitude towards the task and the organisation and its values, and wanting to be part of a team and to achieve common objectives and recognition, and confidence and feeling able to perform the task, wanting to take responsibility and meet the challenge of changing demands, and daring to take action.

### **Ability**

Ability is largely based on a combination of general knowledge and skills based on prior learning and work experience, and specific task-related knowledge and skills based on experience in the relevant field, and understanding of the organisation's systems, policies and procedures.

The 'scale' low to high is not a given, there are no sharp divides between the levels. They are dynamic and reflecting a relative movement of development from lower to higher. The aim is to continuously develop the staff members' performance as well as that of the organisation.

## **Four leadership styles**

The aim of situational leadership is for leaders to learn to consciously select a leadership style that best matches an individual's competence level and developmental needs in relation to a specific task or performance area. The model describes four basic styles which are based on combining various degrees of directive and (psychological) supportive leadership behaviour. All styles are potentially effective, but in different situations.

Research has found that leadership combines two significant types of behaviour – directing and supporting. These modes are independent of each other, and different combinations determine the different leadership styles.

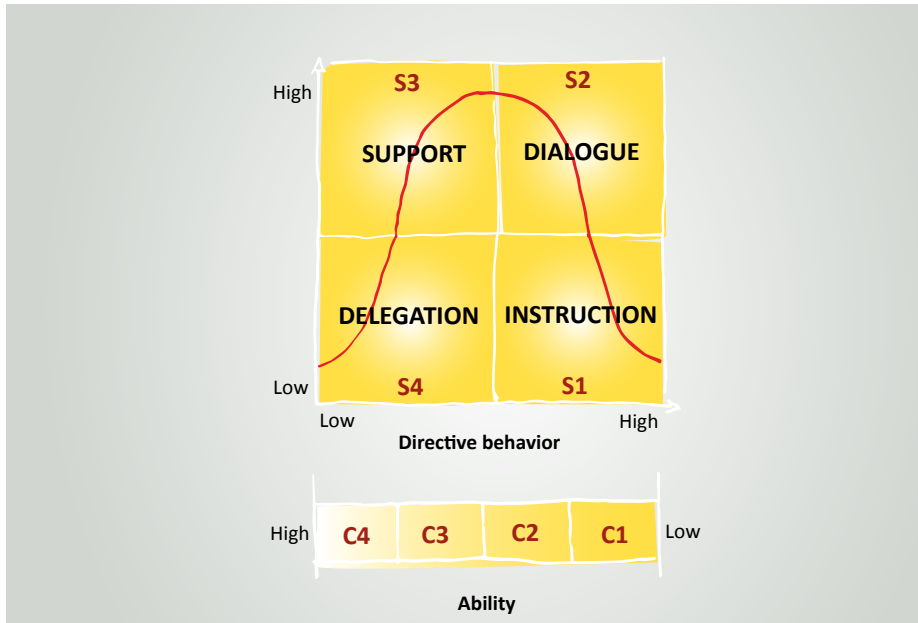
Highly directive behaviour involves concrete instructions, close supervision and explicit feedback to make sure that the work is done correctly. As a person's competence improves, less directing is needed and more co-planning of work is appropriate.

Highly supportive behaviour is characterised by engagement and positive feedback that affirms a person's progress. The leader must also give corrective feedback when necessary, but positive feedback motivates development. As competence improves, the manager shifts from giving frequent positive feedback on actions to delegating more responsibility, while continuing to give positive feedback, but less on actions and more on results.

Because directive and supportive behaviour are two independent variables, they can be placed on different axes to give four combinations of directive and supportive behaviour.



## Situational leadership model



### **Style 1 – High directing, low supporting**

The key word in Style 1 (S1) is **INSTRUCT**. The focus is on making sure that a person knows how to perform a task by giving step-by-step instructions, monitoring performance closely and giving guidance and corrective feedback. Communication mostly involves the manager giving instructions and the person asking specific questions, which the manager answers.

A person with low competence (C1) in a specific task or performance area needs this leadership style that gives clear direction on how to perform the task. In gaining confidence based on successfully performing tasks, a person becomes willing to progress in his or her development.

### **Style 2 – High directing, high supporting**

The key word in S2 is **DIALOGUE**. Directive behaviour continues to be high, but now the manager also includes high support, and communication becomes a task-focused dialogue with the staff member. This type of leadership, also called coaching, is appropriate and effective when a person has developed some degree of competence (C2).

At this stage the staff member is able to ask not only 'how' but also 'why' questions. The manager meets their need to understand what they are doing and how to do better through dialogue, along with positive feedback on work well done. Guidance plus positive feedback build and develop confidence.

### **Style 3 – Low directing, high supporting**

The key word in S3 is **SUPPORT**. The manager now reduces directive behaviour considerably, and emphasises supportive behaviour. The staff member now has considerable experience and knows the task and own capacity.

At C3 level a person needs to, and often wishes to, take more responsibility for their own performance and competency development. They are now able to think about and contribute to what needs to be done, and how to do it better. At this stage the leader/manager should focus on motivational support, e.g. »Yes, go on, try it, I believe you can do it«

However, the transition from C2 to C3 is challenging for some, as it requires a psychological paradigm shift. Until now, the employee considered himself/herself as more or less a trainee who needed active direction and support. Now a self-perception of competence develops, but the person can also become aware of his/her knowledge gaps and other limitations, which can make them feel insecure or less confident about further development.

A strongly supportive leadership style, along with being willing to back up the person if things go wrong, is needed.

### **Style 4 – Low directing, low supporting**

The key word in Style 4 is **DELEGATE**. The staff member has now reached the stage where he or she can take independent responsibility for planning and performance of the task in a performance area. The manager no longer needs to direct or support, and contact between them is less frequent. The person takes decisions and the work proceeds smoothly. There is less need for motivational support as the person is self-motivated by achieving good results, solving problems and handling difficulties. The manager needs only to intervene in crises or particularly problematic situations and in general be available only when needed.

In appendices there is an assessment tool for situational leadership. This can be used to assess your own preferred leadership style.

### **Analysing competence**

A staff member's level of competence in a specific task or key performance area determines the need for a particular leadership style. The perception someone has of his/her own competence level is strongly linked to different emotions. Low competence is often accompanied by feelings of insecurity and self-doubt, while high competence causes feelings of confidence and pride.

Managers can address these emotional needs by selecting the right leadership style.

It is thus essential that managers assess the competence level of the staff member in various tasks and performance areas. The analysis instrument below can help you make this assessment.

Select a staff member's key performance areas, and rate them in the eight areas, 1 being very poor and 5 being excellent.

1. Sense of responsibility				
5	4	3	2	1
2. Experience of this particular assignment				
5	4	3	2	1
3. Ability to adapt to demands of change				
5	4	3	2	1
4. Level of professional skills				
5	4	3	2	1
5. Motivation and drive to achieve results				
5	4	3	2	1
6. Sense of quality of work				
5	4	3	2	1
7. Confidence in ability to perform the assignment				
5	4	3	2	1
8. Capacity to work hard				
5	4	3	2	1

When you have added the answers together, you get a total for their estimated Willingness and Ability.

WILLINGNESS		YETENEK	
Competence aspect	Circled figure	Competence aspect	Circled figure
1.Sense of responsibility		2.Experience of this particular assignment	
3.Ability to adapt to demands of change		4.Level of professional skills	
5.Motivation and drive to achieve results		6.Sense of quality of work	
7.Confidence in ability to perform the assignment		6.Capacity to work hard	
Total score:		Total score:	

The maximum total score for each column is 20, which means 100% willingness or ability. The minimum total score is 4, which means basically no willingness or ability.

### **Adapting leadership to situations and competence levels**

Leading in a successful and developing situation requires a different approach to leading in a difficult situation. In successful situations most things go according to plan. Work proceeds as scheduled or even better than expected. In a setback or adverse situation problems arise, time frames don't hold, and disagreements and tensions may be present

Leading in successful situations is about making sure that people develop in competence from C1 to C4. This can be done fairly rapidly, if a person has had similar tasks in a previous job, or has sound training. In such a case, being at C1 is due to the person being unfamiliar with the new situation. Development from C1 to C4 takes much longer if the person has no previous experience or training in a particular key performance area or task.

When using S1, i.e. directive behavior, the manager should instruct the staff member to an extent that ensures that they succeed in the task. This often means dividing a task into logical steps and providing instruction, followed by practice, on each step before moving to the next. Positive feedback is essential at this stage. The more insecure someone feels, the more important positive feedback is in helping them to develop confidence and curiosity, and to start asking questions.

As the development process enters the C2-S3 phase, the leader directs less and the person is given more responsibility. Though positive feedback, encouragement and critical correction are still needed, task-focused dialogue should increase. The manager now welcomes the staff member's suggestions regarding how to perform the task. However, caution them against over-confidence or under-estimation of the difficulties of the task.

In the C3-S3 phase, the leader/manager must combine positive feedback with giving responsibility and authority to the staff member, who makes the task their own and gives a personal touch to it. In this phase the preconditions for successful delegation of full responsibility are established. The leader/manager can reduce the level of supportive behaviour, because the staff member is now self-motivated.

Finally, the development process arrives at the C4-S4 phase, where the staff member is fully in charge of a task or key performance area. He or she can now, under normal circumstances, do the job well without the leader's involvement. The manager should be available when required, and otherwise monitor results via regular reporting. The staff member updates the manager on work progress, and the manager in turn provides information on what is happening within and outside the organisation that affects the work.

C1 and C3 are often the most critical phases of the journey, as the risk of failure is highest. In C1, if the task result is not successfully achieved, the person feels they have failed, which can undermine their confidence. In C3 a person may doubt whether he or she is able to take full responsibility without support, as they are now aware of their own strengths, weaknesses and potential. A person can also get stuck in phase C2, if they are insecure and unwilling to take responsibility.



## Leadership for competence development

A manager can create an enabling working environment that supports competence development and improved performance by doing the following:

- ◆ Assess staff competence to perform in specific tasks
- ◆ Provide needs-based, on-the-job skills development and other capacity building opportunities
- ◆ Support the employee in solving problems and handling difficulties, to generate solutions that help him/her and others at the work place
- ◆ Provide information and other resources or advice to the employee on how to make decisions and take actions that will generate the desired results
- ◆ Delegate the powers required for him or her to perform
- ◆ Communicate and consult continuously. Ensure staff members are well aware of what goes on in the work place and organisation.

### Advice for giving effective instructions

Management communication often involves giving instructions. However, it not easy to give instructions that are clearly understood and easy to carry out. Giving good instructions, whether written or spoken, requires a certain consciousness. Here is some advice on how to improve the skill of giving instructions:

**Know what you want** - Take time to think through and be completely clear on what you want and how you are going to communicate it. Plan what you are going to say by writing down your instructions, or at least key words and steps. Always think of an instruction in terms of the following key words: quality, quantity, time, why, and how. Instructions for major tasks should be recorded in a document.

**Select the right person for the task** - Don't expect inexperienced staff to perform at the same level as those with experience. On the other hand, giving an inexperienced person a challenging task can help them learn and develop. In this case, well-formulated instructions and guidance are especially important.

**Distribute tasks fairly** - Do not over work some staff members because they are highly competent or accept instructions more readily than others. Remember giving people new challenges enables them to develop competence, and should be motivating, if done effectively. Spread the work load – don't always give the easy or unpopular jobs to the same people.

**Get attention** - Make sure you have a person's attention before you start giving instructions. If they are distracted, it will not matter how clear your instructions are. The same applies to you – be fully present and focused on the person while giving instructions. Get eye contact to hold attention in a person-to-person situation.

**Give the reasons and explain the significance** - People are more motivated when they know why something needs to be done and 'where they are heading'. They need all the relevant information, including the reasons for the task, in order to undertake it consciously and intelligently.

**Select and combine instruction methods** - Give instructions in a way that works best for the person concerned, depending on their level of competence. Use different methods to give instructions – some prefer verbal instructions, others need explanations to be written and illustrated, while others understand best when things are being demonstrated.

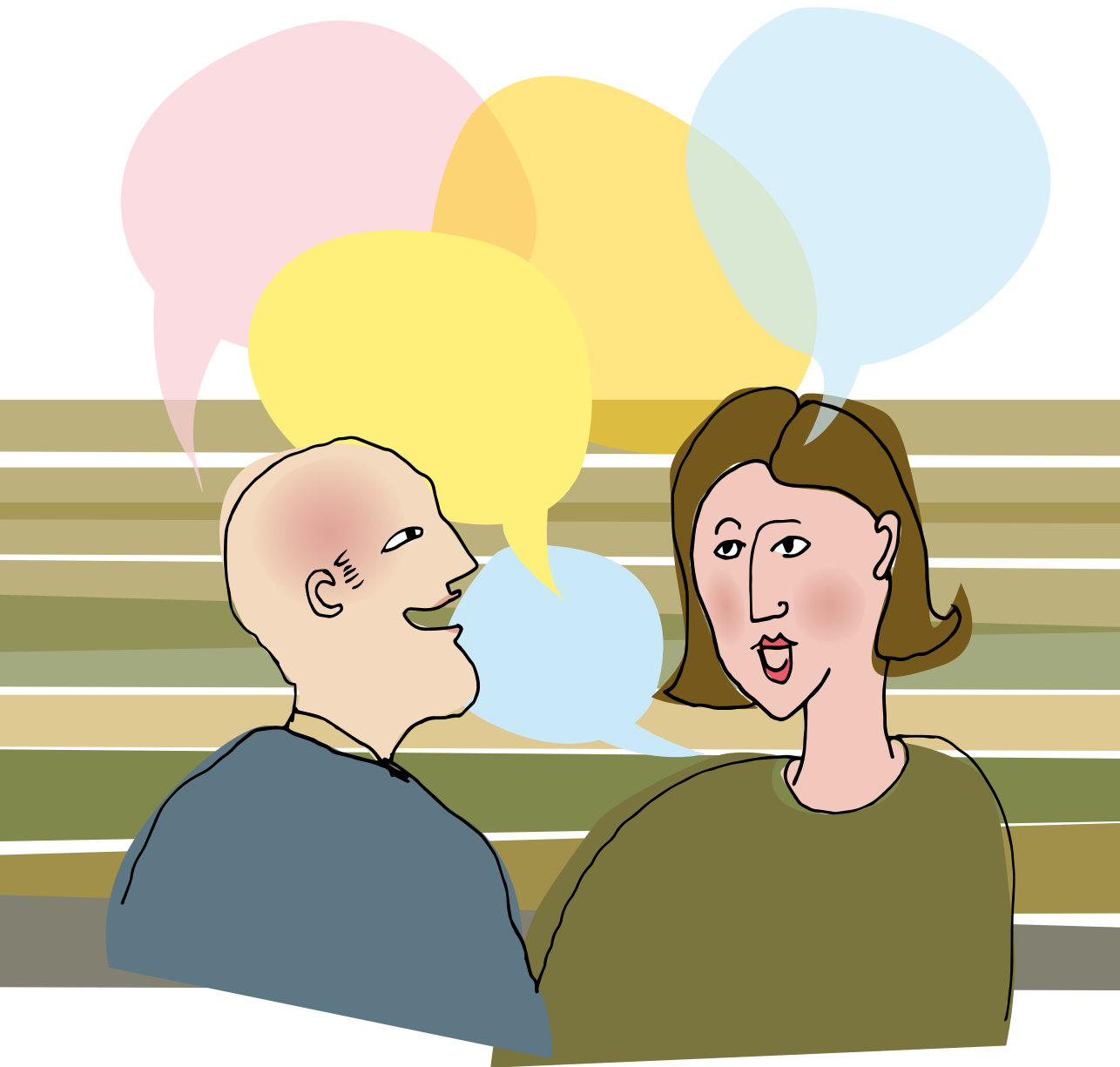
**Use clear, concise and simple language** - Use simple, concrete and specific language, and use words that your staff understand. Allow time for comprehension. Be aware of signs such as body language that may indicate insecurity, unwillingness or lack of comprehension. Be brief, accurate, and to the point. Use short sentences and communicate one idea at a time.

**Take it step-by-step** - In general, only give a small number of instructions at any one time. People cannot remember or will quickly forget large volumes of information. If the task is complex, first explain the whole task to provide an overview and motivation, and then divide it into smaller chunks and describe each step-by-step.

**Check for understanding** - Stop from time to time to check if the person understands your instructions, e.g. after each stage or key point, or whenever you see signs of incomprehension. Make sure that they understand the essentials before they start a task. Check whether there are any other questions or concerns before ending.

**Be available** - Let the staff member know that you are available, and how they should contact you, should problems or new questions arise. No-one should ever feel afraid to contact you if they are uncertain or don't know how to proceed. If you will not be available, tell them who to contact or what to do, should the need arise.

**Follow-up** - Check periodically to see that the instructions are being carried out as expected and within the agreed time frame. Monitor progress and check that the final result is what was intended. Acknowledge, praise or thank the staff member for his or her efforts. Make sure you formally 'sign off' a task or assignment, but do so in a motivating way.





# 3.

## Coaching Dialogues and Effective Feedback

Although there are many occasions and situations where a manager has to be highly instructive in their leadership, it has been proven far more effective to approach leadership through more developmental measures, especially if the person has willingness and ability to do a good job. Effective coaching helps a person move from where he or she is to where he or she wants or needs to be.

Coaching and feedback goes hand in hand and they both serve to stimulate reflection, finding one's own solutions, experimentation, and continuous performance improvement. They can also be effectively used when you need to apply leadership style 2 and 3 discussed in the previous chapter.

### Coaching dialogues

One key feature of a coaching dialogue is that it is the staff member who arrives at the solution and not the manager who tells him or her how to do it. This creates ownership in work which in turn also stimulates accountability and own responsibility for completion and quality of work.

The basic principle of coaching can be defined as follows: *Through guidance and questions, the staff member finds the solutions and answers to their problems and questions themselves.*

Coaching can be a daily and informal process and/or a formal, regular and scheduled support process that helps staff learn to do better. The purpose of coaching is basically to facilitate learning in order to improve performance.

Coaching is about setting and achieving goals and promoting motivation and responsibility for achieving the goals. The benefits of coaching are that it

- ◆ facilitates on-the-job learning that improves competence and performance
- ◆ increases involvement, motivation and confidence
- ◆ increases responsibility, enabling more delegation

- ◆ clarifies expectations and aligns individual and organisational development
- ◆ improves problem solving
- ◆ provides support and acknowledgement.

Coaching takes time and requires faith in the ability and potential of the staff member. Successful coaching boosts people's confidence and activates commitment to their work and development. The main processes and skills in coaching are

- ◆ observing
- ◆ listening
- ◆ asking questions
- ◆ challenging
- ◆ giving feedback and support.

### **Avoid the pitfalls**

To lead the development of others through coaching is different from traditional leadership, and it takes time and practice to master. It is easy for a manager to revert to the old way of leading by judging, giving advice and answering questions based on their own experience. As a coach, you need to avoid

- dominating the dialogue
- solving the learner's problems for them
- giving advice, unless it is specifically requested
- comparing the learner and his / her experiences with yourself or other people.
- Coaching is about future opportunities – past mistakes are only important as learning opportunities to improve future performance.

### **Coaching requires listening and asking questions**

Effective coaching depends on good listening. In a coaching dialogue, both the coach and staff member speak and listen, but the coach should speak far less. A skilful coach listens to and really tries to understand the other person's viewpoint, in order to ask helpful questions. An experienced coach listens not only to the content of what the learner is saying, but also to their underlying beliefs, assumptions, interpretations or gaps in their reasoning. People often get stuck in 'addictive interpretations' and see things only from one point of view, e.g. only what is wrong rather than positive aspects and possibilities.

*(The art of good listening is further discussed in chapter 12)*

The coach acts as a supporting partner in a 'dialogue of discovery'. This often leads to a broader, deeper understanding of a problem or concern, solutions that are better than either could think of alone, and a commitment to implementation. Questions are a crucial tool in this.

There are many different types of questions:

**Types of questions**

<p><b>Open-ended questions:</b>  <i>What, who, how, which and when</i> allow for contemplation.  <i>Why</i> should be avoided since it satisfies curiosity but does not point forward. Can be perceived as assessing and criticising.          How should be followed up with tangible and detailed questions, since there is otherwise a risk of answers which are too general.</p>	<p><i>What</i> can you do about...  <i>Who</i> do you think could...  <i>How</i> do you perceive it problematic to...  <i>Which</i> of these situations...  <i>When</i> are you going to do something about...  <i>How</i> do you feel that the problem makes it difficult for you to move forward? Can you go into greater detail? What does it mean for you?</p>
<p><b>Questions that shift perspective</b>          Shifting perspective with the help of questions forces the staff member to reflect and be creative.</p>	<p><i>Time:</i> When is the problem most prominent? How do you want things to be in x weeks? If you were in a time machine to solve the problem, where would you go and what would you do?</p> <p><i>Relationships:</i> Try to put yourself in the other person's situation—How do you think you would feel about the situation? If you were a fly on the wall, what would you see/hear? What consequences does your decision have for your relationship with x? How will it affect others? From whom can you expect support?</p> <p><i>Feelings:</i> What is your gut reaction when you think about...?</p> <p><i>Facts:</i> Try to relate word-for-word what was said during your conversation with x. Describe what you saw.</p>
<p><b>Precision questions</b>  <i>Are used to define uncertainties. Usually a good tool when you want to make experiences and alternative forms of action concrete.</i>  <i>Be aware of broad generalisations such as all, everything, entire, every, always, never, no one, nothing - these are seldom fruitful.</i></p>	<p>When is "soon"?          How long is "very long"?          When is "now"?          How long is "never"?          A: "Everything I do is bad"          B: "Everything you do? What do you mean by "everything"?"</p>

<p><b>Questions about the action plan and steps</b></p>	<ul style="list-style-type: none"> <li>-How do you imagine in detail that you will carry out your action steps?</li> <li>-Which three milestones will ensure that you carry out/can do the task?</li> <li>-Which step do you consider the best and what is necessary to realise it?</li> </ul>
<p><b>Exceptional questions</b> Focus on situations that the staff member perceives as positive. These situations can provide inspiration for solving current and future problems.</p>	<ul style="list-style-type: none"> <li>-Can you describe a situation in which you feel things went better?</li> <li>-What did you do then?</li> <li>-What did the others involved do?</li> <li>-What can you do to recreate the more successful situation?</li> <li>-What can you do to sustain a good situation?</li> </ul>
<p><b>Evaluation questions</b> Helps prioritise and evaluate situations as well as identify the staff member's achievements and setbacks.</p>	<ul style="list-style-type: none"> <li>-On a scale of 1-7, how much success have you had with...? (evaluation)</li> <li>-On a scale of 1-7, how great is the probability that...? (evaluation)</li> <li>-On a scale of 1-7, how important is it for you that this change takes place? (prioritising)</li> <li>-On a scale of 1-7, how attractive are the steps for action we have discussed? (prioritising)</li> </ul>

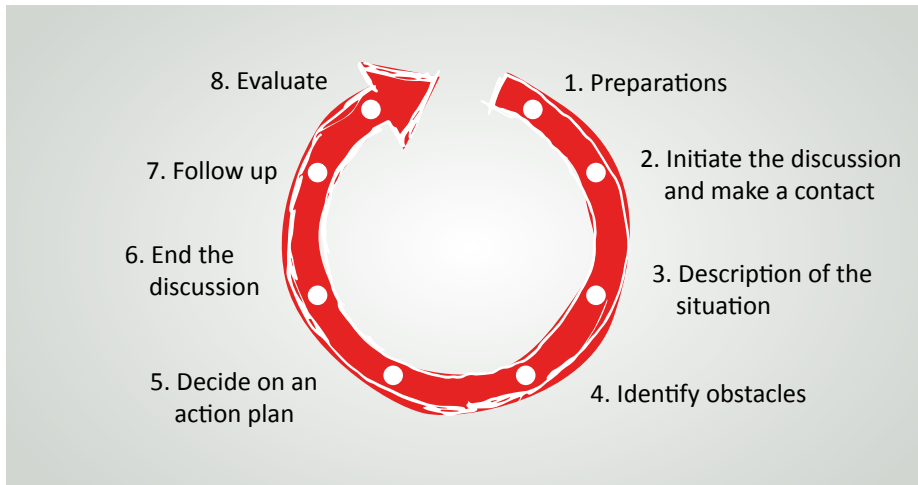
### Steps for formal coaching

The difference between informal and formal coaching lies in the degree of preparation, the structure of the session and follow up. When you use formal coaching, the coach and the one being coached enter a type of contract regarding the goal of the process. Defining the coaching goal is central to keep focus.

The staff member may be in a situation or have a problem that he or she wants to be able to handle better – this is then the topic of the coaching process and the basis for formulating the goal. The present situation is the starting point and the goal is the finishing point.

The Swedish organisation Nordisk Kommunikation has developed a coaching model with attached practical instruments (available in Turkish) which entails eight phases:

## Eight phases of coaching



### 1. Preparations

Before the coaching discussion, prepare by reviewing the following items:

- ◆ The goal of the coaching discussion: What is the goal? What result do you expect?
- ◆ Concrete positive feedback: What concrete examples do you have from areas where the employee performs well?
- ◆ Specific areas that require improvement/problem solving: What concrete examples of areas of improvement do you have?
- ◆ Consider your employee's personality: What is the staff member like as a person? What motivates him/her? What makes the staff member afraid or uncertain?

### 2. Initiate the discussion and make a contract

Coaching means that you and your staff member together formulate, and put in writing, what you want to be the result of the discussion. In this way, you make a contract that defines your respective expectations. If the agreement is being breached on the way towards the goal, you either need to go back to the starting point or make a new contract.

#### ***Example of contents of a coaching contract:***

- Time frames
- Subject or problem
- Any issues that will not be addressed during the discussion
- Which result you intend to have reached by the end of the discussion
- How far and to what level of detail do you expect to reach during the discussion

Set aside plenty of time when you begin the coaching discussion. Begin by asking the person about their general wellbeing. Consider what is needed to create a good discussion atmosphere with this particular staff member. Should you be more or less informal?

### 3. Describe the situation

Aim to get the staff member's perception of the situation by asking open-ended questions, i.e. questions that cannot be answered with either yes or no. Words like what, how, when, who and which are examples that inspire open answers.

Make a particular effort here not to interrupt or inject your own opinions. Instead, encourage the person to describe the challenge or problem from as many different angles as possible. Be encouraging by nodding or using affirmative words. If the discussion goes quiet, respect the silence since this is often a sign that the staff member is searching for the answer to a question.

### 4. Identify obstacles

Often, the staff member will focus on obstacles or challenges instead of opportunities. It is therefore essential that you and the person together identify the barriers that he or she perceive as overwhelming. Recognising obstacles and difficulties is the first step toward being able to handle them. Your job as coach in this phase is to:

- ◆ Ask the staff member to explain the obstacles and the causes
- ◆ Examine whether you share the same perception of the identified

Questions that can help you distinguish your picture of the situation without making too far-fetched interpretations are:

- ◆ Explanation "Given what you have said, I get the feeling that you feel the task is complicated. Is that right?"
- ◆ Observation: "I've heard you describe your thoughts about the situation, but nothing about your feelings. Do you want to tell me how you feel?"
- ◆ Interpretation: "You appear irritated when you talk about this person. Is that how you feel?"
- ◆ Evaluation/advice: "I perceive/hear that you in several situations lack an insight about... Is this something you recognise? What can we do about it?"

