Leadership and management

A workbook

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Leadership and management: a workbook

The purpose of this workbook is to enable the leader and manager to:

- Establish a clear leadership style that supports the shared values of the organisation and its strategic aims
- Ensure effective support and management of staff
- Enable sound programme management for quality assurance and future viability

The workbook has three parts, each with three sections.

A. Leadership
- Leadership and management: knowing the difference
- Leadership skills: using some tools to help with the job
- Leadership in action: creating a positive culture

B. Management of people
- Managing the team: being the best we can be
- Managing staff: ensuring sound support and supervision
- Managing differences: responding to tensions and conflicts

C. Management of the programme
- Managing performance: ensuring sound monitoring and evaluation
- Managing change: securing the present
- Managing change: scoping the future

Each of the nine bullet pointed sections above are based around three activities. The more time you can give the more you may gain, but a minimum of an hour for each section is recommended. Allow some time as well to look back and review.

The material is developed from a number of handbooks and resources with which the author has been connected. These were developed for groupwork situations but here are adapted into a workbook for the individual. All can be used for a group or team. The aim is to distil from a large range of material a few essential themes, without getting bogged down in too much detail. Further reading and resource material are available as required.

Principal sources are:
Leading for the Future, Woodcraft Folk, 2011
Youth workforce leadership and management programmes, fpm, 2010
Take the Lead, fpm training manual for MLA, 2008

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A. Leadership

- Leadership and management: knowing the difference
- Leadership skills: using some tools to help with the job
- Leadership in action: responding to situations that arise

This is the first of the three part workbook. The focus is on leadership, appreciating different styles and the values, knowledge and skills necessary.

A1. Leadership and management: knowing the difference

A1.1 Leadership: my hero!

Aim
To consider examples of leaders you admire and explore why they inspire you

What to do
Divide a sheet of paper into two columns. On the left, list a range of people (fictional or real, living or dead) who you would describe as heroes of yours – people who inspire you. Now stop for a moment and reflect why. Write a few words about why these people inspire you.

Leaders may inspire us for a number of reasons. Taking the four characteristics below, ascribe to each of your examples the predominant style of leadership you think most evident:
- Changing the mood
- Inspiring people
- Making things happen
- Leading by example

My heroes	Why does each of these inspire me?	Which of the four principle characteristics would I give to each of my heroes?
Add rows as necessary		

Finally, looking down your list, are there some of these characteristics of leadership you yourself like to model or aspire to?

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A1.2 Leadership faces

Aim
To explore different styles of leadership

What to do
Think about leadership in action. Here are some ideas. Add your own to the list:
- Leading a demonstration
- Leading a group discussion
- Leading the save our forest campaign
- Leading a bicycle race

We consider leadership often as leading from the front: visible, high profile, charismatic. But these examples and those you have added probably throw up different faces or styles of leadership such as facilitating others or motivating behind the scenes.

We will come back to look at leadership approaches on the job in the next section, but for now, what are the strengths and weaknesses of these different styles in various situations? Is there a style that comes most naturally to you? In what situations does it work best and what other leadership styles might you want to try out?

Leadership styles	Strengths	Weaknesses	My preferences
Leading from the front			
Facilitating others			
Motivating behind the scenes			
Add rows as necessary			

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A1.3 Leadership and management

Aim
To distinguish between leadership and management and set personal development goals

What to do
Start with two sheets of paper or use the grid below. On the first, define in one short sentence what leadership means. Then, on the left side of the page, list a range of attributes of leadership. Now do the same for management: define and describe.

Leadership is:		
Attributes of leadership	**Example in practice**	**Developing my skills**
Add rows as necessary		
Management is:		
Attributes of management	**Example in practice**	**Developing my skills**
Add rows as necessary		

Looking at the two lists, are there some things that come up on both? While personal characteristics like values and integrity may appear in both, be careful to distinguish between the two elements. On the job, leadership and management can and do overlap, but we should be alert to their differences and how we are operating in a given situation. Prune your lists: cross out or move any attribute which on further reflection doesn't essentially belong there.

Now, looking at the list of attributes on both pages, add next to them an example of a task you undertake that relates to a given attribute. Then ring or highlight in one colour those you feel most competent and confident about and in another colour a small number that you wish to develop or strengthen. Would your peers, manager or those you manage have a broadly similar perspective? Consider what practical steps you can take to develop these elements of your leadership and management styles and add your comments to the right hand column.

This may be a good topic to discuss with a colleague or mentor.

Last word

Leadership
"Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organisation. When that happens people feel centred and that gives their work meaning." (Warren G. Bennis)

Management
"The attainment of the organisation's purpose in an effective and efficient manner through planning, organising, leading and controlling organisational resources"

"Achieving the organisation's purpose through and with other people"

(Daft and Marcic 1995 *Understanding management*)

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A2. Leadership in action: using some tools to help with the job

In the first section you have explored faces of leadership, the differences between leadership and management and developed a list of personal strengths with a few areas to develop. This section offers some straightforward tools to help put the thinking into practice.
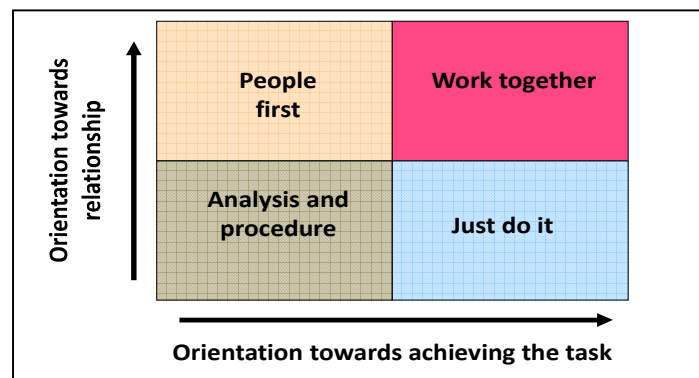
A2.1 People and task

Aim
To consider different approaches to leadership and when they best apply on the job

What to do
Leadership thinking has evolved a lot from a traditional command and control top down manner to more nuanced and varied approaches according to circumstance and with more consideration of the empowerment of colleagues and service users being crucial to good leadership. On the job leadership can be defined as tending toward a focus on people and relationships or tending toward a focus on goal and task, leading to the four main approaches as in the diagram below. All of the approaches have their place at particular moments and circumstances: the skill is in determining which is best suited when.

Using the grid above or making your own, think first whether you have a tendency toward a particular box. Then consider situations that arise for you – so not lines in the job description but the everyday realities of the job. Write these in the relevant box which best captures the leadership approach you tend to take in that situation.

Finally, take a moment to reflect on the questions below and make any personal notes you may require:
- Do I tend toward one approach or do I change according to circumstance?
- How would my peers, my manager and the board and those I manage define my overall leadership approach?
- When under stress or with competing demands do I switch approaches and if so, how is this witnessed and interpreted by those around me?
- Are there situations where I should adjust or adapt my approach? For example, am I too lenient with an underperforming member of my team? Do I need to delegate more? Do I need to take more time out to get to grips with some aspects of organisational policy? Do I need to give more time to team discussion of strategy? Do we need to build in more time for the team to share and to grow together?
- And last, which of these leadership approaches have you experienced from your managers and how do you respond?

