# Developing Together

# Organisational Development Toolkit for Leaders and Managers

## Who is this toolkit for?

This toolkit is a resource for all leaders and managers in the system.  All leaders and managers undertake OD work in the broadest sense as part of their roles.

- Understanding their environment and what is going on
- Asking and seeking out views, communicating and engaging with people
- Leading and managing teams
- Leading and managing individuals
- Exploring change and new ideas
- Exploring and implementing improvement
- Systems thinking and working

This toolkit offers ideas, support and models on how to engage and develop individuals and teams to achieve objectives and outcomes.

This toolkit can also be used as a source of reference.


## Defining Organisational Development

"Organisational Development (OD) is about improving organisational performance through implementing a planned process of leading and managing change that aligns key levers such as vision, values, strategy, structure, processes, systems, ways of working and people capability."

OD is a planned approach to support organisational change through structures, processes and people. Its aim is to align the people who work in the organisation to the vision, values and behaviours and through this develop the capacity and capability of individuals and teams to achieve the performance required to deliver the priorities agreed. OD can therefore help to provide a focus on cultural development which includes:

- Values and Behaviours
- Leadership and Management Development
- Team Development and Performance
- Leading and Managing People
- Conflict Management
- Quality of what we deliver

These are all key elements of the role of a leader and manager.

The OD team also provides more specific, strategic interventions to support managers and leaders in their roles.

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## Section 1 - Living the Values

NHS Grampian Board have developed values and behaviours they believe are critical to a successful organisation.  These values and behaviours are core to **HOW** we do things and help provide a healthy working culture. These values and behaviours should be embedded in everything we do.
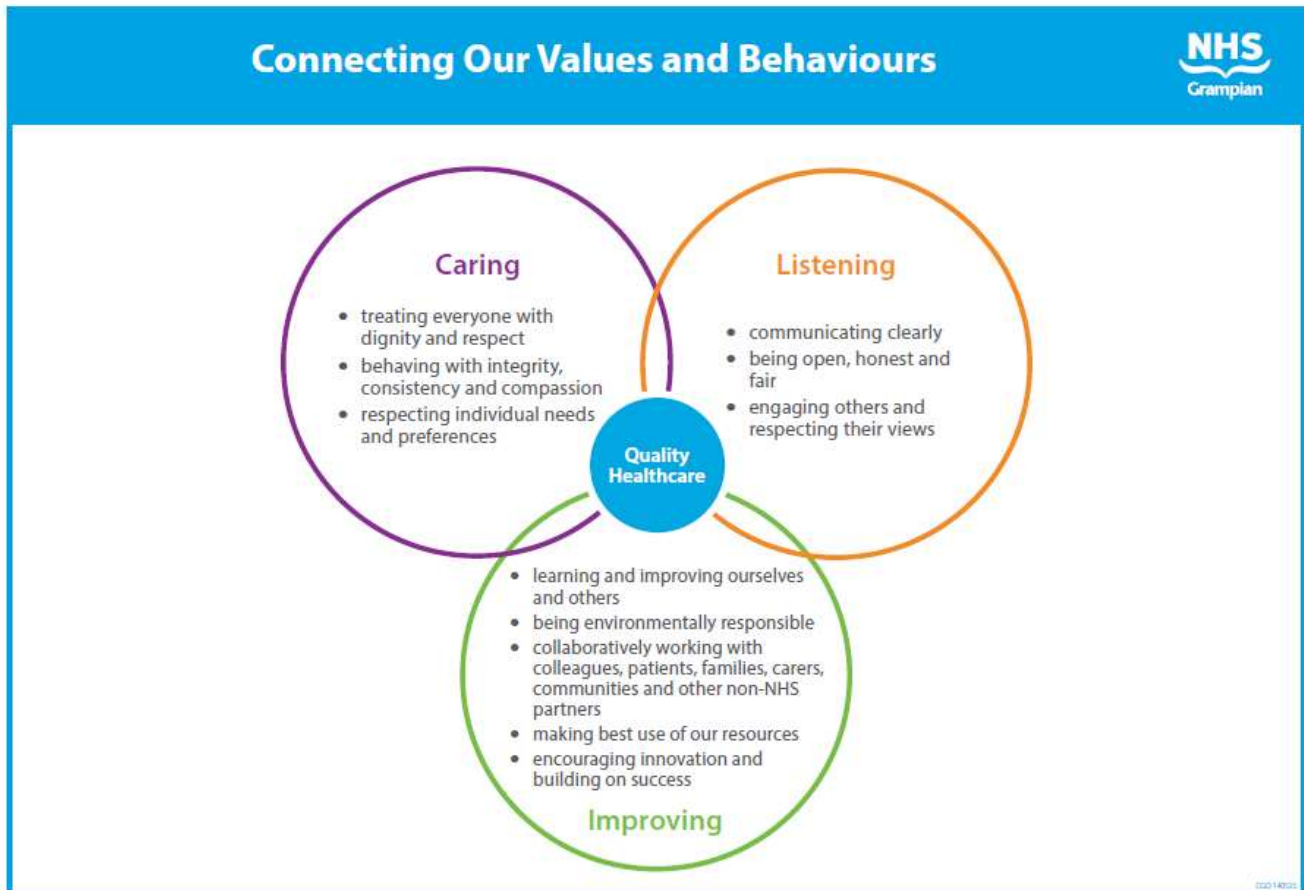


The Organisational Development team have developed a simple tool for leaders and managers to use with their teams to gauge where their team is at and what development can then be put in place.

This tool is attached (Appendix 1) and can be used alongside iMatter or on its own to help develop individual and team behaviours.

This tool can also be used alongside the Affina Team Tool (Appendix 4) which supports development of your team identity and operating principles.

## Section 2 - Leadership and Management Development Opportunities

## Leading Self

A leaders' 'tools' are frequently identical to their approach, their intended and expressed disposition, their self-awareness and skills in managing themselves, as well as others.

For example when a leader is experiencing significant pressure to deliver outcomes, considerably reduce the budget, or design and deliver services to a new client group at short notice, this leader may experience temporary stress and anxiety as a result.

A leader who is able to manage these difficult feelings, and limit the impact of his or her emotional state on the team is likely to lead a team to achieve a stronger and more well developed response to whatever 'pressure' is being brought to bear on the service.

We have learned from the field of neuroscience that when we experience feelings like fear, our neo-cortex (the problem solving, 'rational and analytical' part of our brain) is less able to function optimally. These difficult feelings, originating in our limbic brain (the oldest part of our brain, in evolutionary terms) have a direct and limiting impact on our brain's functioning. This specifically affect our ability to recall information, to problem solve, to think creatively, and to relate with one another. Therefore being able to manage difficult feelings as a leader, thus limiting the impact of them on our teams, is a valuable 'tool'. Working to establish a 'positive feeling' environment for teams – as far as is reasonably possible, and understanding that there will always be experiences in teams that produce difficult feelings, supports their effectiveness; even when times are challenging.

*The leader of a group of people has the ability to sway everyone's emotions and therefore affect performance. Emotions tend to be very infectious to all those around.*

*When leaders drive emotions positively, they bring out everyone's best. This effect is called resonance. Creating resonance through positive emotions, e.g., enthusiasm, passion, excitement, fun, provides the foundation for people to become 'star performers' and flourish within the group, organisation or community.*

*When leaders drive emotions negatively, they undermine the emotional foundations that let people shine. This effect is called dissonance. Negative emotions such as anger, anxiety, frustration, disappointment, sadness, hurt, actually hijack people's attention from the task at hand and has a negative impact on performance.*

*Global Leadership Foundation, www.f-l-f.org*

# Leading Self

## So, what helps leaders to manage their own feelings?

- Effective and regular support and supervision, or mentoring.  This is particularly helpful if it is outside of the line management relationship.  This might be an external professional, a mentor, or the manager of another team. (Information on accessing coaching and mentoring on pages 31/32)

- Informal, yet structured, conversations with a peer, for the purpose of supporting you to process your feelings, reflect on the situation and consider how you will move forward.  This might be a reciprocal and regular meeting space.

- Mindfulness meditation.  There is significant evidence of the impact of mindfulness meditation on our ability to manage stress, anxiety and our feelings more generally.  There are numerous resources available on the internet, including popular mobile phone apps like Headspace and Calm.

- Time out – away from the office.  For a walk, to meet a friend for coffee or lunch, to phone a friend or loved one to 'offload'.  We are all legally entitled to breaks from work, though we increasingly don't take them.  During times of stress, they become increasingly important for all of us; but perhaps critically important for leaders.

- Spend 10 minutes watching a funny video, using social media (if it connects you to people you care about, specifically), put your ear phones in and listen to your favourite music, or go in a room alone and stand in a 'power pose'.

All of these behaviours have been shown to increase dopamine, our brain's 'happy chemical' and decrease cortisol, our 'stress chemical'.  As outlined earlier, this enables us to think and thus take action; more effectively in a range of ways.

