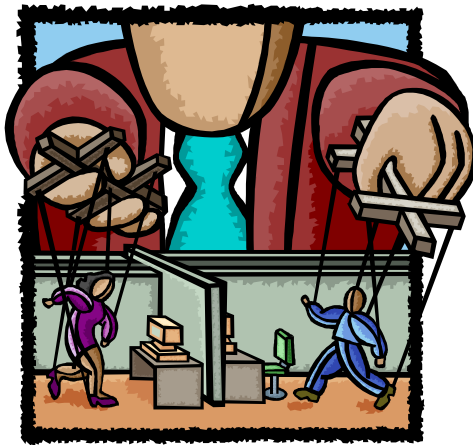


CHARTERED MANAGEMENT INSTITUTE

DIPLOMA IN MANAGEMENT

Unit C41

Developing My Management Style



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Youth Offending Team

In 1996 an Audit Commission Report 'Misspent Youth' identified shortcomings in the Youth Justice System and made recommendations for radical change. In 1998 major new legislation contained in the Crime and Disorder Act required that Local Authorities form new multi-agency Youth Offending Teams.

Swindon Youth Offending Team (Yot) began in June 1999, starting with five main contributory partners, Social Services, Police, Probation, Health and Education. I was one of the 'founders' of our team when I was seconded from the Police to the team at its inception. The aim of the team is to 'prevent offending and re-offending by children and young people'.

Over time the team has grown to 40 staff and 60 volunteers. My role now is 'Head of Service', my main responsibilities are: -

- Line manage 4 operational managers
- Foresee and respond to strategic developments
- Prepare strategic plans and develop new services
- Negotiate budget and resources and deliver services on budget
- Analyse and evaluate performance and data management
- Collaborate with partners at a senior level for joint working
- Promote the service through effective public relations
- Motivate staff to fulfil their potential and improve services

Terms of Reference

This Management report will demonstrate my knowledge, skills and abilities and my understanding of what is required in order to develop my management style.

On completion of this report I will have demonstrated my understanding of: -

- Using a range of tools and resources to analyse my knowledge and skills in order to devise and review my development plan which addresses both personal and job related learning needs
- Personal action plans and managing resources, setting SMART objectives, time management and delegation
- Giving and seeking constructive feedback
- Communication with colleagues to develop trust and support
- Conflict in the workplace

Part A – Self Development

Introduction

There is much theory written on self-development, from Confucius (c 551-479 bc) “The perfection of ones self is the fundamental base of all progress and all moral development”, to Albert Einstein (1897-1955) “...all that is valuable in human society depends upon the opportunity for development accorded to the individual”. Having personally developed within my organization and risen to be the manager, there is no doubt about my ability to lead the team. However, should I have to leave or move on, I cannot rely on experience alone. I understand the need for more formal learning and accreditation for acknowledgement of management skills to be considered for advancement.

The benefits of continuous development

Because of the pace of change, to keep up there is a need for continuous development and it cannot be expected that ‘the job’ will provide all the time and resources needed for everyone to keep completely up to date. Investing in my development will help me deal with new challenges, be more confident and able to cope with pressure.

The self-development process

The self-study guide offers a simple process to follow for gathering information. I will;

- Gather current and historical information on my knowledge skills and abilities
- Identify any gap in competencies needed to do my job
- Examine my personal competencies to discover areas of development
- Set myself personal development goals or objectives
- Find the right learning opportunity to help achieve my goals
- Utilize relevant people to support and monitor my developments
- Evaluate my level of success
- Produce a Personal Development Plan (PDP)

Topic 1 – Gathering Information

In order to gather information I have focussed on the following antecedents by completing a:

- Personal profile: see Appendix 1
- Job related competency list: see Appendix 2
- Personal competencies list: see Appendix 3 – Table 1
- Learning Styles – Which one am I: see Appendix 3 – Table 2

The self-study guide recommends 8 headings for a personal profile and 10 personal competencies headings. I have evaluated them and highlighted areas for my personal development. Further to this, I have reviewed a recent appraisal and instigated a 360-degree feedback as part of further learning. I am currently engaged on 'The Leadership Academy II', sponsored by Swindon Borough Council. I have also completed a 'Myers-Briggs' Type Indicator (16/10/06).