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A2.2 CIA and the moment of truth

Aim
To make sense of competing demands and know my limits

What to do
In coping with the competing demands of leadership and management, it can help to distinguish what I can Change, what I can Influence and what I have to Accept (at least for now) – CIA! Each of these can apply in relation to those we manage, our peers (co-managers for example) and those who manage us. The grid below can be completed individually. It can also form the basis of a group activity, for example by the team. For now, populate the diagram with issues and examples from your job. Be mindful to distinguish realistically between what I can change and what in truth is only mine to influence at best.

Change, influence, accept	In relation to those I manage	In relation to my peers	In relation to those who manage me
I can change			
I can influence			
I have to accept (at least for now)			

And finally, our job is about making a real and substantial difference in the lives of those we work for: the people who use our service; this happens through direct contact between staff and users of the service – what Richard Normann (2002) calls the moment of truth. Strategy, policies, our people, our buildings and our equipment – these are simply means to this end.

As leaders and managers, we may undertake direct practice, but much of our efforts are to support those making change happen with and for service users at that moment of truth. In your day to day leadership and management work, what difference do you make to the moment of truth between the service and its users? How do you know this?

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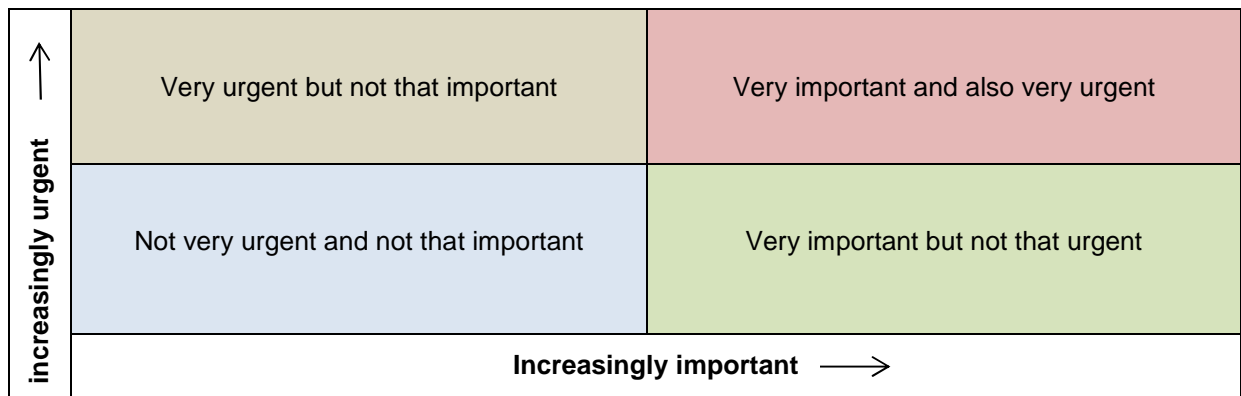# A2.3 Urgent and important and knowing the difference

Aim
To reduce the risk of the headless chicken syndrome and ensure good time management

What to do
Do you drop everything when a red flagged email pops into your inbox? Do you stop for a second and consider whether it is urgent or important or both and although it may be vital to the sender, is it vital for you? Is it actually more vital than what you are doing? Too late! The email is clicked open and the time set aside for planning the input on future strategy and sustainability has just flown out the window!

Taking the grid below and add some practical examples from the job into each quadrant.

Very urgent but not that important	Very important and also very urgent
Not very urgent and not that important	Very important but not that urgent

increasingly urgent ↑

Increasingly important ⟶

Looking at your completed diagram above, here are some things to think about.
- What does the overall picture look like? If the top right box is overloaded, that is not sustainable and will lead to too much stress and a risk of costly errors. By its nature ideally that box is empty for the very reason that the urgent and important should get dealt with swiftly and then any follow up move to one of the other boxes.
- Safeguarding alerts and emergencies with service users cannot be planned for, but committee papers and developing strategies can and they should ideally be in the bottom right. How do you ensure you make space in a timely manner for these important but not urgent tasks before they rise to the top right and become rushed?
- Looking at the top right box, who put that stuff there? Are there discussions needed with your manager or with the management committee?
- How do you manage the urgent stuff which is not that important – like the pile of emails and the post? Can you put aside half an hour at the beginning and end of the day to clear the inbox so as to free up the bulk of the day for the important stuff?
- Some of the things in the bottom left which are not that urgent and not important now will escalate if not dealt with in a timely manner. Can you delegate these?

A3. Leadership in action: creating a positive culture

A3.1 Leadership by example

Aim
To apply thinking about leadership to everyday situations

What to do
Notions of leadership can get inflated and grand while the reality is there are dozens of opportunities each day to express your leadership style in small and unremarkable ways. Three practical expressions of leadership are seen in:
- Being assertive – holding your ground without getting cross
- Giving feedback – reflecting back to others how things have gone
- Motivating people – encouraging those around you.

In *Leading for the future* (Woodcraft Folk 2011) we developed a range of light hearted group activities to develop these skills. They might be worth a look. For now, thinking about the week ahead, consider opportunities that are likely to arise where you can use these skills. Build up the grid below. Try and ensure there is at least one intended action in each of the nine boxes.

But the purpose is to try these out for real, so make sure to revisit this and reflect in a few days' time what you have done, how it went and what you have learnt. Note the challenge is to find practical situations among those you manage, your management peers and, perhaps hardest of all, those who manage you.

Leading by example	Among those I manage	Among my management group	Among those who manage me
By being assertive			
By giving feedback			
By motivating people			

Assertiveness, giving feedback and motivating people are just three leadership skills that can really help and that need practice.
- How did you find trying these out?
- What was awkward about being assertive or taking criticism?
- When giving feedback, did it feel easier to give praise rather than criticism?
- And when thinking about motivating others, does it feel harder to do so for people who are in senior positions to you? Are we worried about it how it sounds? Everyone needs motivating; leadership involves knowing when and how best to give it.
- What next? Did trying these out throw up anything for you about how you could build in some of these things more routinely within your work?
- For ease, we kept the focus on staff and managers within your organisation. What of the learning can you apply to service users and external contacts and partners?

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A3.2 Culture and values

Aim
To help develop and sustain a common culture and shared values in the team

What to do
Going back to the earlier definition of leadership, cultivating team morale and common purpose so that everyone feels valued and connected may take time and constant vigilance, but the reward, like in the well tendered garden, is seen in the health and fruitfulness of each team member.

First, identify the values that underpin the work of the team. What we mean by shared values is the things we agree are right. If you need to, then also make a separate list of the values underpinning the organisation and consider how these match up. If they are at odds, what does this imply and what needs to be done by you, by team members and by others in the organisation?