### 5. Decide on an action plan

Never end your coaching discussion before the person has decided which course of action he or she intends to take. This should entail no more than one or two steps in their development. There is otherwise a risk that it will be perceived as too overwhelming. If a person finds it difficult to get started, allow them to describe exactly how he or she would like to take the first step. The following questions could help in defining an action plan:

- ◆ How do you choose to proceed?
- ◆ To what extent does this fulfil your goals?
- ◆ When do you want to start and finish what you choose to do?
- ◆ What can prevent you from taking these steps?
- ◆ Who needs to be informed of your plans?
- ◆ What should you do to get the support you need?



## **6. End the discussion**

It is as important to open the discussion in a good way as it is to end in a good way. Your role now is to motivate the staff member for what lies ahead. Give feedback about what you feel the person demonstrated as strengths during the discussion, and show that you believe that the employee will succeed and point out that you are there as support.

## **7. Follow up**

When you follow up the coaching discussion, you demonstrate that the action plan and the intended results are important. The follow up creates an atmosphere of credibility and demonstrates your dedication as manager. It is a good idea to schedule the follow up during the coaching discussion.

## **8. Evaluation**

An evaluation should be made of both the coaching process as such and the results and effects that the various activities and initiatives resulted in. For example:

- ◆ What worked well during the discussion? What worked less well?
- ◆ What does the staff member want me to do differently in the future?
- ◆ Has the person received what he/she needs?
- ◆ What were the results of the activities?
- ◆ Did the person reach his or her goal?

## Giving and receiving feedback

Feedback is a comment on someone's behaviour. We can give feedback in the form of **praise** or in the form of **criticism**. Giving and receiving feedback is essential in a coaching and learning process. Successful coaches and managers are good at giving continuous, motivating feedback based on factual observation and to help a person interpret and understand the results and effects of own activities and behaviour.

Feedback should focus on agreed goals and objectives, and activities actually performed. Feedback must be timely, i.e. given as soon as possible after an observation. Properly delivered feedback preserves an individual's dignity and builds trust and confidence, while enabling improvement in a person's behaviour and performance.

Giving honest feedback should be based on caring enough about people to honestly tell them how they are performing. It requires generosity of spirit to first recognise and acknowledge people for who they are, focusing on their positive capacities, qualities and potential. This is the necessary foundation for a good, trusting and open relationship that also enables tough conversations and honest, challenging feedback when necessary.

In task oriented cultures, we tend to focus on criticising what is wrong, and people are usually starved of praise and appreciation, not just of their accomplishments but for who they are as human beings. Remember to praise publicly and criticise privately if at all, and to do whatever you do as coach with good will and a warm heart for the other.



### **Advice on how to deliver feedback**

- Examine your motive for giving feedback – if the reason isn't to help the other to grow, keep it to yourself.
- Offer feedback in a helpful, non-threatening manner, avoiding value judgments and labels.
- Include both positive feedback and areas for improvement. A focus on positive aspects encourages the learner, and praise is the best motivator.
- Focus feedback on specific and observable behaviour and its results. Focus on behaviour that can be changed and what the learner regards as important. The closer you can get to his or her personal values, priorities and vision for the future, the better.
- Give feedback at an appropriate time, as soon after the observed behaviour as possible, and in an appropriate place. Give feedback personally, never via a third person. Speak for yourself, let others speak for themselves.
- Make the feedback concise, objective and descriptive.
- Discuss the feedback until you understand each other. Ask questions, rather than making statements.
- 'Shout praise. whisper criticism.'

### **Positive and negative feedback**

Positive feedback is easy to give as it is welcomed and encouraging. Critical feedback is another matter. Although it may in certain circumstances be necessary, it may not be welcomed, difficult to receive and sometimes perhaps temporarily even demotivating. The skilled coaching leader thus asks questions that lead the person to give themselves the feedback that otherwise you would need to give them. But sometimes they can't 'get it' and you need to give them critical feedback.

Always first give positive feedback, then try to facilitate self-critical insight by questioning, and if you then need to give critical feedback, do so in a constructive and sensitive way.

Most people are very sensitive to critical feedback and can experience it as undermining, even when this is not at all the intention. It is thus important to try to get the person to 'give themselves the feedback', through asking questions that lead to 'self-criticism' by the learner.

But if feedback needs to be given, make it as objective as possible and avoid judging the person. Focus on your observations of their behaviour and the facts of what they did or didn't do, the consequences of this and how this made you feel. Use 'I-messages' rather than 'You-messages', to make them aware of their own failing or fault without directly criticising or judging them.

### **Guidance on receiving feedback**

When you receive feedback, the following guidelines will help you understand the message

- Listen carefully without becoming defensive, interrupting or arguing. Take a deep breath.
- Acknowledge the feedback, and if necessary, reflect and rephrase what you have heard to check your understanding.
- Ask questions for clarification.
- Ask for suggestions and options.
- Remember that critical feedback often contains the most important learning.
- Keep eye-contact with the speaker.
- Do not over-react to feedback, but modify your behaviour appropriately.

Below is a summary of feedback's most central functions based on your role as manager and leader:

#### ***Feedback is a way to recognise and show an interest in others:***

While many people prefer positive feedback, it is better to receive negative feedback than no feedback at all. It is about wanting to be seen. Appreciation and praise create joy and boost self-confidence. Criticism makes the staff more aware of how you perceive their behaviour.

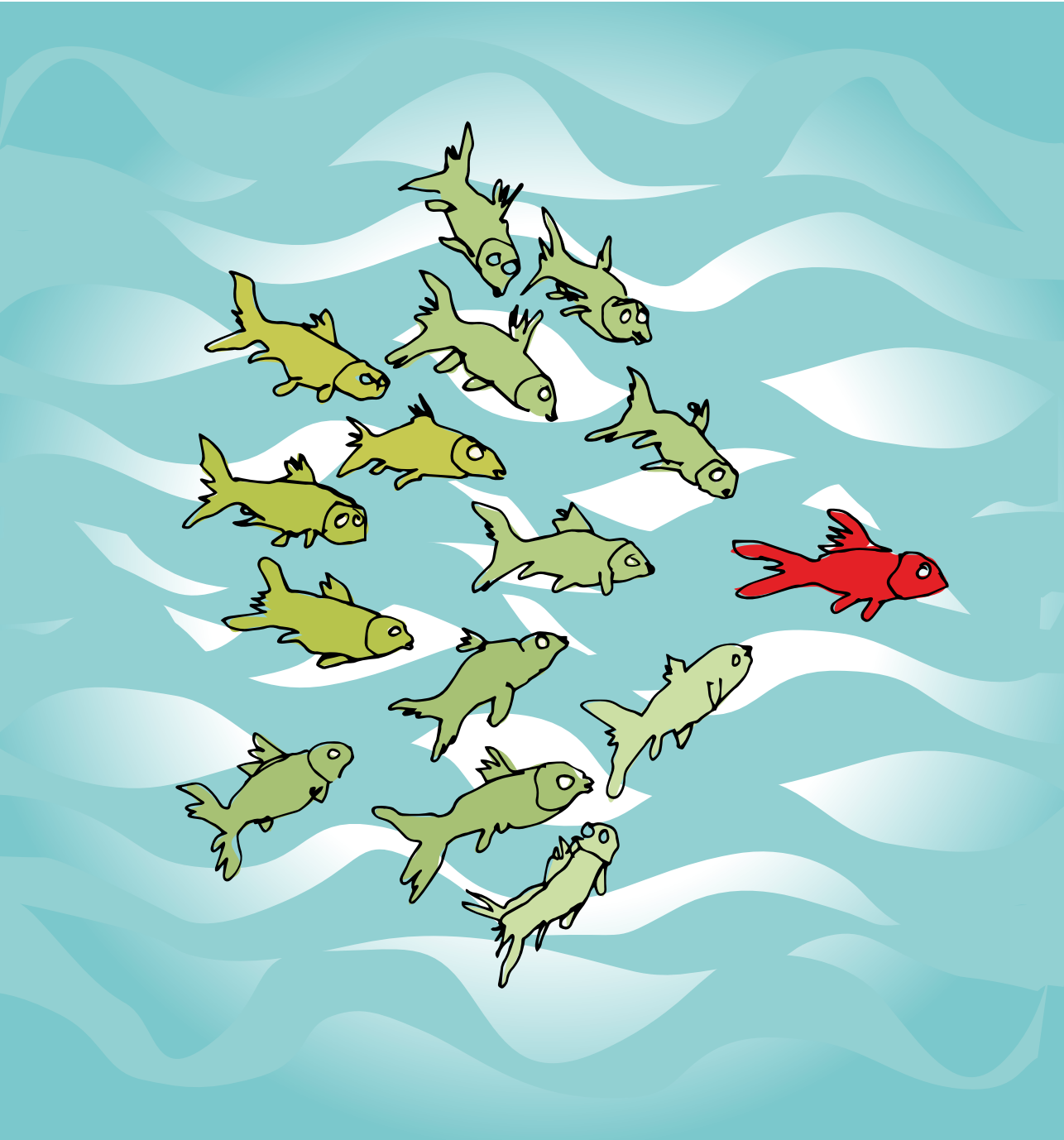
#### ***Feedback is a way of leading:***

By being good at giving positive and negative feedback alike, you can direct your employees in the right direction to do the right things within existing frameworks. Feedback is a tool for guiding the staff toward the goal.

#### ***Feedback is the foundation of learning:***

By adopting an approach where you consistently give your staff members feedback, you can help them improve their self-awareness and competence. In this way, feedback is an important tool for stimulating the staff learning so that their abilities develop in the best way for the organisation.





# 4.

## Leading and Managing Change

All organisations faces internal and external challenges that require them to change and develop. Whether they do so successfully depends on the ability of their leaders to understand what is needed, and to lead and manage an appropriate change process.

The terms change and development are often used interchangeably, but it may be useful to distinguish between them. Change can be imposed from outside, but development comes from within, and requires participation, learning and commitment. Development involves qualitative change in a positive direction, whereas change can be positive or negative.

Development is an integrated process, whilst change may be a sudden event.

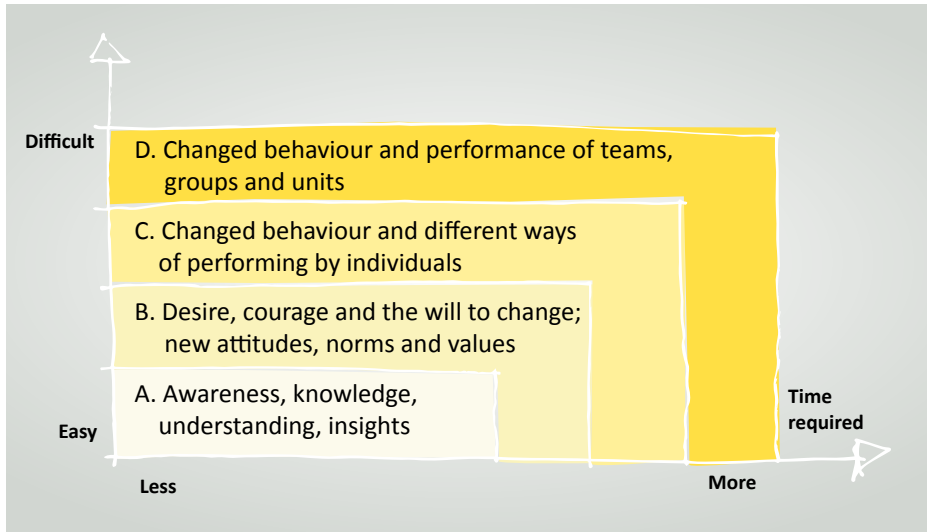
Successful change processes require encouraging leadership, good communication, and participation by those involved and affected. People must be part of the process from the start, and help to decide common goals, objectives and methods.

### Responding to and resisting change

People at different levels in the organisation often respond to change in typical ways, due to where they are situated.

- ◆ Top management sometimes under-estimate the impact of change on staff, the general disruption, and the time and budget required. They tend to isolate themselves and avoid communicating. When change does not meet their expectations they tend to blame middle management and staff for resisting change.
- ◆ Middle managers usually feel pressured by top management to make changes, but insufficiently involved or consulted, and that they don't have enough information and support from the top. They feel caught in the middle between the orders from above and resistance, insecurity and demotivation from below.
- ◆ Staff often feel surprised, ill-informed, confused, insecure, threatened or even betrayed, angry, demotivated and unsupported in dealing with changes. This is often because they have not been sufficiently informed, consulted or involved

## Complex change demands time



**Step A** develops an understanding for why there must be a change, and is an intellectual, relatively easy exercise. It involves providing clear information and trusting that people will change, once they realise the need. But in most organisations and for most individuals, this is usually not enough to effect change.

**Step B** is about people taking responsibility, being willing to change, and having the courage to do so. This step engages peoples' feelings and will, and requires open and honest meetings between

leaders and staff to discuss concerns, ideas, opportunities, risks, benefits and costs, etc. Successful change processes require leaders who are prepared to provide both direction and psychological support.

**In Steps C and D**, positive change is happening on individual, team and unit levels, and needs to be managed, supported and coordinated, if it is to be sustained and successful.

Depending on the magnitude of change and how they are affected, people are likely to experience a sense of loss and a need to adjust. This requires support. Managers and leaders have a responsibility to help staff through the change in order to deal with threatening change positively. People in a changing situation need:

- information and to be kept informed
- to be able to seek information and ask questions
- to share feelings and concerns
- dialogue about the situation and future prospects
- empathy and support.

The above can be in the team and/or individually. If a person is to be retrenched, individual counselling support should be available, to help them to plan their way forward and

develop the confidence and even skills to make this difficult transition.

### **The U-curve of change**

Individuals relate differently to change, depending on their personalities. Some like innovation and new solutions, whilst others prefer predictability and regular routines. Irrespective of varied individual responses, most organisational change processes and the responses to them follow a general curve.

When leaders combine a focus on changing structure, strategy and systems with motivating and involving their people, this will result in commitment to change, better problem solving and more sustainable results.

People need different kinds of support during a change process. People in different stages of the process only recognise information and other forms of support that is relevant to them in that particular stage. Maintaining a dialogue throughout the process is therefore important for a leader to be able to provide the required support at the right time.

The archetype of change can be described as a U-turn from current position through four stages leading to a desired position:

#### ***Denial***

In the beginning of the process, there is usually denial. People refuse to admit to the need for a change. Or, they accept that change must happen, but not that they personally have to change (“My way of working is not affected. I can continue as usual – it is the rest of the organisation and others that need to change”). At this denial stage, organisational leaders and managers must provide open and clear information regarding the need and reasons for change, about what may happen if the change is not implemented, and how change should benefit the organisation. And this message needs to be repeated several times.

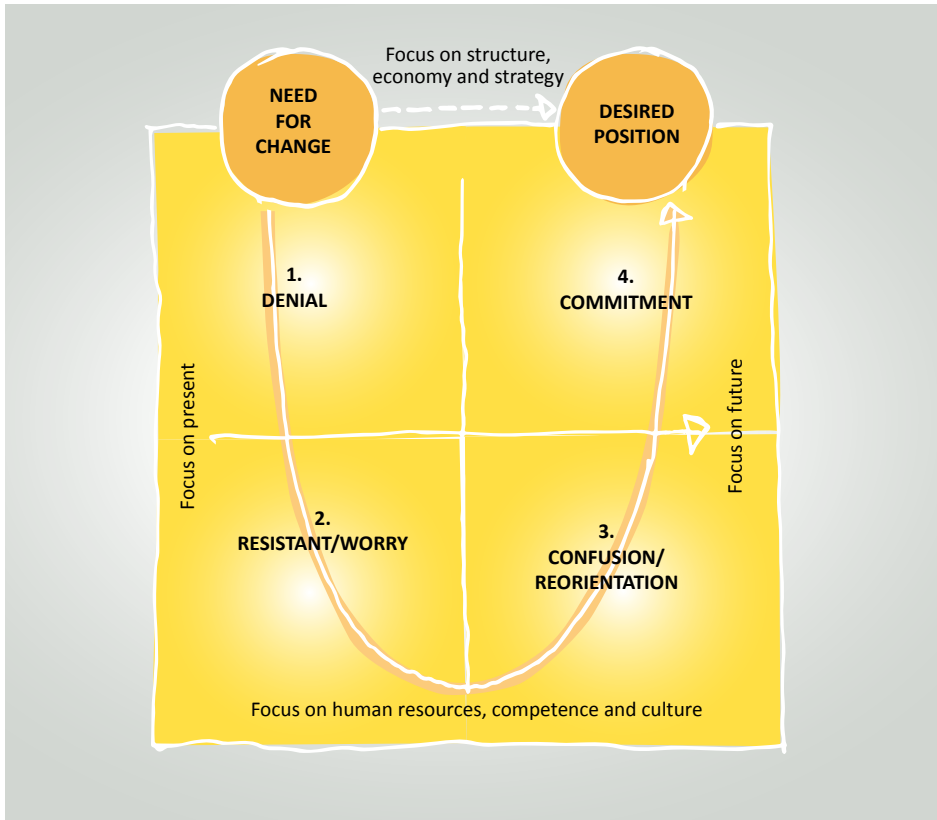
#### ***Resistance/worry***

The implications of change can be threatening to people, who sense that they will have to leave their secure comfort zones and venture into unknown territory. The unknown is often frightening, so many people naturally resist change. There may also be anger and worries about what may happen ‘to me and my job’. Others may be sceptical regarding change (“I don’t believe in what management say. We have tried this before and it didn’t work”). They don’t cooperate, which contributes to their predictions coming true.

But it is also important to acknowledge that some resistance might be about safeguarding what is worth preserving, and an urge to pull back if things are moving too fast.

At this stage of the change process, managers must give individuals affected by change the opportunity to share their fears and worries. Managers must support an honest dialogue with the individuals and groups, and explain the consequences for the individuals in terms of employment conditions, job contents and work processes, etc.

## The U Curve



### ***Confusion and reorientation***

When worries and resistance subside, staff usually start to accept change and consider its implications and opportunities. This is often a state of healthy confusion. Managers must now, while people are more focused on opportunities rather than the threats, involve them in problem solving to develop solutions.

### ***Commitment***

Only now can organisational leaders and managers determine the details, e.g. of the changes to the structure, work and support processes, or production and service delivery. Only now can the implementation of changes and solutions begin. The basic direction of the change process is now well established, so staff can undertake detailed planning and implementation of changes. At this stage, people should be eager to participate in creating the new situation and conditions.



Behavioural change is often a slow process and many change processes are not sustainable over time. Many change projects even fail because victory is declared too early. People fall back on old routines and behaviour after having tried new ways for some time. Real change takes time; quick wins are only the beginning of what needs to be done to achieve long-term change. Leadership is essential in maintaining momentum and firmly establishing an improved performance. It is important to remember, as in all leadership, helping other people to change, a leader must provide the right combination of psychological support and hands-on directives.

### **Change as a process**

A typical change process consists of a number of stages, from diagnosing the need for change through to evaluating the results of implementing changes. The key to successful change management and development facilitation is participation. It is essential to involve staff and stakeholders in understanding the need and motivation for change, and in diagnosing the situation and formulating the vision. It is easier to gain commitment and involve people in change processes and projects when they have been involved or at least consulted in their planning.

### **Diagnosing the need**

The need for change usually arises from internal or stakeholder demands, e.g. changed political priorities. The focus may be on reducing costs, improving quality or in other ways develop the goods and services, which all require improved or new ways of working.

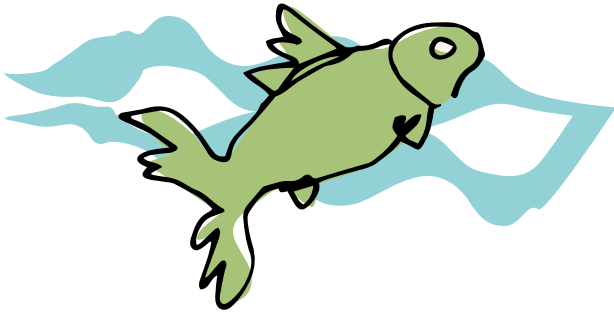
The starting point for any change process or intervention should be a thorough understanding of what is needed. This usually requires a needs analysis to diagnose the real needs of the situation or the real causes of a problem. Quick-fix solutions often target symptoms rather than underlying causes of problems.

### **Formulating the vision and setting goals**

An intervention may be problem or needs driven, and a more comprehensive approach also considers the desired future situation and formulates a shared vision and set objectives of this. This provides goals to strive for and a sense of purpose and direction. Vision building is a more comprehensive exercise that includes envisaging the desired future culture, structure and strategy of an organisation, and consciously choosing the values that will inform it. Once the long-term goal of a change process has been set and agreed, divide the process into stages or steps with intermediate goals that are visible and achievable.

### **Planning the change process**

In a comprehensive change process planning may involve establishing a special cross-functional steering group to coordinate the process, and various task teams to lead different change projects, depending on what is needed and planned. However, the top management team should be involved in leading and driving the overall process. This should not be delegated to external consultants.



### **Implementing**

Implementation needs to be driven by managers and integrated into the organisation. It should be planned within a specific time frame, sometimes with a number of stages or phases. Successful implementation depends on

- commitment through involvement
- ongoing communication and motivation
- staff knowing the reasons for and benefits of change (problems and vision)
- willingness to let go of old ways
- management support for adapting and making changes
- support for new values and vision
- staff learning and developing.

All of the above will not happen if people are simply told that they have to change. Value negative responses and feelings, and learn from them. Taking justified criticism and concerns into account will strengthen the design of the intervention. It is nice if all staff members are in favour of a particular change, but don't get 'paralysed' if there are one or two individuals who don't like it. Be open and honest, listen to their concerns, and explain why you must take a decision that may not be to their liking.

### **Monitoring and evaluation**

Change and development processes need to be carefully monitored and reviewed using a learning approach to enable flexibility and creative responses and initiatives that change and improve the plan as it unfolds. Celebrate achievements and learn from them. Acknowledge successful completion of the change process, and achievement of milestones and key stages on the way. Document the process and the results.

## Change communication

Communicate leadership is even more important in times of change, and the importance of establishing and communicating a shared purpose is crucial. Many organisations assume that staff are 'bought in' when they in fact has no understanding about the need and strategy for change. Also as described above, people are often psychologically vulnerable and worried in situations of change. This brings a need to put special attention to clear communication if you are to succeed with the change process. Research show that staff feel more engaged when:

- they have a voice, the opportunity to air concerns and give input
- they feel well informed
- they believe their immediate manager is committed and advocates for the unit.

### **Some tips for successful change communication**

Each change process will be unique and will demands its own approach to communication. But there are some general advice to be given in regards to change communication, e.g.:

- Include communication department or communication professionals in the strategic discussions from the start. Set up a communication plan as part of the change strategy.
- Share information with staff as soon as possible, give correct facts, be honest about possible negative consequences, be concrete and avoid jargon, and continue to communicate over the course of the change process. Communicate also when there is no new information to give.
- Create arenas for dialogue and information and make sure that there are time set aside for meetings. Be clear about the limitations in any dialogue – that is what people can influence and not.
- Involve people in consultations continuously throughout the change process. Provide multiple opportunities to express concerns and criticism, ask questions, and offer ideas in person and in groups.
- Make sure to listen to staff members and ask questions to understand what they feel and think about the change process so that you can address them in the right way and at the right time. Make yourself visible and available.
- Show respect. As all people react differently in a change process it is important to communicate respectfully in a way which acknowledges any concerns.

- Share sufficient information as broadly as possible. Gossip, rumours and conspiracies often thrive during change processes.
- Use a variety of communication tools and methods (see chapter 12 for tips) and do not forget the importance of face-to-face dialogue in times of change. People need to be seen.
- Provide support to all managers. Build their communication capacity and provide them with resources to engage in dialogue with staff. Your closest manager is often the most credible communicator.
- Follow up and communicate progress in the change process to confirm that things are moving in the right direction. Give concrete examples. Make sure to also share your assessment of communication itself during change process – e.g. percentage of staff members who felt well informed.





# 5.

## Promoting a Learning Organisation

The word *organisation* refers to all aspects of how work is organised and carried out. It thus includes practical ways of working together, systems and work processes, formal divisions of responsibility and social relations.

Competence building will only be effective if it is aligned with the organisation's mode of operation, i.e. the way people are working together. An organisation needs interactive approaches, which allow the entire staff to make use of their competence for the benefit of the departments. Necessary resources and equipment must also be made available.

An organisation that continuously learns, and actively applies new learning to improve its activities, can be referred to as a 'learning organisation'. A learning organisation is characterised by a work environment in which competence building is encouraged, and where the daily work provides opportunities for learning. It is an organisation with good communication at all levels, and a constant exchange of knowledge, experiences and ideas between colleagues.

A learning organisation is not an organisational model, with a different organogram, functions, departments or lines of authority. It is an approach to organising work and achieving results, and relating to beneficiaries and partners, based on improved communication, continuous learning and development of all staff and units. Staff participation in planning, implementation, evaluation and follow-up of tasks, is encouraged.

Factors that support learning at work and the development of a learning organisation are:

### **1. Information is widely available**

New knowledge is systematically spread and used within the organisation. Information technology is used not just to automate, but also to make information widely available to staff members to enable them to act on their own initiative.

## **2. Learning from each other**

The members of the organisation are encouraged to learn from and share experiences with each other on all levels in the organisation. People are aware that learning is critical to the current and future success of the organisation. There is a fair amount of freedom, trust and challenge amongst staff.

Staff and departments discuss with each other, and come to agreements on, what needs to be done, the quality of work, costs, and delivery schedules and deadlines. Managers facilitate communication rather than exerting top-down control.

## **3. Learning from others**

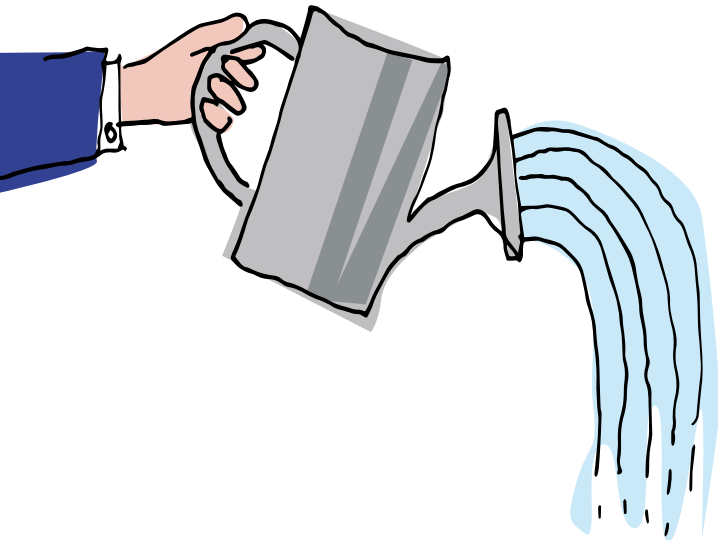
Members of the organisation learn from people outside the organisation. All staff who have contacts with external department and beneficiaries bring back information that is used to improve and develop the organisation's operations. Partnerships and learning alliances are formed with other organisations. They regularly meet with people from other organisations to share ideas and information.