Topic 2 – Setting Development Objectives

In order to set myself a 'SMART' learning development objective I completed a 'SWAT' analysis using the information I have gathered.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Team leadership • Good at planning • Knowledge in field • Ability to learn and adapt • Growing strategic understanding • Partnership relationships • Support from team 	<ul style="list-style-type: none"> • Limited strategic management experience • Lack of qualifications • Group motivation • Group presentations • Conflict resolution • Can become emotionally involved
Opportunities	Threats
<ul style="list-style-type: none"> • Proving capabilities to self • Staff and partner organizations • Creation of new multi-agency teams • Strengthening CV 	<ul style="list-style-type: none"> • Political change • Business risks • Undermined by career paths of others • Personality clash/ disputes

My SMART objectives based on this analysis are:

- S.** Improve chairing and presentation skills to become proficient.
- M.** Compare positive feedback from peers attending meetings I will Chair.
- A.** Taking chair ship of 2 new forums / meetings and revisit learning.
- R.** New chairing opportunities are available and my chair ship is confirmed.
- T.** Commencing January 2007 (baseline), concluding December 2007.
I will evaluate and Review following each meeting I chair and on conclusion.

Topic 3 – Development Opportunities

As a reforming activist my personal development style is more PRAGMATIST, where I respond best to practically based learning that can be applied immediately. My learning for the SMART objective I have set, will be reviewing guidance from a recent course, Internet research, practical application and feedback by colleagues observing my chairing of meetings. I will then feel confident that I have the theory, am able to chair effectively, so that meetings are focused, useful and timely.

Topic 4 – Support, Monitoring and Evaluation

The self-study guide informs me that support is ‘prevent from falling or sinking’ (Concise Oxford dictionary) and monitoring measures progress. Evaluation is seeing how things went.

Support for my development will be from my direct line manager as a regular part of supervision. This will be practically supported by members of my team.

Monitoring should be completed by someone other than me. This could be my line manager, colleagues also taking training and KD Training Solutions. If my goals are SMART, the review procedure is effective and feedback is constructive, this could be done as part of a Development Review with my line manager as part of supervision, appraisals, or if I move jobs or a problem occurs. I have, in the past, completed a learning log as this also informs competency and evidenced recording. I no longer need this method of monitoring.

Evaluating development

To make evaluation of outcomes easier if possible, I will break learning into ‘development periods’ so that on completion I can see if I have achieved the desired objectives and what to strive for next.

I can learn lessons from this process if I evaluate whether:

- My initial objectives were SMART
- The development activity matched my learning style
- I am more able in the development area I chose than I was before I started
- The activity was cost effective
- The system I used to monitor my development was effective.
- I can apply my development to my job
- I follow this approach again, using lessons learnt

Topic 5 – Putting it all on Paper

I have completed a Personal Development Plan (PDP), see Appendix 4. This simple document contains my SMART goal, how it will be achieved, when and where it will take place, resources required, start and completion dates and who else will be involved. I would complete a separate PDP for different development objectives.

Part B – Managing my own Resources

There is no one else to manage my resources for me. If I am in control of my time and I use it effectively I will achieve my objectives. In order to do this I need to delegate work effectively.

Topic 1 – Time Management

Time management is the key to job performance. It allows for the best possible use of the time I have at work, getting more done, spending more time on the priorities and avoiding the stress of last minute rushes. To manage time effectively I use a combination of common sense, techniques and personal skills and experience.

To be sure I am using my time effectively I have completed a time log over a period of a week. See Appendix 5 - Table 1.

The self study guide states that a survey of UK managers carried out by Cole G.A. in 1995 revealed most managers worked more than their allotted hours. From my time log I have identified that my method of time management is heavily reliant on working extra hours. However, I do not feel this is due to poor time management in the office as many of the abstractions identified were due to staffing issues that were quickly resolved by conversing with me in an adhoc way. Some abstractions were due to staffing issues that operational managers should have dealt with but may not have been able to as they may have been out of the office. A vast amount of time was taken by email communications. Many emails come to me and are immediately forwarded as part of delegation. Much of my time is spent on adhoc tasks that have come in by mail or email on a moment-by-moment basis. Much of our work is risk based and I often have to change my plans to deal with serious issues involving the justice or welfare of young people. This does not allow for planning or the setting of SMART objectives. That said, I always run through SMART in my head as I go along, as it leads to defensible decision making. I have considered wider issues that may adversely effect my time and list them in Appendix 5 – table 2.