Other information on personal resilience and wellbeing is available on the 'We Care' webpages https://www.nhsgrampian.org/your-health/wecare
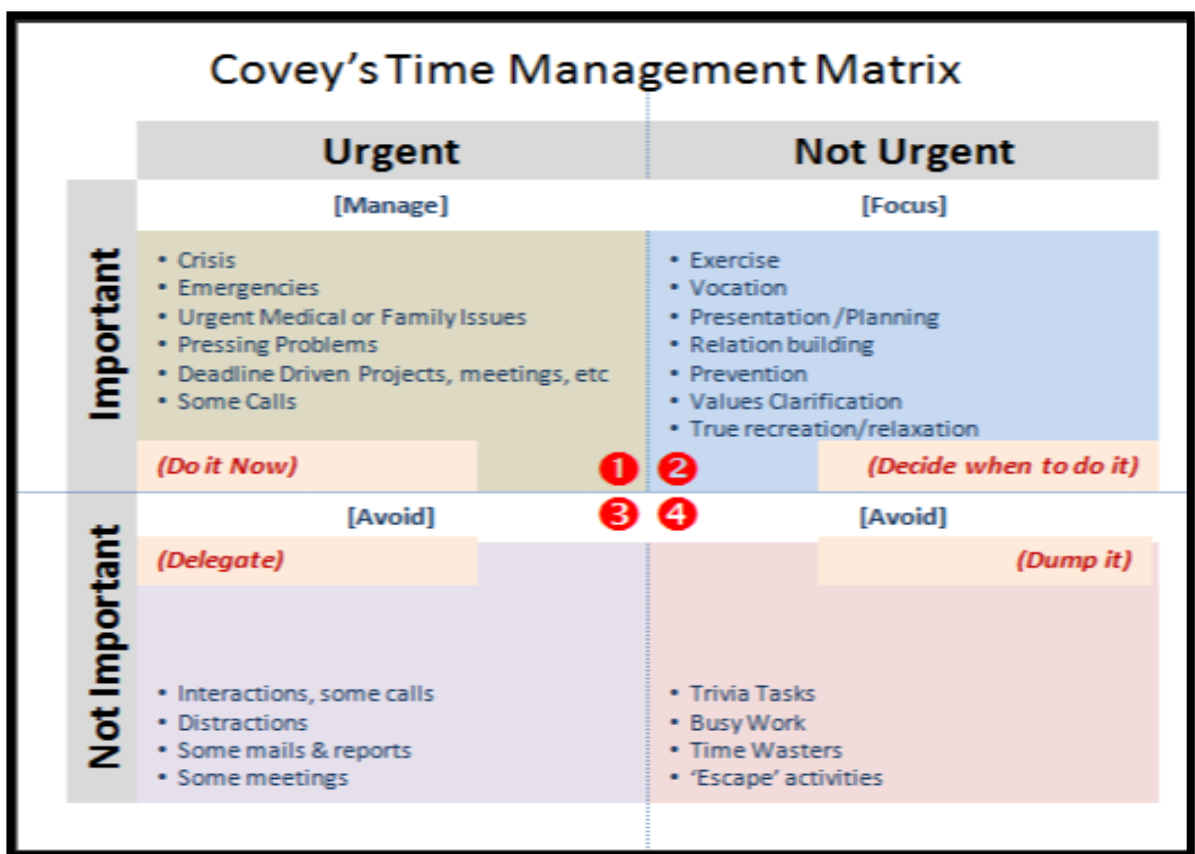
# Leading Self

## Covey's Time Management Matrix

The Covey Time Management Matrix is a framework for prioritising your time and tasks for optimised efficiency and productivity. Created by Steven Covey, author of *The Seven Habits of Highly Effective People*, this model uses a four-quadrant system to help you categorize each task, responsibility and facet of your life based on:

- **Urgency:** Tasks and responsibilities requiring immediate action or attention
- **Importance:** Those with high significance or value to goals

The objective of using this method is to focus on improving both personal and professional relationships as well as promoting growth and accomplishment.

This matrix can also be used for teams.



Further explanation of Covey's Time Management Matrix video link

https://www.bing.com/videos/search?q=Covey%27s+Time+Management+Matrix&&view=detail&mid=5FE8E4990C0D83F63C545FE8E4990C0D83F63C54&rvsmid=328661CECFBAC2381492328661CECFBAC2381492&FORM=VDMCNR

Blank Matrix and Instructions (Appendix 2)

## Leading Others

Initially it is important to note the following, which is perhaps one of the most important truths of leadership:

<span style="color:red">**'People will do as you do, not as you say'**</span>

It is important for people in leadership roles to remember that – whether they wish to or not – they are leading by example.  The behaviours they use, and the ways that they relate with other (team members, people who use the service, other professionals), are strong influences on the team's 'norms'.

Daniel Goleman, internationally known psychologist has researched leadership styles and emotional intelligence concepts.  Goleman suggests that each style is derived from different emotional intelligence competencies works best in particular situations and affects the organisational climate in different ways.

What does Emotional Intelligence involve?
Goleman's five components of emotional intelligence
- Emotional self-awareness – knowing what one is feeling at any given time and understanding the impact those moods have on others
- Self-regulation – controlling or redirecting one's emotions; anticipating consequences before acting on impulse
- Motivation – utilising emotional factors to achieve goals, enjoy the learning process and persevere in the face of obstacles
- Empathy – sensing the emotions of others
- Social skills – managing relationships, inspiring others and inducing desired responses from them

Goleman's six leadership styles are intended as approaches for use with groups, or teams.

Daniel Goleman describes six leadership / management styles, each of which:

- derives from different emotional intelligence competencies;
- works best in particular situations; and
- affects the organisational climate in different ways.

A fuller explanation of the six leadership / management styles can be found in the table on the following page, the words in brackets are the names by which the styles were previously described.  Three of these styles have now been renamed - the current names are shown in capital letters.

Goleman's Emotional Intelligence Questionnaire (Appendix 3)

# GOLEMAN'S SIX LEADERSHIP/MANAGEMENT STYLES

| | AFFILIATIVE | VISIONARY (Authoritative) | COACHING | DIRECTIVE (Coercive) | PARTICIPATIVE (Democratic) | PACESETTING |
|---|---|---|---|---|---|---|
| Leader's modus operandi | • Creates harmony and builds emotional bonds<br>• Avoids conflict and emphasises good personal relationships | • Provides long-term direction and vision<br>• Firm but fair | • Develops people for the future | • Demands immediate compliance:<br>• Closely Controls employees | • Forges consensus through participation<br>• Encourages employee input un decision- making | • Sets high performance standards, doing many tasks personally and expecting others to follow by example |
| The style in a phrase | "People come first" | "Come with me" | "Try this" | "Do it the way I tell you" | "What do you think" | "I'll do it myself" |
| Motivates by ... | Trying to keep people happy | Persuasion and feedback on task performance | Providing opportunities for development | Threats and discipline | Rewarding team effort | Setting high standards and expects self-direction from employees |
| Underlying EI competence | • Empathy<br>• Building Relationships<br>• Communication | • Self-confidence<br>• Empathy<br>• Change Catalyst | • Developing others<br>• Empathy<br>• Self-awareness | • Drive to achieve<br>• Initiative<br>• Self-control | • Collaboration<br>• Team Leadership<br>• Communication | • Conscientious<br>• Drive to achieve<br>• Initiative |
| Effective when ... | • Used with other styles<br>• Tasks are routine and performance adequate<br>• Managing conflict | • Clear directions and standards are needed<br>• The leader is credible | • Skills need to be developed<br>• Employees are motivated and wanting to develop | • There is a crisis<br>• Deviations are risky | • Employees are working together<br>• Employees have experience and credibility | • Employees are highly motivated and competent<br>• Little direction is required<br>• Managing experts |
| Ineffective when ... | • Performance is inadequate - affiliation does not emphasise performance<br>• There are crisis situations which need direction | • Employees are underdeveloped - they need guidance on what to do<br>• The leader is not credible - people won't follow your vision if they don't believe in it | • The leader lacks expertise<br>• Performance discrepancy is too great<br>• In a crisis | • Employees are underdeveloped - little learning happens with this style<br>• Employees are highly skilled - they become frustrated and resentful at the micromanaging | • Employees need to be co-ordinated<br>• There is a crisis - no time for meetings!<br>• There is a lack of competency - close supervision is required | • Workload requires assistance from others<br>• Development, coaching and co-ordination are required |
| Overall impact on climate | Positive | Most strongly positive | Positive | Negative | Positive | Negative |

## Leading Others

There are a variety of models that can assist managers and leaders to support individuals.

## Maslow's Hierarchy of Needs Theory

Abraham Maslow is well renowned for proposing the Hierarchy of Needs Theory in 1943.  This theory is a classical depiction of human motivation.  This theory is based on the assumption that there is a hierarchy of five needs within each individual.  The urgency of these needs varies.  These five needs are as follows:

### Physiological needs
These are the basic needs of air, water, food, clothing and shelter.  In other words, psychological needs are the needs for basic amenities of life.

### Safety needs
Safety needs include physical, environmental and emotional safety and protection.  For instance – job security, financial security, protection from animals, family security, health security, etc.

### Social needs
Social needs include the need for love, affection, care, belongings, and friendship.

### Esteem needs
Esteem needs are of two types: *Internal esteem needs* - self-respect, confidence, competence, achievement and freedom.  *External esteem needs* – recognition, power, status, attention and admiration

### Self-actualisation need
This includes the urge to become what you are capable of becoming/what you have the potential to become.  It includes the need for growth and self-contentment.  It also includes desire for gaining more knowledge, social – service, creativity and being appealing.  The self-actualisation needs are never fully satiable.  As an individual grows psychologically, opportunities keep cropping up to continue growing.