Of course shared values are just pious words if they are not lived out and evident in every aspect of working life. Leaders and managers are guardians of these values, through personal example and by enabling others to be true to them. How are these shared values lived out and witnessed by you and those around you? They may be evident in the layout of the building, the welcome, being offered a drink and a warm place to wait and how people interact. How are these shared values experienced by others within the organisation, by service users and by partner agencies? Use the grid below to list some key shared values and how they work out in practical everyday situations. Some examples are suggested to help get started.

Our shared values
Add rows as necessary

Making our values real	
Everyday situations (add to the list)	**Practical action**
• Prioritise my time	
• React when things go wrong	
• Address poor performance	
• Recognise and share good work	
• Handle demands from others	
• Clash with partner organisations	
• Coping with an aggressive service user	
Add rows as necessary	

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A3.3 Alliances and partners

Aim
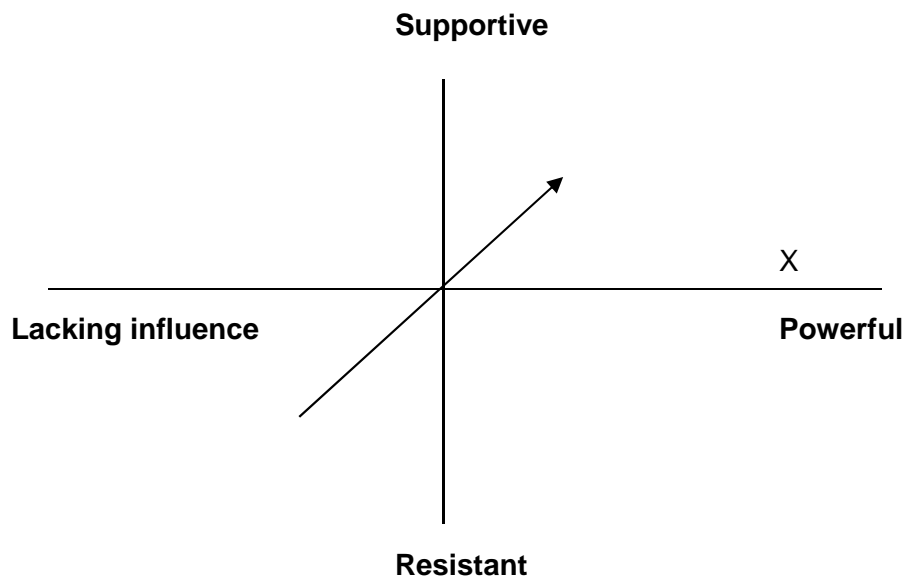To lead through building alliances and partnerships

What to do
Sound leadership pays attention to and nurtures the culture and values within the team and organisation and pays attention to external partnerships and the building of alliances.

The diagram below allows you to consider and plot two things: which people and organisations are supportive of your work and which are not, either through ignorance or a considered position; and how much influence or power does each have. Your leadership is essential in brokering and building external relations, but to do that effectively you need to know who's out there and what their relevance and impact is on your team's work and success for the service users you are championing. It means knowing how organisations work, who to talk to, which meetings to attend and so on. Not being in the picture can stop you from achieving what you want.

List a range of organisations and groups relevant to your team's work and map them on the grid below. The further away from the centre they are on any axis, the stronger their position is on that axis. In the example below, organisation X is quite powerful and slightly supportive.

The four positions are:
A: Lacking influence and supportive
B: Powerful and supportive
C: Lacking influence and resistant
D: Powerful and resistant

Finally, considering the chart, what does the distribution tell you? Are there enough people supporting you with clout? If powerful people are resistant, what can you do to change or influence their position or do you need to accept it for now and work round them? How can you get a shift in the direction of the arrow, from bottom left to top right? And for those you decide to target, what is the best approach, what are you asking? For example, how can you increase the influence of supporters without much power, such as through social media, sharing their own stories or coming with you to contribute to events and meetings?

B. Management of people

- Managing the team: being the best we can be
- Managing staff: ensuring sound supervision
- Managing competing demands: coping with pressure

This is the second of the three part workbook. The first focused on leadership and this focuses on managing people. Terms will vary for describing those you work with depending on your setting, such as service users, patients or customers. We use the term service user throughout to describe those who are meant to benefit from your team's work.

B1. Managing the team: being the best we can be

B1.1 Things go wrong

Aim
To gain insight into what supports and sustains a team

What to do
When a team runs smoothly, it all seems effortless and self-sustaining. Management seems an unnecessary and overpriced luxury. When things go wrong, management can do no right. And the change around can happen so rapidly. Teams and organisations have been brought to their knees within months. One of the tricks of sound management is to remain vigilant, know that teams have ups and downs, that motivation and success do come and go.

Jot down your thoughts on how you keep an eye on the health of the team, keep those regular check-ups, remain alert to signals of difficulty and how you take action to address these before the problems escalate.

Now choose an imaginary team, something away from your world of work. Consider what would make it the perfect team. In this fantasy you are looking in on this team but are not part of it. Take a sheet of paper and draw a symbol for the team in the middle. Have lines emanating from it to link to as many of its virtues and strengths that contribute to it being the best ever. Your list may contain elements such as values, vision, direction, focus, team identity, knowledge and skills, supportive leadership, organisational backing, secure funding and sound systems to record, report and celebrate success.

A new manager takes over. In six months the dream team is in a shambles. It happens. So what did happen? Tease out key factors in two scenarios. In the first the new boss does bad stuff. In the second the new boss hardly lifts a finger. Looking at this mess from both angles is important because things can go wrong as much by doing as not doing.

A team is a group of people working together to common goals that cannot be achieved as individuals in order to bring added value to the organisation. There are three significant elements to team health and performance.
- Clarity of purpose
- Composition – who is in it and what do they bring
- How the team operates together.

In the next activity, we will look at performance management in more detail. For now, look at what caused havoc in your imaginary team. What could have been done to reduce such risks, considering especially actions relating to each of these three elements of team health?

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B1.2 Building and sustaining your best team

Aim
To appreciate the qualities of a well-working team and to develop your plan for team building

What to do
Drawing on the somewhat farcical but sadly reality-based first activity, now consider in more detail your own team. Focus first on what you are there to achieve and with whom. Then, with half a nod to reality, build up the team by listing:
- Who do you need in the team?
- What are the shared values the team needs to hold?
- What knowledge and skills are required?
- What other attributes do you want?
- What else does the team need to perform well?

Now look at your list and compare it with the Six Boxes devised by Tom Gilbert (1978). It is a powerful approach to performance management.

Expectations and feedback	Tools and resources	Consequences and initiatives
Skills and knowledge	Selection and assignment (capacity)	Motives and preferences (attitude)

The six factors are:

1. **Expectations and feedback:** information to staff that makes your expectations clear about outcomes and overall service objectives, how to achieve them and how staff are doing with respect to expectations. Ensure good feedback loops to encourage and direct.

2. **Tools and resources:** the things needed to do the job, organisational processes, the working environment and supportive people. These can include having a suitable place to work, a reasonable level of equipment and clear systems and procedures.

3. **Consequences and incentives:** the explicit or informal compensation and incentives, which can either increase or decrease performance, also answering questions like 'Why care?' and 'Why bother?' It can include things that sometimes punish performance.

