First steps into Management

Sink or swim

SUE WATERALL TRAINING & DEVELOPMENT
SUE.WATERALL123@GMAIL.COM
(M) 07939 629781



hqn
TRAINING

Roles and responsibilities

1. What expectations do you have of your manager?

- How do you expect them to behave?

- What do you expect them to do?



Personal traits

The following leadership characteristics were identified in a survey as being critical to the success of an organisation. Which three would you put at the top, as being the most important for a people manager?

- Let the team make decisions
- Agree targets
- Promote self-esteem
- Show enthusiasm
- Minimise anxiety
- Show recognition
- Demonstrate personal integrity
- Encourage teamwork
- Develop and support the team
- Seek to understand before making judgements
- Treat mistakes as learning opportunities
- Listen to individuals' ideas, problems, suggestions
- Give regular feedback
- Encourage new ways of doing things
- Provide clear direction
- Take decisions

Shadow of the leader



"The role of the leader requires modeling the desired behaviour and letting others see the desired values in action. To become effective leaders, we must become aware of our shadows and then learn to have our actions match our message."

Larry Senn and Jim Hart, Senn Delaney

Managing the transition - Case study

You have been a manager for one month and have found the transition from a more junior role very difficult. You have been promoted from within the team that you were part of. You have little managerial experience and have had no formal training.

There are eight members in your team. The majority of them have caused you no problems at all, but you are unsure how to handle a couple of them:

- Asif has been a good friend of yours for the past 18 months. You used to spend a lot of time together and occasionally socialised outside of work. Since you have become his manager, however, he has refused to join the team when they've gone out for an evening. In fact, he's been pretty abrupt with you most of the time and you feel you need to address this issue before it gets any worse.

- Laura applied for the position as manager and was obviously unsuccessful. She seems to resent the fact that you got the job and is always trying to put you down in front of the others. Recently, at a team meeting, she reminded the group that you initially joined the company as an administrator. You felt she was trying to put you down in front of the others.

- One other thing that you are finding difficult is trying to get on with your own allocated work. Some of your team keep coming to you with questions and expect you to jump when they say so. You're getting a little impatient with this, but you want to come across as helpful and feel it's important to respond quickly to them.