## **4. Learning is recognized**

The organisational culture encourages, rewards and accelerates individual and group learning. Staff members' learning is recognized, valued and rewarded. Staff appraisals are geared towards learning and development, rather than reward and punishment. Individuals are committed to, and able to manage, their own development.

## **5. People and organisation are flexible**

Departmental roles, work processes and procedures can easily be changed to meet the changing requirements of the organization and beneficiaries. The organization continuously adapts, renews and revitalizes itself in response to the changing environment.





## **6. Leaders encourage learning from experience**

Leaders are committed to facilitating learning, and actively show how positive changes take place as a result of learning. They see one of their primary tasks as encouraging staff to experiment and continuously improve their work. They facilitate learning from experience, and encourage questioning and feedback.

## **7. Participation in goal setting and planning**

Clear goals are crucial for employee motivation, performance and learning. Staff understanding of goals, and commitment to them, comes from actively participating in their formulation and continuous revision. Organisational policies reflect the values of all staff, not just top management.

## **8. Opportunities for testing ideas**

Leaders support experiments, risk taking and involvement. They have a hands-off approach to operations, allowing members to find the best way, while they focus on long-term development. Members of the can test ideas and run small-scale experiments that generate learning relevant to the development of the organisation. The focus is on creative learning, to drive innovation. The organization values change and looks upon surprises and failures as learning opportunities.

## **9. Matching of organised training and informal learning**

Learning opportunities are organised through participatory and action-oriented working methods. There is a good balance between informal learning that comes from daily work activities, and supportive organised training events.

## **10. Work is both production and learning**

Work is organised for both production and learning. Systems thinking (seeing how things are inter-related), is fundamental. Learning is a continuous, strategic process that is integrated with and parallel to work. There is a good balance between goal setting, planning and action on the one hand, and observation, interpretation and evaluation of results on the other. Staff members are involved in both facets of work.

*Appendices provides a learning organisation assessment tool based mapping these ten areas.*

## Learning from experience – a key for development

In order to facilitate and improve learning among staff and units, it is important to know how we learn. How do human beings learn? How do organisations learn? Work place learning takes place on different levels - individual learning, team or group learning, and organizational learning.

### **There are certain key to learning for happen:**

The learner must want to learn i.e. must see the benefits that come as a result of learning. A clear goal promotes motivation. You have to be motivated to learn.

Every person has their own way of learning. Some people like to study information contained in books and other written sources. Others like to learn from trial and error or success. Some are good at drawing conclusions from their own observations, others like to listen and learn from other people's experiences. Using a variety of approaches and sources of information stimulates and enhances learning.

Learning is not an event that happens to us, it is a process in which we are active.

The learner must have time to learn. Learning can happen in the blink of an eye, but more often it is a matter of a process over a longer period of time. To achieve lasting change in knowledge, skills and attitudes, the learner needs time and support.

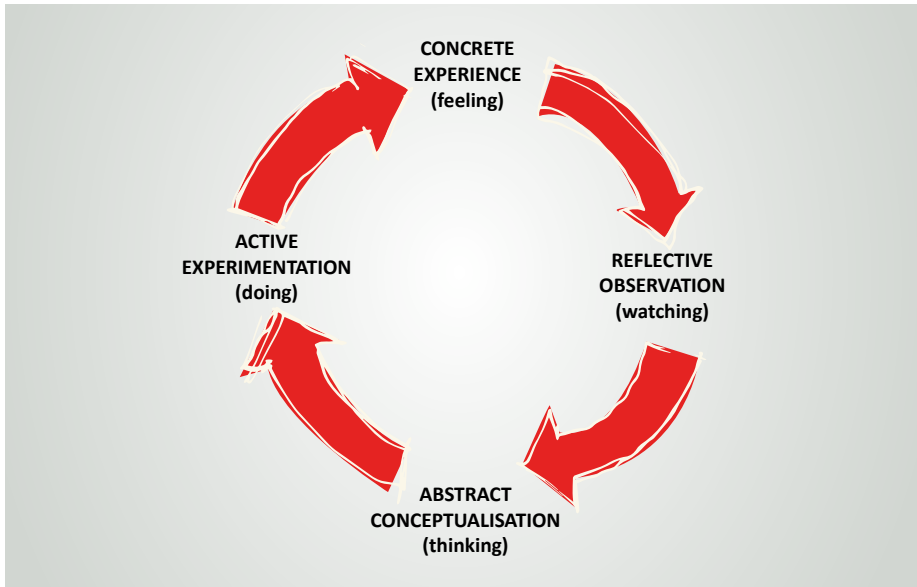
The learner must also have many opportunities to practice and see results. Opportunities to test new knowledge and try out new skills in a practical setting will also affect the learner's attitude, and reconfirm the learning. Understanding is a step forward. When you experience progress, your motivation and learning is boosted, and you want to learn more.

Sometimes leaders come across staff members that refuse to learn new things. In such cases, it is very important to try to change their attitude by encouraging their motivation to learn, ensuring sufficient information and support, and by providing constructive feedback.

### **Learning cycle and styles**

In the early 1980s, David Kolb, a professor of organisational behaviour, published his famous book *Experiential Learning – Experience as the source of learning and development*. The book presented a learning styles model that today is acknowledged as fundamental for understanding and facilitating adult learning and ways of taking in information.

## x Kolb's learning cycle



Kolb's learning theory identifies four distinct learning styles (or preferences), based on a generic four-stage learning cycle: The four stages are of the cycle is:

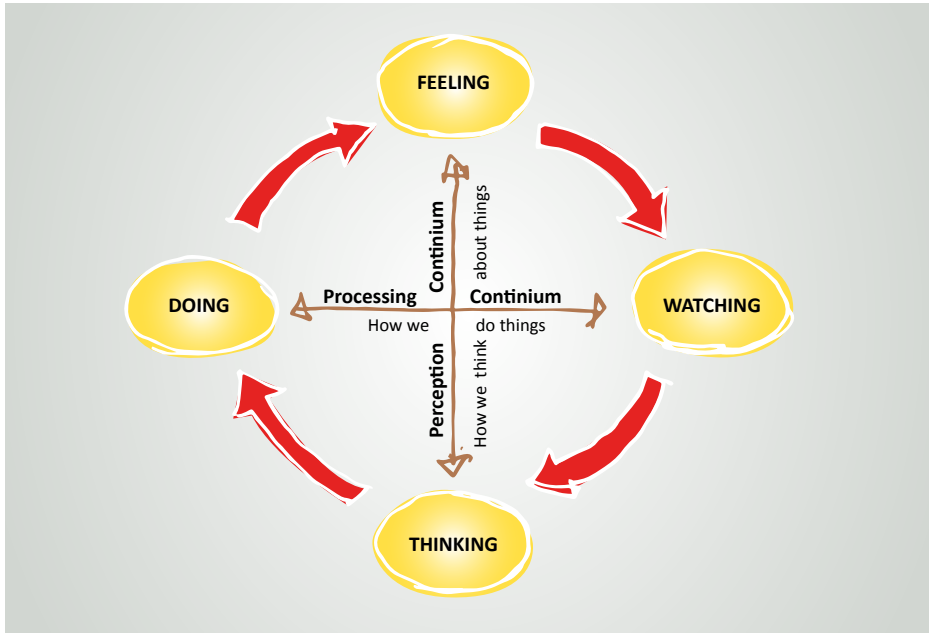
- ◆ **Experiencing** – which provides a basis for
- ◆ **Observing and reflecting** – which results in
- ◆ **Generalisations and forming new ideas** – which motivate
- ◆ **Acting** to test the new ideas.

Ideally, a learner goes through all steps in the model.

Kolb combined the four stages of the experiential learning model with two dimensions of perception and processing – feeling/thinking and doing/watching - to give four learning styles. People prefer different learning styles, or a combination of two styles. Everyone uses all learning styles, but to differing extents, depending on one's style preference and the situation.

Kolb's model is constructed around two axes. The horizontal axis is the Processing Continuum, which is how a person approaches a task. The vertical axis is the Perception Continuum, which is how the person thinks and feels about it. One cannot be at both ends of the two continuums at the same time. One must make a choice, which happens naturally when confronted by a new learning situation. One unconsciously chooses the degree to which one observes or acts, and thinks or feels.

## Processing and perception in learning



These two choices – *Watch-Do* and *Think-Feel* determine the four specific learning styles:

**Activists** - An orientation towards this style focuses on being involved in experiences, »here- and-now«. People whose dominating style is this, approach new situations and learn in an intuitive way. They have an artistic, more immediate approach to new situations as opposed to a systematic and scientific way. Their philosophy is »I will try anything at least once!«. They like to work with others and enjoy an open un-structured learning environment.

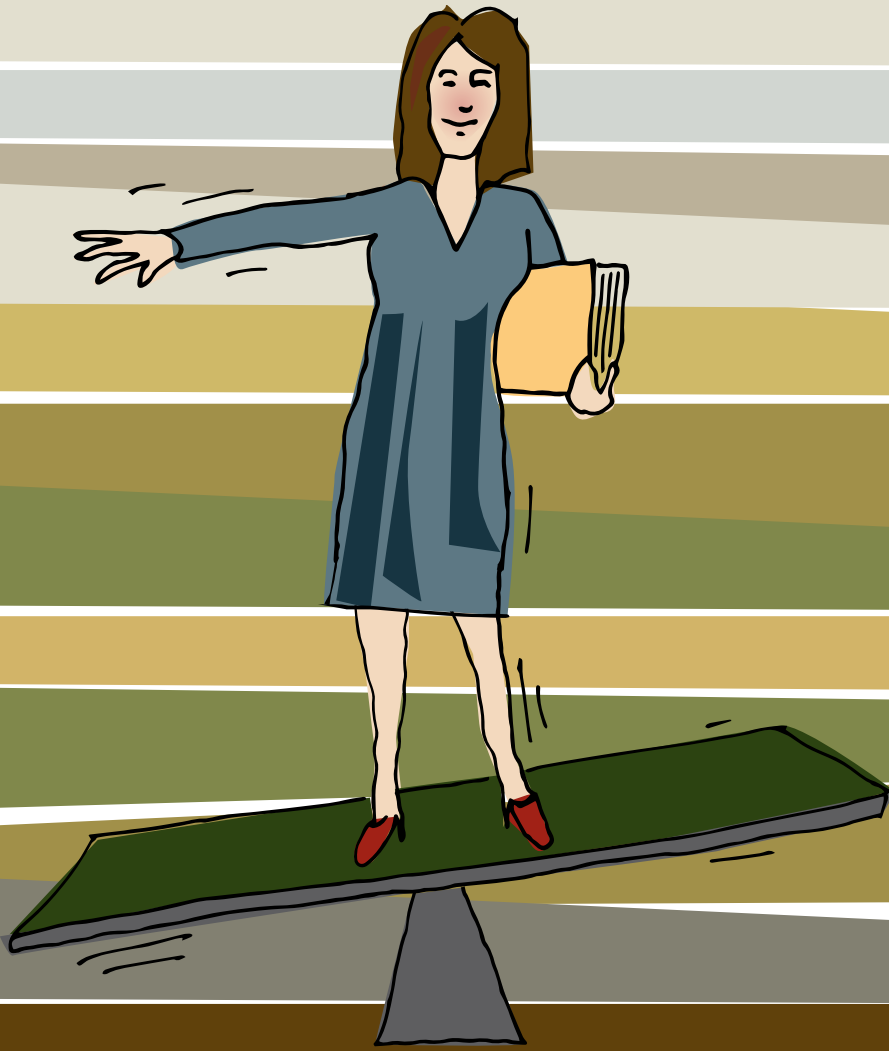
**Observers** - People who has this style as a dominating style like to observe and listen. They focus on understanding the meaning of ideas and situations through careful observations. They have an emphasis on reflection as opposed to practical application and action. They are good at seeing things from different angles and appreciating different opinions. They reflect on what they see and hear, and take their time before they act themselves. They like to compile information from different sources and compare them. They consider various ideas, opinions and perspectives. They value patience, impartiality and considered, thoughtful judgement.

**Theorists** - People with this style as their dominating style, focus and rely on using logic, ideas and concepts. They like to go about things in a systematic manner and are often good at planning and analysis of observations and facts. They value precision in argu-

ments and statements, and systematic analysis of ideas and concepts. They enjoy sharing ideas and concepts with others. But they prefer to work independently. They like to build theories and like to approach problems in a more scientific way.

**Doers** - An orientation to this style focuses on actively influencing other people and changing situations. They are interested in new ideas and experimenting with them if they find the ideas relevant. People with this style as dominant, like practical applications and they want to be sure things work. They are often good at getting things done, and are willing to take risks in order to achieve results and their objectives. They tend to be impatient and are not very interested in long open-ended discussions.

There is an instrument in **appendices** which will give you an indication of your own learning style.



# 6.

## Conflict Management in the Workplace

**Q: What are the main causes of conflict in your workplace?**

Conflict is a natural polarity to cooperation in all human relationships, and conflicts are normal in all organisations. However, conflict can be positive or negative, depending on how it is managed and how far it escalates. Different degrees of conflict need to be managed differently.

***"Without conflict there is no friction. Without friction there is no movement. Without movement there is no development."***

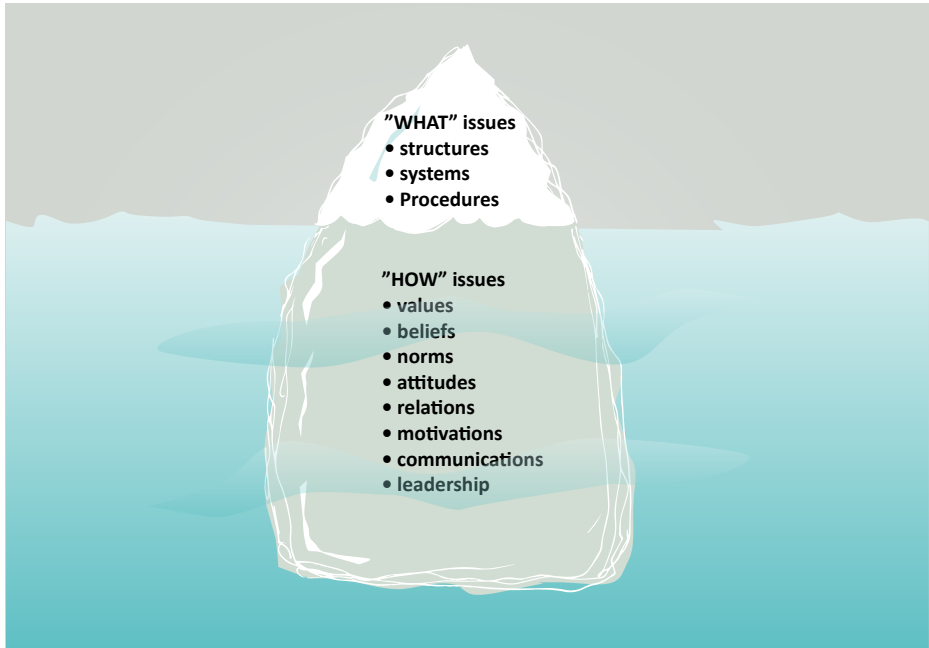
A conflict is a situation in which the ideas, views, values, feelings, needs or intentions of two or more parties clash. Conflicts occur when individuals or groups are not getting what they need or want and are pursuing their own interests. Conflicts are characterised by

- ◆ an inability to see or accept the other's point of view or values
- ◆ misconceptions and misunderstandings
- ◆ incompatible objectives and needs
- ◆ negative emotions such as mistrust, anger and fear
- ◆ refusal to compromise
- ◆ parties fighting for their own interests.

In a work place, conflicts are more likely when people face change, which they may resist. Change can cause uncertainty and be threatening, and if some people blame others for what is happening, this can develop into a conflict.

Conflict issues may be task or relationship related, but all conflicts concern and affect relationships. Task related issues are often easier to deal with, as they are more objective and less threatening, while relationship issues are subjective, emotional and more difficult to resolve.

## Above and under the surface



Many conflicts start with external issues, but as they escalate, the deteriorating relationship becomes the main issue. Some conflicts are 'cold', i.e. mainly hidden, denied, suppressed and avoided. Only the 'tip of the iceberg' is visible, but it often doesn't melt away, but continues to generate negative perceptions and feelings, which are not shared. 'Hot' conflicts are openly visible and acted out with emotion, energy and aggressive or even violent behaviour. It is easier to identify and address these open conflicts, and they often need urgent resolution due to their disruptive and destructive nature.

## Conflict escalation

There are three stages in the escalation of any conflict:

- 1) The first level of escalation focuses on the issues and perceptions, and progresses through discussion, debate and non-verbal communication.
- 2) The second level focuses on relationships and feelings, and moves through fixing images/stereotyping (attacks on reputation and integrity), forming coalitions, and threats and counter-threats.
- 3) The third level involves action and wilful destruction of the other side, which progresses from attacks to hurt, to attacks to defeat, to attacks to destroy.

To resolve a conflict, it is necessary to start at the stage, which the conflict has already reached, and work backwards. If at the third level, forceful intervention is needed. If it is on the relationship level, mediation and arbitration can work. If the conflict is on the first



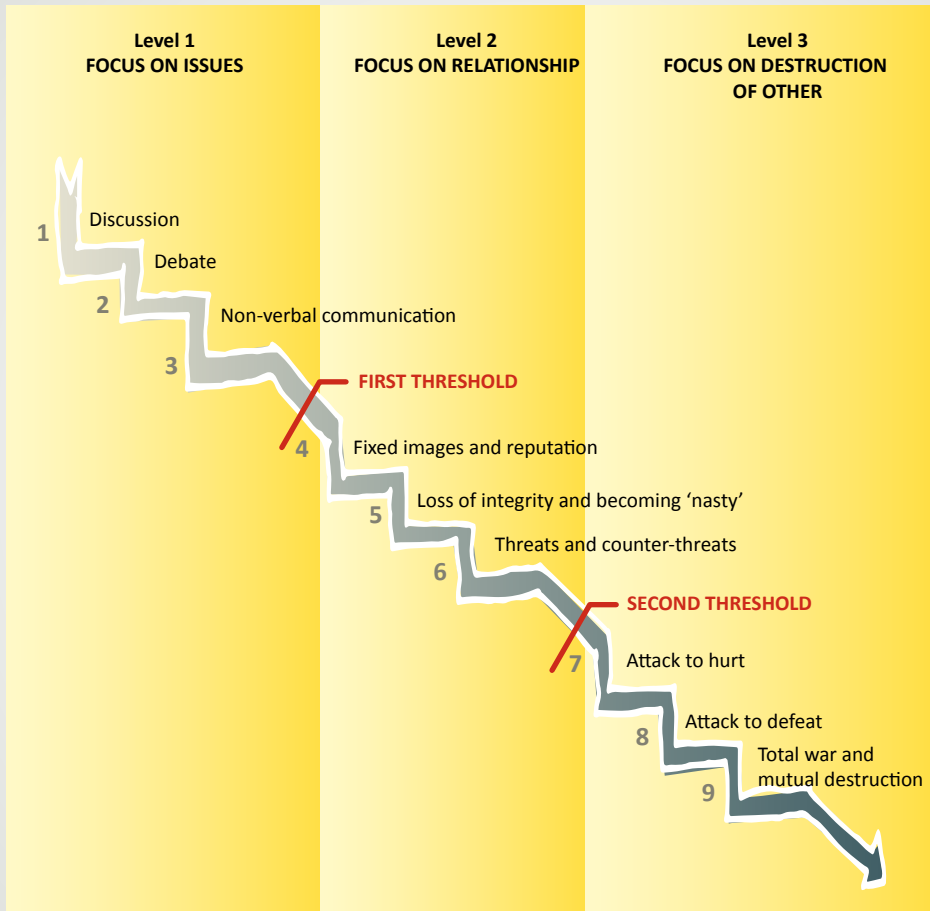
level, process facilitation and role negotiation can be used to clarify issues and achieve mutual understanding of differences and how to resolve them.

## From tension to destruction – the progress of an un-managed conflict

If allowed, a conflict can escalate to become very destructive:

Level of escalation	Understanding the progress
Focus on the issue	<ol style="list-style-type: none"> <li>1. Discussion – There are sensitivities around, people feel they must be careful what they say. There is tension, but still an attitude of cautious co-operation.</li> <li>2. Debate – Unfair tactics are used to score points. Motives are mixed, people aim for disagreement; they adopt a negotiating style, but do not put all their cards on the table.</li> <li>3. Non-verbal communication – People use body language which is not in line with what they say, e.g. rolling their eyes in a meeting, sighing, turning their head away. It gets uncomfortable sitting at the same table. Competition increases.</li> </ol>
Focus on relationships	<ol style="list-style-type: none"> <li>4. Formation of fixed images and coalitions – Images of each other become fixed and stereotyped. Parties become sensitive about their own image and reputation. They look for support that confirms their own perceptions and stand point and try to get others on their side. This active seeking of support draws others into the conflict, making it more complex and often escalating it.</li> <li>5. Loss of integrity and becoming nasty – People start to attack each other on moral grounds, questioning their integrity. »He is lying / playing a power game – now I see the real you!«. People loose face and try to ensure that others do as well.</li> <li>6. Threats and counter threats – Threats are used, with demonstrations of power. The other party becomes defensive and attempts to block the threats with counter-threats. Traps are laid and ultimatums delivered.</li> </ol>
Focus on destruction	<ol style="list-style-type: none"> <li>7. Attack to hurt – War is declared and commences. The aim is to damage the other party through action of limited scope, to get them to back down and call a cease-fire.</li> <li>8. Attack to defeat – Full scale engagement aimed at defeating the enemy, but the ‘rules of war’ are still obeyed.</li> <li>9. Total ‘war’ and mutual destruction – All-out war to destroy the other, even if it means sacrificing moral principles, acting illegally and in inhuman ways, and even destroying oneself in the process of destroying the ‘evil’ other.</li> </ol> <p>Attacks do not need to be violent or use physical force. There are various ways a party can hurt, defeat or destroy another in the work place, e.g. by ensuring that they lose their job.</p>

## Stairs of escalated conflicts



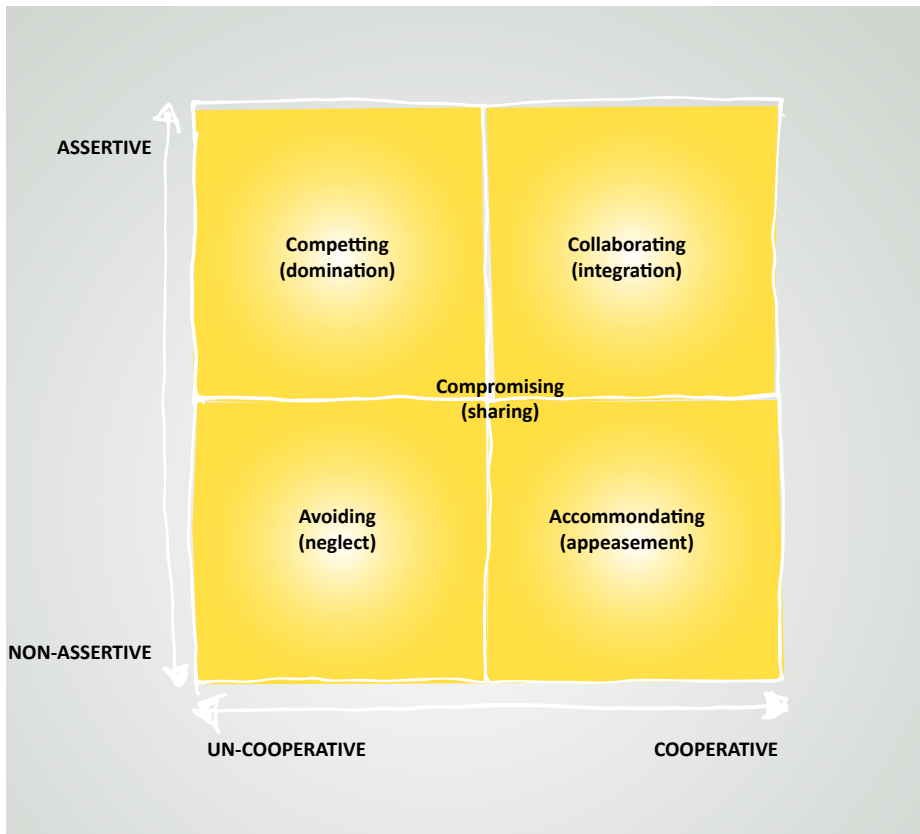
## Five modes of responding to conflict

Just as situational leadership suggests that an effective management style depends on the situation and needs of the staff member, so this conflict handling model holds that the appropriate way to respond to a conflict will vary with the situation and parties involved.

According to one well-known research by Kenneth Thomas and Ralph Kilmann, there are five main conflict response modes – competing, cooperating, compromising, avoiding and accommodating. None of the modes is inherently superior, and people are not necessarily locked into one style and can potentially use all. However, temperament and disposition lead most people to instinctively adopt one or two modes.

There is no single best way to handle conflicts. The mode you use should depend on the situation and parties involved, though you probably have an instinctive, personality-based preference. The important thing is to deal with the conflicts when they appear.