4. **Skills and knowledge:** what individuals must acquire to perform effectively. This box prompts us to consider the means designed to produce those abilities such as the tools for the job, training, coaching and practice.

5. **Selection and assignment (individual capacity):** includes recruiting people with appropriate skills, knowledge and attributes for the job.

6. **Motives and preferences (attitude):** includes factors that reflect positive or negative feelings about the job and its rewards. In general, if the other factors are well managed, this one is positive. If not, there may be little a manager can do directly to affect attitude other than to have motivated people who will appreciate your efforts over time.

In summary, individuals and teams perform well when they:
- Know what to do and understand why it's important
- Are enabled and are able to do it
- Are motivated to do it.

Based on this thinking, what do you need to do to build and sustain the team over the next three months, over the next six months and within the next year? Devise a focused to-do list relating to some or all of the six factors and review and update over the coming months.
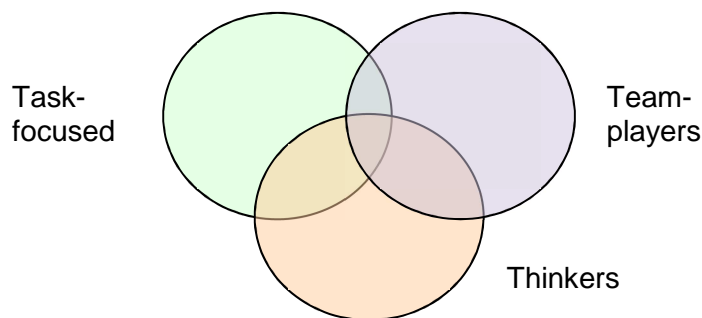
B1.3 Task Team Thinkers

Aim
To recognise, value and build on different decision making styles in the team

What to do
Having looked at important factors to develop and sustain the team, how do we draw on individuals' strengths in working together? We find that team members tend toward one of three dispositions, recognising that these overlap and also shift according to circumstance. Sound management recognises these differences and values each for what they can bring, knowing the end result is likely to be stronger in the centre of the Venn diagram below where some team members are:

- Task focused folk who don't hang around overanalysing, who want to get the job done, with clear actions, deadlines and clarity of responsibility.
- Team players wanting to ensure everyone is included and involved and their own needs met.
- Thinkers tending to explore different angles, seeking more knowledge before committing to action, wanting terms and concepts defined.

Task-focused   Team-players

Thinkers

Consider the team you manage and also, if you have time, your management team. Take a moment to look at each member of that team. How do you see them? Are they mainly team-players, thinkers or task-focused in their usual approach? This may of course not be how they see themselves. But your perception of how your colleagues operate is nonetheless important. What are the strengths and weaknesses of each of the three approaches and when in the circumstances of your team's work are they most suited? How can you get the best from each and work together as a team to get the job done well and thoroughly?
Use the grid below to guide your thinking.

	Strengths	Weaknesses	When most suited	How to get the best from
Task focused				
Team players				
Thinkers				

This activity can be done creatively with the team, helping shared insights and a collective understanding. When developing *Leading for the Future*, an agreed task was undertaken by three groups, each styling themselves as thinkers, team players or task focused. The task was the same; how they approached it and the results were completely different as they found when feeding back to the whole group. They then used these insights to see the merits of each and how to combine them for the best results: how you can avoid the traps of doing lots of thinking but leaving the task to someone else, or focusing so much on everyone being happy that things don't get done, or jumping so quickly into the task that not enough time is given to thinking about it fully and including the team as a whole.

B2. Managing staff: ensuring sound supervision

B2.1 Support and supervision and knowing the difference

Aim
To consider the difference between support and supervision and to draw on personal experiences of both in honing your personal approach

What to do
First consider your own experience of seeking support and being supervised. Use the tool below as a guide. Ideally draw on your immediate current or recent work circumstances, but if no example arises for you, draw on other experiences in your life.

Receiving support at work means
A good experience of seeking support from a colleague was when
A poor experience of seeking support from a colleague was when
These experiences have influenced my own approach to offering support at work in these ways: *Extend the box as required*

Receiving supervision at work means
A good experience of being supervised at work was when
A poor experience of being supervised at work was when
These experiences have influenced my own approach at work in these ways: *Extend the box as required*

Our personal experiences shape our personal preferences. Team members may have different experiences to you. It is a good reminder to discuss with those you supervise what approach to supervision works for you both.

Finally, take a moment to consider the size of your team and the size of the organisation. Do these have a bearing on supervision? Is it standardised across the organisation? If the organisation or the team are very small, does this contribute to the blurring of distinction in roles and responsibilities and if so does that matter? If your team is based within a flat leadership structure or a cooperative model, how does this or should this affect the underpinning assumptions set out here about the importance of supervision?

The last word

Support as being used here is help given outside of line management and usually not reported back to the line manager. Supervision is "an accountable process which supports, assures and develops the knowledge, skills and values of an individual, group or team. The purpose is to improve the quality of their work and to achieve agreed outcomes." (Children's Workforce Development Council, 2007)

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B2.2 Getting supervision right

Aim
To identify and hold in balance key elements of supervision

What to do
For supervisory relationships to be effective, they need to be open and honest, professional, mutually accountable, challenging and supportive. They need to avoid destructive processes, manage any personality clashes and try not to leave unfinished business. Some simple practical steps can help cement this positive culture, such as supervision taking place regularly at mutually convenient times, in a private space without distractions, concluding with agreement on actions and when to meet next.

How do the pointers below match up with your experience as a manager supervising staff?

The role of supervision as outlined by Neil Thompson (2007) is to:
- Monitor work tasks and work load
- Help to find solutions to difficult work situations
- Support staff through personal difficulties
- Promote staff development
- Act as a mediator between worker and higher management or other colleagues where necessary
- Ensure the meeting of legal and organisational requirements
- Promote teamwork and collaboration

The bullet points above can be fitted into the four main elements of supervision below (Richards and Payne, 1990).

Accountability	Staff development
Staff care and personal support	**Mediation**

Balancing supervision across these four components is a major process you can draw on to establish and maintain effective performance management across Gilbert's six factors explored earlier.

Consider those you supervise. Do you get the balance right? What do you need to do to redress any imbalance? And thinking about the individuals more closely, are there any instances where you need to push the accountability, or question whether the proposed staff development is in the wider team's interests, whether personal stress needs support beyond the line manager's role and whether conflict or tensions within the team or with others in the organisation need, with agreement, your intervention.

Getting the balance right between support and challenge is crucial for effective supervision. Always staying within a person's comfort zone gives little opportunity for growth and development. Some stretch can be empowering, moving into the creative zone. Over reach and the experience can be stressful and very negative.

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B2.3 Practising the balancing act

Aim
To apply thinking about supervision to a range of examples

What to do
Each team and each organisation will have its own dynamic and its own challenges and opportunities. Using the examples below as a starter, you may wish to then explore other supervision situations closer to your own work situation. These first ones take some classic issues that arise and ask you to work through them systematically to consider what the issues are, where you feel the balance in your response should be in relation to the four elements of supervision discussed in the last activity (Accountability, Mediation, Staff care and personal support, and Staff development) and determine what you might do as the manager in that situation.