**FIGURE:**
Maslow's Need Hierarchy

According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge. Maslow grouped the five needs into two categories - **Higher-order needs** and **Lower-order needs**. The physiological and the safety needs constituted the lower-order needs. These lower-order needs are mainly satisfied externally. The social, esteem, and self-actualisation needs constituted the higher-order needs. These higher-order needs are generally satisfied internally, i.e., within an individual. Thus, we can conclude that during boom period, the employee's lower-needs are significantly met.

Below is a link explaining further Maslow's Need Hierarchy model

https://www.bing.com/videos/search?q=Maslow%27s+Hierarchy+of+Needs+Simple&ru=%2fvideos%2fsearch%3fq%3dMaslow%2527s%2bHierarchy%2bof%2bNeeds%2bSimple%26FORM%3dVDMHRS&view=detail&mid=2FBF96E43F218F9A62022FBF96E43F218F9A6202&rvsmid=47651CC91492BD94D44C47651CC91492BD94D44C&FORM=VDMCNR

# Leading Others

## Tuckman's Stages of Team Development

In 1965, Bruce Tuckman, an educational psychologist developed one of the most influential models for group formation. Based on his observations of group behaviour in different settings and on literature study, he came up with a model representing the different phases groups need to go through to grow as a team.

The model initially consisted of four distinct stages of group formation: forming, storming, norming and performing. Later, a fifth stage was added, called 'adjourning' or 'mourning'. They represent the necessary and inevitable stages from facing challenges, tackling problems, finding solutions and planning work to ultimately delivering results as a team.



As all stages have their own focus, they also correspond to a different set of feelings, behaviours and group tasks. According to Tuckman, raising awareness about the different stages and why things are happening in certain ways could positively influence the team's process and productivity.

Though Tuckman presented the different phases as a linear model, it is important to realise that in practice, the phases are rather fluid and group formation is not always a linear process.

Having a way to identify and understand causes for change in the team's behaviour can help the team to maximize its process and productivity. This is especially the case when the Tuckman analysis is used as a basis for conversation instead of a fixed diagnosis.

## Forming

The team is formed and everyone shows their best behaviour. There is a positive and polite atmosphere. Strong guidance is needed by the facilitator as group tasks are not clearly defined yet.

## Storming

Emerging boundaries become contested and conflicts occur. Also frustration with the lack of progress is common. Guidance is needed by the facilitator.

## Norming

Team members start to resolve their differences, appreciate colleagues' strengths, and respect the leader's authority. Behaviour from the storming and norming phases can overlap for some time when new tasks come up.

## Performing

Hard work goes hand in hand with satisfaction about the team's progress. Team confidence makes team roles more fluid and more tasks can be delegated by the facilitator. Problems are prevented or solved as they pop up.

## Adjourning/Mourning

When all tasks are completed, it's important to celebrate the team's positive achievements. Letting go of the group structure after long periods of intensive team work can also generate uncertainty for individual team members.
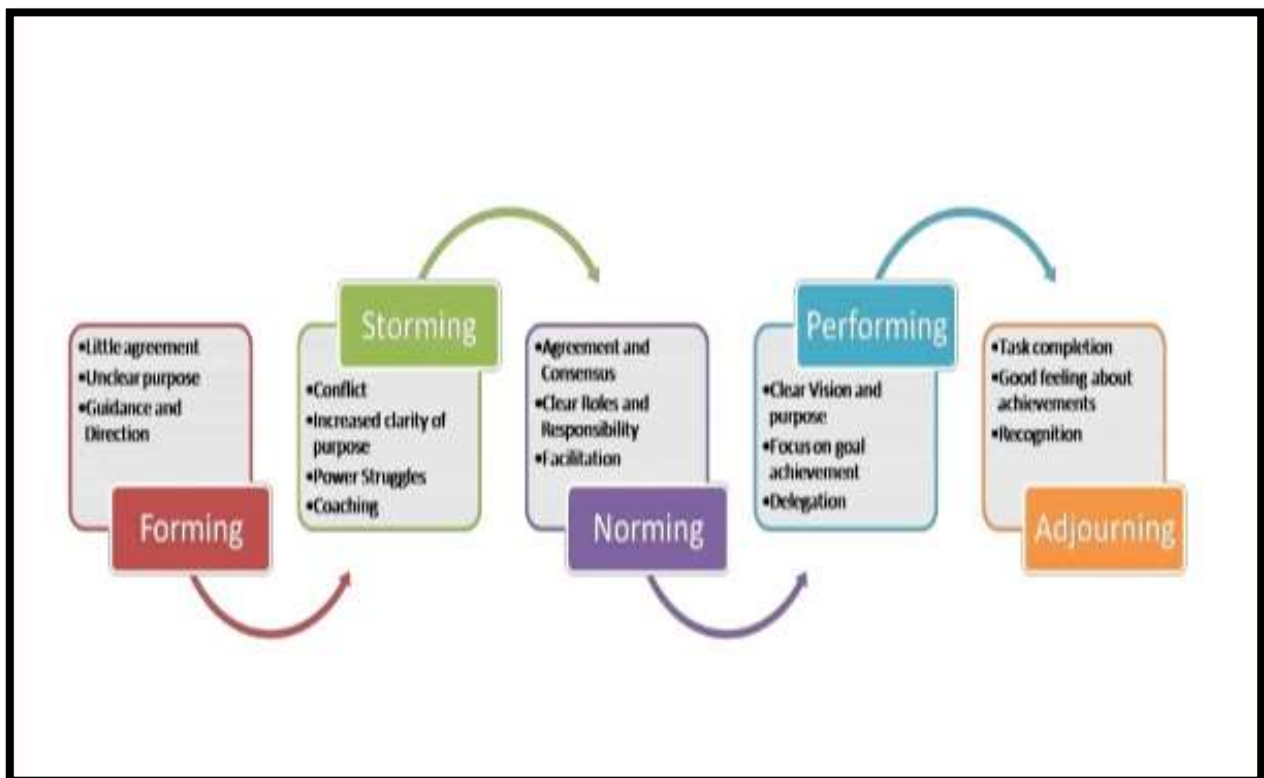


Link giving further information

https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/#:~:text=Tuckman%27s%20model%20explains%20that%20as%20the%20team%20develops,%20at%20which%20point%20they%20are%20almost%20detached.

## Leading Others

## Decision-Making Process

A series of steps that decision makers should consider if their goal is to maximise the quality of their outcomes
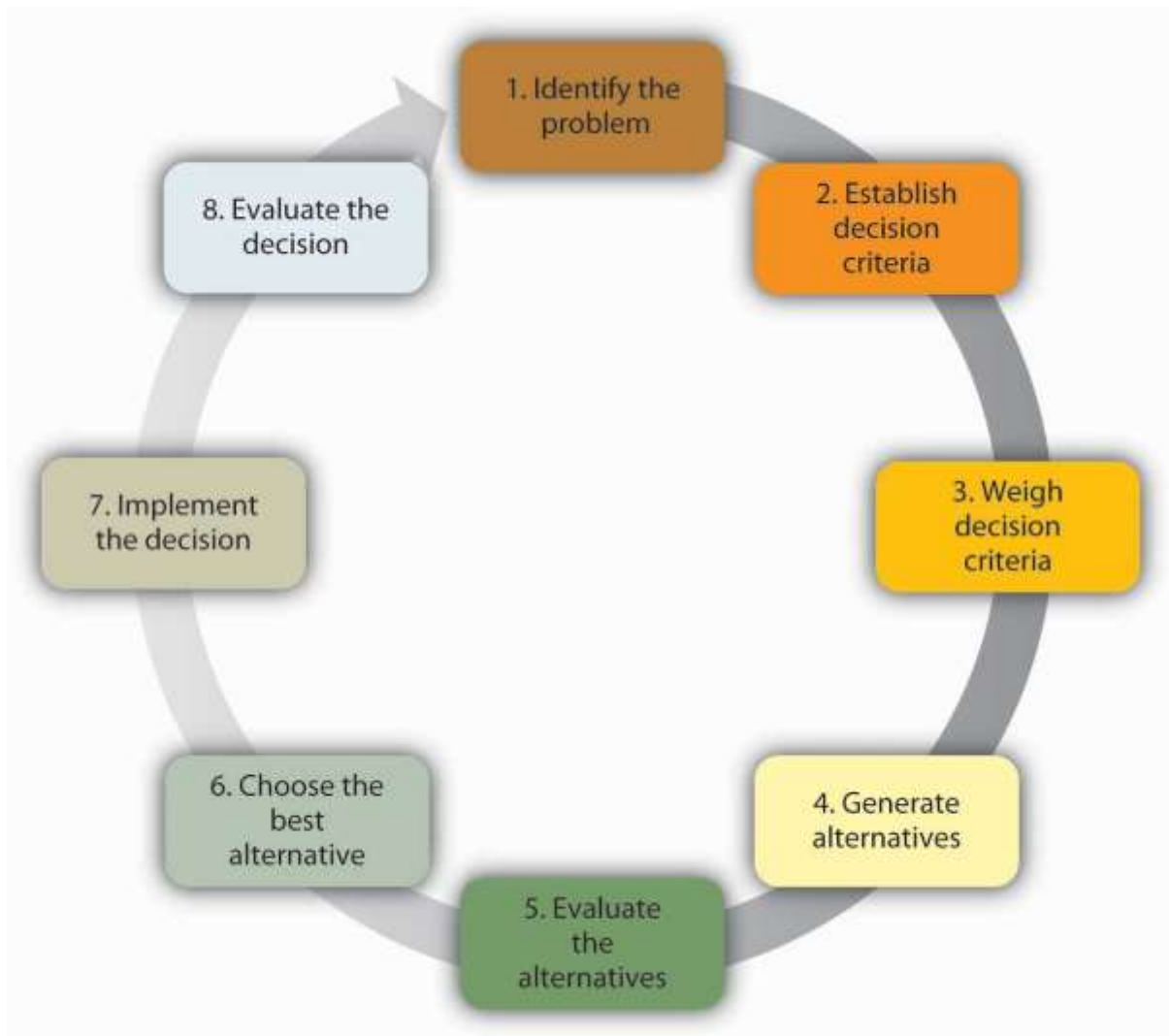


