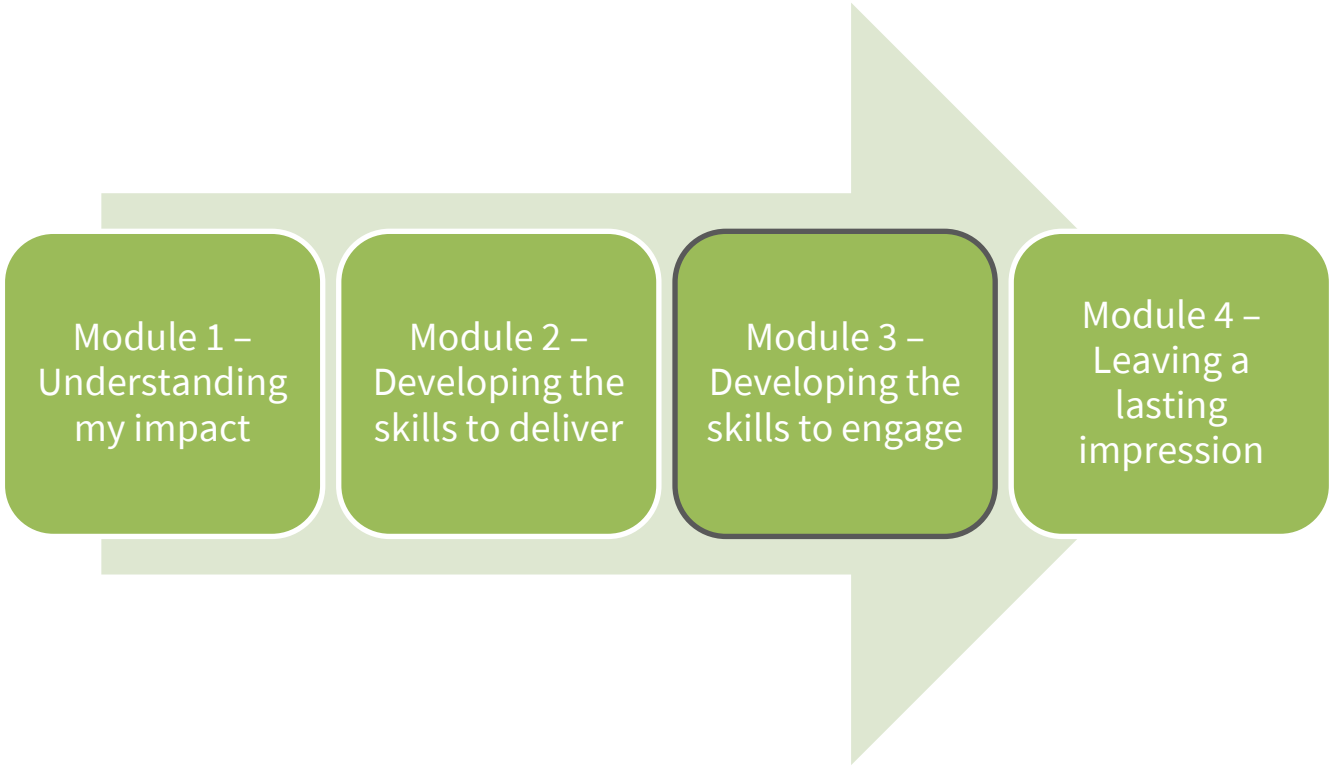
Manager Development Programme

Module 3
Develop the skills to engage

The Programme



Action planning, learning application back into the workplace and line manager support

Module 3 - Develop the Skills to Engage

- Understood leadership in the context of the full range
- Gained the ability to have honest, challenging and constructive feedback conversations
- Developed the ability to ask high-quality coaching questions, which maximise the potential of others
- Increased clarity on how to create adult-adult relationships
- Built their confidence to face into the more challenging behavioural aspects of people management (development/performance/capability)

Time to Review

- What learning have you applied since Module 2? (Please be specific about what you have done and in which situation(s).)
- What has been the impact? *Are there any particular outcomes you have seen; and if so, what are they?*
- What feedback have you received about this approach?
- What would you like to get out of today's module?

Leadership Focus

Leadership and Management

Get your thinking caps on:

What are the differences between leadership and management?