Reviewing How I Work

The frustration of 'never having enough time to do the job properly' causes me to regularly consider the way I work. For small projects I work in the office, for larger more complex tasks, I will work away from the office. I plan this into my electronic diary so that I can still be contacted if needed by my secretary or managers. I also take into consideration my body clock which tells me that I work best from midday to about 8:00pm. Therefore, I complete small, achievable tasks in the morning and, if I can, complete complex tasks in the afternoon when my thinking is more 'switched on'. I take breaks throughout the day as I like, and normally combine the trip to the tearoom with some 'management by walking about' (MBWA) which is a refreshing break from paperwork.

Concentration

The study guide suggests that concentration is 'the ability to direct one's thinking in whatever direction one would intend'. It is accepted that after an hour many people begin to lose concentration. However, if I am dealing with something that interests me and I am not distracted, then I can extend that time indefinitely. I can do this by 'stopping' and taking a break, blanking out distractions by 'attending' or remaining focused and allowing separate time to 'worry' about other things.

Time Slots

As my role is very multi-agency, the task of arranging meetings, on days and at times the necessary managers are available is a real challenge. Subsequently, even established fixed time slots have to have flexibility for prioritising. My managers and I, all use electronic diaries that are linked and updated through Outlook on a shared drive. It is possible to view others diaries, to locate suitable time slots to formally meet up. I encourage all to take personal time slots in the day to attend to personal issues and will take time out myself, in the knowledge that I will work late the following day. This means that I manage my time effectively. See Appendix 5 -table 3.

Topic 2 – Effective Delegation

Introduction

It is not possible to complete every new task myself. I would quickly sink and become ineffective and other staff would not take responsibility for their areas of responsibility or expertise and would not develop. The study guide concludes that delegation is, put simply – 'The process of transferring authority, responsibility

and accountability to someone else'. I have looked at how I delegate work and considered its effectiveness. I concluded that a quick way to delegate is to forward emails, but I have found this is not as assured as personally delegating as there is less ownership by the recipient of an email and my intention could be misunderstood and the task not actioned. Therefore, I continue to personally delegate work whenever possible. See Appendix 6 – table 1.

Delegation is not a 'dumping exercise' and has many benefits to both parties involved, from making space for me, to developing the skills of a colleague. I consider the urgency and complexity of the task before deciding on the method of delegation. Table 2 gives an example of the process to go through when delegating.


Part C – Interpersonal Relationships

As the manager of a team it is important that I am able to communicate with everyone, at different levels. One minute at a strategic level, another at an operational service delivery level. I must also be able to effectively communicate in different ways with young people who are our service users, some of whom have communication problems. Part of my role requires me to give constructive feedback and at times manage conflict.

Topic 1 – Giving and receiving constructive feedback

I am often surprised that staff and volunteers with many years of experience have no experience in giving or receiving constructive feedback. Often there is fear that it will go wrong, as people are not accustomed to being told directly and honestly how they have performed in a particular task. Following a set process, I have improved performance, working relationships, communication and shared values. This is critically important in a multi-agency team.

Giving feedback

Do's		
<ul style="list-style-type: none"> • Treat people as adults ✓ • See their point of view ✓ • Be fair and honest ✓ • Be clear about areas for improvement ✓ • Don't forget strengths ✓ 		<ul style="list-style-type: none"> • Concentrate on behaviour not attitude or beliefs ✓ • Be a role model ✓ • Practice what you preach ✓

Don'ts

- Don't be too quick to disagree ✘
- Don't ignore what is being said ✘
- Don't interrupt ✘



- Don't duck out of it ✘
- Don't hurry the session ✘
- Don't seek to win somehow ✘

I recently observed a meeting between staff, volunteers, service users and victims of crime, I use the same simple model whenever I do feedback, and this is what I did;

- Advice in advance my role and that I will give individual or group feedback afterwards
- Set the scene with a positive comment
- Ask them how they think things went and how they did
- Probe as needed
- Give positive constructive feedback about the behaviour (not the person)
- Give feedback on areas for development, soliciting solutions from them
- Sum up with a simple action plan (verbal at this stage, but can be written up later)
- Encourage to seek feedback from others

Barriers to effective feedback

- No job description or clear objectives ✎
- Feedback based on unsubstantiated judgments ✎
- You don't know the people and they don't know you ✎




- Poor or negative feedback was given before, giving concern ✎
- Manager is afraid of being honest and constructive ✎

In my experience, giving feedback 'one to one' or to a couple of people involved in a process has always gone well. However, when trying to deliver to a larger group I found that I was interrupted and challenged by someone who did not understand the value of the process and the positive points were lost. Therefore, I would change my methods for feedback for individuals or groups.