## Decision-making Models

A decision-making process is a series of steps taken by an individual/team to determine the best option or course of action to meet their needs. In a business context, it is a set of steps taken by managers in an enterprise to determine the planned path for business initiatives and to set specific actions in motion. Ideally, business decisions are based on an analysis of objective facts, aided by the use of business intelligence and analytics tools.

## Management and Leadership Pathway

Leadership and management development opportunities are a critical support for you and your teams. NHS Grampian has a Management and Leadership Development Pathway, with a variety of development opportunities available dependant on need.
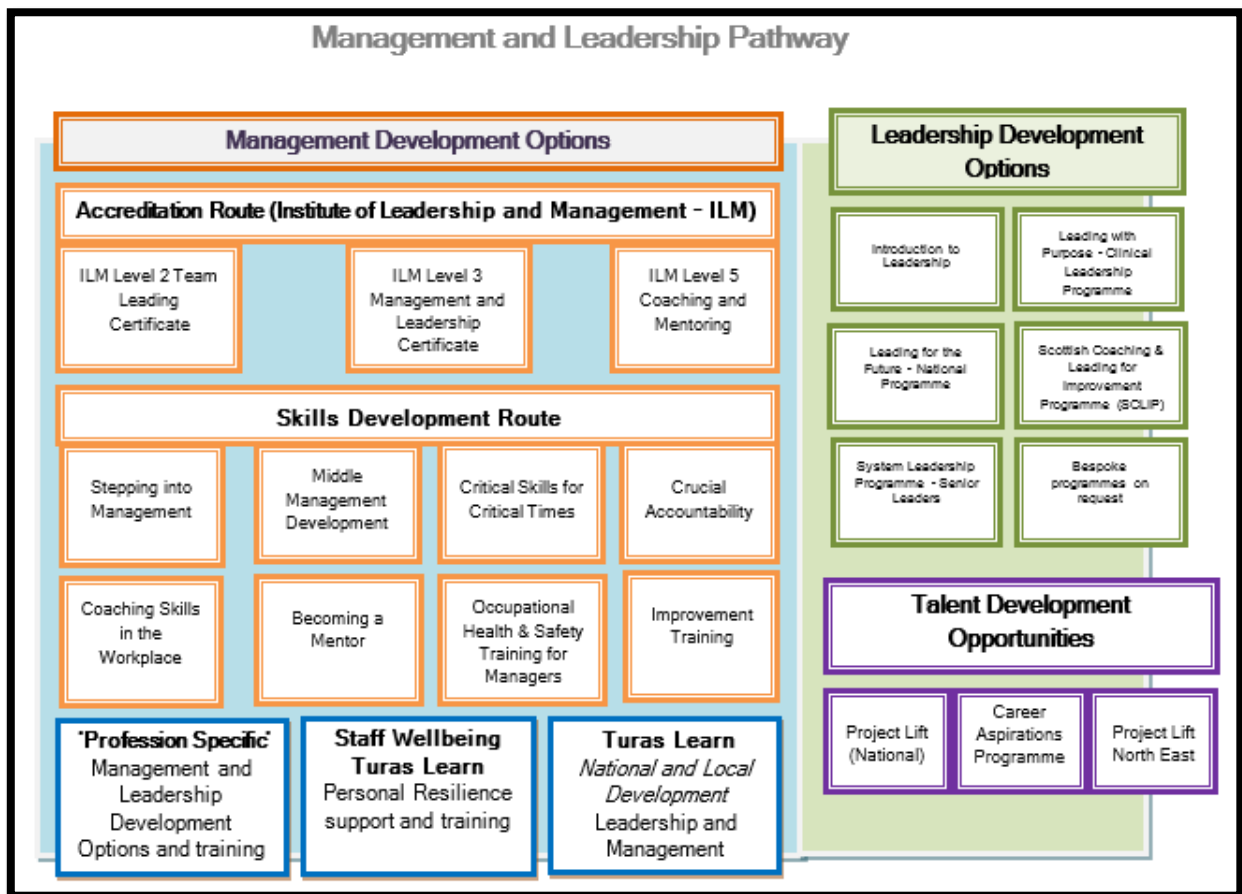


Full details can be found here - Management and Leadership Pathway

# Section 3 - Team Development and Performance Opportunities

Much of our work across the health and care system is achieved through teams therefore developing and supporting teams at all levels to be fully functioning and able to achieve their goals is crucial to success. The role of leaders and managers is to encourage and challenge individuals to work together in an integrated way.

Professor Michael West in his research from Aston University, highlighted that 25% increase in effective team working will be associated with 7.1% fewer deaths in hospitals. He identified that REAL teams have the flowing key building blocks for success

- Clear shared team objectives
- Role interdependence and role clarity
- Meet regularly to review and improve performance

He identified 7 key components of effective teams (Affina Team Tools Questionnaire)

| 7 Dimensions | Meaning |
| --- | --- |
| Team Identity | Team membership is clear |
| Team member interdependence | Extent the team members rely on one another to complete tasks and objectives |
| Team Autonomy | Degree of control and discretion in undertaking team tasks |
| Team Objectives | Clear, agreed team objectives to which all are committed to |
| Team member role clarity | Degree to which team members are clear about and agree their roles and responsibilities |
| Team Leader Clarity | Degree to which team members are clear about and agree who is the leader of the team |
| Team Reflexivity | Extent to which the team reflects collectively |

Based on the above research, the Affina team tools have been developed. The basic questionnaire is attached and can be used with any team. It works well alongside iMatter also

Affina (Aston) Team Tools Questionnaire & Instructions (Appendix 4).

There are additional more complex tools that can be accessed through the OD team.

## Section 4 – Leading Change

### Resistance to Change

When we are seeking to implement significant change in teams or organisations, it is almost certain that we will encounter some resistance – even when we have been clear about why change needs to happen.

Resistance comes in many forms – overt (disagree loudly and repeatedly), covert (agree in public, undermine in actions), passive aggression (not make agreement/disagreement clear, and then undermine through actions). People may agree and embrace initially, and then resist as the process unfolds. For some people change is primarily exciting – and for some, it is primarily destabilising and resented; and for the majority, somewhere in the middle.

As managers and leaders, we often put a lot of energy into trying to convince, and 'win over', the people who resist the most. While it is tempting to do so, in an attempt to get 100% buy-in, there is likely to be more significant, and quicker, gain when emergency is put into mobilising those who buy in early in an effort to develop confidence in the change amongst their colleagues.

The 'Diffusion of Innovation' theory was developed by EM Rogers in 1962, and is recognised as one of the oldest theories of social science. It was developed in relation to communications, to explain how, over time, an idea of product gains momentum and diffuse (or spreads) through a specific population or social system. The end result of this diffusion is that people, as part of a social system (in this instance, a team or organisation), adopt a new idea or behaviour.

Adoption of a new idea, behaviour, or product (i.e., 'innovation') does not happen simultaneously in a social system; rather it is a process whereby some people are more apt to adopt the innovation than others. Researchers have found that people who adopt an innovation early have different personality characteristics than people who adopt an innovation later. When promoting innovation within a team or organisation, it is useful to consider the characteristics that will likely help or hinder adoption of the innovation; and how they are represented in the group.

There are **five established adopter categories:**

1. **Innovators** — These are people who want to be the first to try the innovation. They are adventurous and interested in new ideas. These people are very willing to take risks, and are often the first to develop new ideas. Very little, if anything, needs to be done to appeal to this population.

2. **Early Adopters** — These are people who represent opinion leaders. They enjoy leadership roles, and embrace change opportunities. They are already aware of the need to change and so are very comfortable adopting new ideas. Strategies to appeal to this group include how-to manuals and information sheets on implementation. They do not need information to convince them to change.

3. **Early Majority**   These people are rarely leaders, but they do adopt new ideas before the average person. That said, they typically need to see evidence that the innovation works before they are willing to adopt it.  Strategies to appeal to this group include success stories and evidence of the innovation's effectiveness.