Leadership and Management

	Leadership	Management
Creating an agenda	Establishing direction, vision and strategy to achieve goals	Plans, budgets and manages resources. Organising and staffing
Developing people	Aligning people through communication of vision and strategy. Creating teams to accept and work towards goals	Structuring and allocating staff and development of policies and procedures
Execution	Motivating and inspiring. Energising people to achieve goals	Controlling and problem solving. Monitoring results and taking corrective action
Outcomes	Produces positive and sometimes dramatic change	Produces order, consistency predictability

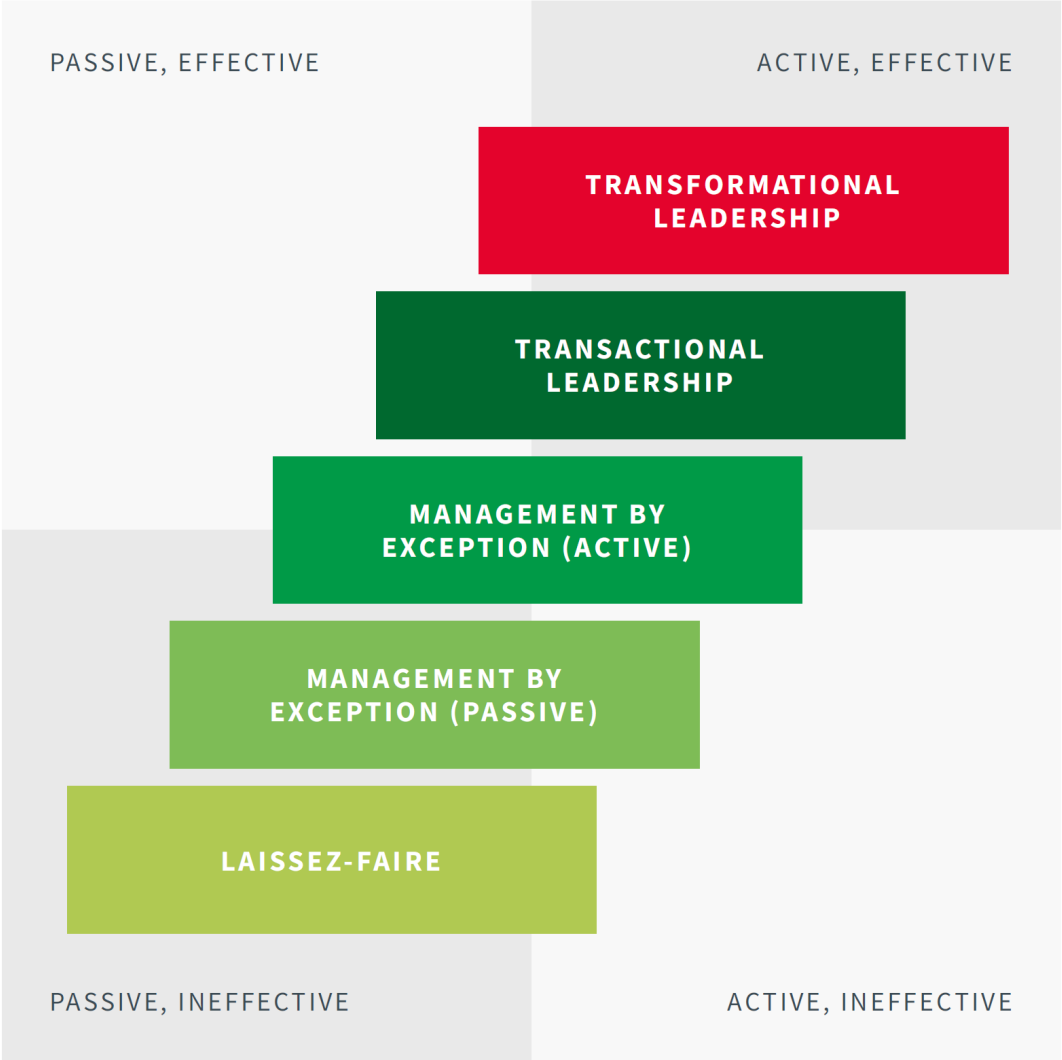
Leadership and Management
80% a People Deal!

Leadership, Management and You

- Make a list of some of your typical day to day activities

- Where are you currently focusing your time and energy? *Why is this?*
- Is this currently the right balance for you?