Receiving feedback

I am used to giving feedback so, surprisingly find it less easy to receive it. However, I do understand that it is necessary to improve. I shall ask for feedback on my SMART Action Plan, using this method. The self-study quotes Bushardt SC and Fowler AR (1989) as saying:

<ul style="list-style-type: none"> • Listen carefully and don't interrupt ☹ • Don't be defensive ☹ • Don't try to justify ☹ • Do not overreact – modify your behaviour ☹ 		<ul style="list-style-type: none"> • Ask for clarity or examples if you disagree ☹ • Summarize your understanding of feedback ☹ • Take time to think about what has been said ☹
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I find it particularly difficult to listen and not join in with giving the feedback!

Topic 2 – Managing conflict

Introduction

Conflict is described in the reference guide as ‘an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from the other party in achieving their goals’ (Hocker JL and Wilmot WW 1991). In my work I must be constantly vigilant for the signs of conflict both at a low or petty level and a higher inter-agency level. As a multi-agency team it is easy for minor conflicts to seek supporters and grow into factions of opinion. This soon spreads disharmony and acts as a barrier to inter-agency working and low morale. The end result is that the service users will not access the services that they are entitled to and our targets for reducing offending will not be met. This ultimately will effect funding as it may be withdrawn or not renewed.

Advantages and disadvantages of managing conflict

Some advantages and disadvantages to manage conflict	
Advantages ✓	Disadvantages ✗
<ul style="list-style-type: none"> • People can focus on what they are supposed to be doing • The team feel a common bond and purpose • Outside attempts at causing disharmony are unsuccessful • The team remains high performing and efficient • Morale is high despite other difficulties such as financial or workload 	<ul style="list-style-type: none"> • Unchecked conflict growing and spreading • Poor reward for Yot by partnerships – loss of confidence • Lack of focus – work quality & performance suffers • Loss of revenue opportunities • Staff leave and recruitment opportunities are lessened

Changing views of conflict

The study guide refers to Vecchio R (2000) who tells us that some conflict is healthy. In my team this is indeed the case; seconded staff from different agencies come with methods and viewpoints that are poles apart, but they want to be good 'ambassadors' for their organization and strive to set high standards. This 'going the extra mile' and 'can-do' attitude ultimately leads to the team being high performing.

At Appendix 7, I have analysed a work-based conflict, taking into consideration Thomas Kilman's 5 styles of handling conflict. Having completed the analysis I concluded that I had not initially recognized that there was a real conflict taking place. Once I knew what was happening, I took time to research what was taking place and planned an approach to both sides.

In hindsight, I do not feel that my handling of the conflict was effective. I took too gentle an approach, which led to further conflict until stronger leadership action from me led to a partial resolution. As the reasons for conflict were complicated I found it was not easy to record the details in a meaningful way. Recording was made to each person's satisfaction on conclusion, in agreeing to 'put this behind us' and forming a supportive action plan for the member of staff and agreement on how each will communicate with the other in the future.

APPENDIX 1
TO UNIT C41

PERSONAL PROFILE

Profile	Job Description	Development
PART A		
Career (last 3 jobs)	Royal Air Force, Corporal Air Steward.	Broadened my personal horizons, responsibility, confidence, general knowledge, people skills.
	Audio T Hi-Fi Shop – Deputy Manager.	Junior management skills, customer services, technical skills.
	Police Constable – General Police duties.	Stretching personal skills and abilities. Human nature/ law. Specialist law enforcement skills.
PART B		
Education & other qualifications	<u>Qualifications</u> Educated to ‘O’ level in core subjects. Further learning relevant to career and job role.	On the job learning throughout RAF, police and justice career. Certificate in Effective Practice in Youth Justice.
PART C		
Current role Head of Service	Managing a multi-disciplinary, multi-agency Youth Justice team.	<u>Key achievements</u> <ul style="list-style-type: none"> • In top 5 teams in England and Wales • Positive HMI Inspection • High performance team
PART D		
Future career plans	<u>My plans for next 2 years</u> <ul style="list-style-type: none"> • Gain management qualifications • Improve management skills 	Greater understanding of strategic management at local and national level. Finance management/ analysis.
PART E		
Skills and abilities	Networking, delegation, dealing with conflict, prioritising objectives, self management, report writing, communication and change management.	<u>Areas for development</u> <ul style="list-style-type: none"> • Public speaking • Chairing meetings • Interviewing people • Motivating staff
PART F		
Working preferences	Current learning style: PRAGMATIST Profile: BALANCER	I have noted this has changed with the roles. I have changed from ACTIVIST towards THEORIST/ PRAGMATIST.

