Introduction to Management: Workshop 2

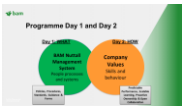
BAM Nuttallv2

4/14/2016

Timings	Subject	Duration
0900-0915	Introduction	15 minutes
0915-0930	What does it mean to be a Line Manager?	15 minutes
0930-1000	Communication	30 minutes
1000-1030	Performance Management	30 minutes
1030-1045	Break	15 minutes
1045-1115	Coaching skills	30 minutes
1115-1130	Leadership and Management	15 minutes
1130-1145	Break	**15 minutes**
1145-1200	Motivation & Engagement	15 minutes
1200-1230	Change Management	30 minutes
1230-1245	Consolidation and Next steps	15 minutes
Toolkit		

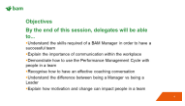
SESSION	NOTES	
Introduction & What it means to be a Manager 0900-0930 (30 minutes)	**Welcome** to Workshop 2 of the Introduction to Management Training course. Introduce self **Domestics** Fire, mobiles, breaks, lunch, timings, smoking **Aims and Objectives** So let's have a look at our aims and objectives for the day. **Aims** To support newly recruited/promoted or existing Line Managers by providing you with the behavioural tools to effectively manage your team in line a Management system and company values. **At the end of the programme, delegates will be able to:** ▪ Understand the skills required of a manager in order to have a successful team	

- Explain the importance of communication within the workplace
- Demonstrate how to use the Performance Management Cycle with people in a team
- Recognise how to have an effective coaching conversation
- Understand the difference between being a manager vs being a leader
- Explain how motivation and change can impact people in a team



<u>Activity – 15 minutes (10 to do 5 to feedback)</u>

- Split the group into 4 groups
- Ask the groups to consider:-
- **What Management skills/People skills will you need to be an effective Bam manager?**



Feedback on the key points:

You are looking for:-

Employee Engagement	Managing performance
Giving feedback	Getting the most out of the team
Training	Coaching
Guidance	Mentoring
Delegation	Time Management
Communication	Recruitment
HR	H&S

Being a manager can be very rewarding and at the same time very challenging when working as part of a team, particularly when you come across something you haven't experienced before. Today, we will provide you with a connected set of skills to support you with managing and engaging people in your teams.

We will give you a top line overview into a number of different people management theory and disciplines within the key areas of Communication, Performance Management, Coaching and Leadership. In addition, there are also courses that take each area in more depth available through the academy guide.

Show slide. Refer back to Culture survey results as a reminder for what people are looking for from their Line Manager as well as the business throughout these stats and anecdotal words. All of these factors relate back to these 4 key areas and that as a Line Manager you have accountability and responsibility for the welfare, development and performance management of your teams.

The Importance of Communication 0930-1000 (30 minutes)

Communication

Is the fundamental basis of all effective working relationships

Q. Why do you think we get this wrong? What do we do?

1. Too little/no communication
2. Miscommunicate
3. Too much communication (information overload)

We are now going to look at communication in a little more detail

Even when we think we have communicated something it doesn't mean that that person has taken it on board exactly as we wanted. This is due to the fact that we receive about 11 million pieces of information at any one time and we only have the capacity to deal with about 40 of those. So we filter and interpret what we need.

<u>Activity – Chinese Whisper's 15 minutes (10 to do 5 to feedback)</u>

- Split the group into groups
- Take one person from each group and give them the same message to pass on using breakout rooms
- Ask them to answer the questions from the quiz at the end
- Ask the group the answers back
- Re-cap on what the final message actually was that the person received.

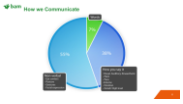
Activity

Let's play the video and have a look at an example of communication in the workplace.

Q. What examples of communication did you notice?
Q. How could we tell what people were thinking if we took the speech bubbles away?

Actually, communication is typically made up of 3 key areas

1. Body Language – 55% **"You cannot not communicate"**
2. Tone – 38%
3. Words – 7%



Q. What do you think about these percentages?

It can be quite surprising, even though we have identified that words are only 7% this does not mean that they are not important. Words are incredibly powerful for example STOP! Will create an immediate response but body when the body language and tone match they are worth 100% of the communication. We pick up very quickly when people are saying something that does not match their body language or tone. I.E. When you are in a shop there may be people that come over and ask if you want any help. Their tone of voice and body language will display whether they really mean what they say.