4. **Late Majority**   These people are skeptical of change, and will only apply an innovation after is has been tried by the majority.  Strategies to appeal to this population include information on how the innovation has been adopted, by whom, and how it is made a positive difference.

5. **Laggards**   These people are bound by tradition and tend to be very conservative in their thinking.  They are very skeptical of change and are the hardest group to bring on board.  Strategies to appeal to this population include statistics, ultimatums, and pressure from people in the other adopter groups.

The graph below explains the general percentages of the population that fall within these adopter categories.
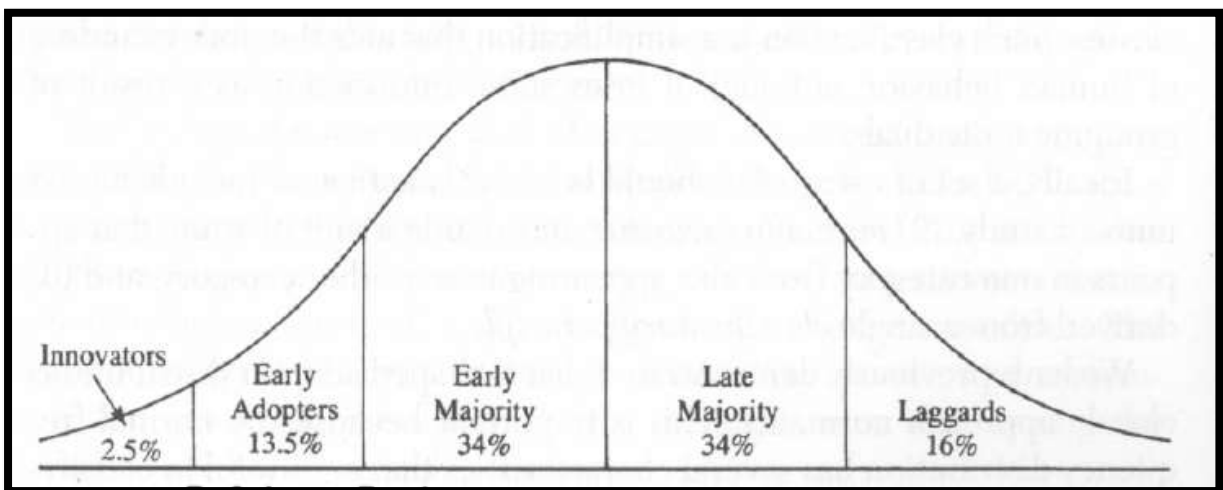


The stages by which a person adopts an innovation, and whereby diffusion is accomplished, include awareness of the need for an innovation, decision to adopt (or reject) the innovation, initial use of the innovation to test it, and continued use of the innovation.  There are **five main factors that influence adoption of an innovation**, and each of these factors is at play to a different extent in the five adopter categories.

- **Relative Advantage** – the degree to which an innovation is seen as better than the idea, program, or product it replaces.

- **Compatibility** – how consistent the innovation is with the values, experiences and needs of the potential adopters.

- **Complexity** – how difficult the innovation is to understand and/or use.

- **Trial-ability** – the extent to which the innovation can be tested or experimented with before a commitment to adopt is made.

- **Observability** – the extent to which the innovation provides tangible results.*

Managers and leaders of integration, which is very much an innovation may find this theory useful in making sense of the different reactions that staff are experiencing in relation to giving their 'buy-in;. It is also useful in helping those leading teams in thinking strategically about how to involve others in making the change happen.

For example, the theory suggests that the 'innovators' and 'early adopters' require no convincing – so managers and leaders might seek to engage them in designing systems and process to begin shaping the change. They will likely be keen to offer leadership, and to 'sell' the change to their colleagues. The theory suggests that the early majority will follow relatively quickly – and, in organisational life, may be more quick to 'follow' their innovator/early adopter colleagues than they would follow their managers/leaders; emphasising the usefulness of getting the innovators/early adopters engaged in promoting the innovation at an early stage.

Once the 'early majority' are on side, it is inevitable that the late majority will follow. When looking at the graph, you can see the 'tipping point' between the early/late majorities – once this point is reached (early majority are engaged), then the innovation will embed. This may take weeks, it may take months – this will depend on how different the new way of working is to what people are already familiar with.

So, what about the 'laggards'? These are the people that managers and leaders often give a disproportional amount of time and energy to, trying to convince them to embrace a change that they are suspicious of, and wish not to make. Well, having involved them in all of the discussions promoting, reviewing and understanding the innovation in practice, it is perhaps best to simply trust that they will ultimately come on board – or decide that this is no longer the best place for them to be. What can't be supported is active undermining, destructive means of challenging or resisting; however, offering the same level of support as others have access to, and time to adjust (more time than others), is a reasonable management approach. As leaders we need to watch that we don't spend too much time trying to convince the laggards at the expense of working with those who are enthusiastic about the change but still need some support.

In summary, managers and leaders are wise to actively engage the innovators/early adopters in their teams – to promote the change, and help guide their colleagues into a new way of doing differently. Trust that the late majority will come – and the laggards are likely to either join their colleagues, or seek new opportunities for themselves.

*Adapted from Boston University School of Public Health, 2013*

## Transition

## Bridges Transition Model
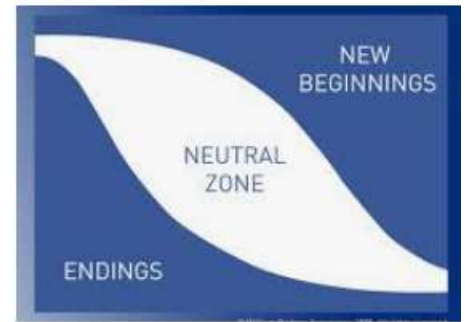
The Transition Model was created by change consultant,
William Bridges, and was published in his 1991 book "Managing Transitions".

The main strength of the model is that it focuses on transition, not change.  The difference between these is subtle but important. Change is something that happens to people, even if they don't agree with it. Transition, on the other hand, is internal: it's what happens in people's minds as they go through change. Change can happen very quickly, while transition usually occurs more slowly.

The model highlights three stages of transition that people go through when they experience change. These are:

1. Ending, Losing, and Letting Go.
2. The Neutral Zone.
3. The New Beginning.

Bridges says that people will go through each stage at their own pace. For example, those who are comfortable with the change will likely move ahead to stage three quickly, while others will linger at stages one or two. Don't get impatient or try to push people through to stage three; instead, do what you can to guide them positively and sensitively through the change process.

### Stage 1: Ending, Losing, and Letting Go

People enter this initial stage of transition when you first present them with change. This stage is often marked with resistance and emotional upheaval, because people are being forced to let go of something that they are comfortable with.

At this stage, people may experience these emotions:

- Fear
- Denial
- Anger
- Sadness
- Disorientation
- Frustration
- Uncertainty
- A sense of loss

People have to accept that something is ending before they can begin to accept the new idea. If you don't acknowledge the emotions that people are going through, you'll likely encounter resistance throughout the entire change process.

## Guiding People through Stage One

It's important to accept people's resistance, and understand their emotions. Allow them time to accept the change and let go, and try to get everyone to talk about what they're feeling. In these conversations, make sure that you listen empathically and communicate openly about what's going to happen.

Emphasise how people will be able to apply their skills, experience, and knowledge once you've implemented the change. Explain how you'll give them what they need (for instance, training and resources) to work effectively in the new environment.

People often fear what they don't understand, so the more you can educate them about a positive future, and communicate how their knowledge and skills are an essential part of getting there, the likelier they are to move on to the next stage.

## Stage 2: The Neutral Zone

In this stage, people affected by the change are often confused, uncertain, and impatient. Depending on how well you're leading the change, they may also experience a higher workload as they get used to new systems and new ways of working.

Think of this phase as the bridge between the old and the new; in some ways, people will still be attached to the old, while they are also trying to adapt to the new.

Here, people might experience:

- Resentment towards the change initiative
- Low morale and low productivity
- Anxiety about their role, status or identity
- Scepticism about the change initiative

Despite these, this stage can also be one of great creativity, innovation, and renewal. This is a great time to encourage people to try new ways of thinking or working.

## Guiding People through Stage Two

Your guidance is incredibly important as people go through this neutral period. This can be an uncomfortable time, because it can seem unproductive, and it can seem that little progress is being made.

Because people might feel a bit lost, provide them with a solid sense of direction. Remind them of team goals, and encourage them to talk about what they're feeling.

Meet with your people frequently to give feedback on how they're performing, especially with regard to change. It's also important to set short-term goals during this stage, so that people can experience some quick wins; this will help to improve motivation as well as giving everyone a positive perception of the change effort.

Also, do what you can to boost morale and continue to remind people of how they can contribute to the success of the change. If required, you may also want to help people manage their workloads, either by deprioritising some types of work, or by bringing in extra resources.

## Stage 3: The New Beginning

The last transition stage is a time of acceptance and energy. People have begun to embrace the change initiative. They're building the skills they need to work successfully in the new way, and they're starting to see early wins from their efforts.

At this stage, people are likely to experience:

• High energy
• Openness to learning
• Renewed commitment to the group or their role

### Guiding People through Stage Three

As people begin to adopt the change, it's essential that you help them sustain it. Use techniques like Management by Objectives to link people's personal goals to the long-term objectives of the organisation, and regularly highlight stories of success brought about by the change.