### Conflict modes squares



The table below outlines conditions in which each style is either appropriate or inappropriate

Conflict management style	When effective use?	When ineffective use?
<p><b>Competing</b> The competitive mode is characterised by a desire to satisfy one's own concerns and desires at the expense of others. People prone to this style often react in an aggressive and uncooperative manner. Win-lose power struggles and attempts to dominate are common. The opposite of the competing mode is the accommodating mode.</p>	<ul style="list-style-type: none"> <li>• When quick, decisive action is vital, e.g. emergencies</li> <li>• On important issues where unpopular actions need implementation, e.g. cost cutting, enforcing rules and discipline</li> <li>• When it is necessary to stand up for important values</li> <li>• When you are ultimately responsible for the final result</li> <li>• Against people who take advantage of non-competitive behaviour of the other</li> <li>• When a person has more experience and specialist knowledge in the subject area and the 'correct' decision is important for the development and success of people and organisation</li> </ul>	<ul style="list-style-type: none"> <li>• When cooperation with others is necessary to get buy-in for decisions</li> <li>• When an important situation might be jeopardised if a mutually accepted solution can't be achieved</li> <li>• When working with a group of competent people and it is important to use their competence and to avoid jeopardising their motivation and moral</li> <li>• When lacking sufficient knowledge and skill to back up your position</li> </ul>
<p><b>Collaborating</b> The collaborating mode is characterised by a desire to satisfy both parties' concerns in a dispute. People with this orientation tend to demonstrate highly assertive and highly cooperative behaviour. Collaborative people value mutual benefit, integration and win-win solutions. The opposite of collaboration is avoiding.</p>	<ul style="list-style-type: none"> <li>• To find a solution when both sets of concerns are too important to be compromised</li> <li>• When your objective is to learn</li> <li>• To merge insights from people with different perspectives</li> <li>• To gain commitment by incorporating concerns into consensus</li> <li>• To promote teamwork, trust, creativity and communication</li> </ul>	<ul style="list-style-type: none"> <li>• When the problem is trivial and does not justify the time and energy required for collaborating</li> <li>• In emergency or crisis situations</li> <li>• When only one person has the necessary expertise or knowledge to make the decision</li> <li>• When the conflict is the result of irreconcilable differences in values between the people involved</li> </ul>
<p><b>Compromising</b> This mode is an intermediate, "middle-of-the-road" approach to conflict management. Compromising people are satisfied if both parties in a dispute achieve moderate, perhaps incomplete, satisfaction. Each side gives up something in exchange. A person who practices this mode neither fully avoids the problem, nor fully collaborates with the other party. The compromising mode is the midpoint of both the assertiveness and cooperativeness scales.</p>	<ul style="list-style-type: none"> <li>• When goals are important, but not worth the effort or potential disruption of more assertive styles</li> <li>• When opponents with equal power are committed to mutually exclusive goals</li> <li>• To achieve temporary settlements on complex issues and/or under time pressure</li> <li>• As a back-up when collaboration or competition is unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>• When the issue is vital and a compromise will endanger the long term results</li> <li>• When a partial solution would not resolve the conflict</li> <li>• As a first response to all conflict situations</li> <li>• When principles, values, personal welfare and or long-term objectives are lost through the compromise</li> </ul>

<p><b>Avoiding</b> A person with this mode tends to behave as if he or she is indifferent to both their own concerns and those of the other party. Avoidance is often expressed through non-assertive and un-cooperative behaviour. Avoiders prefer apathy, isolation and withdrawal to facing conflicts. They tend to rely on fate to resolve conflicts.</p>	<ul style="list-style-type: none"> <li>• When an issue is trivial or more important issues are pressing</li> <li>• When you perceive no chance of satisfying your concerns</li> <li>• To allow time to gather more information or to decide how to best handle the conflict</li> <li>• When potential disruption outweighs the benefit of resolution</li> <li>• To let people cool down and regain perspective</li> <li>• When gathering information supersedes making an immediate decision</li> <li>• When others can resolve the conflict more effectively</li> <li>• When issues seem symptomatic of other issues</li> </ul>	<ul style="list-style-type: none"> <li>• When a minor conflict is likely to develop into a larger conflict if it is not handled immediately</li> <li>• When avoiding the conflict is likely to endanger the relationship between parties</li> <li>• When an important decision rests on the outcomes of the conflict</li> <li>• When productivity, morale and motivation will be reduced by inaction</li> <li>• When avoiding the conflict is done to avoid personal discomfort or in hope that the problem will simply disappear on its own</li> </ul>
<p><b>Accommodating</b> People who favour an accommodating mode are more concerned with pleasing others than meeting their own needs and concerns. They tend to be non-assertive and highly cooperative. They sacrifice own needs in order to keep peace and make others happy.</p>	<ul style="list-style-type: none"> <li>• When you find you are wrong; to allow a better position to be heard; to learn, and to show you are reasonable</li> <li>• When issues are more important to others than yourself; to satisfy others and maintain cooperation</li> <li>• To bank social credit for use in future situations</li> <li>• To minimise loss when you are outmatched and in the process of losing</li> <li>• When harmony and stability are especially important</li> <li>• To allow subordinates to develop by learning from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• When the organisation is deprived of your personal contribution</li> <li>• When accommodation deprives you of your own self-respect, influence, and deserved recognition</li> <li>• When important issues are at stake and you have to take a stand</li> <li>• When you can lose your own self esteem by being seen as the one always giving in</li> <li>• In disciplinary situations</li> <li>• When your own values and integrity would be compromised</li> </ul>

In **appendices** there is a conflict response mode assessment which is an adaption of the Thomas-Kilmann instrument. This will show which if the five conflict modes you are most inclined to use.

## Conflict management in practice

**Q:** What is the most common way for you to deal with conflicts in your organisation?

***Try first to understand before trying to be understood.***

When faced with a conflict, a manager should try to resolve it, before it escalates. Conflicts generally distract and harm both of the parties involved, and can affect others and their work performance. Where two staff members have irreconcilable views or ways and cannot work together, the conflict can be solved structurally by separating the two so that they don't have work together, or resolved by facilitating a conflict resolution process. In the latter case, the two would need to agree to being helped to resolve the conflict.

### **Five main steps to follow**

There are five useful steps to follow when resolving conflicts

- 1) agree on the process and objective
- 2) share perceptions and feelings
- 3) discuss and agree on solutions and new behaviours
- 4) learn from the conflict resolution
- 5) follow-up.

*Agree on the process* - Propose a process for resolving the conflict and get agreement from the parties. A number of meetings are best for complex and more serious conflicts. Propose and agree on ground rules for the process and meeting/s.

*Sharing perceptions* - The two parties need to share their perceptions of the situation, the issues and each other in order to understand each other's viewpoints, feelings and behaviour. A useful attitude to encourage is "Try first to understand before trying to be understood".

Each party explains how they understand the issue and how they perceive themselves and the other. Encourage the parties to use I-messages rather than You-messages, e.g. "I see you as..." or "I feel that you ...", rather than "You are...". Avoid saying we or one, or referring to others – rather say "This is how I see it". I-messages are less threatening and promote dialogue "I sense/feel/ understand/think...". By using I-messages, you tell the other how you perceive their behaviour and how it affects you, not how they are.

*Proposing solutions* - Once a better understanding has been established and feelings have been shared and heard, get the parties to propose solutions to resolve the conflict

- ◆ agree on the joint objective to resolve the conflict
- ◆ they propose alternative solutions
- ◆ they agree on joint solutions and how each is prepared to change
- ◆ confirm agreements and action plans regarding behaviour change and to address objective problems and issues

*Learn from the experience* - It is important that the parties review the conflict and how they resolved it, in order to learn from it, and about themselves. This will help them avoid future conflicts, or resolve those in which they become involved.

*Follow-up* - Before closing the meeting, it is important to decide how and when you will follow up the decisions and agreements.

### **Advice on effective conflict management**

Managers need to help people resolve conflicts in the work place. The starting point is to understand that everyone acts according to their own understanding, perceptions and temperament, not objectively. People who are very different or very similar in terms of personality tend to clash and compete, which can develop into conflict



Some advice is to:

- ◆ Do not ignore inter-personal problems, as conflicts have a natural tendency to escalate
- ◆ Address tensions and resolve low-level conflicts, before they become more serious.
- ◆ Be careful where and how you raise certain issues; it is often better to first discuss the matter with each party separately, before bringing them together.
- ◆ Facilitate open communication. Encourage people to be open and honest. Holding back on real concerns will only delay or complicate the resolution of differences and disputes.
- ◆ Don't start with offering advice, rather ask questions and get the parties to do the talking.
- ◆ Encourage them to share their perceptions, feelings and needs. In a conflict, the relationship and mutual behaviour becomes an issue, on top of initial and external issues.
- ◆ Provide a safe environment for resolving differences
- ◆ Set ground rules for interaction in the process to keep interactions respectful, even when people feel frustrated or hurt, e.g. no interrupting or contradicting the other while they are speaking.
- ◆ Encourage the parties to listen and exercise self-control. Do not allow shouting or intimidating behaviour. Help the parties to hear each other
- ◆ In conflicts, the parties develop one-sided and subjective views. They see the faults of the other party, but not their own. By sharing perceptions and listening they can become more objective, and see and take responsibility for their part in creating the conflict, rather than just blaming the other.
- ◆ Help find common ground or shared interests so that the needs of both parties can be met. Help them to shift from focusing on positions to discussing interests, especially mutual ones, and how these can be met. A person's needs are less threatening or likely to cause resentment than fixed positions and demands.







# 7.

## Motivational Leadership

**Q:** What makes you motivated in your job?

The most important leadership function is to motivate others, yet many managers assume that staff should produce results without encouragement and support. Motivation is what drives a person or team to act to achieve a desired outcome. In management theory, motivation focuses on forces in the individual that account for the level, direction and persistence of efforts at work.

A person's level of motivation is the degree to which they want to do something. Individuals behave differently because they prioritise different needs and goals. Managers need to understand what motivates staff, in order to motivate individual and team performance. Motivated staff and management are essential for the success of the organisation, as they:

- ◆ are more productive and achieve more than poorly motivated individuals
- ◆ deliver better quality work and waste less
- ◆ have a greater sense of urgency and are more committed to achieving results
- ◆ take more responsibility for their work and make suggestions for improvements
- ◆ demand more from leaders, e.g. more feedback on their performance.

International employee attitude surveys confirm that employees need supportive and motivating leaders, but that they often feel that managers do not understand and do not appreciate their efforts, and do not adequately inform or listen to them.

**Q:** Is there a difference in work attitude among younger and older workers and the way they value status, career, money, and how challenging a job is?

## Ambition and performance anxiety

One area that is of great importance to you as a leader – as for every individual – is your mental attitude as this will affect your motivation to work. Willi Railo is a Norwegian professor, who has worked a lot with helping both athletes and organisations to make use of mental attitudes in order to improve results.

Railo uses the term “inner wrestlers” for two forces that are built into every individual: they are ambition and performance anxiety. These forces are grounded in our personality and will affect our way of thinking and acting.

Ambition fights for our will and our interest, for what we want to achieve. The more ambition that we have, the more energy we will put into achieving our goals. Performance anxiety is the force that makes us avoid risks, to try to be perfect in everything we do, a force that makes us nervous and afraid of high expectations. However, even though these forces are inbuilt, we can develop them in a particular direction. Different kinds of work may suit somewhat different combinations.

All individuals have their own security zone. Railo means that we unconsciously form our own security zone within upper and lower performance barriers. The minimum performance is the least it is possible for anyone to do, while the lower barrier shows us the least we think we can do without losing our self-respect, or is the minimum performance that we think we will get away with. We are afraid to do worse than this because we think that would put us at risk of being criticised or punished.

Maximum performance of course means the absolutely best possible performance, while the upper barrier stands for what we think is the absolutely best result we can achieve if everything goes better than expected and if we use all our energy and effort. For an athlete, it might stand for how high he thinks he can jump or how fast he thinks he will be able to run a certain distance.

Where we put those barriers is individual and reflects various factors such as our resources, upbringing, earlier education and competence. Between those barriers lies our security zone. Here we may live and act without taking any great risks.

Many people concentrate on raising the lower barrier in order to protect ourselves from failures and other risks, and then we automatically avoid raising the upper barrier since that would open us to new risks, and our security zone gets smaller.

**Q:** How does ambition and performance anxiety relate to your role as a leader?

**Q:** What can a leader do to affect a staff member’s security zone

## Early influential theories on motivation

There are numerous theories and studies on what motivates people in life and at work. The psychologists Abraham Maslow (1908-1970) and Fredrik Herzberg (1923–2000) were among the earlier influential scholars.

In 1954, Abraham Maslow published *Motivation and Personality*, in which he presented his hierarchy of human needs. He identified five basic levels of human need, that are intrinsic to our development, and that we strive to satisfy in turn. Only when the lower order needs are sufficiently satisfied do we try to satisfy the higher order needs of influence and personal growth and development. The hierarchy of needs helps us understand human behaviour, also at work.

Maslow believed that successful organisations genuinely care about and understand the importance of the need for personal recognition and growth among its members. All individuals have same basic needs, though the different ways and extent to which they are satisfied is influenced by a society's values. The meaning of self-actualization may differ between contexts and cultures. For some, it could be defined in terms of meeting societal development needs. There are also factors that constrain the fulfilment of individual needs, e.g. discrimination, corruption, nepotism, or excessive bureaucracy.

### Maslow hierarchy of needs



### ***Maslow's needs hierarchy at work***

- ◆ E.g. a comfortable place to work, reasonable working hours, regular breaks.
- ◆ E.g. work in a safe environment, job security and fair treatment.
- ◆ Social needs: a desire to belong to a team and an organisation, appreciation by peers and leaders.
- ◆ Self-esteem needs: having responsibility for an important purpose, a yearning for respect, praise and recognition.
- ◆ Self-actualisation: the need to achieve one's full potential, participation in decision making, creative and challenging work.

### **What motivates or demotivates staff?**

**Q:** What makes your staff motivated? What makes them de-motivated?

**Q:** Think of some of the people among your staff whom you consider to have a negative attitude and behaviour in their job. In what way is it visible?

**Q:** Think of some of the people among your staff whom you consider to have a positive attitude and behaviour in their job. In what way is it visible?

Could staff attitudes and behaviour be better? If you analyse problems within your unit or department, you would probably come up with a list containing some of these attitudes or behaviours:

- ◆ Doing the least amount instead of the most
- ◆ Not caring, not being helpful or concerned
- ◆ Having a bad attitude and low motivation
- ◆ Not willing to learn
- ◆ Not taking on responsibility, making too many mistakes
- ◆ Working too slowly
- ◆ Coming late
- ◆ Complaining.

If you talk to your staff you would probably find tensions with some staff members feeling that you favoured others, that you often criticise them and never give them any credit, and so on. To understand the issues, you need to understand how your staff see things.

When asking employees in organisations around the world what they were most dissatisfied with, most surveys come up with the same findings and standard lists of

dissatisfactions. Apart from the fact that most of the employees wanted better pay (don't we all), some of the most frequent issues were:

- ◆ Felt a lack of understanding from their leaders
- ◆ Thought that they were not listened to seriously
- ◆ Said that they were not being used to their full capacity
- ◆ Felt that they were not being adequately informed
- ◆ Did not feel that they were being involved or stimulated enough.

In short: they were not getting enough motivation or support and they felt left out.

Frederick Herzberg, a psychologist and management expert came to the conclusion that there were certain “motivators” that were needed in management techniques in order to improve the quantity and quality of work output. He had found when he interviewed a large sample of staff that these dissatisfactions were often mentioned:

- ◆ Poor pay
- ◆ Lack of security
- ◆ Relationships with supervisors and colleagues
- ◆ Working conditions not good enough
- ◆ Lack of status.

But he also found that putting these dissatisfactions right, did not result in employees being more satisfied or working more efficiently. At best, it meant that they did not show their dissatisfactions openly. Many of these factors will interfere with efficiency if they are not dealt with but it can also be seen that the effect of dealing with them will be short-lived. For example, if given a higher salary, the employee will react very positively but only for a very short while. After a few weeks, the rise will be forgotten or taken for granted.

Herzberg found that quite different factors – motivating factors - were crucial in increasing job satisfaction and productivity:

- ◆ Achievement: successfully performing difficult tasks
- ◆ Recognition: skills and abilities being recognised by others, especially superiors
- ◆ Responsibility: being more responsible and less supervised
- ◆ Advancement: being promoted or elevated in status
- ◆ Work itself being given challenging, difficult tasks where creativity and energy is needed.

Working with motivating factors will get stronger positive reactions and the effects will last longer. Two factors seem to be of an utmost importance: responsibility and promotion and responsibility is the one that will last longest by far.

## Avoid demotivating management

Managers who want motivated staff naturally need to avoid demotivating management and work more with motivational leadership.

If people are not able to affect outcomes directly, they can slip into a frame of mind where they just do not care and stop trying to make a difference. Control has in recent years emerged as an important factor in explaining motivation and whether people take the initiative.

Often employees feel that they are being unfairly treated. This is not necessarily because managers are actually being unfair but could be the result of earlier unfairness or because they are affected by internal politics. If you have found out that employees believe you to be unfair, try this:

- ◆ see if they are right – and if so adjust accordingly - give them clear information, so they understand the situation.
- ◆ if there is an unfairness and there is nothing that you can do about it in the short term, offer sincere sympathy and appreciation for their extra effort or inconvenience.
- ◆ work on levelling things out to eliminate the unfairness in the longer term.

Few things will spread faster or build up to greater heights than rumours. Rumours are created by lack of information. When a “secret” moves around it will change in character and size. It is a golden rule never to think that some information is too complex for employees. They want to be kept informed and you will certainly gain from giving the information – whether it is asked for or not. If the rumours take a hold they tend to take up the space of factual information. It’s like a bucket that can only accommodate certain level of content. You want to make sure you fill it up with correct information from the bottom up.

Not dealing with conflict could be very harmful. Conflict has been shown to be a very difficult area for leaders and managers to handle. In fact, even experts on conflict management will confess that when a conflict has gone too far it may be better not to try to solve it by compromises or negotiations but to find a more drastic solution. For example, if two people have a long-running conflict it is sometimes best for all parties if one of them is moved to another department or team.

## Leadership that motivates

In an ideal situation, people at work would be nourished and grow just from the joy of working together and getting results, yet this seldom happens without good, supportive leadership.

To be a good leader means that you must be prepared to take some risks now and then. Among the pitfalls of leaders that affect motivation is that they:

- ◆ Is unclear about what he or she wants so employees feel insecure
- ◆ Hides in the office, is invisible
- ◆ Is nervous about not knowing everything



- ◆ Dares not tackle conflict
- ◆ Works too much, thinks too little
- ◆ Gets involved in too much detail
- ◆ Takes all decisions by themselves
- ◆ Does not delegate enough
- ◆ Controls rather than supports employees.

Managers should recognise that in the right atmosphere people in their organisation will be committed and contribute their best because they want to learn, do good work and be recognised as valuable.

As said earlier higher monetary rewards do not necessarily motivate better performance. Research shows that if you do not pay people enough, it affects their motivation negatively, but if you pay them sufficiently, pay is not an issue and they will be more motivated by other factors. Similar research indicates that there are three key factors for better performance and personal satisfaction in more advanced types of work:

- ◆ **Autonomy** – the desire to be self-directed. Overly instructive management is demotivating, and staff perform better when having room to decide certain things for themselves.
- ◆ **Mastery** – a natural human drive is to become better at what one does, also in the workplace.
- ◆ **Purpose** – People perform better when they have a clear purpose and feeling of contributing to something of value.

Based on this a leader can stimulate staff motivation by: giving constructive feedback on performance; use regular dialogue and planning sessions with individuals and groups to understand people's strengths and interests, and to allocate appropriate and challenging tasks and assignments; or organise regular, brief meetings to inform staff regarding developments in the organisation and its operating environment, and how it is performing.

Most people generally underestimate their own competence and capacity, which is why setting challenging targets and expecting improved performance, and giving feedback when things are going well is highly motivating.



# 8.

## Group Development and Team Leadership

*A team consists of a number of individuals with different competencies who work together to achieve a planned and agreed result.*

### **What is a team?**

A work group or team usually comprises three or more people who

- ◆ have common goals and objectives
- ◆ are mutually dependent in order to achieve results
- ◆ are aware of and make use of each other's capacity
- ◆ perceive themselves as a team. Work in organisations is often done by permanent and temporary or project teams.

Groups and Teams perform better than individuals working in isolation, as teamwork enhances motivation, learning and creativity. Many work processes are also too complex to be done by individuals, and well-managed teams have the following advantages:

- ◆ complex problems are solved more quickly and effectively
- ◆ team decisions are usually better than individual decisions
- ◆ team proposals carry more weight than individual proposals
- ◆ teams 'unlock' the skills and experience of their members
- ◆ teams enable synergy among individual capacities
- ◆ teams build common knowledge
- ◆ teams have a shared sense of purpose and clear, agreed objectives.

## Leading and building teams

Successful teams can achieve the magic of synergy, but it is important to remember that teambuilding requires planning, managerial time, training etc.

Managing teams is similar to managing individuals, but group dynamics are an added challenge. Managing teams include:

- ◆ Team leading – developing common vision, values and strategy; encouraging, acknowledging and motivating; leading by example and with enthusiasm.
- ◆ Team building – facilitating communication, cooperation and teamwork.
- ◆ Managing performance for continuous improvement – facilitating regular discussions that help staff to define objectives and identify challenges, take responsibility and initiative, assess their own performance, identify lessons learned and development needs.

## Development of groups and teams

Groups and teams go through different stages in their development, and need to come to terms with three issues:

- ◆ authority, control and power in the group
- ◆ relations with other members of the group
- ◆ task mastery and performance in achieving results.

A mature and effective group has clear goals and roles that are agreed by all members. Members respect each other and communicate facts, views and emotions openly, give and receive constructive criticism, and strive for consensus.

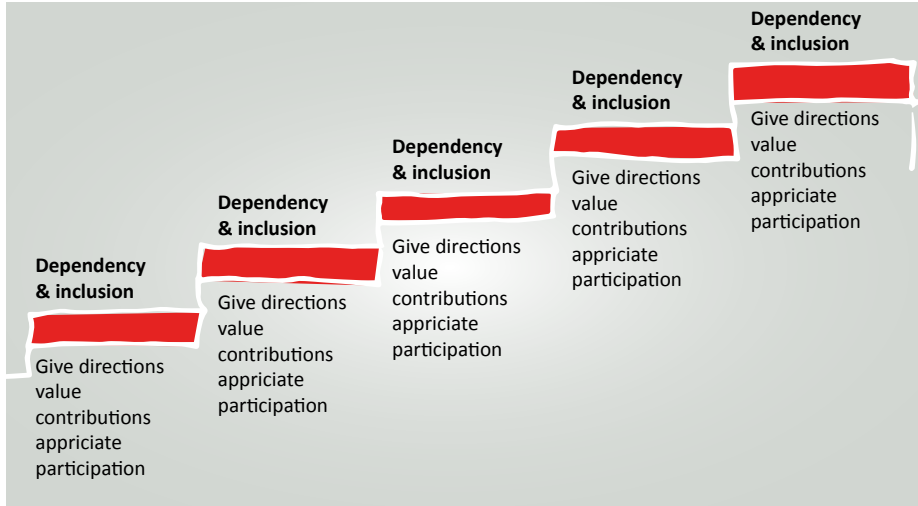
### Wheelan's Integrated Model of Group Development

Dr Wheelan of Canada has introduced an integrated model of group development. The overall purpose of group development according to her is to create an organisational set-up that is able to perform effectively to reach common goals. The model is not as linear as it seems, it is more like a staircase as groups may go up and down visiting previous stages as new challenges occur.

Wheelan's integrated model has four stages where the interaction, communication, and division of work changes among team members:

1. Dependency and inclusion
2. Counter dependency and fighting
3. Trust and Structure
4. Work and Productivity.

## Wheelan's group development model



Wheelan, orijinal entegre modelde bulunmayan beşinci bir aşamayı, “5. Kapanış veya son” olarak eklemiştir.

1.Dependency and inclusion	The first stage of group development is characterised by significant member dependency on the leader, concerns about safety, and inclusion issues. In this stage, members rely on the leader and powerful group members to provide direction. First meetings are characterised by carefulness and apprehension. Members are focused on identifying suitable behaviour in the group and time is spent on defining tasks, and how they could be approached.
2.Counterdependency and fighting	In the second stage of group development, members disagree among themselves about group goals and procedures. When members feel secure, issues that earlier have been kept under the surface will be out in the open and conflicts may occur. Main focus of this stage is regarding power, influence and division of responsibilities. Conflict is necessary for the establishment of trust and a climate in which members feel free to disagree with each other. This could also contribute to an environment which is more open and creative allowing a free flow of ideas.
3.Trust and structure	If the group manages to work through the inevitable conflicts of second stage, member trust, commitment to the group, and willingness to cooperate increase. In this third stage, members experience more unity and engagement, and less of conflict and discontent. The purpose of this stage is to establish structure and positive working relations where members can use each other's competences and resources to increase productivity.  Communication becomes more open and task-oriented The group accepts the authority of the leader and he/she takes a less active role in the group's work.

4.Work and productivity	<p>This stage is characterized by very high task orientation, open exchange of ideas. As its name implies, the fourth stage of group development is a time of intense team productivity and effectiveness. Having resolved many of the issues of the previous stages, the group can focus most of its energy on goal achievement and task accomplishment.</p> <p>Among the challenges of this stage is to maintain good working relationships and group cohesion while at the same time allowing for, and even encouraging, task related 'conflicts' or disagreement.</p>
(5.Closing/final)	<p>Groups that have a distinct ending point experience a fifth stage. Impending termination may cause disruption and conflict in some groups. In other groups, separation issues are addressed, and members' appreciation of each other and the group experience may be expressed.</p>

### The changing roles of the leader

Just as the characteristics and focus of the group changes, the style of the leader should change along the stages of group development in order to meet the needs at a particular time.

**In stage 1** you need to be a more directive leader. In a new group, members expect leaders to be confident, organised, and task oriented. Before they have organised themselves, the group needs a leader that provides structure. In stage 1 you should enter meetings with a clear written agenda, and assign tasks to individuals as necessary. Furthermore, you should work to reduce members anxiety and concerns for safety by providing direction and being fair when dealing with members.

**In stage 2** the group needs more of a supporting leader. As group members become more comfortable they may want the leader to take a step back. In this stage there need to be some 'redistribution of power' from the leader to the group and its members. You need to encourage members to express their opinion and manage conflicts regarding values, goals, and leadership. Do not take attacks or criticism personally. When, a group manages to move through the turbulence of stage 2 in constructive ways, power sharing and delegation must increase as leaders cannot perform every task themselves.

**In stage 3**, leadership is still necessary for coordination but this function is also shared by members in the group. One of the primary tasks of stage 3 is to assess how the group is functioning and whether adjustments are needed to increase productivity. As a leader you should encourage the group to identify issues that may impede productivity and to determine ways to remove these impediments.

**In stage 4**, the leader should act as an expert member of the group, and as a consultant as needed. It is important to continue to monitor team processes and be aware of any signs of regression.

No group or individual can sustain high levels of productivity for long periods of time. There will be a need for rest, grumpiness, and fun. As the group reaches the last stage a

leader should facilitate joint evaluation and give room for feedback. It is also important to arrange for a proper goodbye and celebrate any successes.

## Team roles and effective teams

Dr Meredith Belbin of Cambridge University has conducted extensive research on what constitute an effective team and how to assess the roles that people take on when working in teams.

The conclusions from the research show that members of a team basically have a dual role. The first is the *functional role*, meaning how a person is expected to perform on the basis of the job title and supposed duties. For example, a manager belongs to a team because she/he is a finance expert, or whatever. The second role, *the team role*, is less obvious. Most of us have seen that certain people always come up with the bright ideas, others tend to co-ordinate tasks, yet others get things finished, and so on. These characteristics, these team roles, have been the subject of Dr Belbin's extensive research and he has identified eight different team roles.

A team role could be defined as the *tendency to behave, contribute and interrelate with others in a particular way. A team role signifies the contributions someone is typically disposed to make in interpersonal working relationships.*

In a team every member has a 'preferred', a dominant, team role, and most people have one or more 'secondary' team roles that they could play if someone else were to play their preferred role better, or if there were a demand for multiple roles. Belbin's research shows that individuals who are outstanding in one role are often weaker in another. That is why the issue of who is working with whom is of central importance. Complementary combinations of people have proven to be much more effective in terms of performance than people with similar profiles competing with each other.

### Eight team types

There are eight team types identified by Dr Belbin and his colleagues. It is important to note that these are theoretical categories with some dominant features and should absolutely not be seen as complete description of people. Also there is no good or bad team role. They are all needed.

