

# Moving into Management

## Support Materials



These will serve as a useful reminder of the training as well as a point of reference for further learning. You are encouraged to read through and note any actions you can take as part of your professional development.

# Management and Leadership

The words management and leadership are frequently used interchangeably, yet fundamentally, they are different. So what is the difference? Possibly the best place to start is the origins of the two words.

The word manager is derived from the Latin – “manus”. Originally used to describe the handling or managing of warhorses. Management is essentially about keeping control.

The word leader comes from “laed” a North European word meaning path, road, course of a ship at sea, or journey. Leadership is about taking people on a journey.

Warren Bennis in his studies on leadership lists the fundamental differences between managers and leaders as:

<b>Management</b>	<b>Leadership</b>
The manager administrates	The leader innovates
The manager is a copy	The leader is unique
The manager maintains	The leader develops
The manager focuses on systems and structures	The leader focuses on people
The manager relies on control	The leader inspires trust
The manager has a short range view	The leader asks what and why
The manager has their eye on the bottom line	The leader has their eye on the horizon
The manager accepts the status quo	The leader challenges it
The manager is the classic good soldier	The leader is their own person
The manager does things right	The leader does the right thing

Current wisdom suggests that managers are principally administrators – they write business plans, set budgets and monitor progress. Leaders on the other hand get organisations and people to change. Another distinction is that management is a function that must be exercised in any business, leadership is a relationship between leader and led that can energise an organisation.

## What is leadership?

Unfortunately within the world of management theory, no subject has produced more opinion than leadership. By one count there are 130 different definitions of leadership.

“Never have so many laboured for so long to say so little”, argued Warren Bennis and Burt Nanus in *Leaders: The Strategies for Taking Charge*.

It seems to be one of those qualities that you know when you see it, but it is difficult to describe. Half a dozen things seem to stand out in respect of leadership.

1. Leaders seem to come to the fore when there is a crisis or special problem. They often become visible when an innovative response is needed.
2. Where there are leaders there are followers. Leadership is primarily a relationship between those who choose to lead and those who choose to follow.
3. Leaders have a clear idea of what they want to achieve and why.
4. To lead involves influencing others.
5. Leadership is a set of highly tuned skills, behaviours and practices that can be learned regardless of whether one is in a formal management position.

6. Leaders can be dangerous, especially charismatic Pied Pipers who seduce people into disastrous adventure.

### **The need for leadership**

Competitive advantage often comes through quality, customer service, innovation, time to market, lead times etc. All these are primarily in the hands of an organisations work force. The challenge for leaders is to create the culture and climate where people continually improve their organisations performance.

In the final analysis it is the people who work for an organisation who can give it a competitive edge. This is a function of how well they are led.

The only unlimited resource an organisation has is the potential of the workforce.

### **Lessons for Great Leadership<sup>1</sup>**

- 1 Great achievements involve great risk.
- 2 When you lose, don't lose the lesson.
- 3 Follow the three R's
  - Respect for self
  - Respect for others
  - Responsibility for all your actions and reactions
- 4 Learn the rules so that you know how to break them properly.
- 5 Don't let a little dispute injure a great relationship.
- 6 When you realise you've made a mistake, admit it and take immediate steps to correct it.
- 7 Spend some time alone every day.
- 8 Open arms to change but don't let go of your values.
- 9 Remember that silence is sometimes the best answer.
- 10 Share your knowledge and power. It's a way to achieve immortality.