Q. Give me some examples of negative/positive body language
Q. Give me some examples of negative/positive tone?

Q. In summary, how can you improve communication in the workplace?

A. Regular team meetings, PDR conversations, consistent messages, take notes, 1-2-1's, talk rather than e-mail where possible
Communication is vital, however the art of communicating is difficult. The key is to ensure that the communication is effective and be aware of what, how and why we do it.

How to manage performance? 1000-1030 (30 minutes)

Managing Performance

Now, we are going to look at managing performance.

Q1. Tell me what is performance management?

Reviews	Feedback
Negativity	Goals and objectives
SMART	2 way conversation
Business goals	Career Aspirations

Q2. Why do we need to manage performance?

Morale	Engagement
Fairness	Target measures
Get the best out of people	Makes your life easier
High performing team	Satisfied customers

Q3. What tools do we have to support us with performance management?

HR	PDR
Self	Toolbox talks
Meetings	Connect
Role profiles and competency framework	Reports

Q. When you say performance management, what do people typically think?

`Performance management cycle (PMC)
In order to get this right there is a simple model to support this. The Performance Management Cycle of Plan, Do, Review, Feedback (Reward/Challenge), Renew. Explain that there are 5 clear stages of the cycle that applies to all areas of performance management. The PMC is continuous and will be subject to change as our priorities change and we will look at this in more detail in a moment

Typically, we are great at planning and doing but often we fall down after that and we don't stop to review, feedback and renew stage but this is the basis of managing performance.

In each of these stages of performance management the ability to give feedback to someone else features.

Q. What is your intention when giving feedback? What are you aiming for?

Looking for

- Acknowledge & praise
- Build confidence
- Highlights and challenges underperformance in the right way
- Creates an awareness of the need to improve/change

Balance speaking in feedback – Perception vs Reality

Show slide where positive feedback and constructive feedback levels are equal

on a balanced cantilever.

Q: What does this image demonstrate to us?
A: That we provide equal levels of positive and constructive feedback to our teams.

Q: Why isn't this image correct?
A: Our attention is sometimes skewed by what isn't going so well.

Show slide where it's imbalanced ….

Q: Why does this happen?
Points to cover in the discussion:

- They have most probably not been trained to do this or have not experienced it much themselves
- What happens when you get too much of one and not the other, i.e. you can get too much praise …
- This balance doesn't have to include money or a prize (we are going to look at this in a bit more detail later – Herzberg)
- What is important that we recognise as BAM Managers the activities and attitudes of our teams/people that go above and beyond, not just compliance.
- This is about the benefits of positive reinforcement and constructive feedback in the workplace
- Make sure they see that doing this skill well will create a workforce that will talk more openly about things that are affecting them.

Q. What do you need to take into account in order to give effective feedback?

Looking for

- Be specific (don't criticise a personality, the focus is the behaviour)
- Factual (example & evidence/an observation not judgement)
- Is there a pattern or is the behaviour a one off
- Make sure it's your feedback (use I)
- Describe the effect of the behaviour
- Timely – As soon after the event as possible
- Be clear, direct and supportive

<u>Activity – 15 minutes (10 to do 5 to feedback)</u>

- Split the group into small groups 2/4
- Ask the groups to consider:-
- **Real or Activity scenarios**
- Using the PMC, ask them to consider each stage of the cycle and what they need to do.

Feedback from groups and pick up the key points.

Feedback does not need to wait until a 6 monthly review nor does it need to take 1-2 hours. It can be done as simply as what we have just done in a matter of minutes. The general rule is that the feedback you receive in a review should never really be a surprise if we are having effective face to face discussions such as these on the job as we go.