Decide 3 things that the manager could do to help themself and their team

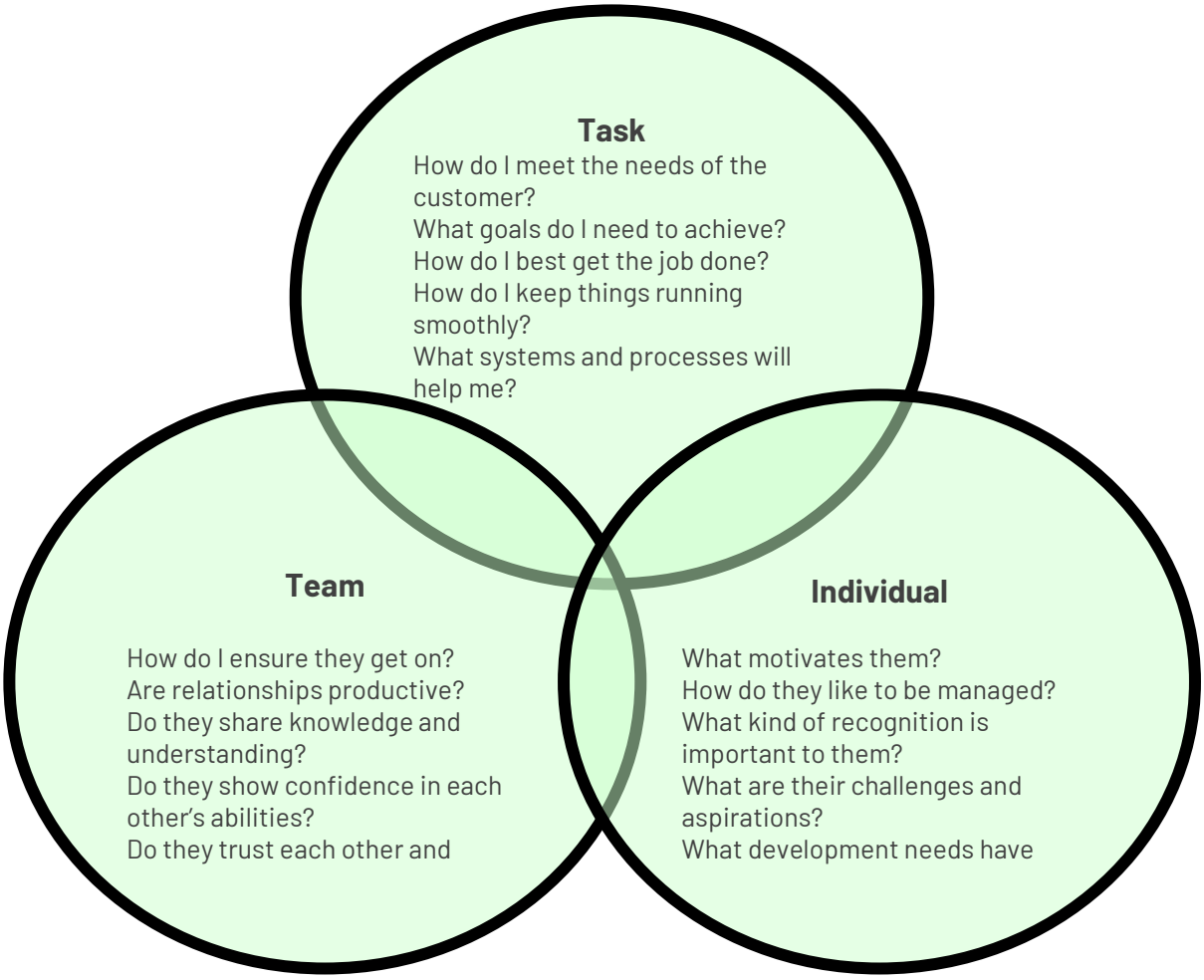
John Adair – the action centred leader

This practical approach focuses on what you need to ***do***, rather than what you need to ***be***.

It answers the question: "What needs must be met and how should I do that?".

As managers, we need to meet the needs of:

- The task - the things and activities we do to meet business/customer needs
- The team - your staff members should operate as a team, not as a group
- The individual - how well do you know each person?



Manager self-assessment

This diagnostic is based on the book of John Adair - "The Action Centred Leader".

Please rate yourself honestly against what you do now (**NOT** what you think you should do!).

Please use the following ratings

1 = high (always do); **2** = average (sometimes do); **3** = low (rarely or never do)

	Task	Rating
1	I understand my responsibilities and accountabilities	
2	I have clear personal objectives	
3	I have set and discussed clear objectives for my team	
4	I am confident my team knows what their goals are and what performance standards they're working towards	
5	I am taking steps to ensure there are no gaps in the skills, knowledge or abilities of my team	
6	My team and I are making best use of our time	
7	I regularly discuss ongoing projects and commitments with my team	
8	I ensure proper arrangements are in place for when I am absent	
9	I demonstrate best practice to my team by my own standards of work, my behaviour and my timekeeping	
	TOTAL SCORE FOR TASK	

	Team	Rating
10	Each member of the team is aware of what each other is doing – projects, deadlines, targets	
11	Members understand/adhere to our agreed norms– timekeeping, housekeeping, dress, conversation	
12	I endeavour to build team working into their jobs	
13	I deal promptly and personally with complaints and grievances	
14	I actively encourage them to submit ideas and suggestions	
15	I like to consult my team wherever possible before taking decisions that will affect them	
16	I regularly brief my team on what is happening in the organisation	
	TOTAL SCORE FOR TEAM	
	Individual	**Rating**
17	I ensure individuals have the resources to do their job properly	
18	I provide or recommend training to help them do their jobs better	
19	I actively give praise and constructive feedback to individuals	
20	I know what career aspirations each individual has	
21	I look for opportunities to delegate	
22	I regularly review performance face-to-face	
23	I allow time to listen to matters of personal concern	
24	I know and use the names of everyone on my team	
25	I try to allocate tasks that will meet individuals' needs and wants, as well as the business needs	
26	I always say good morning and good night to my team	
	TOTAL SCORE FOR INDIVIDUAL	

50-75 Look back at where you've scored 3 and ask yourself what more you could do. How about asking your team what things they need in place to feel supported?
40-50 You've got a lot of good practices in place. Are there some additional ones you could learn to incorporate in the next 12 months? Ask your team what they think.
26-39 You've got some excellent practices in place to manage and support your team. Consider who you are developing in your team to move into management and what next steps would transform you into a more senior leader.