Take time to celebrate the change you've all gone through, and reward your team for all their hard work. However, don't become too complacent - remember that not everyone will reach this stage at the same time, and also remember that people can slip back to previous stages if they think that the change isn't working for them.

## Section 5 - Dealing with Conflict in the Workplace
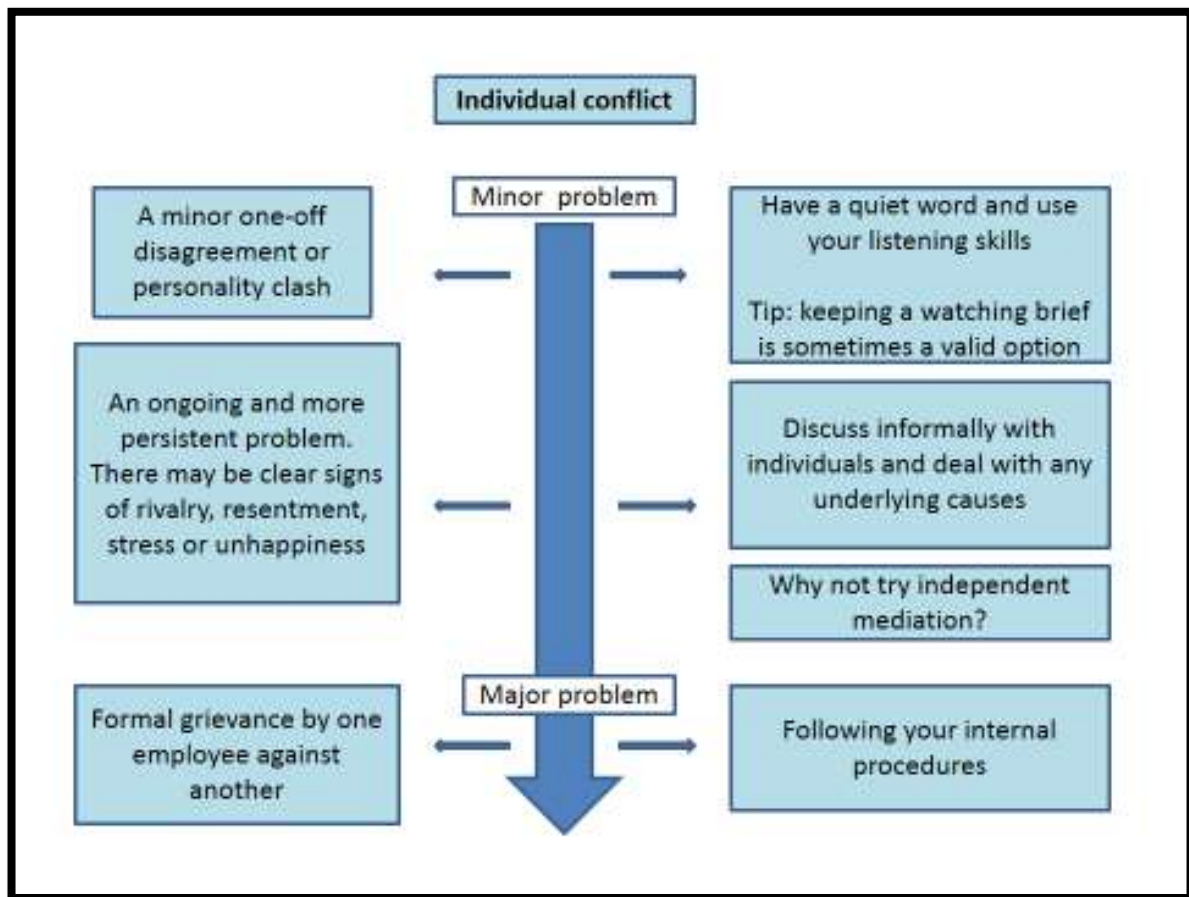


It has been estimated that over 60% of performance deficiencies result from problems in relationships not from problems in individuals. Understanding conflict and learning to manage it effectively can greatly assist a team in accomplishing its mission and goals.

What is workplace conflict?

*'A condition between or among workers whose jobs are interdependent, who feel angry, who perceive the other(s) as being at fault and who act in ways that cause a business problem.'*

*(Dana, D 2001)*

**Interdependency** – each party needs something from the other and are vulnerable if they do not get it.

**Feeling Angry** - people are emotionally upset. Anger is not always visible – some people will hide their anger with a veneer of politeness. However, Dana suggests that the emotion we all know as anger is always present when there is a conflict.

**Blaming Each Other** – each party sees the other as being at fault often moving from the immediate workplace issue into personal issues.

**Causing a Balance Problem** – how is the conflict impacting on job performance? If it is not, then it does not fall within the definition of workplace conflict.

This definition includes emotions, thoughts and behaviours. Psychologists consider these three the only dimensions of human experience. So conflict is rooted in all parts of our human experience.

## Diversity, Interdependence and Conflict

Conflict is a product of diversity and interdependence. Organisational conflict arises because people who have different personal and professional interests must work together to achieve the organisational goals. Diversity in organisations arises from a number of sources:

### Individual Differences
Individuals have unique mixes of personal characteristics and cultural identifies that alter the lens through which we view our experiences. Skin colour, ethnic origin, religious belief, sexual orientation and physical challenges are some of the influences on our values and outlook. While these characteristics help us connect with other like-mind people, they can also create tension and misunderstanding with those who are different. Other important differences are our personalities and personal preferences – some of us like working alone while others prefer working in teams and so on.

### Professional Differences
These are differences that flow from the professional or functional areas in which we work. This diversity frequently arises because different types of people are drawn to different fields of work.

## Unclear Vision

When you have many people working in specialised groups, it is important to provide them with a clear idea about the goals, direction and values of the overall organisation. We need this direction and expect leaders to provide it. If this is not provided, many people invent their own corporate vision. When you have different versions of goals among different individuals and groups, you increase the probability of unproductive conflict.

## Conflicting Responsibilities

Groups are often given responsibilities that are in opposition to those of other groups.

## Unclear Responsibilities

Conflicting responsibilities may be inherent in the nature of organisations, but managers can sometimes create additional conflict by being unclear about roles and responsibilities. Even when people have jobs that are quite distinct, overlaps may occur in areas of the margin. Conflict occurs when two or more people, usually acting in good faith, find they are interfering with one another in carrying out their perceived duties.

## Conflicting Information

People act on the basis of their understanding of the information available to them. People who have different information or who interpret information differently, will act in different ways. Conflict arises because people act on information that others do not understand and therefore misinterpret.

In order to meet the complex challenges facing them today, most organisations must bring together skilled and motivated people from a variety of backgrounds and encourage them to work collaboratively to meet common organisational goals. Many factors can compound the effect of interdependence.

## Scarce Resources

In most organisations the demand for people, equipment and money exceeds supply. Regardless of the reason for it, the result is a belief among members that their personal and professional objectives will be thwarted because other people will be given 'their' resources.

## Power Struggles

Position in a hierarchy conveys the power to affect how things get done, so people with agendas and ambition cover key positions. Some professional groups can be viewed as being more powerful than others and people can behave competitively.

## Organisational Structure and Procedures

Structures can formalise and rigidify the way people are supposed to work together. Sometimes structures that once made sense have not kept pace with changes in direction or strategy. 'If you put good people in bad organisation structure, the bad structure will win'.

## Perception versus Reality

When it comes to conflict, reality is not nearly as important as perception. Two people who believe that they have opposing interests will behave as if they do even if their perception is wrong. People who expect others to block their goals will react according to their expectation whether or not it is based on fact.

## Key Skills for Conflict Resolution

### Questioning Skills

There are several types of questions that are helpful when facilitating a discussion:

### Open Questions
'Can you tell me about……….'  Open questions are much more effective for generating awareness and responsibility

### Closed Questions
Can be used to check information, e.g., 'When did you attend the course?  Useful for verifying information and can often be answered with a yes' or a 'no' or other short answer.  In a situation where someone is rambling and you need a brief answer, ask a closed question to provide focus.

### Probing Questions/Follow On
Tease out important information, e.g., 'so what happened next?'

### Reflective Questions
To check our understanding, e.g., 'what you seem to be saying is….'

### Challenging Questions
Encourage the person speaking to find a solution to their problem or to look at the problem in a different way.  'Is there another way you could look at that?'  'What else would be worth considering?'  'What would be the effect of this course of action?'

There are two types of question to avoid:

- **Multiple Questions** – can leave the parties confused and the likelihood is that they will not provide a full answer

- **Leading Questions** – normally looks for one particular answer, e.g., 'Don't you think you should apologise?'

Asking the right questions during discussions:

### Questions to open a discussion with –
- Can you tell us the concerns that brought you here today?
- Can you tell us what has been happening?
- Can you give me some background?
- Tell us your view of the situation.

### Questions to get information –
* Can you give me an example?
* Can you tell me more about how you view…..?
* Can you explain……………?
* Can you help me understand why……?
* Could you describe what happened when……..?

### Questions to get at the person's interests –
* What is important to you?
* Can you help me understand why that's important?
* What concerns you about the situation?
* How does……..affect you?
* …………seems to matter a lot to you – is that right?