*There is no courage without fear*

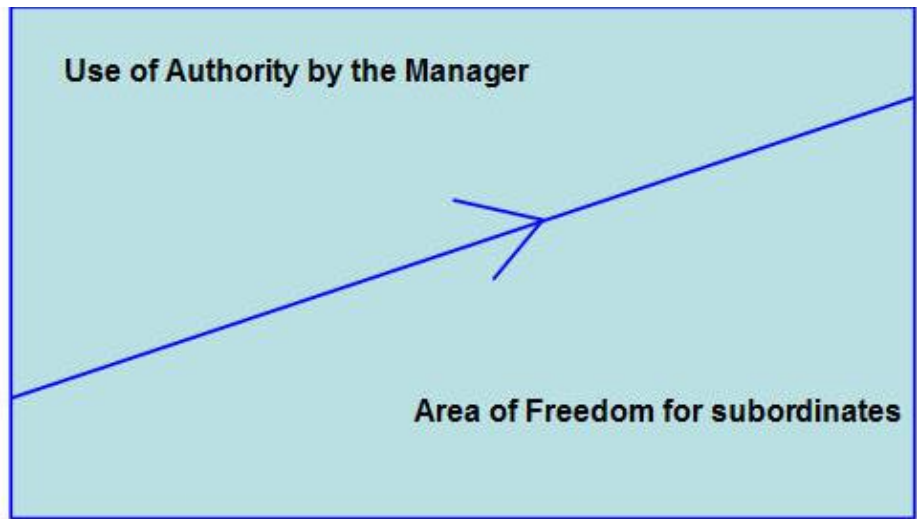
---

<sup>1</sup> Adapted from the teachings of the Dalai Lama

## Some Management Definitions

- “Management is about achieving results, through people” *Peter Drucker, Author & Mgt Consultant 1950’s*
- "Management is, above all, a practice where art, science, and craft meet." *Henry Mintzberg, Business/Management Academic & Author 1960s*
- “The conventional definition of management is getting work done through people, but real management is developing people through work.”  
*Agha Hasan Abedi, Banker and Philanthropist 1970’s*

## Tannenbaum & Schmidt Leadership Continuum



Mgr  
Takes  
Decision &  
announces



Mgr  
'Sells'  
decision



Mgr  
Presents  
Decision with  
Ideas &  
Invite Qs



Mgr  
Suggests  
Provisional  
decision &  
Invites  
discussion



Mgr  
presents  
the situation  
gets  
suggestions,  
then decides



Mgr  
explains,  
defines  
parameters  
& asks team  
to decide



Mgr  
allows team  
to develop options  
& decide on action,  
within the mgr's  
received limits

Style	Use	Con's	Pro's
TELL	Dismissal Policy briefing	Reactions Stifle creativity	Useful when only one way to do job
SELL	Choice of methodology When fait accompli needs buy in	Lack of commitment Ignores potential expertise	Useful if no experience or expertise
CONSULT	To seek views/info To choose between options	Sometimes seen as lip service Lots of ideas not taken up	Shows willingness to listen and open to views being heard
SHARE	To maximise on resource To grow or develop staff When no one already knows	Time consuming Needs mutual trust in team	Builds trust Can influence creativity
DELEGATE	Develops staff Best use of time/resource	Seen as a cop out Open to error Staff may lack confidence	Stretches and motivates Helps managers time mgt

# Questioning

**Effective questioning is essential.**

Use **open questions** - good questions to use start with

- 'WHAT?'
- 'WHEN?'
- 'HOW MUCH/HOW MANY?'
- 'WHO?'
- 'WHERE?'
- 'TELL ME ABOUT'

Use **probing questions** to gain understanding.

- Are you saying
- You mentioned 'x' – can you tell me more about that
- You referred to 'x' – who/what is that?
- What are your thoughts/feelings/views on this so far?

**Link questions** – useful to move people on from a point

'THAT'S REALLY USEFUL, I WOULD LIKE TO MOVE ON AND DISCUSS . . . '

**Comparison questions** – useful for if you are getting conflicting messages from your 'report'.

'As i understood it, last time we met you said . . . now the situation is . . . could you please explain the difference so I am clear with what has happened?'

**Be positive and constructive, do not be aggressive or negative.**

**Focus on future and solutions, not problems and the past**

**Avoid using some types of questions**

Be careful when using **'WHY?'** It can come across as negative

**Closed questions** e.g yes/no responses don't allow conversations to open up. They can however be useful to confirm details

Avoid asking **multiple questions** as they can cause confusion or you only get the answer to the first or last question

# Make Your Supervisions SUPER!!!

- S**     **Structured:** Sessions shouldn't be just a long, open ended chat. Having some structure will make it more productive. It is important that you maintain some flexibility though.
- U**     **Usual:** Session need to happen regularly. They should be booked in advance, their frequency and length should also be agreed in advance.
- P**     **Productive:** Progress with tasks should be discussed and reviewed. Future tasks should be agreed and reviewed. Objectives and targets should be set for the short, medium and long-term
- E**     **Exchange:** There should be a 2-way exchange between you and your report. Both parties should have ownership over supervision.
- R**     **Recorded:** Notes should be made, kept and agreed by both parties. Notes from previous supervisions should be referred to and can help structure sessions.