A. You are concerned that a member of your team has some serious bits of work that need completing soon. In supervision on Monday morning, they tell you that their partner was taken ill over the weekend and is having tests in hospital over the coming week.

B. In a team meeting, one member of the team you supervise picks up yet more work from another without complaint; but you are concerned about their workload and the increasing imbalance between the two who should have broadly similar caseloads.

C. An excellent worker – diligent and seemingly effective – is lax with their recording and reporting. You have noticed this for some time and it has been commented on by other team members. You have nudged previously without noticeable or sustained improvement.

D. A member of the team has transferred recently from another part of the organisation when their post was being made redundant. You are not convinced they are up to the mark and this is having an impact on team performance and this is creeping into team morale.

In each of the scenarios above and in any further you construct, consider how you would tackle this in your next supervision and respond to the following questions:

1. What in summary is the key issue for supervision?
2. Of the four elements of supervision, what should be the focus of your response?
3. Who needs to do what and by when?
4. Is this something that can be kept within the one to one supervisory relationship or do others need to be involved and if so how?
5. How long do you give for the issue to resolve or to move forward significantly and if there is no progress, does your focus change and if so how?

Use the grid to help plot your answers. Add rows as necessary.

	What's the issue?	What's the focus of supervision?	Who needs to do what and by when?	Who else needs to be involved?	How long do you to give it?
A					
B					
C					
D					

B**3. Managing competing demands: coping with pressure**

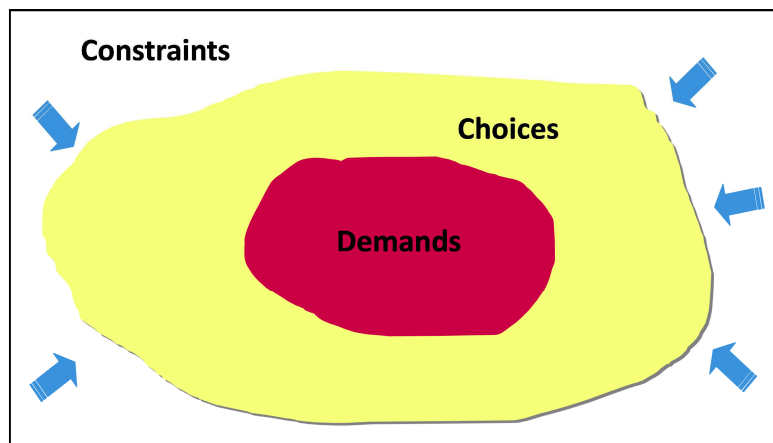## B3.1 Managing expectations in the team

Aim
To support the team to cope with demands and to maximise creative practice

What to do
The first two sections focused on achieving goals through improving team performance and through supervision. This final part looks at managing demands. At the heart of many tensions and conflicts are divergent expectations, be that within the team, between the team and others in the organisation or externally. Here we focus on the importance of clarifying expectations within the team and helping to extend creative opportunities for practice.

Many jobs are composed of demands and choices and are subject to a range of constraints (Rosemary Stewart, 1982). We all have non-negotiable demands made on us. They may arise through legislation or organisational policies and procedures. We also have choices in how we work. But these choices may be limited by constraints such as funding, equipment or time. It is the manager's job to make sure that their team is clear about what has to be done, what the choices are, the limits of those choices and what the constraints are.

This is a good activity to do with the team itself, but for now, make a large version of the diagram above and populate the demands and constraints and then the choices.
- What are the core demands on the team and how far are these fully understood and positively accepted by all in the team?
- What are the constraints upon the team in meeting the demands? These could be lack of resources, time, expertise, personnel, funding.
- Given the demands and the constraints the team is working in, what are the choices it has?
- Finally and critically in your role as manager, what practical steps can you take to:
    - o Clarify the demands or realign them to ensure they are realistic?
    - o Reduce the nature or at least the impact of the constraints?
    - o Enable the team to expand the domain of their proactive choices – things that they can adjust or alter that will help sustain or improve team performance or simply to reduce the burdens upon them?

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B3.2 Managing authority and autonomy

Aim
To empower the team by increasing its involvement in decision making

What to do
Sometimes you as a manager simply have to tell an individual or the team as a whole to just get on with it. This may not feel comfortable to your style of management, but to fudge authority can be damaging. Similarly, indicating a level of autonomy for the team in decision making that does not exist can backfire. There is a continuum of decision making, from the authority of the manager telling what needs to be done through to the autonomy of the team taking responsibility for decisions.

A skill for the manager is to discern what can be kept off the team completely, what the team needs to be informed about, what the team needs time to reflect upon and to respond to, what the team needs to decide on, and what the team needs to be instructed to do. In the diagram below, the manager uses more authority on the left and the team has greater autonomy on the right. In the diagram below and adding further rows as you need, add at least one specific example from your own experience under each column heading. Put the example in the column that corresponds to the level of authority or autonomy that actually happened.

Use of authority by the manager				**Level of autonomy for the team**		
Manager decides and tells	Manager decides and sells	Manager presents ideas and invites questions	Manager presents tentative decision open to change	Manager presents problems, gets suggestions and then decides	Manager sets the limits for the decision and lets the group decide	Manager gives the group freedom to decide for itself within broad boundaries
Specific examples in practice under each column						

Finally, review the examples you have given.
- Are they where they should have been? Remember, the assumption in this activity is not that every decision is necessarily better further to the right. You need to exercise the appropriate level of authority for the specific decision in question.
- If an example of decision making in your view would have been better had it involved the team more, then what practical actions would need to have happened to make that work? What could you do differently next time?
- And similarly, if an example of decision making you have given on reflection needed to happen with a greater level of your personal authority, then what do you think you should or could have done differently? How might you handle this next time?
- Use these specific examples, to reflect more widely about whether you and whether the team feel management authority and team autonomy are in healthy balance. This might be a useful team discussion at some point.

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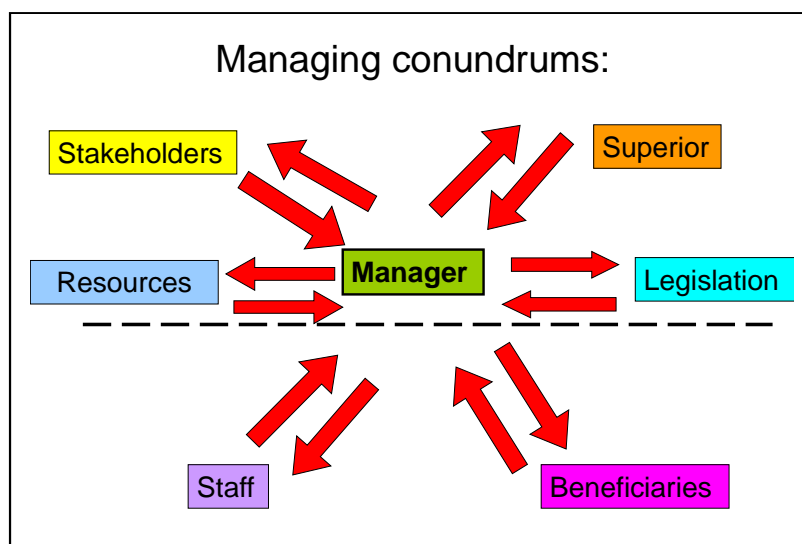## B3.3 Managing conundrums

Aim
To identify and respond to external pressures on the team to boost morale and performance

What to do
An important role for the team manager is, not only to clarify and manage expectations within the team, but also to handle external pressures. This is seen in Rosemary Stewart's diagram below about demands, choices and constraints. Coping with pressure from all sides can be acute and somewhat thankless for the team manager. Yet managing these external pressures is vital to creating more headroom for the team to do its job; often team members are very aware and grateful for the way the manager shields them from organisational headaches or external pressures.