Motivation – what do your team members want from their jobs?

In his book "Supermotivation", Dean Spitzer describes eight different 'desires' - what people want. As a team manager, which of these can you influence? And do you know what your team members want?

Power	**To feel in charge and in control of where they're going**
Activity	**To be physically active**
Recognition	**To be recognised for a job well done and feel appreciated**
Affiliation	**To feel part of something – a team, a wider organisation**
Competence	**To feel that they are expert in something**
Ownership	**To feel they own the tasks or jobs they do, and are involved in decisions**
Meaning	**To understand what they are there to do**
Achievement	**To feel a sense of success from their achievements**

What makes people tick?

"100% of customers are people.

100% of employees are people.

If you don't understand people, you don't understand business."



Simon Sinek

Take time to find out what your team like doing. What fires them up? What excites them? What do they find rewarding?

Team Assessment

Instructions: Use the scale below to indicate how each statement applies to your team. Be sure to evaluate the statements honestly and without over-thinking your answers.

3 = Usually **2 = Sometimes** **1 = Rarely**

1. Team members are passionate and unguarded in their discussion of issues.
2. Team members understand and label one another's unproductive behaviours.
3. Team members know what their peers are working on and how they contribute to the collective good of the team.
4. Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.
5. Team members willingly make sacrifices in their departments or areas of expertise for the good of the team.
6. Team members openly admit their weaknesses and mistakes.
7. Team meetings are compelling and not boring.
8. Team members leave meetings confident that their peers are completely committed to the decisions agreed upon during the meeting, even if there was initial disagreement.
9. Morale is significantly affected by the failure to achieve team goals.
10. During team meetings, the most important and most difficult issues are put on the table to be resolved.
11. Team members are deeply concerned about the prospect of letting down their peers.
12. Team members know about one another's personal lives and are comfortable discussing them.
13. Team members end discussions with clear and specific resolutions and calls to action.
14. Team members challenge one another about their plans and approaches.
15. Team members are slow to seek credit for their own contributions but quick to point out those of others.

Scoring

Combine your scores for the fifteen statements as indicated below:

Dysfunction 1: **Absence of Trust**	Dysfunction 2: **Fear of Conflict**	Dysfunction 3: **Lack of Commitment**	Dysfunction 4: **Avoidance of Accountability**	Dysfunction 5: **Inattention to Results**
Statement 4 ____	Statement 1 ____	Statement 3 ____	Statement 2 ____	Statement 5 ____
Statement 6 ____	Statement 7 ____	Statement 8 ____	Statement 11____	Statement 9 ____
Statement 12____	Statement 10____	Statement 13____	Statement 14 ___	Statement 15____
TOTAL:	**TOTAL:**	**TOTAL:**	**TOTAL:**	**TOTAL:**

A score of **8 or 9** indicates that the dysfunction is probably not a problem for your team.

A score of **6 or 7** indicates that the dysfunction could be a problem. Go back to the questions and consider what you could be doing differently.

A score of **3 to 5** indicates that the dysfunction needs to be addressed. Go back to the questions and consider what you could be doing differently.

Questions to ask yourself

- Do you make the best of team meetings by setting groundrules, having a clear agenda and encouraging everyone to contribute?
- Do you give regular, fair and balanced feedback to individuals?
- Do you create opportunities to have some fun with the team?
- Do you encourage healthy discussion and discourage inappropriate comments?
- Do you encourage the sharing of strengths and weaknesses, as well as your own?
- Do you celebrate both individual and team results?
- Do you allow people to have different preferences for communication and work style?
- Do you communicate in a timely way any issues that will affect the team?
- Do you consult with your team 'what could be better here?'