<b>IMPLEMENTER</b>	<p><i>Traits:</i> Stable and controlled.</p> <p>The Implementer is the practical organiser. Implementers are the ones who turn decisions and strategies into defined and manageable tasks that people can actually get on with. They are concerned with what is feasible and how plans can be turned into actions. They have strength of character and a disciplined approach, are notable for their integrity and being trusted by their colleagues and are not easily discouraged.</p> <p>Give them a decision and they will produce a schedule, give them a group of people and an objective and they will produce an organisational chart. Implementers work efficiently and systematically but sometimes a little inflexibly.</p>
<b>CHAIRPERSON/ CO-ORDINATOR</b>	<p><i>Traits:</i> Stable, dominant, extrovert. Not always the formal team leader, they are still the ones who preside over the team and co-ordinate its efforts to meet external goals and targets.</p> <p>They are distinguished by their pre-occupation with objectives. Their approach is disciplined and it is founded on self-discipline. They often have what is called 'charisma', a certain kind of authority. They are dominant, but in a relaxed and unassertive way – they are not domineering. They have an instinct to trust people unless there is very strong evidence that they are untrustworthy, and they are free from jealousy.</p> <p>They see most clearly which member of the team is strong or weak in each area of the team's function. They are conscious of the need to use the team's combined human resources as effectively as possible. They talk easily and are easy to talk to; a good communicator in the two-way sense of the word.</p>
<b>SHAPER</b>	<p><i>Traits:</i> Anxious, dominant, extrovert. If the Coordinator is the 'social leader' the Shaper is the 'task leader'.</p> <p>The Shaper is full of energy, is outgoing and emotional, impulsive and impatient. They are quick to challenge, and quick to respond to a challenge, which they enjoy and welcome. Of all the team members they are the ones most prone to worry and quick to sense a problem.</p> <p>The principal function of the Shaper is to give shape to the application of the effort. They are always looking for a pattern in discussions, and trying to unite ideas, objectives and practical considerations into a feasible project. Only results reassure a Shaper. The Shaper wants action, wants it now and makes it happen. They are personally competitive.</p>
<b>PLANT</b>	<p><i>Traits:</i> Dominant, high IQ, introvert. One way to think of the Plant is the one who scatters the seeds, which others nurture until they bear fruit.</p> <p>The Plant is the team's source of original ideas, suggestions, and proposals. Of course, others have ideas but the Plant's ideas are distinguished by originality and a radical approach. They are the most imaginative and the most likely to start searching for a completely new approach to problems if the team gets stuck. Plants are much more concerned with major issues and fundamentals than with details.</p> <p>Sometimes Plants devote too much time to ideas that might not fall in with the team's needs or contribute to the objectives. Plants are trustful and uninhibited in a way that is fairly uncharacteristic of an introvert.</p>



<b>RESOURCE INVESTIGATORS</b>	<p><i>Traits:</i> Stable, dominant, extrovert. The Resource investigator is relaxed, sociable and interested in most things. Their responses to other team members tend to be enthusiastic and positive.</p> <p>The Resource investigator is the member of the team who goes outside the group and brings information, ideas, and development back to it. They make friends easily and have a lot of outside contacts. Without the stimulus of others, for example in a solitary job, the Resource investigator can easily become bored and ineffective. Within the team however, they are good improvisers and happily active under pressure.</p> <p>Their interest in the outside can lead them, like the Plant, to spend too much time on irrelevancies that interest them; nevertheless the Resource investigator is the most important role in keeping the team from stagnation and losing touch with reality.</p>
<b>MONITOR EVALUATORS</b>	<p><i>Traits:</i> High IQ, stable and introvert. Monitors/Evaluators are likely to be serious and very calm in temperament.</p> <p>Their contribution lies in measured and cold analysis rather than creative ideas, and while they are unlikely to come up with an original proposal, they are also the most likely to stop the team from committing itself to a misguided project. One of their most valuable skills is in assimilating and interpreting and evaluating large volumes of complex written material, and analysing and assessing the judgments and contributions of the others.</p> <p>It is important for the Monitor/Evaluator to be fair minded and open to change. Although they are solid and dependable, they can lack some spontaneity but their judgment is hardly ever wrong.</p>
<b>TEAM WORKER</b>	<p><i>Traits:</i> Stable, extrovert, low in dominance. The Team workers are most sensitive to individuals' needs and worries, and the ones who perceive most clearly the emotional undercurrents within the team.</p> <p>They are the most active internal communicators and they are loyal to the team as a unit and support all the others. If someone produces an idea, the Team worker's instinct is to build on it, rather than produce an alternative, rival, idea. As a promoter of unity they counterbalance the friction that can be caused by the Shaper and the Plant. They particularly dislike personal confrontation and tend to avoid it and cool it down with others.</p> <p>The Team worker's dislike of friction may make them seem a bit soft and indecisive, but when the team is under pressure their loyalty and support are especially valued. Even though their contribution to the team is not always immediately visible, the effect is very apparent when they are not there, especially in times of stress and pressure.</p>
<b>COMPLETER / FINISHER</b>	<p><i>Traits:</i> Anxious, introvert. The Finisher worries about what might go wrong. They are never at ease until they have personally checked every detail and made sure that everything has been done and nothing has been overlooked.</p> <p>The Finisher is not an assertive member of the team, but maintains a permanent sense of urgency, which they communicate to others to make them active. They have self-control and strength of character, and are impatient of and intolerant towards the more casual members of the team.</p> <p>If the Finisher has one major preoccupation it is order; they are extremely careful about meeting deadlines and fulfilling schedules. A risk for them is that they can easily lose sight of an overall objective and get bogged down in small details. Nevertheless their relentless follow-through is an important asset.</p>

## A balanced team

Research has shown the benefits and advantages of a full and balanced team in terms of attaining good performance. The absence of one or several of the roles weakens any team and the presence of too many of the same types produces quite predictable kinds of failure. But what happens then if a team has less than eight members, as is advocated by Dr Belbin and his colleagues? As people have 'secondary' team roles, they can 'double up' when necessary and perform two of the functions instead of only one. In relation to this, it is interesting to note yet another dimension of the eight team types. Four are outward looking, with orientation to the world outside the team, and four are principally concerned with the world inside the team. One thing to look for when balancing a team is to have these both orientations represented.

### OUTWARD LOOKING

Coordinator, Shaper, Plant, Resource investigator

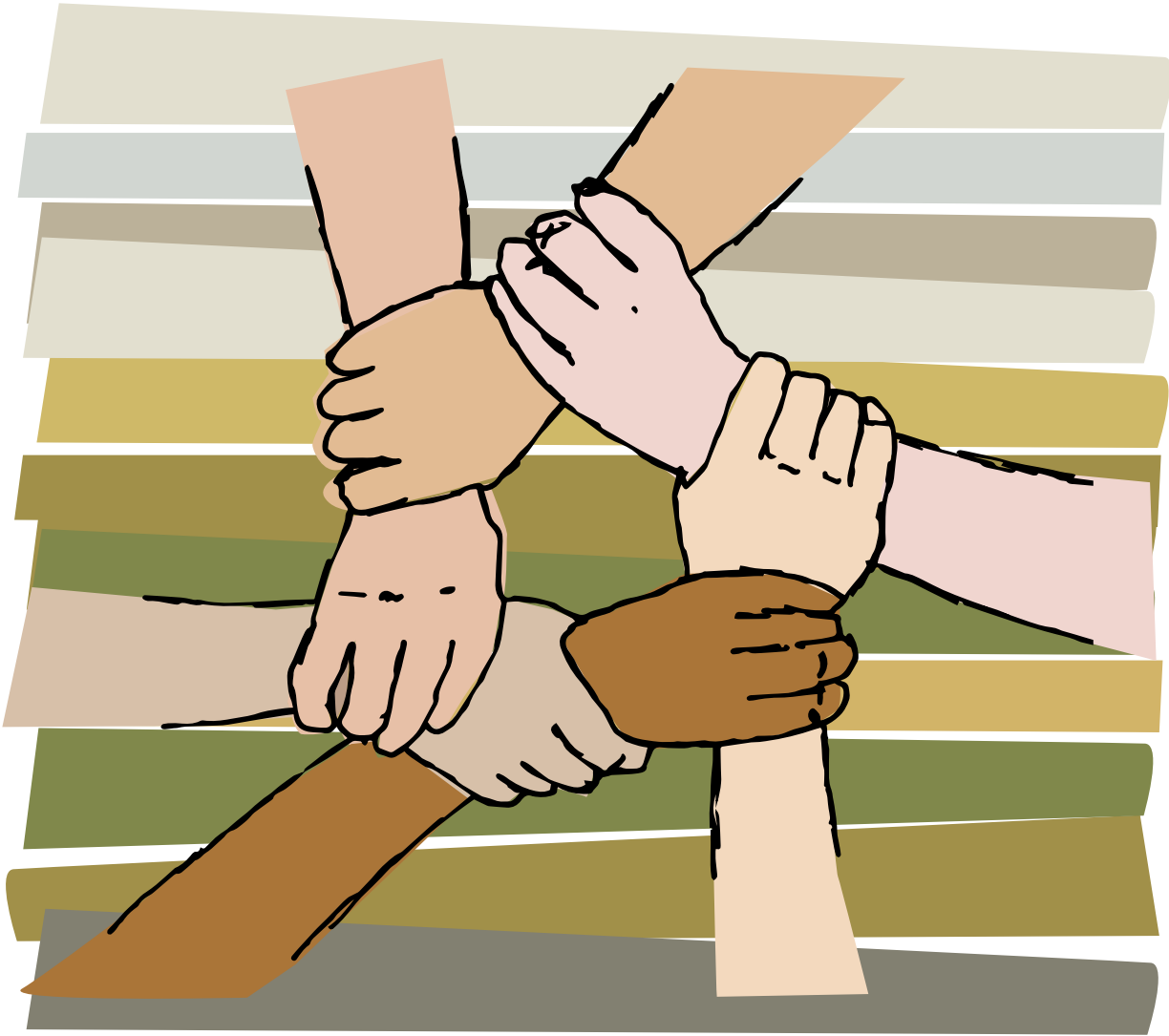
### INWARD LOOKING

Implementer, Monitor/evaluator, Team worker, Finisher

***“What is needed is not well-balanced individuals, but individuals who balance well with one another. In that way, human frailties can be underpinned, and strengths used to full advantage.”***

*(Meredith Belbin)*





# 9.

## Organising Effective Meetings and Group Processes

If leadership and management is achieving results through and together with others, this often involves working with groups in some way of another, very often in meetings and sometimes in longer development process. In any case there is need for a systematic approach and conscious leadership in order to achieve meetings and processes which meets the needs of the organisation.

### Making meetings more effective

**Q: Think of a recent really good meeting.**

-What factors made it really great? What are the success factors?

**Q: Think of a really bad recent meeting.**

-What made the meeting so bad? What are the pitfalls?

Whether we like it or not meetings are essential in a workplace as an arena for internal and external communication. While poorly planned and badly facilitated meetings can be nothing but a waste of time, effective meetings are an important management tool. Meetings can be more or less formal.

Meetings are often mentioned by staff as a waste of time and a cause for frustration, being too many, with the wrong people, too long and poorly conducted. Good meetings have a stated objective, agenda and background materials are sent out beforehand, and both the one leading the meeting leader and those participating come well prepared. Another characteristic is that they end with a summary, decisions are taken about actions and who is responsible, and the meeting begins and ends at the appointed time.

Meetings also have social aspects where managers and staff can meet face to face to discuss and solve problems together, and exchange personal views.

### **Why are poor meetings poor?**

A meeting should never be organised just for the sake of it, and there are too many examples of meetings that doesn't lead to any clear outcome, except for boredom and a sense of losing time that could have been used for something else. A few common problems with the meetings are:

- ◆ They are not about the “right” things
- ◆ They are monotonous and dull
- ◆ The parameters (time, people, facts etc.) for the meeting do not coincide with the objective
- ◆ The advantages of the meeting are not fully utilised
- ◆ The same people do all the talking.

In order to make sure that a meeting becomes effective and that your approach to meeting organisation is systematic there are a number of questions that should first be considered.

To create a systematic approach for developing your meetings, consider the following questions:

### **Meeting or no meeting?**

When dialogue is essential for moving on and the goal is to stimulate involvement through participation, the meeting form is favourable. But, a meeting can be resource intense and it is important not to misspend your and others' time on something that can be handled better in a different way. Before you decide to organise a meeting, you should consider if there are other, more effective alternatives and ask yourself:

- ◆ Is this meeting really necessary? Can I substitute it by, for example, direct contact, an email message or a phone call?
- ◆ Can parts of the meeting be addressed during other meetings?
- ◆ Would anyone miss the meeting if it didn't happen?

### **What is the objective of the meeting?**

When you choose to arrange a meeting, you need to define the objective. It is important to clarify what is expected of the participants before, during and after the meeting. What is the purpose and what will be resolved or accomplished through the meeting? Is it purely about giving information or is the purpose to change attitudes and behaviour? With the objective as your starting point, you can consider which meeting type is best and what type of beforehand preparation and information is needed.



### **Which meeting type and methods can be used?**

The objective should guide the type of meeting you arrange, the methods you apply, and the time needed for it. By this approach you can also design each specific part of the agenda to have suitable time allocated, the right setting and choose the right process for the purpose.

### **Who are the participants?**

Everyone who participates in the meeting should have a clear function. If not they should not be there. Review your list of intended participants and consider whether every person really needs to attend the meeting in question. Many meetings are better off with fewer participants. Even if you are the one responsible for conveying the meeting many roles and duties could probably be delegated to other participants. Examples of roles are:

- ◆ The one responsible for the results of the meeting: preparing agenda, background materials etc.
- ◆ The person who convenes the meeting: takes care of practical things like coffee, booking a conference room and equipment.
- ◆ The chairperson: makes sure that the participants keep to the agenda, and summarises and clarifies the most important decisions taken and what the team has agreed on during the meeting.
- ◆ Time keeper: ensures the meeting starts and ends at the appointed time.
- ◆ Facilitator: leads the dialogue and exercises, addresses if someone dominates the conversation too much and encourages those who do not to engage.
- ◆ The secretary: Keeps the minutes of the meeting.

### **How should the invitation be worded?**

The invitation and agenda of the meeting is an effective tool to get what you want from it. This is when you describe the purpose and create the right expectations. Invitations should include the objective, time, place, participants, reference to background materials, any needs for preparations, and other aspects 'framing' the meeting properly.

### **How will you chair the meeting?**

If it is a longer meeting or a series of meetings with the same people it is good to agree on some ground rules before starting. Examples of meeting rules are:

- ◆ Come on time
- ◆ Turn off mobile phones
- ◆ Respect the agenda
- ◆ Listen to each other
- ◆ Keep it short when speaking
- ◆ Participate and contribute to the discussions
- ◆ Keep an open and positive attitude to new ideas
- ◆ Remember that everyone is equal at the meeting
- ◆ End the meeting at the appointed time.

You can also choose different meeting forms to add variety to the meeting. One alternative is to have people stand up. If it is a shorter meeting the whole meeting could be done standing up. Who decided that everyone has to sit at meetings? A standing meeting can be suitable if the number of participants is limited, that the agenda is written on a flip-chart or projected, and that there is not a big need to take notes.

Make sure to conclude the meeting by summarising the most important decisions and what you have otherwise agreed on during the meeting, and who is responsible to implement actions defined. Also acknowledge any subjects on the agenda that wasn't addressed and mention issues that have been tabled until next meeting.

### **How will you follow-up the meeting?**

The tool for meeting follow up is the notes or protocol. Therefore it is important that these also stipulates who has which duties to complete and by when. Meeting notes should be shared to all participants not later than a week after the meeting.

The Swedish organisation Nordisk Kommunikation has developed a tool for effective meetings, as well as for coaching and feedback, with attached practical instruments. These are available in Turkish.



### **How to save time when organising meetings**

Meetings are very important in any work place, so people can discuss, share information and take decisions. But meetings often take a lot more time than they need. The people who organise meetings have a responsibility to ensure that everybody's time is spent wisely. There are some proven ways to make every meeting both productive and time effective.

#### *1. Set clear goals for your meetings*

Ask yourself, "What purpose will be served by this meeting? Is it to make a decision, analyse and solve a problem, provide the group with new information, gather data?"

#### *2. Provide everybody with a written agenda*

Every meeting, no matter how brief, should have a written agenda circulated to those who are expected to attend.

#### *3. Keep the numbers present to a minimum*

Invite only those who need to be there.

#### *4. Avoid on the hour starts*

Studies have shown that people are more likely to be punctual when attending meetings that begin off the hour. More people arrive late for a meeting that is scheduled to start at 10 a.m., for example than for a meeting that is scheduled to start at 10.10 a.m.

#### *5. If the agenda is brief, keep everyone standing*

This tactic offers two benefits: – People are more alert when standing than when sitting and less likely to miss important points, – Nobody wants to prolong the meeting

#### *6. Prevent one to one discussions*

If two participants lock horns and begin to discuss an issue between them, excluding the rest of the group, immediately reschedule the issue as a meeting between just those two protagonists. Then firmly call their attention back to the purpose of the meeting.

#### *7. End with a call to action*

Encourage all those attending to take some clear action as a result of the meeting, by making it clear you intend to follow up on what was agreed. Then do so.

## Leading development processes of groups

All work involves processes, i.e. a series of actions that produce something or that lead to a particular result. Often these are incorporated in daily organisational work where teams are engaged in solving problems and getting work done, and then not always openly described as a process. The same goes for individual development.

When there is a clear need for development and change daily routines is not enough. In order to infuse energy and introduce new perspectives a more structured and systematic approach to getting processes going is needed.

The basic conditions for successful development process of a working group or a department includes involvement, co-creation, shared commitments, and a joint responsibility to address challenges and define the way forward in order to reach goals. The process is the same whether you work with an individual, or a small or large group, as you:

- ◆ Define goals
- ◆ Decide on strategy, that is how to get there
- ◆ Make a plan for actions and activities needed
- ◆ Define resources needed for work, including support from others
- ◆ Decide who is responsible for what
- ◆ Follow-up and monitor progress.

As a thread through it all runs participation, equity and shared responsibility, an appreciative and confirmatory approach concentrating on the skills and strengths that you want more of.

In order to release creativity and infuse positive energy there are a number of tools and exercises that can be applied, of which a number are presented below.

### Leading the process in practice

When you are to lead a group development process in practice there are a number of steps that can be followed. They are

#### ***1. Involve and invite***

Decide early on who should attend. Is it the whole group, a department or just a small group who are directly affected? Involve the staff member who are most affected by the issue, and those who are directly involved in the challenge, the problem or the theme that is the content of the process.

#### ***2. Planning***

A development process starts even before you call the group together. Consider how you can prepare the staff of the work to be done. Describe the purpose and activities planned in advance. Define a programme for a first meeting with a structure that you thought through, leaving room for adjustments. Reflect on how you can support staff members to fully engage in the process after the first meeting. Develop wanted "next steps" together during your meeting before you end the session as this will be a good prerequisite for shared responsibility and give direction forward.

### **3. Joint introduction**

Before the content begins to be processed - create an opportunity to discuss the work / process objectives and content, the roles of the participating members and a wanted common approach during the work. Discuss expectations of what each one wants to get out of the meeting and process. Formulate if possible, a state of mind that you hope will prevail when you are ready.

### **4. Start where employees are**

Start and finish the work in the staffs' own reality. Give them the opportunity to describe their own situation and support them to reflect on their responsibility for the realization of the work. Make an inventory of needs, expectations, and questions of staff members and the group and process and discuss them together.

### **5. Focus on appreciation and reinforcement**

We understand our environment and our world by putting words to it. Help staff to see, and to describe it and confirm the group's current strengths and success factors and let those form the base for positive choices for the future.

## **Some examples of process approaches and methods**

### ***Appreciative inquiry***

Appreciative Inquiry is both an approach and a working method. It helps develop individuals, teams and organisations. In analysing strengths and resources, motivation and driving forces, the focus is placed on what is working well, and on finding positive action alternatives for resolving a situation. This contrasts with a problem-oriented approach which identifies what is not working well or is lacking.

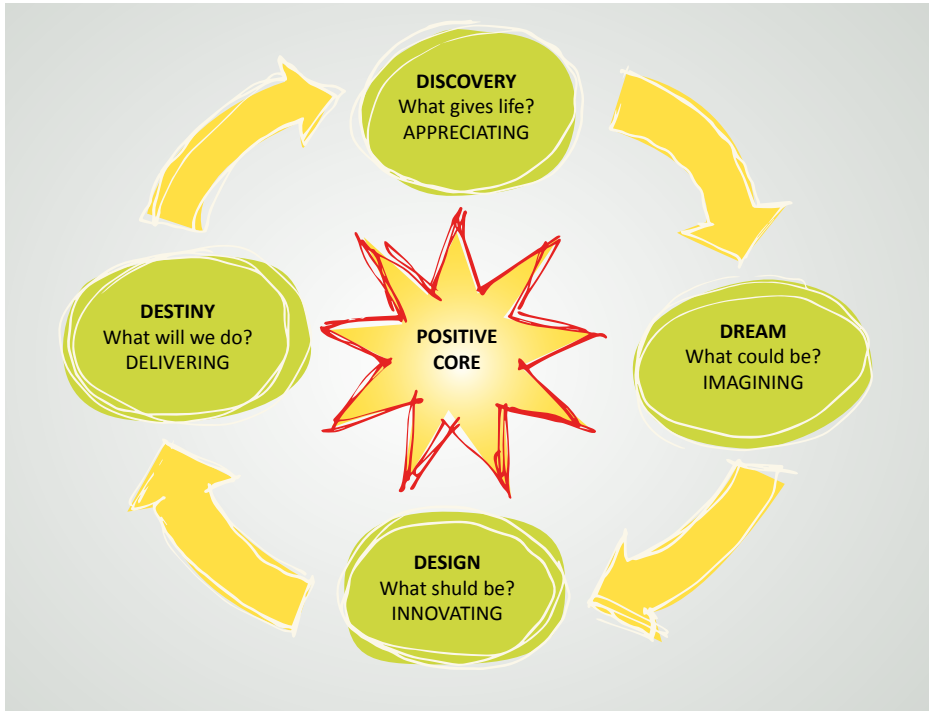
Appreciative Inquiry engages people to study, discuss, and build on what is working – the strengths – rather than trying to fix what is not working. It is based on the premise that organisations change in the direction in which they inquire. An organisation which inquire into problems will keep finding problems, but an organisation which attempts to appreciate what is best in itself will discover more and more that is good. It can then use these discoveries to build a new future where the best becomes more common.

*Appreciation* have to do with recognition, valuing and gratitude. The words have a double meaning – recognition and enhancing value. Individuals and organisations benefit from greater appreciation.

*Inquiry* involves exploration and discovery, asking questions, studying, searching and investigating. The spirit of inquiry is the spirit of learning and a quest for new possibilities. The act of inquiry requires genuine curiosity and openness to new directions and learning.

Organisations typically need more inquiry and less command and control by a few. And in this, they need leaders who can acknowledge what they don't know and who enthusiastically ask provocative and inspiring questions.

## Appreciative inquiry



The starting point of appreciative inquiry is that every individual, group or organisation, have things that are "working well". Development is achieved by identifying and examining what already works well - good examples - and reflect on how you can do more of this. The benefits of the approach includes:

- ◆ You drop a traditional problem-focused approach that risk rejecting peoples' work up to date
- ◆ People receive recognition that motivates: they are already doing good things and contributing to the organisation's success
- ◆ The development is based on the participants' own and unique experiences
- ◆ By being asked about existing success, one can understand and learn from the experience
- ◆ Work makes individual experiences to shared insights
- ◆ Participants learn how previous success can be repeated and modeled

Appreciative Inquiry in practice uses the following model, called the 4 D-cycle:

*Discover* – people talk to one another, often via structured interviews, to discover and appreciate times and situations when the organisation is at its best.

*Dream*– the dream phase is often run as a large group exercise where people are encouraged to imagine and envision the organisation as if the peak moments discovered in the discover phase were the norm rather than the exception.

*Design*– a smaller task team is assigned to innovate and design ways of creating in practice what the organisation or department dreamed in the large meeting. Different teams can be assigned to take the responsibility for different parts of the dream.

*Destiny*– the fourth and final phase is to implement changes that improve the organisation's performance and delivery.

Appreciative inquiry is based on the idea that both an individual, group or organisation

- ◆ becomes what it examines
- ◆ gets more of what you give attention to
- ◆ increases in value when it is confirmed, valued and affirmed.
- ◆ is not a problem to be solved but a challenge to understand.

### **The good scenario**

The good scenario is based on the idea that if one identifies a good scenario - a good state of mind - then the intention will act as a magnet on the behavior of wanting to get there. Intention is key.

Similar to the appreciative inquiry, the good scenario process, is forward-looking and based on the idea that you create a target and action plan for the goal you have set up. The state of mind and the goals you set up are yours, you own them and the way there. It is suitable if you for example have an individual development plan you want to fulfill (e.g. of the type discussed in chapter 12).

Working with a good scenario with a group or your follows the same principles: together you create a visionary target and an action plan for the goals you have set up. Everyone is actively involved and everyone takes responsibility to contribute. The state of mind and the goals you set up is every ones and you have a shared responsibility.

### *Individual plan*

Either you work by yourself or get support from a coach or colleague to identify the good scenario. The exercise is described from right to left. You start by setting the state of mind / objectives / results to be seen within for example six months, 1 or 2 years. Then you go to the left and lists what it requires of you right away and if you need the support of colleagues or your organisation. Then you define what you are required to do in the next stage.

### *In Group*

With groups you work on a white board and post-it notes to be able to change, cluster, and structure what comes out. Initiate all steps in the exercise with reflection in small

groups and then gather together in plenary at the end of each step documenting what comes out. In each area you can reflect on what it requires of you, as individuals and as a group and what it means in terms of cooperation and leadership. After the initial exercise plan for a new occasion when you continue working with the group to concretely translate the result into manageable actions in everyday work life.

Step 2	Step 3	Step 1
<p><b>What are the first things to do?</b></p> <ul style="list-style-type: none"> <li>- In order to reach the target you have set.</li> <li>- What is the first thing you plan to do concretely? Activities, processes, work to do, etc.</li> <li>- What do you do yourself and what do you need assistance with?</li> </ul>	<p><b>What you need to do later?</b></p> <ul style="list-style-type: none"> <li>- Maybe in six months, or on the way there.</li> <li>- Routines, acts of change, continuity, processes, plans, etc.</li> </ul>	<p><b>What targets do you set?</b></p> <ul style="list-style-type: none"> <li>- What change do you want to see?</li> <li>- What conditions prevail for one year / two years?</li> <li>- What defines you and your actions, your skills?</li> <li>- How will people describe the situation when we reach there?</li> </ul>

### ***The consulting company***

The consulting company is a short creative exercise that combines innovation, imagination and competitive desire - who brings out the best proposal for a solution to a problem or a challenge identified?

Either you start from a shared problem or challenge - or from a challenge by an individual or a unit. After an introduction in which you describe the common problem, divide the group into a number of "consulting companies" which gets 15 minutes to come up with a suggestion on how they would solve the problem.

The companies then present their proposals and after that vote between them or come to agree on an alternative that builds on parts of suggestions that come from different companies.

### ***Reflective teams***

Reflective teams is a flexible working process which can help groups and individuals to reflect around an issue. The exercise aims to provide the case owner with increased knowledge, insight or understanding of their challenge or problem. This in turn will help to identify available openings, alternatives, or solutions, and give a richer palette of choices for action.

The reflecting team consists of two or more persons who reflects on the query owner's description of their issue or dilemma, and share their own thoughts, associations, angles and perspectives without giving direct advice or exhortations.