### Questions to get at solutions –
* What might work for you?
* What can you do to help resolve the issue?
* What other things might you try?
* What would make this idea work better for you?

### Questions to get at consequences –
* What other options do you have if we do not reach agreement today?
* What problems might there be with this idea?
* If you agree to the solution and ……happens, then what?

### Questions to test Agreement –
* Is this Agreement acceptable to everybody?
* Have we covered everything?
* Is there any piece of this you are uneasy with?
* Now, is this what you are agreeing to……..?
* Can you live with this every day, every week from now on?

## Listening Skills
**Active listening** is the most powerful way in which people engage in the effort of listening. An active listener receives a speaker's message with care and respect and then works to verify his or her understanding of that message – as the speaker meant it to be.

When you function as an active listener, you capture the speaker's whole message – the facts and the feelings. The speaker is able to get their message out and then walk away knowing that the listener had understood it. Active listeners display their behaviours:

* Showing patience
* Giving verbal feedback to summarise understanding of the message
* Acknowledging emotions being expressed with the message to fully understand

## Tips to improve active listening

**Be aware of your Assumptions:**  Avoid jumping to conclusions and assuming that you know someone is about to say before they have said it!  Hold back and hear the message all the way through – you may be surprised.  Then, as needed, ask questions and check your understanding so that you do not act under a false assumption.  When in doubt, check it out!

**Avoid being too quick to Offer Advice:**  The old adage that advice is best given when asked for is important to keep in mind when becoming an active listener.  Your desire to be helpful may have you giving advice out freely without knowing whether it is really wanted.

**Exercise Patience:**  Patience as used in active listening means exercising control over your own emotions.  Your emotions are affected all the time when you interact with others.  People may have different communication styles, some of which may please you, others of which may be difficult to deal with.  For active listening to work, you need to take control of your emotions so that you can deal with the variety of people who come your way.

**Eliminate Distractions and Physical Barriers:**  Manage your physical environment.  Prevent telephone interruptions, excess noise, sit comfortably to ensure eye contact and move to a private area when required.

**Be Continuously Respectful:**  Passing judgement on what people say or who they are turns you into a selective listener.  When your actions or reactions come across as judgemental, you add tension to the relationship.  When you come across as respectful, you build confidence and trust.  Regardless of your intentions, people see only your actions.  Without consistent efforts to show respect, active listening will not work.

**Shift Attention:**  Everyone has a lot on their minds.  Thoughts pass in and out all the time.  If, as you attempt to listen, your minds' attention is focussed more on what is going on around you or on what your next word back to the individual/team is going to be.  You are not really listening.

## 7 Steps to Effective Resolution

**Explain the situation the way you see it.** Emphasise that you are presenting your perception of the problem. Specific facts and feelings should be used if possible.

**Describe how it is affecting performance.** Keep attention on the work related problem and away from the personalities involved. Present the problem in a way that will be readily understood, and concentrate on important issues.

**Ask for the other viewpoint to be explained.** Before proposing solutions, gather as much information as possible. This step confirms that you respect the other person's opinion and need his or her cooperation. Listen carefully while he or she talks and be open to learning and changing.

**Agree on the problem.** Summarise the various viewpoints and state clearly the problem that you and the other participant(s) think needs to be solved. Once both parties agree on this they can more easily focus on developing solutions.

**Explore and discuss possible solutions.** In order to ensure shared ownership of the problem's resolution, all participants in the conflict should be involved in developing solutions. The synergy developed may result in better solutions than any participant would have produced alone.

**Agree on what each person will do to solve the problem.** Every person involved must clearly understand his or her role in the solution and accept responsibility as an individual and team member for making it work.

**Set a date for follow-up.** A follow-up meeting allows you to evaluate progress and make adjustments as necessary. People are also much more likely to follow through if they know they will be held accountable for their commitments at a follow-up meeting.

## Section 6 - Support and Contacts

If you would like more support the following is available to you:

### Coaching

*What is coaching?*

Coaching is a series of one-to-one conversations that provide an opportunity for you to pause, think, reflect and plan.

*Coaching is*:

- Flexible – no two coaches are the same and there is no set plan for sessions. Each individual will work with their coach to set the pace and goals for their sessions

- Non-directive – coaches do not tell clients what to do or offer advice. They support people to make their own decisions. It is an equal partnership.

- Non-judgemental – there is no 'right' answer. Coaching can be a challenging experience, it is also rewarding

- Confidential – your coach will not discuss anything about your coaching with anyone without your consent, including with your manager. The only exception is if the coach is concerned that you may harm yourself, others or the organisation. You are free to share as much or as little about your own coaching with others as you wish.

*Coaching is not…*

☒ Counselling or therapy – sometimes coaching is not the right option.

☒ Teaching, mentoring or advice giving – the coach won't tell you what to do.

☒ A substitute for performance management – coaching cannot be beneficial if you don't want to participate.

☒ A magic wand or easy option – it can be hard work.

If you would like access to a coach, please complete the application form and email to gram.coaching@nhs.scot

# Mentoring

## *What is mentoring?*

Mentoring is a series of one-to-one conversations that provide an opportunity for you to pause, think, reflect and plan in the company of an individual who has personal experience of the work-place situations you wish to discuss.

## *Mentoring is:*

- a means of supporting individual learning and development

- focused on increasing an individual's competence and confidence

- a clearly structured and time-bound process - with clear, mutually agreed roles, responsibilities and goals

## *Mentoring is not:*

⊠ a way of sorting poor performance

⊠ casual meetings which provide the mentee with a chance to unburden themselves and get advice

⊠ an opportunity for the mentor to demonstrate his or her superior knowledge and to prescribe what the mentee should do

⊠ about managing people and their development

If you would like access to a mentor please complete the application form found by following this link Mentoring Application and Guidance

Completed forms to be returned to **gram.coaching@nhs.scot**

## Skills Development

If you would like access to some development support please review what is available through the management and leadership development pathway portal and the We Care Webpages   https://www.nhsgrampian.org/your-health/wecare/

More information on Organisational Development skills, tools and techniques can be accessed National Resource Site OD Matters - https://learn.nes.nhs.scot/15697/organisational-development-matters

## Accessing Tools to Support your Development

Myers Briggs Type Indicator -The Myers–Briggs Type Indicator (MBTI) is an introspective self-report questionnaire indicating differing psychological preferences in how people perceive the world and make decisions. The questionnaire attempts to assign four categories: introversion or extraversion, sensing or intuition, thinking or feeling, judging or perceiving.   https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

Leadership Capability Feedback Tool - (360 Tool)
https://turas360tool.nes.nhs.scot/


Management/Leadership tools within TURAS
https://turasdashboard.nes.nhs.scot/

North East Learning Collaborative (NELC)  http://nelcscotland.org.uk/

## Contact the OD Team

If you need additional expert advice or support, contact a member of the OD Team:

| | | |
|---|---|---|
| Anne Inglis | anne.inglis@nhs.scot | 01224 558532 |
| Pauline Gilbert | pauline.gilbert1@nhs.scot | 01224 558513 |
| Fiona Soutar | fiona.soutar@nhs.scot | 07500 033797 |
| Gail Groves | gail.groves@nhs.scot | 01224 558464 |

## Appendices

1. Values and Behaviours questionnaire and guidance on completion
2. Covey's Time Management Matrix
   - Instructions on how to use
3. Goleman's Emotional Intelligence Questionnaire
4. Affina (Aston) Team Tool Questionnaire
   - Guidance on completion
   - Link to worked example
   - Link to action plan

# Living the NHS Grampian Values and Behaviours
## *Caring • Listening • Improving*

**The Culture of our Team is characterised as one of:**           *Good    OK    Poor*

| Caring | | Good | OK | Poor |
|---|---|---|---|---|
| **Caring** | treating everyone with dignity and respect | | | |
| | behaving with integrity, consistency and compassion | | | |
| | respecting individual needs and preferences | | | |
| **Listening** | communicating clearly | | | |
| | being open, honest and fair | | | |
| | engaging others and respecting their views | | | |
| **Improving** | learning and improving ourselves and others | | | |
| | being environmentally responsible | | | |
| | collaboratively working with colleagues, patients, families, carers, communities and other non-NHS partners | | | |
| | making best use of our resources | | | |
| | encouraging innovation and building on success | | | |

The values of NHS Grampian (above) encompass the values shared across NHS Scotland of: care and compassion; dignity and respect; openness, honesty and responsibility; quality and team work.

## Living the Values and Behaviours of NHS Grampian – Briefing Note/Guidance

The *Living the Values and Behaviours of NHS Grampian* diagnostic is based on the *Culture Assessment* exercise developed by Beverley Alimo Metcalfe *et al* in their work on *Engaging Transformational Leadership.*

The purpose of the tool is to give individuals within teams / departments an opportunity to assess for themselves the extent to which they experience the stated values of NHS Grampian being lived within their own working environment.

The tool is deliberately simple and is designed to be quick and easy to complete – thereby allowing for all phases of completion, analysis, discussion and action planning to take place within a short workshop.

It should be used as an indication of the culture of the team / department at that point in time and as a starting point for conversation and discussion which will support the team / department in moving forward.