Activity H/O scenario

1030-1045	BREAK	15 MINS
Coaching 1230-1315 (45 Minutes)	One aspect of being a manager is that as a result of performance management you will need to act as a coach. **Q. How would you describe someone who is a coach?** A coach is someone who demonstrates.. Honesty / Patience Good listener / Supportive Compassionate / Caring Fair / Respectful Communication / Approachable Trustworthy / Inclusive Responsible / Inventive Building Rapport / Questioning Empathy / Giving ownership to people A coach is defined as supporting to develop and grow, so you are not always giving them the answers. So, you can get them from a starting point to competent and confident. At Bam creating a coaching culture of ask vs tell is extremely important to us. **Q: Why do we want to create a coaching culture within Bam Nuttall?** • Inclusive • Engaged • Motivated • Feeling valued • Living the Values • High performance • Beyond Zero Ask vs Tell Simply by asking the right questions you can help people achieve their goals. Think about sports coaches and life coaches. Now we will begin to look specifically at how we can have coaching conversations and we will work to a specific well used model. The model details how to manage a Coaching conversation. A key thing that I've learnt in my development as a coach is that you can't manage the **content** but you can manage the **structure and process** of the session. And you can manage it by the questions that you ask – we've already identified that Coach doesn't have the answers but helps the coachee find the answers. A coach is also a popular term for a method of transport and it essentially doing the same thing in getting one person from A to B. **Q. Has anyone worked with the GROW model before?** Goal Reality Options	

Wrap-up

“Imagine that you are going on a journey. To get there the sat nav needs some information.

Q. What is the first thing you need to input?
“Destination/post code”

Goal – Where are you going? You can’t begin to coach until you know what the goal is.

Q. Next what do you need to know to calculate the journey?
“current destination/postcode”

Reality – Where are you now? You need to understand the person’s current performance to assess their current skills and whether their goal is achievable.

Q. Once the sat nav has calculated the journey it will normally give you?
Routes/

Options – How are you going to get there? This is important the individual takes ownership for this as the action will be more likely to happen. **How many options should you have?** 3 is the answer but **why is this a good number?** 1 option = you have to do it this way, 2 = either or, 3 = choice.

Q. What will it also tell you about your route along the way?
“Traffic, broken down vehicles and roads closed!

Obstacles – What might stop us from achieving our goals? How can we overcome these? If we talk about these early enough we are already giving the person opportunity to come up with their own solutions to problems and give accurate timescales.

Once we have all the information we can choose a
Wrap-up – Do we have all the resources we need? Are we happy to move forward? This is the commitment part where we will agree deadlines for review and understand what support they need from you.

The idea is in a coaching situation the talking split should be 70% colleague: 30% you. To be able to work our way towards this scenario we need to build our questioning vocabulary.

<u>Activity – 15 minutes (10 to do 5 to feedback)</u>

- Split the groups into two using the breakout rooms and tell them they are planning a conversation
- Give them the blank grow hand-out
- Your employee is:-
  1. Underperforming but thinks they should be in a more senior role
  2. New to the team and setting their objectives
  3. Comfortable in role with no career aspirations
  4. A team member is taking on new responsibilities they haven’t done before.
- Get them to come up with a series of questions for the GROW stages that will support a coaching conversation with people in their team
- Facilitator to check for Open/closed/probing questions

Feedback on some of the questions they have come up with.

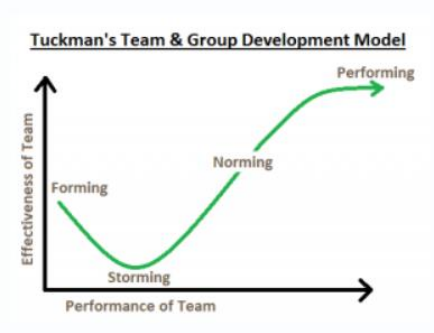
	GOAL • What do you want to achieve? • What will be happening when you have succeeded? • What aspect of this is most important to you? • GOALS can be SMART (Specific, Measurable, Achievable, Realistic, Time bound) REALITY • What is happening at the moment? • What stops you from moving on? • What have you tried? • What happened? • What have you learned? OPTIONS • What could you do? • What else could you do? What else? • What are the advantages/ disadvantages of each option? • What would you do if you: had more time? • Use the MIRACLE question (you wake up and discover that all the barriers have been removed!) WILL • What will you do? • What will be the first step? • By when? • When precisely are you going to start and finish each step? • What support do you need and from whom?	**Activity H/O**
Leadership and Management 1115-1130 (15 minutes)	A manager will have to wear many hats, already today you have been a manager, a coach and now a leader. Managing and leading are very similar but different in their own rights. In our own competency framework we have L&M competencies. **<u>Activity – 10 minutes (5 to do 5 to feedback)</u>** **<u>L&M Cards</u>** • Each table to recreate circle diagram. 2 circled Venn • Give each group the words activity and get them to complete it their thoughts on which are leaders, managers and which are both. Feedback from the groups and capture key points. Leadership is setting a new direction or vision for a group that they follow - i.e., a leader is the spearhead for that new direction, they motivate and inspire. On the other hand, management controls or directs people/resources in a group according to principles or values that have already been established. The manager uses a formal, rational method whilst the leader uses passion and stirs emotions.	 **Activity H/O**
1130-1145	**BREAK**	**15 MINS**
Motivation and Engagement 1145-1200 (15 Minutes)	**Motivation and Engagement** As we said earlier part of the role of being a leader is to motivate and engage. **Q. What is engagement?** **Employee engagement** is a property of the relationship between an organization and its **employees**. An "engaged **employee**" is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests. (Wikipedia) **Q. How can you tell if someone is not motivated?** • Negative body language/tone/words • Temperament • Not working as part of a team • Quality of work – mistakes, misses deadlines • Poor attendance and timekeeping **Engaged** **Q: What behaviours would somebody that's engaged demonstrate?**	