### ***How can a reflective conversation go about?***

1. One participant has the role of "conversation partner". They interview the query owner for 15 minutes to help them describe the situation and to clarify the issue. The fundamental question in this stage is: What do you need help with? What are you puzzled by?

The conversation partner and the query owner is secluded, facing each other and "turned away" from the other participants. Meanwhile, other participants sit quietly and listen. They shall not impose any own questions or talk to each other during this operation.

2. After this you give a few minutes for the other participants to ask additional questions if needed. There should be a focus on concrete clarification.
3. Then starts an open dialogue for 10 minutes between other participants who reflect openly about what they heard in the initial interview. At this stage the query owner and the conversation partner sit quietly and listen. The query owner can take notes on what is being said. One idea is for the owner to turn their back to the group and openly just let the reflections sink in.
4. The fourth step is a session for the query owner and the partner. The task of The conversation partner is to help the owner reflect on what was being said. Now they close out the group again and only face each other. Questions that could facilitate this stage are:
  - ◆ What have you heard?
  - ◆ What thoughts does it evokes in you?
  - ◆ Did somethings get your specific attention? Why?
  - ◆ What did you experience during the reflection exercise? What did you see or feel?
  - ◆ What actions do you see for yourself now?
  - ◆ What do you find most excited to get on with?
5. Talk about the talk! The reflecting team ends with all participants, including the query owner and conversation partner, discussing common lessons or insights that came from the have been created during the exercise.

### ***Trio conversation***

Trio conversation is a model for problem solving and group development. The group consists of three people with different roles:

- ◆ Focus Person
- ◆ Conversation partner
- ◆ Observer

The session consists of three parts:

**Part 1.** Focus person and conversation partner: Mapping of the situation (about 10 min)

The conversation partner asks questions to focus person, and provide support to develop and describe the situation and what they need help with. The conversation partner may begin with the question: What do you need help with? Ask open-ended questions that supports the focus person to develop and deepen their description of the situation. The Observer listens actively but do not participate.

**Part 2.** The conversation partner and observer: Reflection on part 1 (10 min)

The conversation partner and the observer discuss the conversation just experienced. This conversation may well have a brainstorming character - all reflections, thoughts and emotions are welcomed: What feelings and thoughts were awakened by listening to the focus person's story? What needed actions can be identified by the observer and conversation partner? How can the conversation partner support the focus person in the next step? During this part the focus person is only listening. The conversation partner and the observer are talking to each other as if the focus person wasn't in the room.

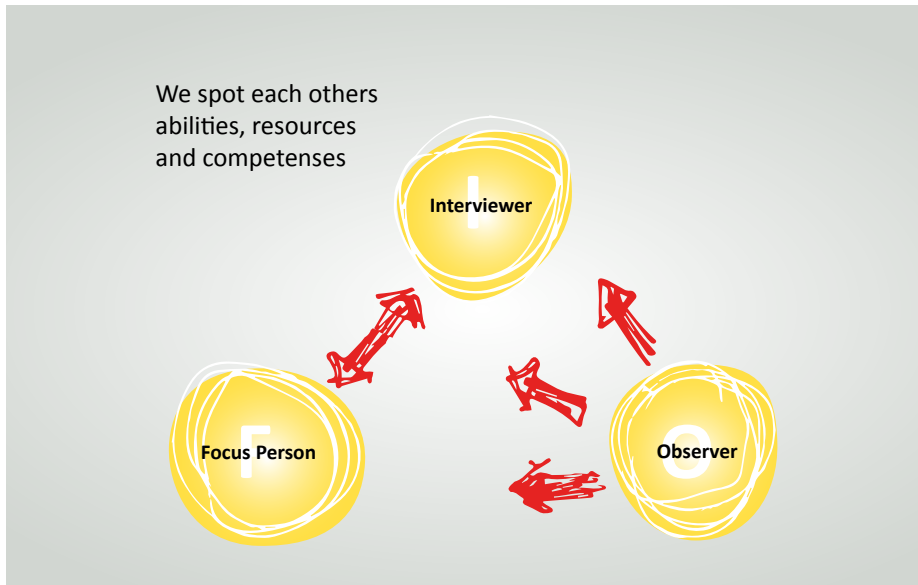
**Part 3.** Focus person and conversation partner: Feedback and way forward (about 10 min)

Again it is the focus person and the conversation partner that take the stage to discuss that the focus person perceived as important and interesting from what they have just heard. The first question could be: what did you think and feel when listening to the reflections? In this stage, the conversation partner supports the focus person to take a first step towards change, through asking questions like: What are the different options you see going forward? What do you see as the first step? Observer again listens to the conversation without taking part.

The session closes with an open reflective conversation about the exercise itself where all three roles are involved.



## Ability spotting



### Ability spotting

This exercise is similar to Trio conversation and also works best with three persons. If you have a larger group, divide the group smaller groups of three. Ability spotting is process that helps you as a team to detect and find each other's abilities and resources in a specific area. It is a positive and forward looking exercise.

The process will provide a feeling of collective competence and joint strengths, and the resources this give your team to address challenge related to the subject area. By working in a resource oriented way, positive stories and affirmations connected to our roles as team members gives energy and a sense of responsibility.

#### **Part 1.**

Start by presenting the focus on individual resources that the one being interviewed has. In the area of for example supporting a learning organization – each and everyone have resources, skills and abilities connected to the subject.

#### **Part 2**

Divide into groups of three persons. One has the role of interviewer, one has the role of focus person and one has the role of an observer.

#### **Part 3**

Explain how the interviewer is supposed to ask appreciative and recognizing questions. Ex. What are your experiences on promoting a learning organization? Tell me about the last time you had a really good experience of contributing to the learning at your department/your team? How did you do it?

The focus of the interviewer is to detect the competence and to confirm it in the follow up questions. "This gives me the impression that you are a good listener and creative, that you are responsive", "Can you give me more examples when you use this ability?"

The role of the observer is to focus firstly on the focus person's competence and abilities, and secondly on the interviewer's ability to detect competence, and thirdly on the relationship that occur between the two. The observer should be able to motivate why something made an impression. " I find creativity very important. This always make me more willing to contribute." " I think responsiveness is really important among us, it makes me feel secure".

#### **Part 4**

- ◆ 15 min interview.
- ◆ 2-3 min feedback from observer who writes observations on post-its and hands them over to the focus person.
- ◆ Then they change roles. All three should have all three roles during the exercise.

#### **Part 5**

Reassemble the whole group for 15 minutes. Reflections on what was difficult and what was rewarding with the exercise.

#### **World Café method**

Through circulating between tables and different stations in a large room you create movement, dynamics, and broader perspectives than if the discussions are just taking place at one table.

The purpose of the World Café method is to share and develop knowledge on a specific topic in a larger group in a relatively short time. The specific topic may be common to all the tables, or it can be different sub-topics at each table that belong to one overall theme.

The premises are designed as a "café". The tables are covered with paper (flip chart or table cloths of paper) to resemble a genuine cafe table and to be used as a notepads during the actual exercise. Feel free to set up flowers, fruit, tea and sweets to create café atmosphere in the room. Make sure there are markers for each participant at each table.

A process leader prepares the exercise by pre-defining a theme of the session in the form of a headline and some questions related to the theme. This is the 'menu' of the café.

Place theme and questions on each table.

Greet participants to be invited to the café. Divide participants into groups at each seating (café) table. If possible, make sure that the groups contain about as many people as there are tables. In 15 participants, it may be three or five tables. At about 25 participants, it is advisable to five tables. Appoint a person who is the host / hostess for each table. The person stays at the table all the time.

Explain how the exercise works. It contains four parts:

1. Talk (20 min)
  2. Listen (10 min)
  3. Assemble (15 min)
  4. Report (5 minutes per group).
- 
1. Each table talks about their theme. The result of the conversation is recorded during the period in the form of short texts or pictures on the tablecloth. It may be thoughts, insights, statements or questions.
  2. In the next step, all participants except the hosts spread out and visit the other tables. When everyone is seated at a different table the table host present the results from the discussion that they had in the previous step. Visitors are welcome to ask clarifying questions, but do not start discussing the content.
  3. All participants return to their original table. There each person will report what they brought with them from the other tables, while the others listen attentively. Then the group continues its own discussion on the basis of the new input. The group then summarises and concludes based on input for own table and from other tables. Each group prepare a short report on flip-chart paper.
  4. Each table reports and the larger group are allowed to ask questions or comment.



# 10.

## Stress and Time Management

**Q** – How do you feel when you are stressed? How does it affect your work and behaviour?

Being a manager is often highly stressful and people have varying ability to cope with stress. If a person's capacity to manage a challenging situation is relatively good, then the demand for change or achievement is regarded as a positive challenge that can be mastered. For others, an added demand may be seen as insurmountable.

In middle management you often struggle to balance demands from both top management and from staff in your unit. You may end up constantly trying to attend to contradictory expectations and feeling squeezed in between. This may cause stress. Still you need to cater to both needs, i.e. conveying visions and carry out changes defined by top level and representing and advocating for unit needs.

Stress is the physical and psychological response to a threat or an on-going challenging situation. Stress in this understanding is neutral, not positive or negative. It is a survival mechanism that helps the individual to perform according to what is demanded.

Harmful stress results from an imbalance between demands in the environment and a person's

ability to meet the demands. Stress is thus a process involving both external strain factors and the individual's ability to handle the stressors. A negative stress experience is often characterised by negative emotions such as fear and tension and heightened physiological phenomena such as blood pressure, blood sugar, heart rate and hormonal activity.

To stay healthy, we need the dynamic flexibility of being regularly challenged and having to stretch ourselves, and then to recover from the effort. Harmful stress is when an individual is under pressure over a long period of time, with no or limited opportunity to recover and recuperate.

Negative stress arises when an individual finds that the demands on them exceed what they believe they can manage. Constant stress without time to recover affects people negatively, and can lead to deteriorated health and a weakened immune system.

As stress is a reaction to an imbalance between the individual and their working environment, it can be addressed by reducing the strain, or increasing the individual's capacity to manage it.

### **Stressors in the work environment**

Studies of work related stress show that the most frequent stressors are

- ◆ high workload
- ◆ working under time pressure and continual deadlines
- ◆ unclear and conflicting requirements
- ◆ constant interruptions and not being able to concentrate and complete tasks properly
- ◆ poor relationships and unresolved conflicts with managers, colleagues and clients
- ◆ frustration due to not being able to live up to one's professional ambitions (often due to inadequate resources)
- ◆ increasing emphasis on short-term, tangible and measurable objectives and targets that are not in harmony with meaningful long-term goals and values
- ◆ not being able to exercise control in and over one's work situation, e.g. prioritising tasks, taking a break, developing a better working method
- ◆ information technology leading to continuous availability and erasing boundaries between work and private life.

**Q:** Do you recognize yourself? Which of the above stressors are present in your work situation? What could be done to limit the presence and effect of stressors?

An over-stressed, ill or unhappy manager is not able to do his or her best work. Stressful conditions increase the risk of the loss of temper, overly-emotional reactions, poor decision-making and taking it out on staff and colleagues because of the lack of self-control.

Managers need to be positive, interested, insightful, creative, encouraging and caring. This can be difficult even when you are feeling fine. When you are feeling stressed, you are unlikely to meet the conditions for a »good« manager. This means you have a responsibility towards yourself, your employees, your organisation and your family to look after yourself.



## Addressing stress

If you are feeling so stressed that it affects your sense of well-being, you need to do something about it or you are risking »burnout« and being unable to work effectively. Here are some ideas to help you assess your type and level of stress, and how you are coping with it:

- ◆ Ask yourself if it is temporary and caused by normal external factors, such as end-of-year deadlines or because you are behind schedule on an important task? Is it continual or caused by unusual external factors, such as a conflict situation, an impossible boss, an unreasonable deadline, an organisational or departmental crisis, the threat of losing your job or political pressure?
- ◆ Is it caused by internal factors, such as feeling that you cannot cope with all the demands on your time; that you do not want to be doing what you have to do; depression or some other personal life crisis?

### **Research measures how stressful it is to be a manager**

One of the world's most prominent research institutions – the Karolinska Institute in Stockholm, Sweden – has a department that focuses on occupational health. They research links between work and well-being. In international studies of managers' working environments, the results show that managers:

- work longer hours
- have increasingly higher demands in their work
- are constantly disrupted in their work, which leads to evening and weekend working
- have little support from colleagues in their organisation.

The feelings of stress created in these situations can lead to serious health problems. It is therefore important that organisations acknowledge the need for managers to have working conditions that are challenging, but not too demanding.

If the state of your stress is abnormal and unmanageable, resolve to do something to address the causes of the problem. For example, find the right person to speak about your situation. This could be anyone you feel you can confide in and who is a good listener. They do not need to be able to advise you – by sharing your situation you can begin to see what you need to do for yourself.

Make a plan to address the problem of stress. This involves developing ways to address the causes of your stress. Stress usually affects us physically, so it is helpful to do physical activities that are relaxing and health-enhancing. For example:

- ◆ List some positives in your life among the negatives. At the end of each day, look back and try to find one good thing that happened.
- ◆ See the difficulties as challenges and opportunities to help you develop. Problem situations call on us to become stronger and wiser, to overcome fear, or to reassess our values.
- ◆ Do not be afraid to share your problems – a burden shared is always lighter. Often you only need someone to listen.
- ◆ Find healthy ways to relax and balance difficult situations. Walk regularly or do some physical work or exercise that you enjoy, such as gardening or sports.
- ◆ Consciously create a quiet space at least once a day. The morning and evening are the best time, on waking and before sleeping. This is a time when you can contemplate your situation in peace.

**Q:** When you are feeling stressed how does it affect your relationships with people? What do you do to manage your stress?

## Managing your time

One way of decreasing stress in your job as a manager is to become better at managing the time you spend at work. It is essential to manage time both in your private life and at work. Managing your time is a matter of managing yourself and it is a crucial skill for any manager or, indeed, for anyone. Time management is about using time effectively to achieve our tasks. It involves:

1. *Prioritising tasks:* evaluating, making lists.
2. *Organising oneself:* diary, action lists, planning, thinking.

Time management is useful for yourself, your staff and colleagues, as well as your family and friends. Among the evident benefits of good time management are:

- ◆ It gives you more time to do what you want
- ◆ It improves your availability
- ◆ It improves your decision making
- ◆ It improves your productivity, efficiency and effectiveness
- ◆ It minimises the risks you take
- ◆ It makes you easier to work with
- ◆ It makes you easier to live with
- ◆ It improves your health
- ◆ It makes you feel more relaxed
- ◆ It reduces stress.



## To work with the right things

***“It is not enough to be busy, so are ants. The question is, what are we busy about?”***  
(Henry David Thoreau)

The first rule for managing yourself is to do what you are there for, to do the right things. That is *effectiveness*. In order to know what the right things are, you need to look at your objectives. What results are expected of you or your department or unit? Once you have understood that, you need to prioritise the tasks that will help you achieve the objectives. The second rule is to do things right. That is *efficiency*.

	<b>Effective</b>	<b>Not effective</b>
<b>Efficient</b>	Doing the right things in the right way	Doing the wrong things well
<b>Not efficient</b>	Doing the right things in the wrong way	Doing the wrong things badly

You can either work in a reactive fashion, which means that you are mostly busy responding to events and having to patch up mistakes made by yourself or others. Or, you can work in a proactive fashion, taking command of the situation, initiating, controlling and changing the future for yourself and your organisation. Being reactive, where you are constantly taken by surprise, obviously takes more time than being proactive, where you are in control of events. If you are reactive, you unfortunately make your staff reactive as well, because if you don't control the situation, they cannot plan in order to control their situation.

One aspect of prioritising is to get rid of time wasters at work, i.e. activities that are non-productive or disturbing. In **appendices** there is a basic instrument that can help you address your personal time wasters.

## How to organise yourself

For any person, especially managers, there will be a need to prioritise tasks. You cannot possibly do everything that could be potentially done! The only way to be control of your time is to take responsibility about how you use it, including how others are using your time.

Studies have shown that some managers are interrupted in their work as often as every third minute. The same studies show that it takes up to three minutes to mentally get into the task that your attention was drawn from. In the worst case scenario you will get nothing done but have to work in the evenings instead.

*The things to do when organising yourself is to:*

1. Identify tasks and activities that you need to do in order to achieve your goals and objectives.
2. Prioritise those tasks and activities.
3. Delegate tasks that others can do better or just as well as you.
4. Plan the use of your time.
5. Deal with your own time wasters.

Write up what you need to do in one place, not several different places or scattered notes. It doesn't matter if it is in digital or physical form, but make sure to update the list every day.

Once you have listed all your tasks, you need to be able to distinguish between the *proactive* and *reactive* tasks. In addition to this, you need to distinguish between *Important* and *Urgent* tasks. Importance and urgency is not the same thing. How long you want to spend on a task is determined by its importance. How soon you have to get the task completed is determined by its urgency.

	<b>Urgent</b>	<b>Not urgent</b>
<b>Important</b>	Important and urgent tasks should be done immediately taking sufficient time to do them well	Important but not urgent tasks can wait until you have the time to do them properly
<b>Not important</b>	Urgent but not important tasks need to be done quickly, to get them out of the way. But spend as little time as possible on them, or delegate	Tasks that are not urgent or important can be left until the very last, even if they are the things you enjoy doing the most.

### **Stop wasting time**

A very important way to stop wasting time is to set limits, externally for your colleagues and internally for yourself.

- ◆ Is your door closed, yet open to all? Do you find that too many people knock at your door and want to see you whenever you want to concentrate? Then, tell your colleagues not to disturb you. If you cannot stop people coming in, go and work somewhere else.
- ◆ Social calls can be difficult to avoid. Ask your friends or relatives to come back in the afternoon. Try to see them during lunch break. Shorten the visits by standing up, by setting time limits at the start of the visit and telling the visitors that you had planned to finalise something in the next few hours. Try to put an end to the meeting by saying: "Before we part I would like to ..."

- ◆ If your staff members interrupt you too often, reflect on the reasons and try to do something about it. Apply management by exception. Make it clear to your staff that you only want to be informed when they cannot stick to plans or budgets for example.

It is, of course, part of your job to see visitors and to hold short meetings with your staff and these are not necessarily time wasters.

Things such as sms, e-mails, phone calls, other people, a distracting work environment can be sources of distraction and make you waste time and not work on your high-priority tasks. One idea could for example be to check e-mails only at set times during the day rather than constantly in order to avoid constant interruption.



# 11.

## Communication in Practice

Communicative leadership stipulates that organisational leaders need to communicate well, to inform and be informed by others, both internally and externally, and to build positive relationships.

Verbal and written communications skills and the ability to interact with others are key management success factors. Communication is more than just making information available. Communication should actively engage and inform people, so that they become committed to work. It is important that managers support this approach by asking questions themselves, and listening to their staff. This helps develop healthy, two-way communication.

***“The leader of the past knew how to answer. The leader of the future will know how to ask. The purpose of communication is the response you get.”***

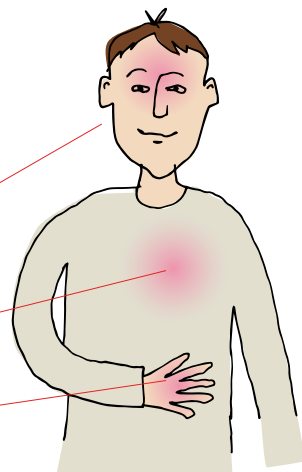
*(Peter Drucker)*

### Communicate with the whole human being

It is part of the human condition that we assign meaning to every statement, action, raised eyebrow, sigh or smile. However, this meaning can be a subjective interpretation rather than an objective observation, and someone else may perceive it differently. There are three levels of listening.

#### Three listening levels

- Head listening** - listening just to the content of what a person says
- Heart listening** - sensing the feelings, attitude and values of the other
- Will listening** - intuiting the expectations and intentions of the other



### **Listening to thinking**

This is the most common way of listening, but it is often not fully effective. We can also learn to listen not only to what a person thinks, but to how they think. We often filter and interpret what we hear based on our own assumptions, prejudices, concerns or stand-point.

### **Listening to feelings**

Feelings can be heard in the tone of voice and manner of speaking, and noticed in facial expression, gestures and body language. Feelings may be obscured or hidden, especially if we are unaccustomed to, or inhibited about expressing them directly.

### **Listening for the will**

Sensing the real intentions of another can be the most difficult aspect of the art of listening. Skilful listening can help to discover, 'behind' the thoughts and 'below' the feelings, the real sources of potential energy and commitment, or blockages to these. This often involves sensing what is left unsaid or only dimly intuited by the person themselves.

## **Inter-personal barriers to communication**

Barriers or hinders to effective communication exist on all three levels. For example:

### **Perceiving and thinking**

- ◆ a different standpoint or view on a matter
- ◆ fixed views and ideas
- ◆ hearing only what you agree with
- ◆ hearing only, or focusing on what you disagree with

### **Feeling and attitudes**

- ◆ prejudice – (“I know them / what they are going to say”)
- ◆ antipathy or fear – (“I don’t like this person and/or what they are saying”)
- ◆ doubt or distrust – (“I don’t know if I can believe them”)
- ◆ arrogance – (“I know best, so why should I listen”)
- ◆ lack of confidence (“I don’t know what to say, or perhaps how to say it”)

### **Intentions and expectations**

- ◆ a lack of interest or commitment (“This is just a waste of time”)
- ◆ lack of trust in other peoples’ good intentions
- ◆ a contrary or conflicting intention or agenda (“Whatever they say, I intend to get my way”)
- ◆ lack of confidence – (“I’ll never understand this stuff”)

When we are aware of these personal and interpersonal barriers to communication, we can guard against them in ourselves, and recognise and even address them in others. An open and honest dialogue creates opportunities to not only clear up misunderstandings, but also build stronger relationships and understanding for the future.

## Non-verbal communication

Communication is not only verbal. There are numerous messages transferred through non-verbal means. An eye movement, facial expression, posture, gesture or the way one is dressed can enhance or diminish any form of social interaction. These are examples of body language that we use in everyday life, often unconsciously, and more or less effectively

### Creating an impression

It has been estimated that only 10 percent of our communication is represented by the words we say. Another 30 percent is represented by our sounds, and 60 percent by our body.

First impressions are very important. It is said that the initial five seconds of any first meeting are more important than the next five minutes. Clothing and appearance are part of this first impression, and make a definite impact. You never get a second chance to make a first impression.

Being aware of the importance of non-verbal communication helps leaders and managers communicate better. When leaders and staff interact, the information they exchange is mostly verbal. Speaking and listening are essential, but so are the non-verbal signals like looking confident and having a good posture. Effective communication comes from harmony between what you hear and what you see. People listen with their ears and see with their eyes simultaneously, and both senses combine to convey the full message and meaning in an interaction.

## Communicating interpersonal attitudes

Attitudes to other people are similar to emotions and involve similar signals. Being angry is an emotion; being angry with or hostile towards someone is an interpersonal attitude. Being happy is an emotion, while liking people is an attitude, but they give rise to similar facial expressions.

Dominant or submissive attitudes involve quite different signals. Liking and disliking are generally spontaneous, though the expressions of dislike are usually restrained by social norms, especially in the workplace. Dominant behaviour is often intentional, as people try to compete. There is often a hierarchy of control in organisations, with deliberate, conscious intent at the top and involuntary submission at the bottom, and various degrees in between.

### Gestures

People often gesture with their hands while speaking, e.g. making 'batons strokes', for emphasis, or to indicate a new topic. The body 'leaks' what we may try to hide with words and facial expressions. Such signals are often unconscious, e.g. a downward glance when shy, or an unnecessary and compulsive movement such as fiddling with a pen.

## Voice tone and vocal expression

We give different meaning to what we say by varying the intonation, e.g. rising intonation of a statement indicates an unspoken question. We can stress important issues or express emotions such as anger by raising our voices, or can try to calm a situation by speaking more quietly.

### Emphasis, a versatile tool

Emphasis is a way of varying the meaning of a statement. Try stressing the underlined words in the following statements, and you will get seven different meanings

- “**I** didn’t say I didn’t like him”
- “I **didn’t** say I didn’t like him”
- “I didn’t **say** I didn’t like him”
- “I didn’t say **I** didn’t like him”
- “I didn’t say I **didn’t** like him”
- “I didn’t say I didn’t **like** him”
- “I didn’t say I didn’t like **him**”

The meaning of most sentences can be altered by where the emphasis is placed.

## Posture

We use different postures, unconsciously or intentionally, that reveal our attitude or emotional state, e.g. to indicate interest, disagreement or boredom. During a conversation, posture shows whether we are listening and how we are reacting. Postures are partly instinctive and partly learned by imitation from an early age, and can be culturally specific.

## Questions are key for communication and learning

The art of asking questions is essential for effective communication and leadership. Asking the right questions is also a basic tool for developmental management.

The best questions are open, probing and challenging. Nothing gets people to think and discuss like a good, relevant question. Questions seek answers, and thus stimulate enquiry, exploration and learning.

### Open and closed questions

Open-ended questions open things up. They begin with what, where, when, who, how - and sometimes why. They encourage the person to think and express their opinion and answer in a more detailed and meaningful way. Closed questions, on the other hand, can be answered with a simple yes or no. Here are a few examples of open questions, followed by some examples of closed ones.

- ◆ “What has happened since last we met?” (Connects to previous meetings and elicits an overview)
- ◆ “How were your suggestions received?” (Probes a bit further)

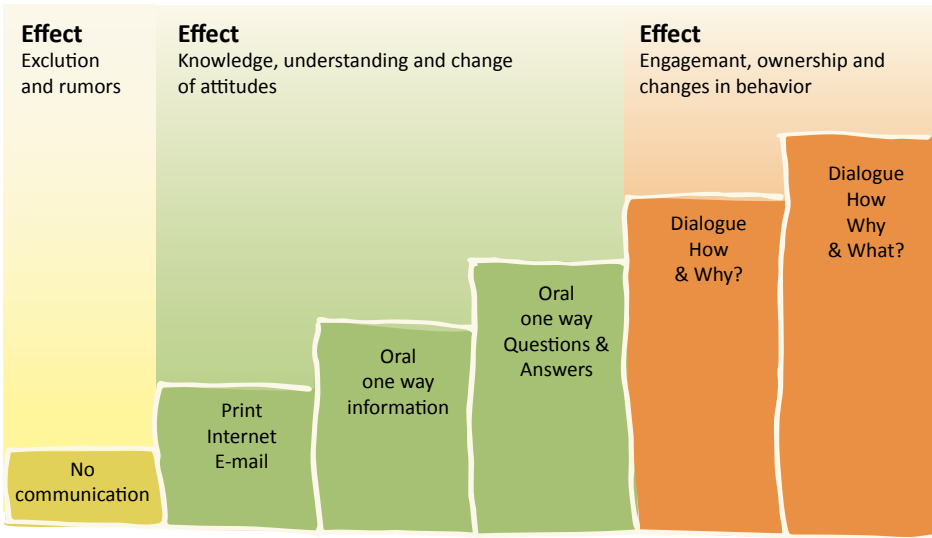


- ◆ “What went well?” (Promotes positive thoughts and feelings, and encourages in general)
- ◆ “What problems did you encounter and how did you solve them?” (Encourages openness and learning)
- ◆ “What is the situation right now?” (Brings you to the current agenda)
- ◆ “What would you like to achieve?” (Leads towards targets and goals).