High-performing teams

Build trust

Members of great teams trust one another on a fundamental, emotional level, and are comfortable being vulnerable about their weaknesses, mistakes, fears and behaviours.

Master conflict

Teams that trust one another are not afraid to engage in passionate dialogue around issues and decisions that are key to the organisation's success. They do not hesitate to disagree with, challenge, and question one another, all in the spirit of finding the best answers, discovering the truth and making great decisions.

Achieve commitment

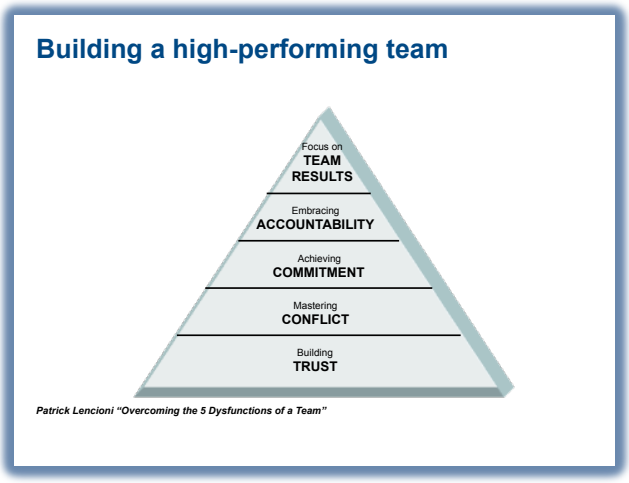
Teams that engage in open, honest communication are able to achieve genuine buy-in around important decisions, even when various members of the team initially disagree. They ensure that all opinions and ideas are put on the table, valued and considered. This gives confidence to everyone because everyone gets their voice heard.

Embrace accountability

High performing teams hold one another accountable for adhering to agreed decisions, actions and standards. They don't necessarily rely on the team leader to ensure accountability – they talk directly to their peers and give constructive feedback.

Focus on team results

Individuals who focus on team results work almost exclusively towards what is best for the team. They do not give in to the temptation to place themselves, and their own ego, above the greater good of the team.



Guidelines for effective delegation - DETAIL

Decide on the task and the person

What exactly is it you'd like someone to do? Clarify the task in your own mind. Visualise what the end result should look like.

Explain what needs to be done

People need time and support to understand and learn. But once they've learnt – they can do it again. Or pass that learning onto someone else. Explain ***what*** you want done and by when - but ask for their ideas on ***how*** to do it. This encourages initiative and ownership.

Train

To complete the task successfully, the person may need training. Or they may need access to certain resources, or advice. Make sure you provide it for them.

Agree review

Decide in advance how you will review the task together. Perhaps they will come back to you at an agreed point and tell you how things are going. Avoid "sitting on their shoulder" while they are doing it. Give them space and time.

Inform others

Decide in advance who else might need to know. Will the person be attending meetings instead of you - if so, let colleagues know. Will they need the support of another department? If so, ensure you have asked them to work with your team member.

Let go!

Avoid micro-managing people - leave them alone. The review points are in place, so now it is their responsibility to get on with the task.



Feedback

An important part of delegating is following up with feedback. It may be praise for what they've done well, or feedback on areas you'd like them to improve.

Feedback should be clear, specific and backed up with 'evidence'. Avoid making judgmental, sweeping comments - eg., "it's just that you're lazy". A more specific comment would be "I've noticed you don't help your colleagues once you've completed your own work. For example, yesterday ...".

A framework that might help is:

Circumstance - this is what I asked you to do/the requirements of the task

Behaviour - this is what you said or did (or didn't)

Impact - as a result, the impact on your colleagues, the task, the customer ...

Change - if an improvement is needed or **Continue** - if it's praise

A-Z of Management Skills and Qualities

A **Attentive/Adaptable/Agile**

B

C

D

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Y

Z

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Rockingham House, St Maurice's Road, York, YO31 7JA
Tel: +44 (0)1904 557150 Email: hqn@hqnetwork.co.uk Visit: hqnetwork.co.uk

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