## Poor Performance - Top Tips

1.     **Make sure you aren't part of the problem!** Are you doing what you should be doing?
2.     **Be Aware:** Poor Performance can creep up slowly, be carried over from previous poor management or can appear to be out of the blue. Make sure you monitor your staff.
3.     **Prevent:** Make sure you have good management structures in place to avoid poor performance from happening or getting out of control e.g.
  - a.        have regular support sessions
  - b.        ensure clarity around job description, objectives and any changes
  - c.        give feedback
  - d.        reward and recognise good performance
4.     **Focus on the facts:** Don't let your personal feelings get in the way. Be clear on what the problem is.
5.     **Don't focus solely on poor performer:** Remember you may have other people in your team. They also need to continue to be supported and not get left along the way.
6.     **Consider your options**
  - a.        Fit for purpose versus high standards
  - b.        Consistently performing poorly and will need to take disciplinary action.
  - c.        Comply with all policies, procedures and take expert advice.



# Johari Window

The **Johari Window** is a model for describing aspects of interpersonal communication. The panes represent the information we disclose and receive about ourselves and others. As trust rises and falls through our exchanges with each other, the size of the four sectors varies.

	<b>What I see in me</b>	<b>What I don't see in me</b>	
<b>What you see in me</b>	Open/Public self	Blind self	Self disclosure from me
<b>What you don't see in me</b>	Private self/Facade	Unknown	
	Feedback from you		

Based on Joseph Luft and Harry Ingham

## Open/public self

This is where we communicate. The size of this pane grows downwards as I trust you and disclose more about myself. It takes vulnerability and willingness for me to risk you rejecting me. It's a two-way relationship, and in opening up I will be expecting the same of you. If that doesn't happen, the window will revert to its previous size.

## Private self /facade

For one reason or another I keep some things about myself hidden. Maybe I don't feel supported by you; maybe I fear your rejection or criticism so I will keep what's here to myself until our trust is stronger.

I may also be keeping things to myself because "knowledge is power" and I want to be in control of the situation and only disclose to you what I want you to know. I may also be withholding things for valid privacy reasons, mine or someone else's, and disclosure would be harmful.

## Blind self

As I communicate with you and others I am disclosing things about myself of which I am not aware, but you are. As I receive your feedback, the blindness reduces.

## Unknown self

There may be things going on in our communication and in our relating to each other of which neither of us are conscious; assumptions, values, attitudes we have built. It's through trust, feedback, and growing awareness in us both that this window shrinks.

# Giving and Receiving Constructive Feedback

For most of us, feedback is an essential ingredient of learning and developing. It is important to make your exchange constructive, so that each person's development is supported.

## Guidelines for Giving Constructive Feedback

1. Be timely  
Give your feedback as soon as possible  
Give in an appropriate setting.
2. Be specific  
Describe specific behaviours and reactions, particularly choose those they should keep and those they should change.
3. Be descriptive  
Describe what you see, hear and feel. Don't be judgmental.
4. Describe behaviour  
Focus on what someone does, not their personality. Behaviour is easier to change than personality.
5. Be constructive  
Why are you giving the feedback? Don't be destructive or give it to make yourself feel better. Make sure it is helpful to the receiver?
6. Own your own feedback.  
Speak for yourself, not for others.

EXAMPLE 1: Judgmental, speaking for others, personality focused:  
'You should not be so aggressive; it is rude, and it got everyone upset'

EXAMPLE 2: Descriptive, speaking for self, behaviour focused:  
'When you interrupted me several times, I felt as though there was no point in explaining my idea'

## If I have some criticism how can I say it effectively?

There are several ways of communicating negative feedback. A good starting point is to include the following five points. The order can be varied depending on the situation:

- Problem:** Describe specifically what the problem is. I.e. what you are seeing and hearing compared with what you wanted or expected to see and hear.
- Feeling:** Describe the feelings that the problem evokes in you. This demonstrates that you own the feedback yourself and how important it is to you.
- Reason:** Explain the reasons behind your criticism. In most cases this can be explained in terms of the effect caused by the problem. In more serious cases it can be explained in terms of the consequences to the person if it continues.
- Requirement:** State clearly what needs to be done so that the person is clear about what they need to do to improve or solve the problem.