Closed questions are useful when you want to check your understanding or when you want to challenge someone. They are also useful at the end of a dialogue when you want to summarise and confirm an agreement

- ◆ “Have I understood you correctly?”
- ◆ “Do we have an agreement on this?”

### The ambition stair case



What you want to achieve through your communication – raised knowledge, different attitudes, ownership or a changed behaviour – should decide which means and methods you should choose.

## **Ways of communicating**

There are various ways and processes for communicating.

### **Meetings**

Meetings are the most important form of two-way communication. These may be one-to-one, between a manager and subordinate or colleagues working together.

### **Proposals and plans**

Proposals are a key form of communication because, if accepted, a proposal becomes a plan that initiates and guides action.

### **Reports**

Reports complement plans by informing others about the implementation of plans. Internal reports include

- report on meetings (minutes)
- workshop or event reports
- individual, team or unit and departmental reports
- internal financial reports.

### **Memos**

A memo (memorandum) is a written message informing particular recipients. Memos may be sent to subordinates, superiors or peers, but memos are generally a means of management communication.

### **Communicating via telephone**

Internal calls are not advisable for complex or sensitive discussions. But don't set up potentially lengthy meetings when a matter can be easily and quickly dealt with by phone.

### **E-mail**

Email provides for rapid electronic communication of messages and images between computer users, making written and visual communication fast and effective. E-mail is a good way to communicate both internally and externally.

E-mails should be work-related and professional. When using e-mail, use meaningful subject titles, keep messages as short as possible, be selective regarding recipients, attach only necessary files and send only essential messages.

### **Internet and Intranet**

The Internet is one of the most significant technological breakthroughs of the modern age. It provides instant access to a vast array of websites with information on every conceivable subject, plus connections to relevant organisations and resources. It enables every computer user with a connection to access a global virtual library on-line, which is incredibly useful for research.

### **Informal communication**

Informal communication in an organisation can be positive, or dangerous if it is used to convey rumours and gossip, or further destructive agendas. Staff will speak to one another, and this can be beneficial or negative, depending on the culture in the organisation and factors such as levels of trust, openness and commitment.

## Making effective presentations

Presenting is a vital part of any leadership process, being a good presenter, a good communicator and a good manager go together. Good presentation skills add confidence in communication. Presentations are made for a variety of reasons, but all aim to convey a message, and some intend to initiate action.

Making a presentations include planning for it, preparing, and doing it.

PLANNING	PREPARING	DOING
<ul style="list-style-type: none"> <li>• Define significance</li> <li>Identify people</li> <li>• Formulate substance</li> <li>• Cut and structure!</li> </ul>	<ul style="list-style-type: none"> <li>• Decide tools and methods</li> <li>• Arrange handouts and other materials</li> <li>• Organize facilities and equipment</li> <li>• Rehearse!</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of body and voice</li> <li>• Engage the audience</li> <li>• Link, elaborate, vary</li> <li>• Get feedback</li> </ul>

### PLANNING

**Define significance** - why are you giving the presentation? What is the purpose? Is it to inform, to convince, to educate/train, to impress? What is the main message of the presentation?

**Identify people** – who will be listening? What is their level of expertise? Are they well-informed or totally new to subject? What is the size of group? Will there be both men and women? Are they perceived to be sympathetic or hostile?

**Formulate substance** – What should be the content, what information should be included? Do you need to do research? The purpose and audience should guide substance of the presentation

**Cut and structure!** – How much time do you have? 30-45 minutes is usually a maximum for people to keep attention. Keep objectives in your mind and stick to a few key points. Cut as much as possible. Think about different types of information. What is: must know, should know, nice to know, or just nice to show?

Structure is how you put the building blocks in your story. Stick to three or four key points. Make it 'scalable' depending on time at hand. A presentation can be structured in different ways, depending on its purpose. The classical structure of rhetoric, i.e. the art of effective or persuasive speaking or writing, is as follows.

### **Introduction**

The introduction aims to engage, encourage curiosity and interest and give the purpose and overview.

### ***Background***

The background gives the context of your message - the issue or problem, its origin, the current situation and future prospects or challenges. Include only relevant information.

### ***Proposal***

This is the main message or proposal that you want to communicate, and the core of your presentation. Be brief and specific.

### ***Argument***

This is where you argue your case, explain your message and provide evidence to support it. If other opinions exist, acknowledge these and consider their 'pros and cons'. Use facts and examples to back your argument, which may be pragmatic and or value-based. Convince people with objective evidence rather than trying to persuade them with subjective emotion.

### ***Conclusion***

Repeat and summarise you main message and most important arguments. If the purpose includes initiating action, emphasise this here.

## **PREPARING**

**Decide tools and methods** – what methods or tools will you use? Powerpoint and flip-charts, or group discussion. The latter needs more time, preparation and direction.

**Arrange handouts and other materials** – make sure to have all necessary materials ready, proof read and copied. Provide references (web-sites, an office where to get more info etc)

**Organize facilities and equipment** – do you bring your own equipment? Otherwise make sure what you need is provided by organizer. Make sure equipment functions? Is electricity reliable? Are there flipcharts, markers available if you want to use. If using power point, do you have a backup?

**Rehearse!** – If it's the first time – rehearse! Check timing, make sure you master the presentation.

## **DOING**

**Be aware of body and voice** – Non-verbal communication represents the large part of a message. It is not what you say but how you say it. This includes appearance, eye contact, use of hands, movement, confidence and other factors. Research shows that people absorb a message 10-15 words behind delivery. Therefore it is important to pause.

***“Speech is the mirror of the soul”***

(Socrates)

**Engage the audience** – Ask for their expectations, use their experience, ask questions, let them ask questions and discuss with the material you present

**Link, elaborate, vary** – Link to audience reality/what is familiar, and their expectations, give examples, vary the presentation.

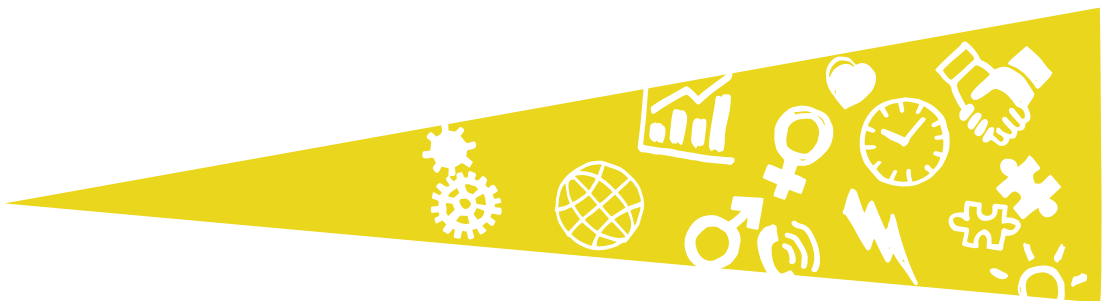
Get feedback! Giving presentations is a performance. Afterwards when you go ‘back-stage’ to reflect, try to get some feedback – from audience, from colleagues, or reflect yourself

**Being nervous is normal** - it shows you are focused and serious, but don’t panic – if you are prepared, there is no reason to do so. Being nervous is not dangerous, and usually stops as soon as you get started with your presentation.

## Visual aids

People take in information in different ways. Some are more visual and prefer pictures, illustrations and films, some are more aural and like listening, while others prefer reading a text. Nevertheless, visuals enhance any presentation, making it more interesting and easier to grasp.

On the other hand, presenters may get a false feeling of security and confidence from having many PowerPoint slides. Rather practice making interesting and effective presentations using your own personal speaking ability, and use visuals aid sparingly. Vary your presentation by talking, showing, asking questions, and using gestures, and engage in a dialogue with your audience.



## PowerPoint – a note of caution

***“PowerPoint is a convenient prop for poor speakers, it can reduce complicated messages to simple bullet points and it elevates style over substance.”***

*Wright, J.: A matter of presentation - Nursing Management, 2009*

One of the most common presentation tools used today are slide-shows made in Microsoft PowerPoint. It is a competent slide manager but rather than supplementing presentations, it has often become a substitute for it. PowerPoint helps a presenter to outline a presentation and organize the content. But a convenience for the presenter can be punishing to both content and audience.

The most common means to transfer information in PowerPoint are bullet outlines. Bullets are typically generic and they dilute serious thought as they usually leave critical relationships unspecified. They are useful in presentations now and then but instead of simple statements it is better to use sentences with subjects and verbs, and for a few detailed images which can be projected on a large scale.

If you find PowerPoint a preferable tool to use when doing presentations, here are a few things to remember:

- **Use limited number of slides:** PowerPoint should be applied when it is useful, and only key information should be included. Do not put all information you wish to share in a presentation into a slide-show.
- **Know your presentation:** PowerPoint might make you comfortable and relaxed, perhaps using the same presentation as last year or even using a presentation made by someone else.
- **Your audience knows how to read:** Many presenters stand on a stage reading the slides when audience most often knows how to read themselves. The purpose of a presentation should be to go beyond and above what is stated in slides. Otherwise people could read it themselves.
- **A picture is worth a thousand words:** There is no way you can convey as much information in a slide full of bullet points as you can in a slide with an image in it. Project a picture instead of words and talk about the image.
- **Content is always more important than what slide style template you use:** To prepare a presentation takes time. It is useful for an organization to have its own template based on its graphical profile.
- **Bullets are not interesting:** Bullet points are seldom an inspiration. Therefore always aim to relate material and information to real life and participants working reality. Or let them tell the story.
- **Honor your audience:** Prepare yourself well. Do not read from slides. Do not overload with number of slides. Use fonts that are big enough to read. Elaborate on information and help participants see relationships and context.

### **Flipcharts and black or whiteboard**

Flip charts can be created during a presentation or prepared beforehand. Creating them as you talk gives life to the presentation, and gives people time to think while you draw and write. Flipcharts are also useful in that they can be put up on the wall as a shared visual memory, and you can refer back to them.

The guidelines for creating flipcharts are similar to those for PowerPoint slides. Use colours, but not too many. Use key words, not long sentences. Don't write too small – people at the back need to be able to read it. Check this by going to the back yourself after writing the first few words. Don't try to put too much on one page, and use illustrations and diagrams wherever possible.





# 12.

## A Framework for Leadership Development

### The organisation and its context

Any organisation involves people working together to achieve a defined purpose in a particular environment. Organisations do not exist in isolation, but receive resources or inputs from, and deliver services to their environment. They must thus continuously respond to changing needs of stakeholders, and changing social, political, legal and economic conditions.

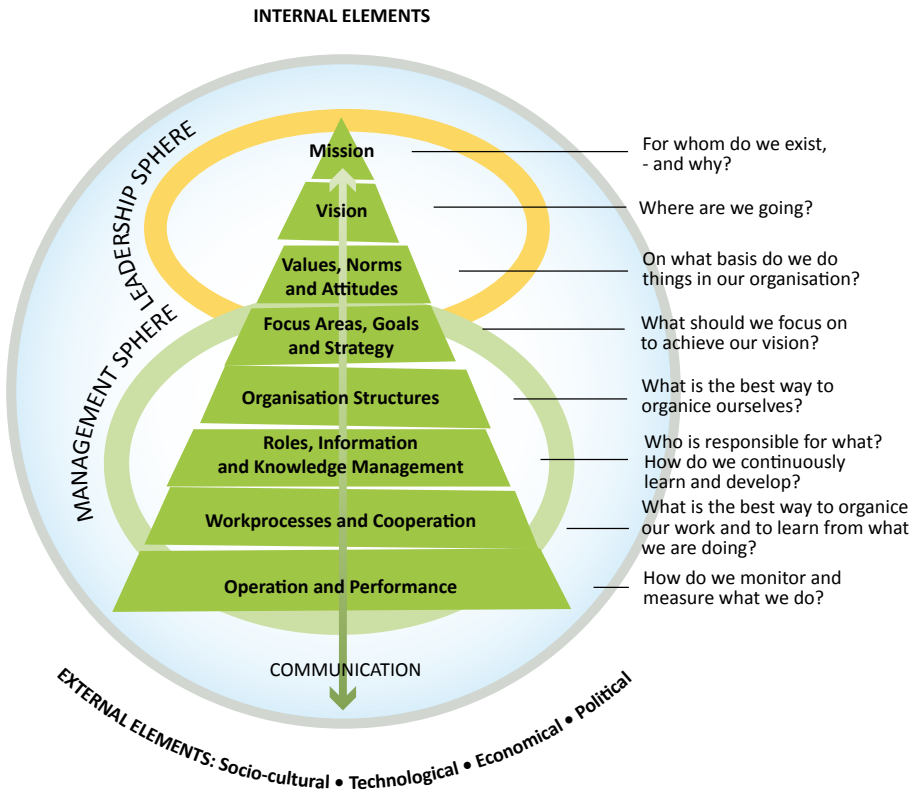
Organisations can be seen as input-output systems consisting of various interacting subsystems. Leadership and management facilitate internal communication and cooperation between units and people, and guide the organisation's efforts to achieve desired results and in relating to its environment. Communication is the nerve-sense system of the organisation, providing information to all parts of the organisation and linking it to the environment.

No part of the organisation can be understood or developed in isolation from others. Functions and units are interdependent and work together, so changing or developing one part affects all other parts.

### Internal elements of an organisation

The model below identifies eight elements of an organization that leaders and managers need to care for and develop. In the organisation as a whole, the four higher areas are primarily the responsibility of political leaders, directors and senior managers, while other managers are mainly responsible for the other four. However, every organisational unit contributes to and also consists of all these elements, and creating a learning organisation requires developmental leader-managers at all levels who are conscious of how their part fits into the whole.

## Internal elements of an organisation



### **Mission:** *For whom do we exist – and why?*

An organisation's mission defines its purpose or what it contributes to society. It sums up what value the organisation adds to those it serves, and may also include values that are intrinsic to its identity, or how it pursues its purpose.

### **Vision:** *Where are we going?*

An organisation's vision is a picture of the future it works to create or contribute to. The mission points to the vision, which is an inspiring imagination which the organisation strives to realise. Leaders need to involve staff in developing a shared vision that motivates staff towards its achievement.

**Values, norms and attitudes:** On what basis do we do things in our organisation?

Our values and attitudes inform how we behave. Leaders and managers need to articulate conscious values and demonstrate them in their own behaviour, if they expect staff to adopt them. The organisational climate is often regarded as a summary of prevailing attitudes, atmosphere and behaviour among members of an organisation. This affects the way people communicate with each other and with people outside the organisation.

**Focus areas, goals and strategy:** *What should we focus on to achieve our vision?*

These derive from the organisation's vision and are the basis of organisational strategy. An organisation can't do everything, so its leaders need to decide what it will focus on, and how it will do so.

**Organisational structure:** *What is the best way to organise ourselves?*

Organisational structure depends mainly on the size of an organization. Modern tendencies in larger organisations are towards decentralisation, few levels and increased integration and cooperation between functions. Organisational structure is an important determining factor in communication patterns, decision making, and learning opportunities.

**Roles, information and knowledge management:** *Who is responsible for what? How do we continuously learn and develop?*

Roles derive from positions in the organisational structure and as defined by job descriptions. But every role is situated in a network of relationships with others on different levels and in other departments and units. This network defines accountability and management responsibilities amongst team members and cooperating units. Effective information sharing and knowledge management are essential to effective cooperation

**Work process and cooperation:** *What is the best way to organise our work and to learn from what we are doing?*

The organisational structure and the decision making system is often the framework that determines the work processes. Another important factor when organising work processes is how different competencies should be combined and used. A third factor of importance is available technology and how effectively it is used.

**Operation and performance:** *How do we monitor and measure what we do?*

A performance management system involves regular monitoring and assessment of performance against plans, and against quality and other standards and targets. This requires that desired results are clearly defined, communicated and agreed. An organisation's personnel or human resources policy is an important guidance not only for how to regulate personnel matters, but also for the key principles that should shape a learning and developmental working environment.

### **External elements of an organisation**

The environment in which organisations exist is complex, and includes beneficiaries and those who govern or give the organisation its mandate and provide resources. The environment also includes social, legal, financial and labour market frameworks, prevailing societal values, norms and culture, and local, regional, national and international conditions.

Rapid development of new technologies that often help improve organisational productivity and efficiency also drive organisational change. New information and communication technologies enable enhanced involvement of people in internal and external processes, and increased transparency and accountability.

External factors have a profound influence on an organisation and its development. Major changes in demands and needs affect all aspects of the organisation, from its mission, vision and strategy to the way individuals and teams perform their tasks and interact with stakeholders. Yet most public sector organisations are also authorities mandated to ensure legal compliance, stability and predictability. Not everything can change all the time, and forces of change need to be balanced by forces that sustain and conserve what works well.

Leaders and managers need to understand what is happening in their organisations and environment in turbulent times, and develop balanced responses that harmonise conflicting demands and needs.

### **Leadership as a systems framework**

As described above, every organisation is a complex inter-related system which is also unavoidably affected by and have an effect on external factors. In an age of globalisation and rapid change, this complexity has become even greater than before. Therefore to lead and manage an organisation effectively, even if in a stable bureaucracy, is a highly demanding duty. It is not enough to have excellent management skills, you also need to have a system focus, communication skills, and be able to develop yourself and your staff to be in line with changing realities.

The illustration below summarises leadership competence in ten factors that put together captures the most essential elements that an effective manager or leader needs to master and continuously develop.

## Ten important dimensions of leadership competence



### 1. Internal and external communication

The manager understands the importance of internal and external communication as a tool for achieving and effective organization. They are clear when giving messages and is working systematically with internal information and external communication in a way that supports the overall goals of the organisation. They:

- ◆ Explain complex information so that it is understood by everyone
- ◆ Adapt language to target group
- ◆ Actively communicate about the services of the organisation with the target group and general public
- ◆ Choose the right time and the right way to communicate

## **2. Listening skills and percipience**

The manager has an ability to relate well to others and shows respect and care. They like to work with other people and know how to create a team spirit. They:

- ◆ Are receptive for other people's emotions
- ◆ Participate and contributes to group processes
- ◆ See problems and questions from the perspective of the other
- ◆ Listen to other people's opinions respectfully

## **3. Social confidence**

The manager is easy to get contact with. They are comfortable and confident in the meeting with other people and able to act convincingly and independently in informal and formal situations. They:

- ◆ Show courage and keeps composure in difficult situations
- ◆ Radiate calmness and security
- ◆ Create long term working relationships based on trust
- ◆ Deal with conflicts rapidly

## **4. Capacity to influence others**

The manager has the ability to influence others through thoughts and ideas, and adds energy and enthusiasm to work environment. They:

- ◆ Have a strong impression on others
- ◆ Add enthusiasm, energy, and passion to work
- ◆ Are trusted
- ◆ Influence others using good argumentation

## **5. Change orientation**

The manager sees needs for change and proactively initiates changes that will develop the organisation and its services. They:

- ◆ Are open for new proposals and approaches
- ◆ Initiate changes and improvements in the organisation
- ◆ Implement and drive changes in the organisation
- ◆ Can handle criticism and resistance to change

## **6. Management of staff**

The manager understands the importance of developing and supporting staff in order to achieve results and actively works to involve staff and teams in discussions and problem-solving. They:

- ◆ Actively work to understand the motivation and capacities of different staff members
- ◆ Adapt leadership to the situation and competence level of the staff member
- ◆ Give clear and understandable feedback on performance
- ◆ Involve people in team work and competence development at the workplace

## **7. Analytical skills**

The manager prioritises and analyses information effectively and knows the difference between main items and bi-times. They determine causes of problems and focus on important information and main things, not on insignificant details. They:

- ◆ Examine several different solutions to problems
- ◆ Understand the causes to a problem
- ◆ Relate operations to finance

## **8. Goal orientation**

The manager has the ability to develop short term and long term plans that includes activities to achieve goals and how to follow-up results. They:

- ◆ Develop clear and measurable goals for the staff and the organisation
- ◆ Make sure that staff member spend time on what is important
- ◆ Explain to staff members how their work relates to overall goals
- ◆ Systematically follow up on results

## **9. Having a comprehensive view**

The manager has a good overview of the society and its development and has an ability to understand complex issues through referring to different sources of information. They:

- ◆ Are well informed on social issues in the community and in the country
- ◆ Keep updated on issues that relates to the operations of the organisation
- ◆ Understand how social changes affect the operations
- ◆ Have ability to see problems from many different angels and perspectives

## **10. Legal competence**

The manager knows how to read and interpret relevant laws and regulations, in relation to their specific role and the sector they work in. They:

- ◆ Know the laws and regulations that are relevant to the organisation
- ◆ Ensure that operations are working within the legal framework
- ◆ Make sure that beneficiaries are protected and granted their legal rights
- ◆ See to that work is carried out within relevant occupational laws and regulations

### **Without integrity and ethics there is no leadership**

“In leadership, character matters. This is not to deny that evil people can bring about good things or that good people can lead the way to moral ruin. Rather, leadership provides a moral compass and, over the long term, both personal development and the common good are best served by a moral compass that reads true.”

(B Bass, Center for Leadership Studies)

Influence is an important aspect of leadership. An effective leader will think, »What impact does my behaviour have on others?«, »What might others think, feel, or do as a result of what I do?«, »How can I behave differently to have a more positive influence?«

Your decisions about how to be a leader are at the heart of good leadership. This is about more than knowing what to do or say. In order to influence people and encourage them to follow you for good reasons you need to behave consistently. You should show the same positive and constructive behaviours and reflect the same principles in different situations and with different groups of people. If the leadership is not an ethically sound role model, the entire organisation runs the risk of being undermined by unethical conduct and behaviour.

One simple definition of ethical behaviour is ‘behaviour that has a positive influence on others’. Such behaviours can be universal or context specific. Ethics are complex because they concern moral behaviour and how to behave as decent human beings. They cover personal values, philosophy, expectations from society, rules and laws, context, traditions, religion, political leadership, the concept of public duty and many other issues. Ethical leadership determines both how you lead, relate to people, conduct your duties and fulfil your responsibilities, as well as what you choose to do or focus on and the standards you apply to your work.



## Develop your leadership!

Leadership competence is built through experience and is founded on knowledge and skills that could be acquired through studies and practice, but it also relates to character and personality traits. In any case everyone can develop to become a better leader, if committed to put an effort to do so. Development almost always happens in small steps, seldom in grand leaps. Therefore you need to start somewhere and define some first small steps for yourself.

In **appendices** there is a leadership competence development instrument which is built around the ten areas described above. The purpose of the instrument is not to judge who is good or bad, or to be used as a basis for formal performance assessments. The purpose is to help the manager to develop and to gain a more comprehensive view on strengths and weaknesses that they can use for improvements.

The instrument has four parts:

- 1) Assess yourself in each of the ten areas, and sub-areas
- 2) Ask someone else to assess you
- 3) Set a visionary target: Two years from now how would you like to be described as a manager in relation to respective competence area?
- 4) Make a plan: What activities, measures, or initiatives can be taken by yourself to move some steps in the right direction?

This will give you a personal leadership development plan. But as no single manager is working in a vacuum but affects and gets affected by surrounding people and structures it is important to also put the individual plan into context, asking yourself:

- ◆ For me to develop my leadership and management competence further what do I need from my staff and colleagues? How do I need them to develop? How can I engage and include my team in the development?
- ◆ For me to be able to develop my leadership and management competence further, how do I need my organisation to develop or change? How do I need the organisation and its systems to support me?

**Q:** How do you want to develop as a leader the coming two years?

**Q:** What actions are needed to get there?



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## APPENDIX A:

### LEADERSHIP STYLE SELF ASSESSMENT

There are many approaches to effective leadership. This tool focuses on what is called 'situational leadership' which is based on the belief that there is no best way of leading that is universally applicable. Instead, a leader should adapt his or her style to the demands in different situations and the needs of the staff member.

Your Leadership Styles questionnaire is designed to help you understand your own leadership style preferences, and the extent to which you adapt them to match different competence levels of individual staff members and teams.

It is important to note that the questionnaire and the set of tables and diagrams do not give judgements of what is good or bad. Nor is the tool a psychological test. It helps you understand your own leadership style preferences, and how to adapt and develop your way of leading people.

#### **Instructions**

Assume that you are put in each of the following 16 situations. There are four possible response alternatives in each situation. Read the alternatives and select the one which best corresponds to how you would act. Please answer all 16 questions. Circle the letter which corresponds closest to your answer.