	• Engaged employees care about the future of the company and are willing to invest the discretionary effort – exceeding duty's call – to see that the organisation succeeds. • Suggestions/recommendations and ideas for improving practices • Achieving P&D objectives • Engaged employees will be brutally honest because they care about making the company the best company it can be. • Changes are made quickly and they don't complain about workloads **Disengaged** **Q: What behaviours would somebody that's disengaged demonstrate?** • Complains • Lack of enthusiasm, no extra effort, reduced compliance • Makes excuses • Lacks team work, wanting to helps others • Misses deadlines **Actively Disengaged** **Q: What behaviours would somebody that's actively disengaged demonstrate?** • May not feel they have the resources to do their work effectively • Potentially disruptive and destructive behaviours • Undermines others activities, co-workers etc • No communication / silence • Unhealthy activities – lots of breaks etcs • Lack of learning • Busy acting out their unhappiness and trying to bring others along with them in their unhappiness. **Conclude with slide.** **Q. How does having an engaged team benefit you as a manager?** • Motivated employees always look for better ways to do a job. • Motivated employees are more quality oriented. • Motivated workers are more productive – high performing team https://www.youtube.com/watch?v=CIhJ0Ggf8_w **VIDEO**	 **VIDEO**
Change Management 1200-1230 (30 Minutes)	Another area that you will come across in leading a team is dealing with change. It is more than likely that you are here because you have been promoted or are new to the team, therefore this means that change is happening within your team. Knowing how to manage and communicate change effectively can ensure the quickest and best reaction to change with your people. **Q. How do people typically feel about change?** **Q. Why do you think they feel that way?** We are creatures of habit and we like things to be routine and as we know them to be. Change causes unbalance and the great unknown that can be unsettling. **Q. What can cause change within a team?**	

Projects
New people
People leave
Workload/pressure
Manager's change

Introduce Tuckmans model of group development.

Q. Has anyone seen this model before?
There are 4 key stages that teams will go through during any period of change highlighted below. –



You will need to notice what stage your team is at, help team members to process and acknowledge the inevitable conflicts and changes during group development. Helps teams and groups accelerate through the group stages with awareness and compassion for each other. Ultimately improve your team's performance.

<u>Activity – 20 minutes (15 to do 5 to feedback)</u>

- Split the groups into 4
- Give each group a blank hand out
- Give each group a scenario each
  1.Brand new team on a project
  2. The team has 2 new people join after 4 years. (1 renowned underperformer 1 high flyer)
  3. Your team had 4 people in it but one person got promoted and has left the team and their workload. A replacement isn't being recruited
  4. You're the new manager joining a team of 6 they really liked the old one. He never challenged their performance. You are keen to put things right

Activity H/O

Feedback from groups & Key points

Looking for:-

1. **Forming: Q. What do you think is happening at this stage?**

This is where people get to know each other, and the task at hand. What are everyone's strengths, weaknesses? When can they be relied upon and when not? What quirks do our fellow team members have? What are we working towards and why? At this stage people avoid conflict and "play nice" with each other because they want to be accepted into the group. The group is learning about the objectives and goals - getting a feel for the work that must be done together. People tend to focus on practical details - who, what, when and

where and work reasonably independently at this stage - while they learn where they and everyone else fits into the team. This stage can be frustrating for many as there is a large focus on information gathering - which takes time - and actions are postponed until the direction is clear.