The diagram below shows a range of management conundrums and illustrates how you can feel pulled in different directions. This can be stressful. Put yourself in the middle and add in some of the key pushes and pulls you experience above and below the dotted line.

Managing conundrums:
Stakeholders · Superior · Resources · Manager · Legislation · Staff · Beneficiaries

To best support your team you need to be able to manage the things bearing down in order to support staff to give of their best to service users, the primary if not the only beneficiaries. Take a few moments to jot down some thoughts in response to these questions:
- How do you manage as the buffer (dotted line)?
- Where do most of your energies go?
- What's your priority?
- What's optional?
- Where does the support that you receive come from?

A quick review

As you complete this section of the workbook on managing people, take a look back across the activities and jot down three priority actions for yourself to:
- Manage the team to be the best it can be
- Manage individuals through sound supervision to ensure good performance
- Manage competing demands.

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C. Management of the programme

- Managing performance: ensuring sound quality assurance
- Managing change: planning ahead
- Managing change: supporting people

This is the third of the three part workbook. The first focused on leadership; the second on management of people. This focuses on management of the programme. Terms vary to describe those you work with, such as service users, patients or customers. We use the term service user throughout for those who are meant to benefit from your team's work.

C1. Managing performance: ensuring sound quality assurance

C1.1 How much?

Aim
To consider quality assurance systems needed to track how much is happening with whom

What to do
Quality assurance is the art of measuring what you do and what difference you make. The trick is not in measurement itself but in measuring the right things. Another trick is to ensure you have measurement tools fit for purpose with team backing because they see the value in gathering the data and see it as being used to increase the benefits of their work.

First, consider the last time you were on holiday. Was it good or was it poor? What factors are you taking into account to make this judgement? Jot down as many as you can come up with, placing them in one of the three columns below: quantative factors that link to HOW MUCH or HOW MANY type questions which in the world of work are often called outputs; qualitative factors that link to HOW WELL or HOW GOOD experiential questions often called outcomes; and WHAT DIFFERENCE type questions that link to the enduring effects beyond the vacation itself, often referred to as longer term impacts. Think about how long the holiday was, its cost and the numbers who were on the holiday for the left column. Think about how much you enjoyed the food, where you stayed and the things you did for the middle column. And think about the effects after you got back of the break, whether you were refreshed, any changes in relationships, sharing photos or experiences for the right column.

How much and how many (quantitative factors: outputs)	How well and how good (qualitative factors: outcomes)	What difference (longer term impact factors)
Add rows as needed	*Add rows as needed*	*Add rows as needed*

The remainder of this section looks at these three elements in more detail. For now, consider what quantitative information is required of your team in its recording and reporting on its work – the how much and how many type questions. This might include numbers of people, whether contact was by phone, in the office or elsewhere, the nature of referrals and a breakdown of what work was undertaken. Make a list below and respond to the questions.

Quantative information (numbers, stats, costs, the amount we do)		
The stuff we collect	**How do we use it?**	**What does it tell us?**
Add rows as necessary		

Finally, look at your grid: are you collecting the right stuff? Is there anything you should stop collecting or start collecting? How could you make better use of what you do collect?

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C1.2 How well?

Aim

To consider quality assurance systems needed to track how well the work is happening

What to do

In the last activity you looked at three elements of quality assurance through the eyes of a recent holiday and at quantitative matters for your work team in more detail. In this activity we focus on the qualitative questions such as how well and how good the activity or work is.

First, from your experience, think about and note down in broad terms what are the strengths and limitations of quantitative and qualitative information and how to get the best from each.

	Strengths	Limitations	How to get the best
Quantitative information			
Qualitative information			

Numbers are relatively easy to collect. And they sound like robust, hard, indisputable and objective facts. For this reason sometimes organisations and funders focus on these stats and pay less attention to soft qualitative information, dismissing such stories as anecdotes. Yet numbers don't tell you on their own how well the activity or service was received by the intended beneficiary. You might be doing the wrong thing supremely well and no one would question it! We assume that something well attended means it is better than something that isn't. At worst we do what we are funded to do and are less concerned about the outcomes for the service users. This is not fantastical. There are too many examples at home and abroad where the desired outputs of the funder override consideration of whether it leads to the most relevant and effective outcomes for the people who matter most. On the other hand qualitative information can pose its own challenges. How can you systematically record people's views so you are not simply cherry picking when people say nice things about you?

Now, using the same grid and questions as in the first activity, write down in the left column what you currently collect from service users and partners about the quality of the service users get from your team and organisation. Then note how you use this information and what it tells you.

The stuff we collect	How do we use it?	What does it tell us?
Add rows as necessary		

And finally, looking at your grid, ask yourself: are you collecting the right stuff? Is there anything you should stop collecting or start collecting? How could you make more use of what you do collect? Make sure you do collect and use feedback from other agencies and partners.

C1.3 What difference?

Aim
To consider quality assurance systems needed to track what difference the work is making

What to do
In the first two activities you looked at quantitative and qualitative sources of information – the stats and the stories, the outputs and outcomes. At best these measures give you quality assurance for the immediate work your team is doing. But what difference has the session or activity made to the service user? What's changed as a result? What is the impact for them?

Teams, organisations and funders sometimes slide over this crucial third dimension to quality assurance: "it's too early to tell"; "we don't know because the service user has moved on"; "we can't possibly know what our contribution has been in this complex situation". You might wish to reflect a moment and add further reasons given for not looking into the "what difference" question as part of quality assurance. The problem is that, if we don't know what difference we have made, then we continue to justify what we do based on how much of it we do and how well we delivered it in the moment, protecting ourselves from scrutiny about whether it made any actual difference or had any impact for the service user.

Take a moment to think creatively. Jot down all the ways you could find out about the impact your work has had on service users. Let your imagination run riot. Don't worry about the cost. Your list may well include feedback forms and surveys. What about focus groups and peer discussions or interviews by an external person? What about follow up some months later with those now ex-service users or through partner agencies? What about creative arts used by service users to help describe their journey and what's changed for them?

Returning to the grid and questions, write down in the left column what you currently collect from current or ex-service users about the impact on them of the service they get from your team and organisation. Then note how you use this information and what it tells you.