<p>1. One of your employees has had fairly qualified duties for some time now, which she handles well. She often asks for advice and appreciates when you show interest in her work.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Help her by giving clear instructions on how to do her job.</p> <p>Give support, but let her initiate activities on her own.</p> <p>You discuss how you think she should act, and give advice that seems necessary.</p> <p>Let her organise her own work.</p>
<p>2. You are about to lead a newly formed working group which will be addressing your sphere of competence. The others have never before worked in groups.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Let the group organise the work themselves.</p> <p>Gather the group and explain goals and methods.</p> <p>Try to decide within the group what promotes progress and why.</p> <p>Gather the group for discussion. Give advice based on your impressions of the group.</p>
<p>3. The newly formed working group have difficulties getting started. The task is rejected as unrealistic, and the group has an interpretation of the target which does not correspond to that of the management.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Call the group to a meeting and give everyone the opportunity to speak his/her mind. Correct misapprehensions, support realistic suggestions and share your experiences with the group.</p> <p>You have a meeting and solve the problems by pointing out the qualities of the group.</p> <p>Bring the group together as soon as possible and find out what has gone wrong. Clarify the task and make sure everyone has understood.</p> <p>Have a discussion and help the group find out why there have been difficulties progressing. Support the group's way of approaching and solving the problems.</p>
<p>4. A staff member of yours has quickly grasped her new duties. However, you feel sometimes she 'acts before thinking'.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Actively support his way of solving problems.</p> <p>Describe his duties thoroughly and show him how to handle them.</p> <p>Keep a low profile.</p> <p>Go over the required duties with him. Give him advice that you think could be helpful.</p>
<p>5. The group is very committed to the task. They develop each others ideas and achieve good results.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Initiate a discussion about the target. Give advice and directions that the situation seem to require.</p> <p>Let the group control their own work.</p> <p>Clarify objectives and give everyone specific tasks.</p> <p>Bring the group together and discuss the work. Support constructive suggestions but let the group members develop their own action plans.</p>

<p><b>6.</b> The first impression of the young employee was that he seemed somewhat shy. The assignments he was handed were fairly uncomplicated, however, when you checked up on his work it became clear that he had misunderstood the instructions.</p> <p><b>What do you do?</b></p>	<p><b>A</b> Take your time to pedagogically describe in detail how the job should be done.</p> <p><b>B</b> Contact him and have him describe the situation. Let him then decide for himself how to make use of your advice.</p> <p><b>C</b> Arrange for an undisturbed talk with him as soon as possible. Make an effort to understand how he sees the problem himself and give him advice that is relevant to the situation.</p> <p><b>D</b> Invite him to have a talk and make an effort to listen and understand his point of view.</p>
<p><b>7.</b> An employee has been doing an independent job for a long time. She maintains good relations with colleagues and superiors.</p> <p><b>What do you do?</b></p>	<p><b>A</b> Support him, but let him take the initiative and plan his own activities.</p> <p><b>B</b> Meet with the employee and develop your view on how to proceed. You also give well-founded advice.</p> <p><b>C</b> Let him manage in his own way.</p> <p><b>D</b> Help him by giving explicit instructions on how to proceed.</p>
<p><b>8.</b> Over a prolonged period the group has achieved good results. Everyone in the group is pleased.</p> <p><b>What do you do?</b></p>	<p><b>A</b> Gather the group for a talk. Based on the impression you get, you give the advice required.</p> <p><b>B</b> Let the group organise their work on their own.</p> <p><b>C</b> Call the group to a meeting and describe the objectives and how to proceed.</p> <p><b>D</b> Try to find out, together with the group, what encourages their efforts, and provide support.</p>
<p><b>9.</b> An employee, who is overqualified for the job, tends to ask questions about minor things. You feel that this could be because she does not trust her own judgment.</p> <p><b>What do you do?</b></p>	<p><b>A</b> Initiate a meeting where you help her develop her ideas and the organisation of her work.</p> <p><b>B</b> Initiate a discussion where you jointly try to get to the core of the problem. You are prepared to answer questions and give concrete advice.</p> <p><b>C</b> Make contact with her and encourage her to share how she sees her work.</p> <p><b>D</b> Describe clearly and with various examples how you would like to see the work done.</p>
<p><b>10.</b> A working group has been functioning for some time. Sometimes group discussions focus on the task, but at other times they discuss unrelated matters.</p> <p><b>What do you do?</b></p>	<p><b>A</b> Call the group for a meeting and discuss the assignment. Support constructive suggestions but allow the group to decide by themselves how to proceed.</p> <p><b>B</b> Clarify the target. Hand out specific duties to everyone.</p> <p><b>C</b> Let the group organise their own work.</p> <p><b>D</b> Initiate a discussion about the targets. Give advice and directions that could be useful.</p>

<p><b>11.</b> A working group does not progress as you had expected. The person you appoint to correct the situation is not accepted.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Call the group for a meeting to discuss the conflict. When the problem is out of the way you let the group decide how to proceed.</p> <p>Call the group for a meeting and discuss the objectives and jointly determine which methods to employ.</p> <p>Call the group for a meeting, but only act as a catalyst in the problem solving process.</p> <p>Get the group together. Set the agenda and clarify the objectives item by item. Respond to objections in a friendly and specific manner.</p>
<p><b>12.</b> A new employee does not develop as you had expected. He responds evasively when you point out mistakes and seems to consciously misinterpret instructions.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Initiate a discussion where you hear his ideas on how he wants to organise his job.</p> <p>Initiate a discussion in which you jointly try to define the core of the problem. You are prepared to answer questions and give concrete advice.</p> <p>Contact him and help him define his feelings about the job in a relaxed conversation.</p> <p>Describe clearly and with various examples how you would like to see the job done.</p>
<p><b>13.</b> One of your employees has worked in the organisation for a long time, has an independent job which she has developed to suit her own way of working, and she meets the organisation's requirements.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Actively support her way of managing the job.</p> <p>Describe her duties clearly and show her how to handle them.</p> <p>Keep a low profile.</p> <p>Discuss the job with her. Give advice that you feel will be useful.</p>
<p><b>14.</b> The working group you are leading has difficulties in getting started. You feel the problem is clearly defined, but the group does not know how to begin.</p> <p><b>What do you do?</b></p>	<p><b>A</b></p> <p><b>B</b></p> <p><b>C</b></p> <p><b>D</b></p>	<p>Initiate a discussion regarding the objectives. Give the advice and directions required.</p> <p>Let the group organise their work as the members feel fit.</p> <p>Clarify the objectives and give individual assignments.</p> <p>Call the group for a meeting and discuss the work. Support constructive suggestions but leave it to the group to decide how to proceed.</p>



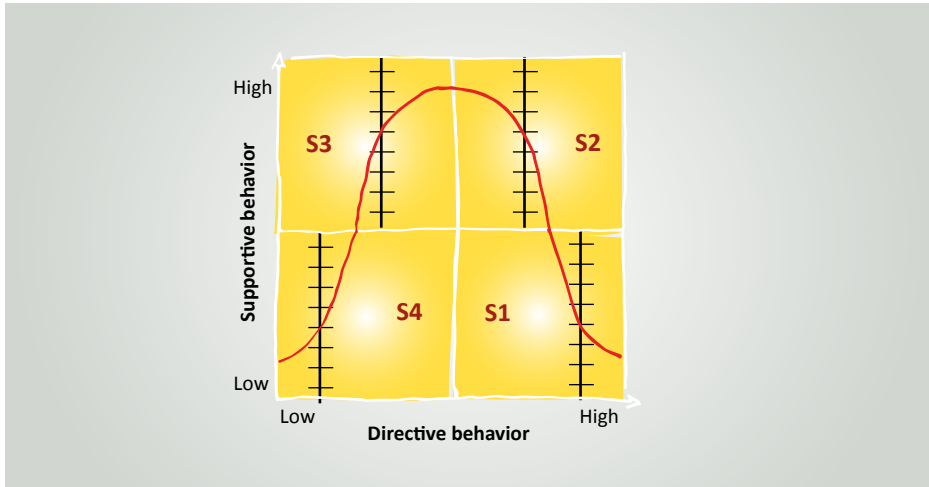
<p><b>15.</b> The group has previously worked purposefully, but now they are completely stuck. You tried various ways of making headway, but have now placed the whole responsibility on one person.</p> <p><b>What do you do?</b></p>	<b>A</b>	Bring the group together and make sure that anyone gets the chance to speak his/her mind. Correct misunderstandings, support realistic suggestions and share your experiences.
	<b>B</b>	At a meeting you point out the abilities the group has to solve the problems.
	<b>C</b>	Bring the group together as soon as possible and find out what has gone wrong. Clarify the task and make sure that everyone has understood.
	<b>D</b>	Have a discussion to help the group find out why they have difficulties and support their own approach to tackling the problems.
<p><b>16.</b> The work of the group is generally purposeful, but there are certain difficulties when it comes to engaging all group members.</p> <p><b>What do you do?</b></p>	<b>A</b>	Call for a meeting and go over the work. Support constructive suggestions but let the group plan their actions.
	<b>B</b>	Clarify the objectives. Give everyone specific assignments.
	<b>C</b>	Let the group organise their own work.
	<b>D</b>	Initiate a discussion regarding the objectives. Give advice and directions as required.

### Style Pattern

For each of the 16 situations, circle your response alternative in the table and add up the number of circles in each column. Now insert your Style Pattern totals in the 'thermometers' in the four styles Diagram.

Situation	Response alternatives			
1	A	C	B	D
2	B	D	C	A
3	C	A	D	B
4	B	D	A	C
5	C	A	D	B
6	A	C	B	D
7	D	B	A	C
8	C	A	D	B
9	D	B	A	C
10	B	D	A	C
11	D	B	A	C
12	D	B	A	C
13	B	D	A	C
14	C	A	D	B
15	C	A	D	B
16	B	D	A	C
Total number of circles				
Leadership style	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>

## Leadership style diagram



## APPENDIX B:

# CONFLICT RESPONSE MODE ASSESSMENT

### How do you respond in conflict situations?

**The purpose of this instrument** is to give insight into your preferences when handling conflict situations. It is not a psychological test and there are no right or wrong answers. All alternatives are equally valuable, and each person's ways of handling conflicts is unique.

#### **Instructions**

The instrument consists of 30 pairs of statements that describe possible ways of responding in a conflict situation. Before starting, decide on the environment (e.g. at work) that you refer your responses to. It is important to stick to the same environment throughout the instrument, as a person often has different ways of handling conflicts in different environments.

Study each pair of statements and consider how you would usually react. Select the statement you consider closest to how you would respond. Mark the chosen statement by circling A or B. You are not allowed to mark both statements, you must choose one.

In some of the pairs of statements, you might find that neither A nor B represents the way you would usually respond. In such cases, please select the statement that is still closest to your way of handling the situation.

## Respond to each statement

Respond to each statement individually and avoid compensating for previous responses.

**1.**

- A. Sometimes I let other people take responsibility for solving a problem
- B. Rather than stressing our differences, I try to point out what we can agree on

**2.**

- A. I try to reach a compromise
- B. I try to consider both the other person's concerns and my own concerns

**3.**

- A. I am usually assertive when it comes to achieving my goals
- B. I try to appease the other person's feelings and retain our relationship

**4.**

- A. I try to find a compromise solution
- B. Sometimes I sacrifice my own interests for the benefit of the other person

**5.**

- A. I always ask for help from the other person when resolving a conflict
- B. I try my best to avoid unnecessary tension

**6.**

- A. I try to avoid situations that make me feel uncomfortable
- B. I try to win

**7.**

- A. I try to postpone the issue until I have had time to think it over
- B. I give up certain things in exchange for others

**8.**

- A. I am usually assertive when it comes to achieving my goals
- B. I immediately try openly to deal with all issues and opinions

**9.**

- A. I feel that it is not always worth worrying over differences of opinions
- B. I make an effort to get what I want

**10.**

- A. I am determined when trying to achieve my goals
- B. I try to reach a compromise

**11.**

- A. I try immediately to deal with all issues and opinions
- B. I can sometimes try to appease the other person's feelings and retain the relationship

**12.**

- A. I sometimes avoid taking a stand that can create a conflict
- B. I allow the other person satisfy some of his or her needs, if I can satisfy some of mine

**13.**

- A. I suggest a middle course
- B. I push others to accept my view

**14.**

- A. I present my ideas and ask the other person to present her/his ideas
- B. I try to explain the logic and advantages of my standpoint

**15.**

- A. Sometimes I can try to appease the other person's feelings to retain our relationship
- B. I try to do what is necessary to avoid tensions

**16.**

- A. I try not to hurt the other person's feelings
- B. I try to convince the other person of the advantages of my standpoint

**17.**

- A. I am usually assertive in achieving my goals
- B. I try to do what is necessary to avoid unnecessary tensions

**18.**

- A. If it is about the other person, I can let him or her keep his/her opinions
- B. I can let the other person satisfy some of his needs if I can satisfy some of mine

**19.**

- A. I immediately try to openly deal with all issues and opinions
- B. I try to postpone the issue until I have had time to think it over

**20.**

- A. I immediately try to work through our differences
- B. I try to find a fair balance of advantages and disadvantages for both of us

**21.**

- A. When it comes to negotiation, I try considering the other person's wishes
- B. I always prefer a direct discussion about the problem

**22.**

- A. I try to find a point in the middle between my views and the other person's
- B. I am determined and don't give in

**23.**

- A. I am often anxious to satisfy both our wants and wishes
- B. I allow others to take responsibility for solving a problem

**24.**

- A. If it seems that the other person's standpoint is very important to him or her, I try to accept his or her line of thinking
- B. I try to convince the other person to agree on a compromise

**25.**

- A. I try to show the other person the logic and advantages of my standpoint
- B. When it comes to negotiations, I try to take into consideration the other person's wants and wishes

**26.**

- A. I suggest a middle course
- B. I am almost always anxious to satisfy everyone

**27.**

- A. I sometimes avoid taking a stand that can cause opposition and antagonism
- B. If it makes the other person happy, I let him or her keep his or her opinion

**28.**

- A. I am usually determined when trying to fulfill my goals
- B. I usually seek the other person's help to develop a solution

**29.**

- A. I prefer a middle course
- B. I feel that it is not always worth worrying over differences

**30.**

- A. I try not to hurt the other person's feelings
- B. I share the problem with the other person so that we can solve it

### Summarise the markings

Draw a circle around the letter that corresponds to your responses. Then add up the number of circles in each column and write the sum in the bottom row.

	COMPETE	COLLABORATE	COMPROMISE	AVOID	ACCOMODATE
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A
<b>TOTAL</b>					

The five conflict response modes or styles are arranged along two axes; from assertive to non-assertive, and from cooperative to un-cooperative. A competitive style or mode, for example, is high on the assertive and low on the co-operative axes respectively.

There is no single best way to handle conflicts. The mode you use should depend on the situation and parties involved, though you probably have an instinctive, personality-based preference. The important thing is to deal with the conflicts when they appear.

Read more about the different modes of handling conflict in chapter 6.

## APPENDIX C:

# LEARNING ORGANISATION ASSESSMENT TOOL

### A. Analyse and compare, and fill in the table

First, study carefully chapter 5, and the list of ten factors that promote learning in an organisation. Then fill in the questionnaire.

For each of the factors, remembering what they stand for, ask yourself:

***“To what extent is my organisation like this?”***

Put a tick in the column that best represents your current situation.

1 = my organisation is not at all like this.

5 = my organisation is very much like this.

The numbers 2, 3 and 4 represent degrees in between.

FACTOR THAT PROMOTES LEARNING	1	2	3	4	5
1. Information is widely available at the right time and place for people to take decisions					
2. In our organisation we are encouraged to share experiences and learn from each other.					
3. We organize our interactions with other organisations so that we can learn from people in these organisations.					
4. Leaders in our organisation recognize learning efforts among people in the organisation and encourage people continuously to learn more.					
5. Both people, and the way we organize our work, are very flexible.					
6. Leaders in our organisation encourage people to learn from experience, that is to learn from mistakes and successes and from solving problems.					
7. People in our organisation participate in planning and setting of goals for things to be done.					
8. People in our organisation have many opportunities for testing ideas.					
9. In our organisation, training is matched with informal learning through practice.					
10. In our organisation, work is organized in such a way that it achieves the goals for what needs to be done, and at the same time provides rich opportunities for learning from actions.					

## B. Describe what to do

For each of the ten factors, describe what you would like to be done in order to improve the situation *just one step on the scale*. If you have scored a 5 for any factor, then the organisation is just perfect regarding that factor.

Try to focus on things that can be done by the organisation itself, now.

### ***1. Information is widely available at the right time and place for people to take decisions***

To move just one step on the scale, I think we should do the following:

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### ***2. In our organisation we are encouraged to share experiences and learn from each other.***

To move just one step on the scale, I think we should do the following:

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### ***3. We organize our interactions with other organisations so that we can learn from people in these organisations.***

To move just one step on the scale, I think we should do the following:

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**4. Leaders in our organisation recognize learning efforts among people in the organization and encourage people continuously to learn more.**

To move just one step on the scale, I think we should do the following:

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**5. Both people, and the way we organize our work, are very flexible.**

To move just one step on the scale, I think we should do the following:

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**6. Leaders in our organisation encourage people to learn from experience, that is to learn from mistakes and successes, and from solving problems**

To move just one step on the scale, I think we should do the following:

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**7. People in our organisation participate in planning and setting of goals for things to be done.**

To move just one step on the scale, I think we should do the following:

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**8. People in our organisation have many opportunities for testing ideas.**

To move just one step on the scale, I think we should do the following:

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**9. In our organisation, training is matched with informal learning through practice.**

To move just one step on the scale, I think we should do the following:

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**10. In our organisation, work is organized in such a way that it achieves the goals for what needs to be done, and at the same time provides rich opportunities for people to learn from their actions.**

To move just one step on the scale, I think we should do the following:

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## APPENDIX D:

### LEARNING STYLE ASSESSMENT

#### A. Rank learning items

For each of the numbered items below, rank alternatives a. to d. by allocating 4 points to the phrase that is most like you, 3 points to the one that next describes you, 2 points to the next, and finally 1 point to the phrase that is least descriptive of you.

	POINTS
<b>1. When solving a problem, I prefer to:</b>	
a. take a step-by-step approach	
b. take immediate action	
c. consider the impact on others	
d. make sure I have all the facts	
<b>2. As a learner, I prefer to:</b>	
a. listen to a lecture	
b. work in small groups	
c. read articles and case studies	
d. participate in role plays	
<b>3. When a presenter or trainer asks a question to which I know the answer, I:</b>	
a. let others answer first	
b. offer an immediate response	
c. consider whether my answer will be received favourably	
d. think carefully about my answer before responding	
<b>4. In a group discussion, I:</b>	
a. encourage others to offer their opinions	
b. question others' opinions	
c. readily offer my opinion	
d. listen to others before offering my opinion	
<b>5. I learn best from activities in which I:</b>	
a. can interact with others	
b. remain uninvolved	
c. take a leadership role	
d. can take my time	

	POINTS
<b>6. During a lecture, I listen for:</b>	
a. practical how-to:s	
b. logical points	
c. the main idea	
d. stories and anecdotes	
<b>7. I am impressed by a presenter's:</b>	
a. knowledge and expertise	
b. personality and style	
c. use of methods and activities	
d. organisation and control	
<b>8. I prefer information to be presented in the following way:</b>	
a. model such as a flow chart	
b. bullet points	
c. detailed explanation	
d. accompanied by examples	
<b>9. I learn best when I:</b>	
a. see relationships between ideas, events, and situations	
b. interact with others	
c. receive practical tips	
d. observe a demonstration or video	
<b>10. Before attending a training or development programme, I ask myself, »Will I...:</b>	
a. get practical tips to help me in my job?	
b. receive lots of information?	
c. have to participate?	
d. learn something new?	
<b>11. After attending an information session, I:</b>	
a. tend to think about what I learned	
b. am anxious to put my learning into action	
c. reflect on the experience as a whole	
d. tell others about my experience	
<b>12. The training method I dislike the most is:</b>	
a. participating in small groups	
b. listening to a lecture	
c. reading and analysing case studies	
d. participating in role plays	

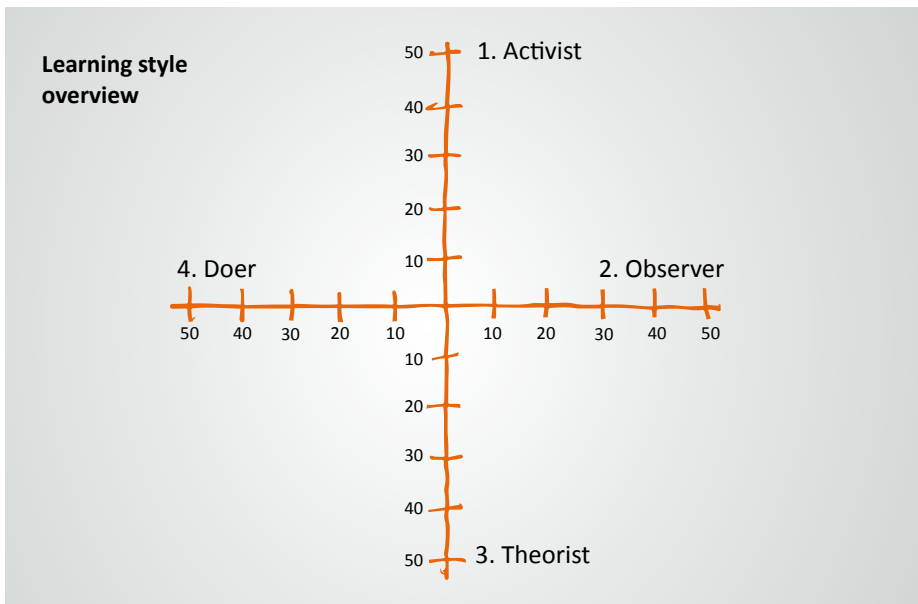
### B. Transfer ranking points to scoring table

Transfer the points from your responses on the appropriate spaces below, then add them up and total the columns.

I		II		III		IV	
1c		1a		1d		1b	
2b		2a		2c		2d	
3c		3a		3d		3b	
4a		4d		4b		4c	
5a		5b		5d		5c	
6d		6c		6b		6a	
7b		7d		7a		7c	
8d		8a		8c		8b	
9b		9d		9a		9c	
10d		10c		10b		10a	
11d		11c		11a		11b	
12c		12a		12d		12b	
<b>Total I</b>		<b>Total II</b>		<b>Total III</b>		<b>Total IV</b>	

### C. Transfer total scores to learning style overview

Transfer the four totals from the table to the Learning Style Overview. Draw a line from total to total and mark the space.





## APPENDIX E:

### ADDRESSING YOUR TIME WASTERS

There are many small things that we do or happen in our work, often unconsciously, which simply waste time. If we are aware of our own time wasters, that is the activities that are non-productive and therefore a waste of time, we are more likely to avoid them.

1. Read the list of common ways of wasting time below and note those you think apply to your own situation. Add any others that apply to you and are not listed.
2. Decide on your worst five time wasters.
3. For each of the five, make a note about what causes you to waste time in this way. Is it yourself, others, structural problems in the organisation?
4. What can be done about it?

Most people will list external causes first (meetings, visitors, lack of staff etc). Internal factors come second. You need to be self-critical to see how much of your ineffectiveness is caused by yourself.

<b>TIME WASTER</b>	<b>Caused by myself</b>	<b>Caused by others</b>	<b>Caused by formal / system problems</b>
1. Poor planning			
2. Too much to read			
3. Reading useless information			
4. Doing most things myself			
5. Large number of incoming phone calls			
6. Interrupted by visitors to my office			
7. Interrupted by e-mails			
8. Too much administration			
9. Poor information and communication			
10. Lack of sufficient equipment			
11. Incompetent staff			
12. Lack of staff			
13. Lack of needed skills			
14. Lack of concentration			
15. Listening to complaints			
16. Too many meetings			
17. Useless meetings			
18. Waiting for other to arrive for meetings			
19. Reminding others to do what they said they would do			
20. Seeing so that others do their job			



## APPENDIX F:

# LEADERSHIP COMPETENCE DEVELOPMENT INSTRUMENT

Below are ten competence areas that are important for an effective leader and manager (read more in chapter 12).

**STEP 1)** Carefully read the description and rate yourself from 1-5 in each general area and in each sub-aspect, on how you see your own performance (1 weak, 2 fair, 3 good, 4 strong, 5 very strong) Be as honest as possible – there is no such thing as a manager who scores 5 on all aspects!

**STEP 2)** Ask one or several colleagues, superiors, or staff members to rate you as well

**STEP 3)** Set a visionary target: Two years from now how would you like to be described as a manager in relation to respective competence area?

**STEP 4)** Make a plan, preferable together with a supervisor or colleague: What activities, measures, or initiatives can be taken by yourself to move some steps in the right direction?

LEADERSHIP COMPETENCE AREA OF A MANAGER	Own rating 1-5	Rating 1-5 from someone else	Vision: Two years from now how would you like to be described as a manager in relation to respective competence area?	What activities, measures, or initiatives can be taken by yourself to move some steps in the right direction?
<p><b>1) Internal and external communication:</b> The manager understands the importance of internal and external communication as a tool for achieving and effective organization. He/she is clear when giving messages and is working systematically with internal information and external communication, in a way that supports the overall goals of the organization. He/she:</p>				
1:A) Explains complex information so that it is understood by everyone				
1:B) Adapts language to target group				
1:C) Actively communicates about the services of the organization with the target group and general public				
1:D) Chooses the right time and the right way to communicate				
<b>AVERAGE SCORE FOR COMPETENCE AREA 1</b>				
<p><b>2) Listening skills and perceptiveness:</b> The manager has an ability to relate well to others and shows respect and care. He/she likes to work with other people and know how to create a team spirit. He/She:</p>				
2:A) Is receptive for other people's emotions				
2:B) Participates and contributes to group processes				
2:C) Sees problems and questions from the perspective of the other				
2:D) Listens to other people's opinions respectfully				
<b>AVERAGE SCORE FOR COMPETENCE AREA 2</b>				

<b>3) Social confidence:</b> The manager is easy to get contact with. He/she is comfortable and confident in the meeting with other people and is able to act convincingly and independently in informal and formal situations. He/she:				
3:A) Shows courage and keeps composure in difficult situations				
3:B) Radiates calmness and security				
3:C) Creates long term working relationships based on trust				
3:D) Deals with conflicts rapidly				
<b>AVERAGE SCORE FOR COMPETENCE AREA 3</b>				
<b>) Capacity to influence others:</b> The manager has the ability to influence others through thoughts and ideas, and adds energy and enthusiasm to work environment. He/she:				
4:A) Has a strong impression on others				
4: B) Adds enthusiasm, energy, and passion to work				
4:C) Is trusted				
:D) Uses good arguments to influence others				
<b>AVERAGE SCORE FOR COMPETENCE AREA 4</b>				
<b>5) Change orientation:</b> The manager sees needs for change and proactively initiates changes that will develop the organisation and its services. He/she:				
5:A) Is open for new proposals and approaches				
5:B) Initiates changes and improvements in the organisation				
5:C) Implements and drive changes in the organisation				
5:D) Can handle criticism and resistance to change				
<b>AVERAGE SCORE FOR COMPETENCE AREA 5</b>				

LEADERSHIP COMPETENCE AREA OF A MANAGER	Own rating 1-5	Rating 1-5 from someone else	Vision: Two years from now how would you like to be described as a manager in relation to respective competence area?	What activities, measures, or initiatives can be taken by yourself to move some steps in the right direction?
<b>6) Management of staff:</b> The manager understands the importance of developing and supporting staff in order to achieve results and actively works to involve staff and teams in discussions and problem-solving. He/she:				
6:A) Actively works to understand the motivation and capacities of different staff members				
6:B) Adapts leadership to the situation and competence level of the staff member				
6:C) Gives clear and understandable feedback on performance				
6:D) Involves people in team work and competence development at the workplace				
<b>AVERAGE SCORE FOR COMPETENCE AREA 6</b>				
<b>7) Analytical skills:</b> The manager prioritises and analyses information effectively and knows the difference between main items and bi-times. He/she determines causes of problems. He/she:				
7:A) Focuses on important information and main things, not on insignificant details				
7:B) Examines several different solutions to problems				
7:C) Understand the causes to a problem				
7:D) Relates operations to finance				
<b>AVERAGE SCORE FOR COMPETENCE AREA 7</b>				

<p><b>8) Goal orientation:</b> The manager has the ability to develop short term and long term plans that includes activities to achieve goals and how to follow-up results. He/she:</p>																
<p>:A) Develops clear and measurable goals for the staff and the organisation</p>																
<p>8:B) Makes sure that staff member spend time on what is important</p>																
<p>8:C) Explains to staff members how their work relates to overall goals</p>																
<p>8:D) Systematically follows up on results</p>																
<p><b>AVERAGE SCORE FOR COMPETENCE AREA 8</b></p>																
<p><b>9) Having a comprehensive view:</b> The manager has a good overview of the society and its development and has an ability to understand complex issues through referring to different sources of information. He/she:</p>																
<p>9:A) Is well informed on social issues in the community and in the country</p>																
<p>9:B) Keeps updated on issues that relates to the operations of the organisation</p>																
<p>9:C) Understands how social changes affect the operations</p>																
<p>9:D) Has ability to see problems from many different angels and perspectives</p>																
<p><b>AVERAGE SCORE FOR COMPETENCE AREA 9</b></p>																
<p><b>10. Legal competence:</b> The manager knows how to read and interpret relevant laws and regulations, in relation to their specific role and the sector they work in. He/she:</p>																
<p>10:A) Knows the laws and regulations that are relevant to the organisation</p>																
<p>10:B) Makes sure that operations are working within the legal framework</p>																
<p>10:C) Makes sure that beneficiaries are protected and granted their legal rights</p>																
<p>10:D) Makes sure that work is carried out within relevant occupational laws and regulations</p>																
<p><b>AVERAGE SCORE FOR COMPETENCE AREA 10</b></p>																











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