Q. What do you think your role will be to move through this stage?

A leader is essential at this stage to help the team figure out objectives and team roles and responsibilities. The leadership may be quite directive at this stage

2. **Storming**: **Q. What do you think is happening at this stage?**

As people begin to feel safer, they will push the boundaries set up by the team in the forming stage - and conflicts may begin to erupt. Clashes occur due to different personalities and differences in working styles - the ways things get done. Resentments and irritations that were buried in the last stage erupt and negatively affect the team's performance. The team must come together to decide how to move forwards and solve the inevitable challenges and misunderstandings that come out as the task progresses. People are competing, but beginning to open up to each other too. As they do this, the team begins to establish how they will work together going forwards. NOTE: Some teams get stuck in this stage. Team members may sabotage individual and group goals through unresolved conflicts. Team members must learn it is safe to share differing opinions and ideas and it can be a very challenging stage for people who are conflict averse. It's great when more experienced team member's model good team behaviour.

Q. What do you think your role will be to move through this stage?
The leader will need to be very accessible during this phase. Team members may challenge the leader and/or jostle for position. The leader needs to make sure that team members are clear on their responsibilities and tasks to keep the team on track. Individual coaching may be needed if team members are difficult or not completing their tasks. In addition, the leader may need to step into a more directive role to ensure the team remains professional - and resolves conflict in a non-judgmental and healthy way.

3. **Norming: Q What do you think is happening at this stage?**

Is where the plan comes together? During this stage the team agrees the plan, timelines and who should contribute what to the plan according to their skills. Some team members may need to let go of 'their' ideas and make sacrifices for the greater good of the team. Also, team members begin to clearly see others' strengths and accept their weaknesses. The team will also be developing trust - helping each other and asking for help, and many teams are socialising with each other by this stage. Storming can still occur - especially when there is change or stress on the team, but in general the team is beginning to work effectively.

Q. What do you think your role will be to move through this stage?
The norming stage can be sped up with helpful facilitation from the leader - helping the team come to decisions for themselves and learning to complete their tasks as a unit. The leader should be asking questions (coaching) and not directing. The leader can also organize socialising events to encourage healthy team-bonding that moves a group into the performing stage. WATCH OUT FOR: It can be difficult at this stage for concerns and new ideas to be raised, as people are keen to leave behind the uncertainty and unpleasantness of the

	"Storming" phase. There is a pressure to move forwards and get things done and leaders must remain open to new ideas and ensure that conflicts are aired and dealt with. 4. **Performing: Q What do you think is happening at this stage?** In short, the team is now performing. The team is stable and the goals are clear. The team has developed processes that work for the team and people follow them. Performing teams get the job done with minimal supervision and conflict. People are motivated and competently get the job done. Conflicts are no longer threatening and different perspectives are seen as valuable. When a team fully meets this stage, it is a high-performing team **Q. What do you think your role will be to stay in this stage?** For the team to perform at its best, a good leader will encourage creative conflicts and help celebrate and reward achievements. It empowers the team if the leader steps back once a team is performing. The high performing team is largely autonomous and a good leader will now be delegating, developing team members and maintaining a visioning role. These group development stages can be cycled through again and again due to changes in goals, team structure or the leader. Hopefully the cycle is shorter the next time around, especially if team members are aware. A good leader watches for these shifts in order to step in and support the team back to higher levels of group functioning. The performing stage is where you always want to be. What are the keys to making the process as quick and effective as possible? Some quick fire tips to help you manage change:- 1. Manage your own emotions 2. Understand your people (acknowledge, listen and show empathy) 3. Give people what they need from you at the various stages (see below emotional response to change) 4. Communicate 5. Look after yourself	
Close 1230-1245 (15 min)	**Consolidation and Next steps** Before we leave let's spend 10 minutes to recap on the key points from today. • Get them to head tip everything they have learnt today from the key section • Let the group look at the other flip charts around the room We have covered a lot of key skills today and if you haven't noticed a lot of the Sections have all linked in to one another. There is an effective chain to ultimately being a great manager. Repeat the objectives from the start of the day to ensure that they have been met including their personal objectives if possible **Q. Any questions**	**FC**