**Involve:** It is important to get the person to respond to your feedback. You may want to ask why the situation has come about or what they think they can do about it going forward

## Feedback Models and Frameworks

### Feedback Model 1 – The Sandwich

- Commend
- Recommend
- Commend

Useful when performance and work is good but there are one or two things which you would like to see more of/less of/different in future. The open and close 'Commends' allow to start and finish the tone of the conversation on positives. However – big however – if you know that generally there is very little to commend, that this is going to be a difficult conversation focussing on how most things need to improve in the future ... don't use this model. You will be struggling to find something sincere to put in the 'commend' and it will be apparent that you are doing it

### Feedback model 2 – P.A.G.E.

- Praise
- Ask
- Guide
- Encourage

This model lends itself well to a more natural and relaxed conversation. Lots of 2-way going on and a balance between you saying what you want and them saying what they could do. Again, make praise sincere and specific – "You're great" may make us feel good but gives us no clue as to how to repeat what you like in future. Ask questions to find out what barriers there may be, how you/others can help or support, how they see the situation, what changes they feel able to make, what commitments and actions can they agree to and so on. Careful with 'Guide' – this is not about manipulating people down a route you want them to go or to see something. It is about giving some genuine guidance on how they may achieve their actions/improvements. 'Encourage' – again "go on, you/I know you can do this" is all very well but just you saying it does not make them believe it. You could provide examples of similar achievements, learning curves, changes they have made in the past and/or how they have demonstrated their competency in this area.

### Feedback model 3 – 3 Step

- Focus on the Facts
- Focus on the Fallout
- Focus on the Future

Borrowed from assertiveness techniques, this model is very useful for addressing a specific issue, behaviour or action which you do not want repeated. You state exactly what happened – Facts (you were late 3 times last week is more factually accurate than 'your timekeeping is terrible'), You state what the impact – Fallout - was (" your colleagues had to deal with extra workload" is a *work related* fallout and goes down better than "it's

disrespectful to me/others) and finally, focus on the future what you would like to happen if this happens again or to avoid it happening again. Remember – you still have to listen and ask questions at the start to ensure you do have all the relevant facts and information.

## MOTIVATION - Encouraging People

Self-Assessment – how well do the following statements describe you?

1. I praise people for a job well done

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

2. I have high expectations for both the members of my team and myself and communicate this in a positive and hopeful way.

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

3. When results do not meet agreed standards, I give immediate and constructive feedback and possibly coaching to those involved.