The stuff we collect	How do we use it?	What does it tell us?
Add rows as necessary		

And finally, looking at your grid, ask yourself is there less information about impact than information in stats and stories. That would be about right. You might realistically expect most information for quantitative elements, some from qualitative sources and a smaller amount for impact. But there should be some sources of evidence from all three angles.

Back to our questions: Are you collecting the right stuff? Is there anything you should stop collecting or start collecting? How could you make more use of what you do collect?

Last word

Quality assurance is often wrapped up in mystic and mystery. It is the manager's job to cut through that and ensure sound systems are in place, understood and used by the team. Knowing what difference you are making and knowing how you know this are strong motivating factors for workers and managers and the wider organisation. Make sure to learn lessons to improve practice and to share successes in ways agreed by service users and in ways that reinforce the positive work being done.

C2. Managing change: planning ahead

C2.1 Scoping the landscape

Aim
To ensure the manager takes account of the changing landscape affecting the team's work

What to do
Change is constant. The only certainty is that what is won't be. The manager needs to remain vigilant about the changing landscape that is the context and backdrop to the team's work and the organisation's operations. Scoping the landscape may take place as part of wider strategic planning but don't wait for that to happen if you need to do it now. Be cautious about someone else doing the task for you as part of a wider, broader picture. Make sure the approach is fit for your purposes.

There is a range of tools available and easily accessible on the web to support the manager's management of change. In the activity below, we use PESTLE and SWOT to explore the changing landscape of the team's work in relation to the external environment. They are a useful basis for strategy development and action planning.

The PESTLE analysis is used to explore the changing external environment. It covers Political, Economic, Social, Technological, Legal and Environmental factors. Use this on your own or with the team. Add in some factors in each category in the grid below relevant to your work context over the coming 18 months. These can be of small or large scale changes as long as you see them as having a potential impact on your work.

Category	Factors and their impact
Political: What are the key political drivers of relevance to your team and organisation?	
Economic: What are the important economic changes occurring affecting your work context?	
Social: What are the main societal and cultural aspects likely to impact on your work?	
Technological: What are the current technology imperatives, changes and innovations?	
Legal: What impending legislative changes may affect the work of the team and organisation?	
Environmental: What are the environmental considerations, locally and further afield?	

The second tool is the SWOT analysis – identifying Strengths, Weaknesses, Opportunities and Threats. Taking some of the key factors above, ask yourself do they play to the team or organisation's strengths or weaknesses? Do they generate opportunities or threats?

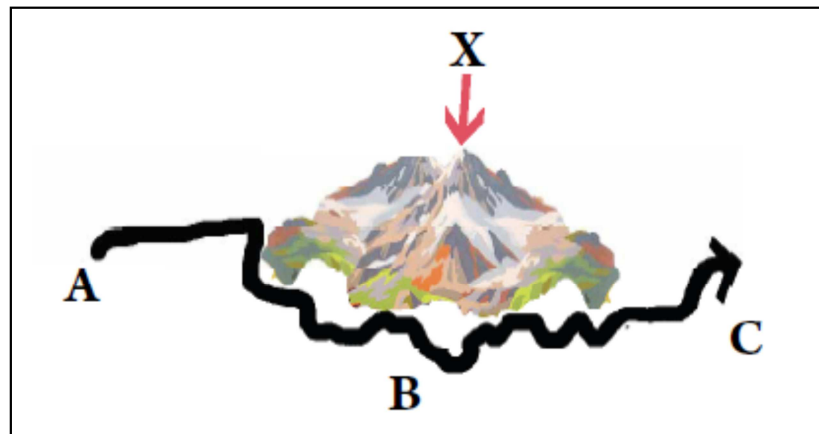| Strengths	Weaknesses
Opportunities	**Threats**

C2.2 Refreshing the vision

Aim
To enable the team to develop an action plan toward achieving its vision and priorities
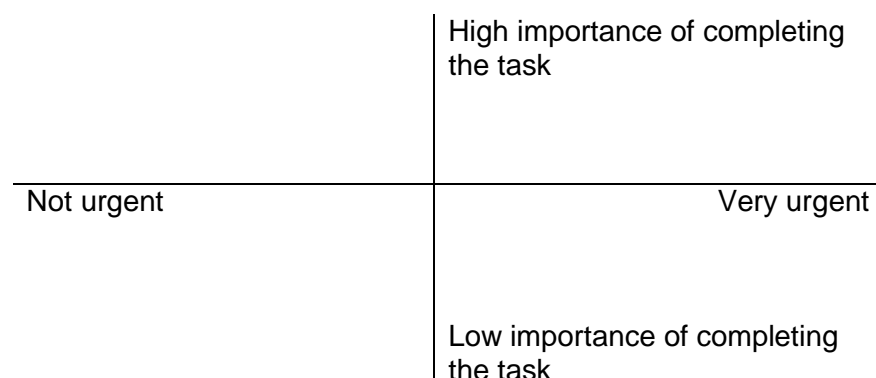
What to do
In the picture below A marks where the team is at the moment. C marks where you are aiming for. X marks the mountain of factors you have identified in the above activity that present you with challenges or threats. B is the plan to get you round the mountain.

Make a large version of the diagram. First summarise point A. Then, describe where the team wants or needs to be in about 12 months at point C. Add some of the key obstacles to progress identified in the previous activity at point X. So what needs to be done to get round the mountain? Identify and number at point B perhaps up to ten key tasks, considering the questions below to help you.

- What level of unity is there about where you need to get to in 18 months as a team or organisation? If this is low what needs to be done to strengthen a shared vision?
- What resources do you need to help the team get to where you want to go?
- Are there things that need to be left behind in order to make the journey feasible?
- What help and support do you need, especially to get round the obstacles?

You now need to prioritise these tasks. Use the graph below to plot the importance of completing the task and the urgency with which it needs to be undertaken. Put the number of the task from your top ten list in the appropriate area of the grid below. This should then give you a working guide to what to do now, soon and later on.

High importance of completing the task

Not urgent   Very urgent

Low importance of completing the task
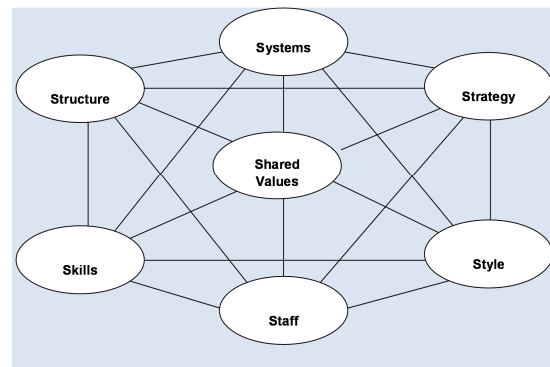
C2.3 Managing organisational change

Aim
To get the best from the organisation in support of the team's vision and priorities

What to do
Your to do list in 2.2 should support the process of change. It should enable you, the team and the organisation to adapt to the evolving landscape, reduce the threat of the challenges and make the most of the opportunities by drawing on your strengths and minimising your weaknesses. As you look ahead you need to consider what your team needs from the wider organisation to equip yourselves to be the best you can now and in the future.