FRLM


PASSIVE, EFFECTIVE
ACTIVE, EFFECTIVE
TRANSFORMATIONAL LEADERSHIP
TRANSACTIONAL LEADERSHIP
MANAGEMENT BY EXCEPTION (ACTIVE)
MANAGEMENT BY EXCEPTION (PASSIVE)
LAISSEZ-FAIRE
PASSIVE, INEFFECTIVE
ACTIVE, INEFFECTIVE

What’s their Leadership Approach?

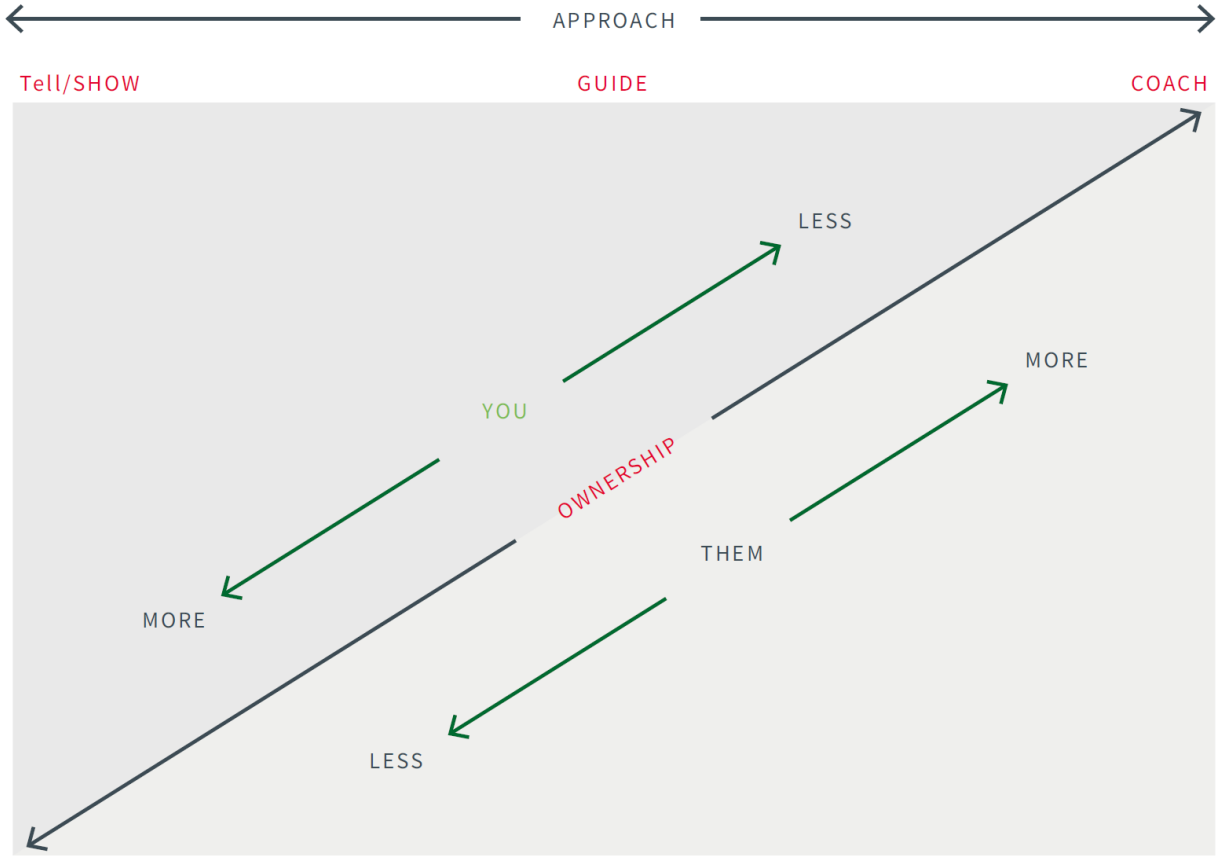
FRLM and You

- Complete your FRLM assessment
- How are you doing?
  - ‘tick’ – I’m doing this well currently
  - ‘cross’ – I’m not doing this currently
  - ‘?’ – I could do more of this

- Discuss your outcomes with a colleague and capture in your workbook

Engaging Through Coaching

Driving Ownership



Getting to Grips With The Differences

What's the difference between:

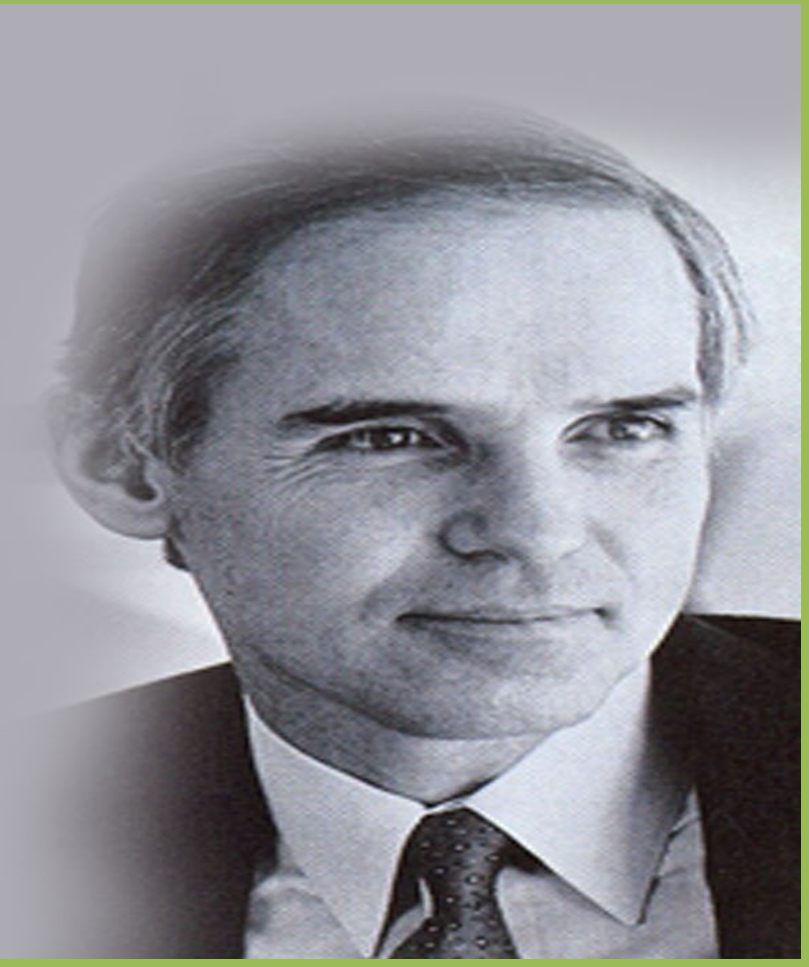
- Training
- Coaching
- Mentoring

What are the skills and qualities of an effective coach?

Which two do you need to work/focus on?

“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them”

Timothy Gallwey
Author of ‘The Inner Game of Tennis’



GROW

G	**GOAL**	What will you do?
R	**REALITY**	Where are you now?
O	**OPTIONS**	What could you do?
W	**WILL**	What will you do?

Making it a Quality Conversation

“In simple terms, a high quality question is one that generates a high quality answer or thought”

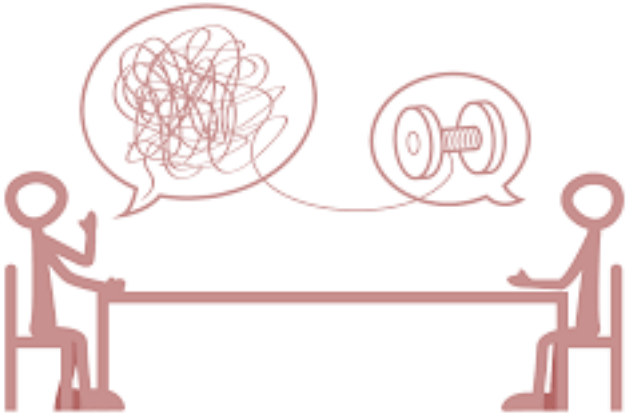
(Gilbert 2005)

Useful questions and approaches

- Open Questions
- Probing Questions
- Reflective/repetitive statements
- Closed questions
- The 'broken record’ technique
- Summary questions