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

4. I publicly recognise achievements that enhance the performance of the team and its values.

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

5. I find creative ways to celebrate accomplishments

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

6. I look for ways to make the work more interesting and fun for everyone.

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

7. Members of my team feel they can talk to me about problems and difficulties that may be difficult to resolve.

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

8. I take time out to walk about the offices regularly and talk to people

<b>Low</b>			<b>Medium</b>				<b>High</b>		
1	2	3	4	5	6	7	8	9	10

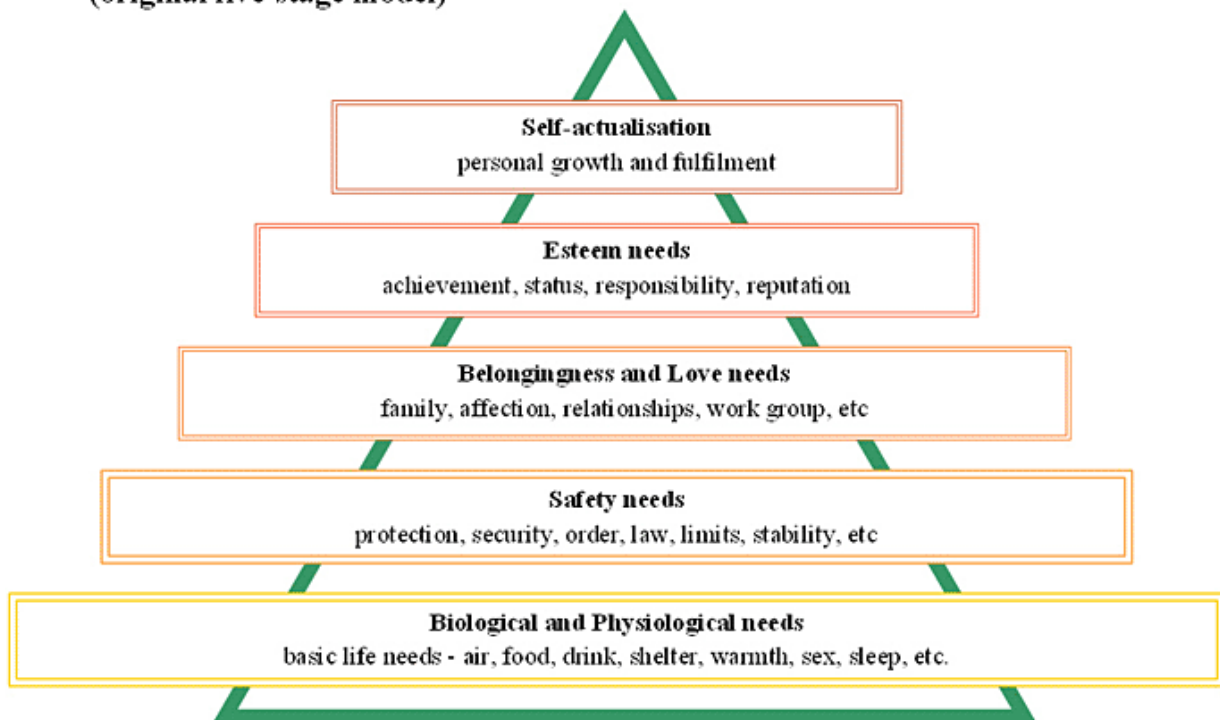
### Overall scores

Low			Medium				High		
1	2	3	4	5	6	7	8	9	10

## Abraham Maslow's Hierarchy of Needs motivational model

Abraham Maslow developed the Hierarchy of Needs model in 1940-50s USA, and the Hierarchy of Needs theory remains valid today for understanding human motivation, management training, and personal development. Indeed, Maslow's ideas surrounding the Hierarchy of Needs concerning the responsibility of employers to provide a workplace environment that encourages and enables employees to fulfil their own unique potential (self-actualization) are today more relevant than ever. Abraham Maslow's book *Motivation and Personality*, published in 1954 (second edition 1970) introduced the Hierarchy of Needs, and Maslow extended his ideas in other work, notably his later book *Toward A Psychology Of Being*, a significant and relevant commentary, which has been revised in recent times by Richard Lowry, who is in his own right a leading academic in the field of motivational psychology.

### Maslow's Hierarchy of Needs (original five-stage model)



© alan chapman 2001-4, based on [Maslow's Hierarchy of Needs](#)

Not to be sold or published. More free online training resources are at [www.businessfalls.com](http://www.businessfalls.com). Alan Chapman accepts no liability.

## Maslow's Hierarchy of Needs

Interventions a Manager can make to create a motivating environment

### SELF ACTUALISATION

Work to people's strengths, Provide opportunities for growth and development – training, new work experience, career enhancing work, Step back from people and empower them, Let people make their own decisions and their own mistakes – and support them. Use coaching as a support to solve their own problems

### ESTEEM

Show appreciation, Build People UP, Recognise – overtly – individuals strengths, skills and contributions to the wider effort. Link their achievements to organisational goals. Praise and Credit where due publicly and privately, Find creative ways to value them – job variety/rotation/involvement in projects. Ask for their feedback and act on it.

### SOCIAL

Birthday Celebrations, eat and play together occasions, Team Building activities – pre meeting and ongoing, Celebrate achievements together, Be aware of lone workers for team building stuff, 1-1's over coffee and cake, Build rapport and take an interest in them as people, Seek out opportunities when the team can work together on something – mail outs, office clean up, filing and shredding – have pizza while you do it. Take an interest in staff as *people* and find out about their interests and lives.