Look at this diagram. This 7 S model of organisational change (McKinsey, 1982) is a tool to help diagnose strengths, gaps and potential activity needed in an organisation to support effective change. It argues that to be effective, an organisation must perform well in all seven areas and that each area impacts on all the others. It represents a systems view of the organisation and warns that in times of change, organisations need to pay particular attention first to style (culture), shared values and strategy before moving to consider the implications for staff and skills, structures and systems.

Your focus here is as the team manager wanting to harness the wider organisation. With this in mind, use grid to consider your organisation's strengths in each of the seven areas. Then consider the gaps. Finally note what needs to happen to within the organisation to enable you to achieve your team's purpose more successfully over the next year to 18 months.

On the next page there is a summary description of each standard.

Standard	Strengths	Gaps	Potential activity
Shared values			
Style			
Strategy			
Staff			
Skills			
Structures			
Systems			

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Summary description of each of the 7 S standards of organisation change

Shared values: An effective organisation has a clear, shared set of values that guide the way it works. These should be visible in everything the organisation does. The values are closely related to the organisation's purpose, which also needs to be clear to all concerned.

Style: Every organisation develops a distinctive style or culture – the way we do things around here. This includes the leadership and management style. It is vital that the culture fits the values and the purpose of the organisation.

Strategy: There should be a clear strategy to achieve the organisation's purpose and reflect its values, which is realistic, resourced and takes account of service user involvement and relevant partnership working.

Staff: The organisation needs to have the range of staff that will enable it to be effective. This includes staff at different levels, in different roles, covering all necessary functions, bringing a range of experience and perspectives.

Skills: An organisation needs to have the appropriate skills to deliver its purpose.

Structure
The structure of the organisation should help it to deliver its purpose. Each part should add to the organisation's capacity to do its job well. Effective methods and mechanisms for service user involvement should be in place.

Systems: Every organisation needs to have efficient and effective systems in place, for example for managing staff and finances, creating a safe and healthy environment, communicating between people in and outside the organisation and gathering and using information.

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C3. Managing change: supporting people

C3.1 Personal attributes needed for effective change management

Aim
To identify personal qualities in the manager that can help people deal with change

What to do
The previous section looked to support the manager to scope the landscape, develop a team action plan and build organisational capacity to enable effective change. This last section considers how to support people through the process, given that change usually, if not always, provokes some uncertainty and anxiety. First consider an experience you have had of change relating to work, driven by others rather than yourself – not changing jobs but a change in organisational structure or team focus. Respond to the questions:

Example of change at work:	
How was it managed?	
How did I respond?	
What support was I offered?	
What could have been done better?	

Thinking about those managing that change process, what attributes or personal qualities did they bring or should they have brought? Here are a few ideas to consider and to add to, based on your experience. Score them 1 to 5 for how in evidence they were and give an example of how this was demonstrated in practice.

Management attributes and skills in instigating change at work	Score 1-2-3-4-5 (1 = low; 5 = high)	How was this demonstrated in practice
Thoughtful about when and how to break the news		
Considerate about potential impact on people		
Ensured adequate time to digest news and respond to questions		
Good listening skills and empathy		
Not defensive or strident		
Open to suggestions and ideas and prepared to negotiate		
Supportive and willing to make further time to discuss or explore		
Willing to find out and give more information		
Prepared to engage and involve people in the process		
Assertive without aggression on things that were not up for debate		
Add rows as needed		

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C3.2 Making change work

Aim
To plan for change management so as to have the best chance of success

What to do
The activity above drew out the attributes and personal qualities in a manager that can help people deal with change. This activity moves on from this to identify specific skills or competencies associated with successful management of change. The list below is certainly not definitive and you may wish to add to it.

Consider a current, planned or a potential change situation in your team or organisation. Summarise this in the top of the box below. Then note practical actions you may need to take relating to each competency, deciding whether it is with service users, staff, the team, more widely within the organisation, with external partners and stakeholders or others.

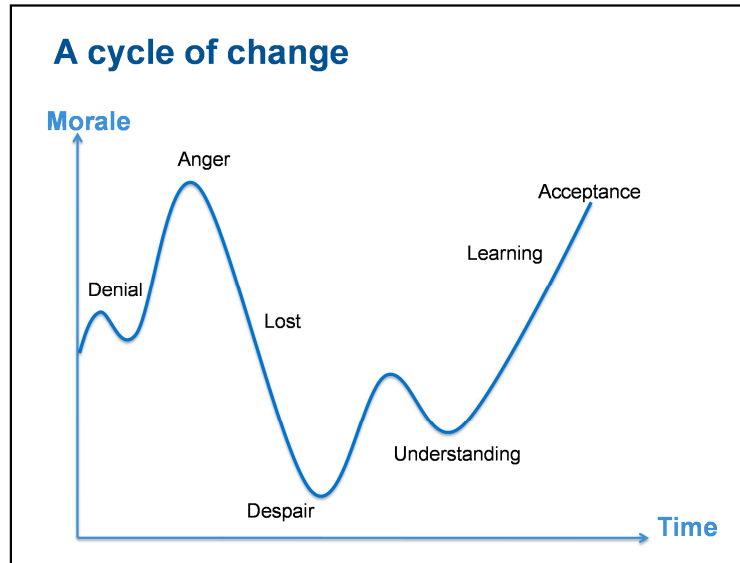| **Example of team or organisational change:**					
Change competencies	**Action with service users**	**Action with individuals**	**Action with the team**	**Action within the organisation**	**Actions with others**
Share the vision; encourage others to do so too					
Communicate purpose of change clearly					
Gather and share information, including options					
Focus on service user benefits					
Be clear about what is staying the same -stability					
Listen & respond to concerns					
Form task groups to progress					
Support skills development					
Strengthen partnerships					
Add as required					

C3.3 Supporting the team through change

Aim
To take account of different responses to change in order to support people effectively

What to do
We all react and respond to change differently. However, most of us, in some form or another, go through a cycle of change as in the model below. This tends to have the four stages of Denial, Resistance (despair), Understanding and Acceptance (Elizabeth Kubler Ross, 1969). Our morale also changes over time. Most of us go through these emotions and feelings in some way or another but at different rates and with different intensity.

A cycle of change

Morale

Anger

Acceptance

Learning

Denial

Lost

Understanding

Despair

Time

Bringing people with you is a vital management skill. You will need to adapt your style and way of working with different team members to fit their needs and your requirements at various times and stages. Careful listening and personalised responses will be important in helping the team through change as explored above when looking at relevant attributes and personal qualities.

Using the grid below summarise your management actions in support of change through these four key stages of coping with change. As you jot down your points, remember to:
- Register that there are feelings and emotions at play
- Recognise what those feelings are and where they may stem from
- Respond appropriately.

Management actions with team members in support of change	
During denial	
During resistance	
During exploration	
During acceptance	

A quick review

As you complete this section of the workbook on managing the programme, take a look back across the activities and jot down three priority actions for yourself to:
- Manage quality assurance systems
- Manage programme change by enabling team objective and goal setting
- Manage change by supporting people.