And the ones to avoid

- Leading questions
- Multiple questions



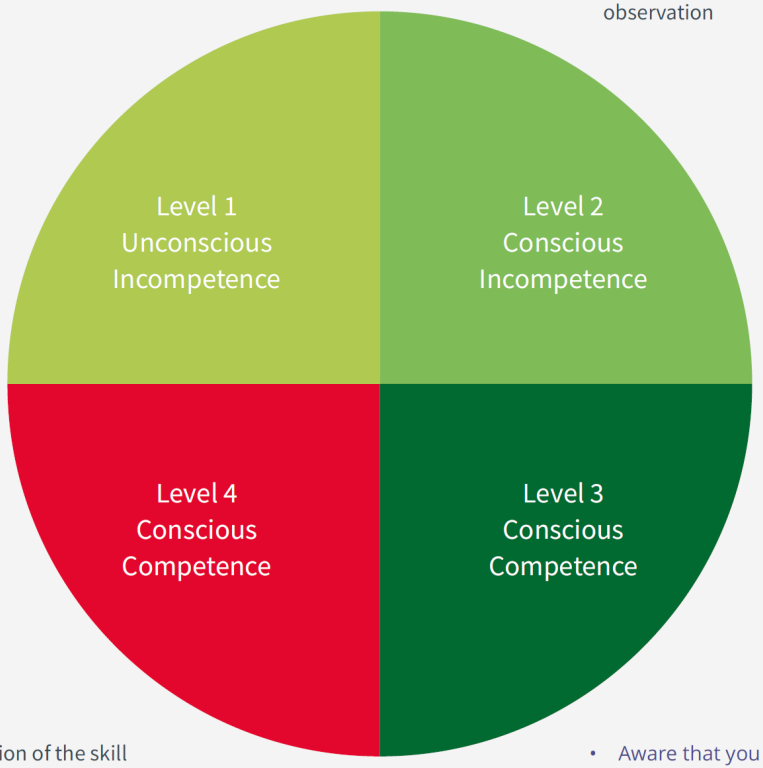
Making it a Quality Conversation

Type	Indicators
Cosmetic	If it looks as if I'm listening, but I'm not really, I'm somewhere else
Conversational	I'm engaged in conversation – listening, talking, thinking
Active	I'm very focused on what you are saying, recording facts and paying attention
Deep	I'm more focused on you than on me, I'm getting a sense of who you are now.

When to Coach?

- Not aware that you lack the skills
- A blind spot
- Feedback and self-reflection initiate awareness

- Aware of the skill you lack
- Now an identified weakness
- Further reinforced through feedback, reflection, and observation



- Application of the skill is automatic
- The skill has become a strength
- Repetition is key

- Aware that you are able to apply the skill
- Practicing and becoming more proficient
- Repetition is key

GROW in Practice

Getting to Grips with Ego States

PARENT	Nuturing	Nuturing (positive) Spoiling (negative)
	Controlling	Structuring (positive) Critial (negative)
ADULT	Adult remains as a single entity, representing an 'accounting' function or mode, which can draw on the resources of both Parent and Child	
CHILD	Adapted	Co-operative (positive) Compliant/Resistant (negative)
	Free	Spontaneous (positive) Immature (negative)

Using the Priority Matrix

What practical ways can you drive adult-adult relationships?

Challenging Performance Conversations

Why is it Important to Have a Difficult Conversation?

- Issues can be tackled and ‘nipped in the bud’ early – they don’t have to progress to becoming major problems.
- Unacceptable performance and behaviour can be dealt with – the more we leave something to advance, the more we set a precedent that it's ok! Then it is tough to challenge it.
- You know it is the right thing to do!
- Sometimes there just needs to be a direct conversation, to review something and to set expectations.
- It can help to improve performance for the benefit for colleagues, teams and the business.

What should we do?

The management of poor performance requires leaders/managers to:

- Spot the signs of underperformance or misconduct at an early stage
- Take early informal action (e.g. conversations and meetings, where appropriate) to communicate performance expectations
- Provide the necessary support (e.g. coaching, training opportunities) to help individuals improve their performance
- Move to formal processes (where appropriate) and address underlying issues quickly and with confidence
- Understand why employees can become demotivated and how to encourage improvements

Early Warning Signs

- What early warning signs will you see?

Having Challenging Conversations

B	BEHAVIOUR	Identify what the colleague is doing, or not doing, that is unacceptable
E	EFFECT	Why the behaviour is unacceptable, how it hurts productivity, impacts on customers, bothers colleagues, etc.
E	EXPECTATION	What you expect the individual to do or not to do in order to change
R	RESULT	What will happen if the individual changes (positive tone) or the consequences of this behaviour continuing (negative tone)

Handling Reactions

- What type of reactions might you receive?
- How can you handle these?

Next Steps

- What actions are you committed to?

- Complete your actions on BIP
- Have a follow up conversation with your line manager – take control if they've not schedule one in
- Put your actions into practice

Thank you

See you at the next module