### SECURITY

Physical Security (screen), safety in lone working conditions, respect for time and order, structures in place – clear policies and procedures (with reminders), clear and realistic job/role description, specific and measurable targets, manage their expectations regarding your availability, back up staff 'up the line' and outside the organisation, punctuality and reliability for meetings, avoid wherever possible cancelling 1-1 or team meetings, do what you say you will, open and regular communication and updates

### PHYSIOLOGICAL

Heat, Light, Air – Ergonomics, Decent Fairtrade Coffee, Clean and Working WC facilities, Cakes to celebrate, Cakes Anyway!, Fruit bowl, Lunch meetings, Equipment and resources all available and in working order, Time out to de-stress, easy on the eye office environment – tidy, decorated, clean, open spaces where possible, plants, fresh air and air fresheners

# Motivation

## Motivation and Learning

Motivation can be linked to learning when it is used as a tool in an on going process of development. Learning becomes motivational when:

- People are encouraged to use what they have learnt
- We remember it is the effort people make rather than the outcome
- Failure is seen as part of the learning process
- Failure is an attitude not an outcome
- We remember being too outcome oriented, inhibits learning

## Removing the fear of failure

Mistakes for many people are synonymous with failure and failure means criticism ridicule and even punishment. Motivation is encouraged when:

- Mistakes are treated as '**mis-takes**'
- Mistakes are never criticised
- Mistakes are never punished
- Mistakes are seen as chances to learn
- Mistakes are not seen as failures but as stepping stones towards success
- Failure is an attitude not an outcome

Motivation is encouraged if we remember the three things people find it difficult to say:

1. **I am wrong**
2. **I don't need help**
3. **I need help**

## Encouraging People

People are motivated when they feel their manager:

- **Believes in them** – that you believe that they have the ability to do a task and that you encourage them to succeed. In doing so you build their self-esteem and confidence.
- **Guides them and is available** – getting the balance between being available if needed, but not continually hovering, will help people to succeed.

- **Is patient and non-critical** – recognising that people learn in different ways and at different speeds and when they are encouraged even when they make mistakes.
- **Is enthusiastic and energetic** – by being enthusiastic about the work and approaching it with commitment and energy, you are more likely to take people with you.
- **Has a positive approach and discourages negativity** – a positive approach is more likely to achieve results. Allowing people to concentrate on the negatives brings everyone down and stops people moving forward.

## Delegation – Support Notes

### 10 Checkpoints for Effective Delegation

- Define the task – should it be delegated
- Select person/team according to skill or expertise required
- Assess the current skill and ability
- Identify any training needs or support they will need to carry out the task
- Explain why the task is being delegated and why they have been appointed
- Clarify standards – what results, to what standard, by what measures. Check.
- Establish what resources will be needed and make them available
- Set deadlines and get agreement to them, including milestones and reviews
- Support and Communicate – arrange review meetings, let others know
- Feedback – interim and end, commend what worked well and recommend anything you would like to see done differently in future

### 7 Possible Levels of Delegation

- Wait to be told – instruction, no delegated freedom
- Investigate – research, possible analysis but no recommendation
- Work with me – investigate, I'll help you to analyse, we'll decide action together
- You analyse and recommend- I'll give make decision whether to take action
- You analyse and decide- go ahead unless I say not to
- Decide and take action – let me know what you did and what happened
- Decide action and manage accordingly– it's your responsibility now

### 3 Golden Rules

- Be clear about your mindset and reasons for delegating ... or not
- Assess 3 things – Time Factors, Capacity of Personnel, Impact of Results
- Clarify areas of support, responsibility and accountability



## 1 Way Forward

Complete the sentence ...

In order to delegate more effectively in future, I will . . .

---

## Recommended Reading, Resources and Further Training

### DSC Books

Core Coaching  
Team Building  
The Pleasure and The Pain  
Just About Managing  
Delegation  
Motivation Staff  
[www.dsc.org.uk](http://www.dsc.org.uk)

### Other Books

7 Habits of Highly Effective People – Stephen Covey

### DSC Training

Support and Supervision Skills – Level 1 and Level 2  
Becoming an Assertive Professional  
Managing for Managers  
Emotional Intelligence  
[www.dsc.org.uk](http://www.dsc.org.uk)

### Other resources

Mindtools.com  
Businessballs.com  
Institute of Leadership and Management/City and Guilds