The guiding principle is that all teams / departments should be striving to be "*Good*" in each of the 11 elements described. There should be no complacency around ratings of "*OK*" as this rating demonstrates that although the experience is not "*Poor*", it is not good enough to be rated "*Good*" and so there is work to be done.

The tool supports and complements the iMatter questionnaire and the Staff Survey – the differences being that it focuses specifically on the 11 elements of the values of NHS Grampian and can be used to assess how these are being lived at exactly that moment in time.

The values of NHS Grampian encompass the values shared across NHS Scotland of: care and compassion; dignity and respect; openness, honesty and responsibility; quality and team work.

To administer and use the diagnostic:

1. Invite each person to individually and anonymously complete a copy of the questionnaire by rating each of the 11 elements as one of: *Good, OK*, or *Poor*
2. Collect in the individual questionnaires
3. Add up the number of *Good, OK* and *Poor* responses for each of the 11 elements
4. Convert these totals in to percentages of the total responses
5. Note the ranges of responses provided for each of the 11 elements
6. Note the elements which have received the highest and lowest scores of *Good, OK and* Poor
7. Facilitate discussion around the practices and behaviours being experienced in the team / department which have contributed to these areas of satisfaction and dissatisfaction
8. Support the team / department to identify and agree actions which they believe will move the *Poor* and *OK* scores closer to *Good*

# Time Management Matrix

Source: Covey (1994) *First Things First*

|  | **Urgent** | **Non-urgent** |
|---|---|---|
| **Important** | Daily Reality | Quality |
| **Not Important** | Deception | Waste |

The 4 Quadrants Time Management Strategy was created by Steven Covey. Covey's matrix helps to prioritise tasks based on the time available for optimal efficiency.

The basic idea behind this strategy is to divide your activities into four quadrants depending on their importance and urgency. Let's discuss both of these terms before moving on to the strategy itself.

**These are the four quadrants of the Time Management Matrix:**
**Q1:** Urgent and important.
**Q2:** Not Urgent but important.
**Q3:** Urgent but not important.
**Q4:** Not urgent and not important.

By prioritising your tasks across four quadrants, you can differentiate between tasks that make a real difference in the end. The following is a brief overview of what each quadrant contains.

**Q1: Urgent and Important:**
In Covey's time management matrix, this quadrant is located at the top left. Problems and crises that require immediate attention belong in quadrant one. Neglecting them, in the long run, can be problematic for you.

Preparing a presentation for an important meeting that will commence after a short time is a type of task that falls in quadrant one. It's urgent because you don't have much time for it and it's important as you have to get it ready before the meeting starts.

Tasks involving deadlines, sending daily emails, and similar activities with direct impact are urgent and important.

**Q2: Not Urgent but Important:**
In Covey's time management matrix, this quadrant is on the top right. In this quadrant, you will find tasks that directly relate to your long-term goals. It requires your thorough attention; however, it is not urgent as there is no limited time to complete this task.

If you have a long-term goal of establishing your reputation in an office, it may not be that urgent; however, it is still important.

Developing relationships, long-term planning, personal development, improving health, and related activities fall within this quadrant.

**Q3: Urgent but Not Important:**
This quadrant is located in the bottom left corner of Covey's time management matrix. All those activities may seem urgent to you, but you can remove them from the workflow since they hold minimal importance for you.

Let's say you are working on an important project and you get a call from a colleague asking you to join a meeting. If the meeting is unplanned without an agenda, you may choose to skip it. Since, overall, it won't have any positive impact on your life. In other words, all the time-wasting activities fall in this quadrant. No matter if it's unimportant calls or sending emails that don't add any value.

**Q4: Not Urgent and Not Important:**
In Covey's time management matrix, this quadrant is at the bottom right-hand side. All activities that take up time without producing any value fall into this quadrant. You can save valuable time by avoiding those chores and spending it on more valuable activities.

The tasks you do for entertainment alone, such as watching the television, surfing the web for hours, gossiping about people, are neither urgent nor important for you.

## The benefits of following Covey's Time Management Matrix

**1. Productivity Boost**: Following the time management matrix changes how you deal with the tasks, helping you prioritize them better. If you shrink the amount of time you spend on tasks, then you can significantly increase your productivity.

**2. Work-Life Balance**: By planning well, you can get rid of your hectic routine effectively. This way, you can spend more time with your friends and family.

**3. Chasing Goals**: By diverting your attention to important tasks, you can speed up the process of chasing the goals.

**4. Avoids Embarrassment**: By recognizing the urgent tasks, you can differentiate them from less urgent ones to better meet the deadlines. This way, you can avoid embarrassment and save your reputation.

# Leadership Style Questionnaire
*Daniel Goleman*

The following statements each describe aspects of leadership behaviour. Respond to each statement according to how you would most often act when in a leadership position.

Score yourself between 6 – very like my style, to 1 – very unlike my style. It's important to score yourself as you most often are rather than how you would like to be or try to be.

| No | | Score |
|----|---|-------|
| 1 | I'm good at getting alongside people | |
| 2 | I often talk to others about what we can achieve if we all pull together | |
| 3 | I enjoy identifying the latent talent in others | |
| 4 | People often need to be cajoled into high performance | |
| 5 | I prefer to reach decisions by consensus | |
| 6 | I have high expectations of others | |
| 7 | I find the best way to get results is to really understand people | |
| 8 | I like to lead from the front | |
| 9 | I enjoy giving others the benefit of my experience | |
| 10 | I like to stress to others the consequences of their actions | |
| 11 | I prefer to be seen more as part of a team than a figurehead | |
| 12 | I believe that competition is a healthy way to improve our performance | |
| 13 | Listening is one of my greatest strengths | |
| 14 | I give people greater self-belief | |
| 15 | I think it's important to delegate for development purposes as much as to get the job done | |
| 16 | I believe I have a duty to get people to understand the reality of a situation even if it is unpleasant | |

| No | | Score |
|----|----|----|
| 17 | I like to get buy in to ideas before implementing them | |
| 18 | I often need to take the lead in order to get things done | |
| 19 | Group harmony is one of my main priorities | |
| 20 | I am often seen as the group spokesperson | |
| 21 | I believe that people's potential is unlimited, they often just need a helping hand | |
| 22 | I 'm generally the one who confronts difficult people | |
| 23 | I actively seek input from others | |
| 24 | I like to instil a sense of urgency | |
| 25 | I am often the peace-maker | |
| 26 | I promote a 'can do' culture | |
| 27 | I like to play to people's strengths | |
| 28 | I sometimes bully people to get things done | |
| 29 | I look for opportunities to collaborate with others | |
| 30 | I'm often the person who makes things happen | |

# SCORE SET

Place the score you allocated to each of the numbered statements in the six boxes below, and then add up your total score in each of the boxes.

| Affiliative | |
|---|---|
| 1 | |
| 7 | |
| 13 | |
| 19 | |
| 25 | |
| **Total** | |

| Authoritative | |
|---|---|
| 2 | |
| 8 | |
| 14 | |
| 20 | |
| 26 | |
| **Total** | |

| Coaching | |
|---|---|
| 3 | |
| 9 | |
| 15 | |
| 21 | |
| 27 | |
| **Total** | |

| Coercive | |
|---|---|
| 4 | |
| 10 | |
| 16 | |
| 22 | |
| 28 | |
| **Total** | |

| Democratic | |
|---|---|
| 5 | |
| 11 | |
| 17 | |
| 23 | |
| 29 | |
| **Total** | |

| Pace setting | |
|---|---|
| 6 | |
| 12 | |
| 18 | |
| 24 | |
| 30 | |
| **Total** | |

The total scores in each of the boxes indicate to what degree you prefer each of the leadership style.

Descriptions of each style and their effectiveness can be found in the document 'Impact of Leadership Styles'

# Affina (Aston) – Effective Teams
## 7 Basic Dimensions of Sustainable Success

Name:- _____

| Dimension | Definition | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| Team Identity | The extent to which team membership is clear and the team is recognised as a team by others in the organisation | | | | | |
| Team Autonomy | The degree of control and discretion the team has in carrying out team tasks | | | | | |
| Team Members Interdependence | The extent to which team members rely on one another to complete team tasks and meet team objectives | | | | | |
| Team Members Role Clarity | The extent to which team members roles are clear, distinguishable and understood by everyone in the team | | | | | |
| Team Leader Clarity | The degree to which all team members are clear about and agree about who is the team leader | | | | | |
| Team Objectives | The extent to which the team has clear, agreed team objectives, to which all team members are committed | | | | | |
| Team Reflexivity | The degree to which the team collectively reflects upon their immediate and long-term objectives, processes and strategies and adapts these as required | | | | | |

Please score the above questions 1 to 5

1 (Poor) and 5 (Very Good)

**Affina (Aston) – Effective Teams**
**7 Basic Dimensions of Sustainable Success**
**Collation Sheet**

| Dimension | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Team Identity | | | | | |
| Team Autonomy | | | | | |
| Team Members Interdependence | | | | | |
| Team Members Role Clarity | | | | | |
| Team Leader Clarity | | | | | |
| Team Objectives | | | | | |
| Team Reflexivity | | | | | |

Instructions for Calculating Outcome including Worked Example

Action Plan