Profile	Job Description	Development
PART G		
Experience as a learner	<p>I learn best from a mixture of learning input from reading, doing, shadowing, 'having a go' to formal teaching and role play.</p> <p>Preference: Front loaded teaching, doing.</p>	<p>More likely now to be interested in some background to what I am learning and will self study for self interest beyond the minimum required.</p>
PART H		
Interests and hobbies	<p>Travel, art, bowling, music and reading.</p>	<p>Have suspended 2 hobbies to complete this DMS.</p>

APPENDIX 2
TO UNIT C41

JOB-RELATED COMPETENCIES

J. D. Accountabilities	Key Competencies	Development
Foresee and respond to strategic developments	Business awareness	My understanding at a local level is developing well, but is limited in the wider national political arena
Prepare strategic plans to develop new services	Customer understanding and service delivery	I have learnt in the past year to produce strategic plans but need to make them simpler and SMART
Negotiate budget and resources locally and naturally	Resource management Innovation	I am reliant on the experience of my business manager and finance department of SBC
Analyse and evaluate performance	Performance improvement	My analysis skills are improving in areas I am familiar with. I am not confident with wider analysis of partner agencies.
Deliver services in line with National Standards and legislation	Partnership working	To see opportunities for joint working
Data management	Performance improvement	I am very reliant on my data analysis/ information officer to produce data
Collaborate with partners at a senior level	Personal drive and owning our actions	I am not confident in presentation and speaking to groups
Communications and public relations	Personal drive and owning our actions	My understanding of the press and press relations is very limited
Motivating staff to reach their full potential	Leadership	I feel I am capable in one to one with staff but not in large groups

APPENDIX 3 – Table 1
TO UNIT C41

PERSONAL COMPETENCIES

TOPIC	YES	NO	DEVELOPMENT REQUIRED?
ACTING ASSERTIVELY			
Do I:			
Take a leading role in initiating action and making decisions?	✓		
Take personal responsibility for making things happen?	✓		
Take control of situations and events?	✓		Allow others to do it
Act in an assured and unhesitating manner when faced with a challenge?	✓		
Say 'no' to unreasonable request?	✓		
State your own position and views clearly in conflict situations?		✓	I do not like conflict and like to take time to consider
Maintain your beliefs, commitment and effort in spite of setbacks?	✓		
ACTING STRATEGICALLY			
Do I:			
Understand how the different parts of your organisation and its environment fit together?	✓		
Work towards a clearly defined vision of the future?	✓		
Clearly relate goals and actions to the strategic aims of the organisation?	✓		
Take opportunities when they arise to achieve the longer-term aims or needs of the organisation?	✓		
BEHAVING ETHICALLY			
Do I:			
Comply with legislation, industry regulations, professional and organisations codes?	✓		
Show integrity and fairness in decision making?	✓		
Set objectives and create cultures that are ethical?	✓		
Clearly identify and raise ethical concerns relevant to the organisation?	✓		
Work towards resolution of ethical dilemmas based on reasoned approaches?	✓		
BUILDING TEAMS (MANAGING OTHERS)			
Do I:			
Actively build relationships with others?	✓		
Make time available to support others?	✓		
Encourage and stimulate others to make the best use of their abilities?	✓		Not well in big groups

TOPIC	YES	NO	DEVELOPMENT REQUIRED?
Evaluate and enhance people's capability to do their jobs?	✓		
Provide feedback designed to improve people's future performance?	✓		
Show sensitivity to the needs and feelings of others?	✓		Can sometimes forge ahead without thinking
Show respect for the views and actions of others?	✓		
Use power and authority in a fair and equitable manner?	✓		
BUILDING TEAMS (RELATING TO OTHERS) Do I:			
Keep others informed about plans and progress?	✓		
Clearly identify what is required of others?	✓		
Invite others to contribute to planning and organising work?		✓	Often easier to get on with it myself
Set objectives that are both achievable and challenging?	✓		
Check individuals' commitment to a specific course of action?		✓	Can presume that it is already there
Use a variety of techniques to promote morale and productivity?		✓	Limited skills in more than one to one
COMMUNICATING Do I:			
Identify the information needs of listeners?	✓		
Listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding	✓		
Adopt communication styles appropriate to listeners and situations, including selection and appropriate time and place?	✓		
Use a variety of media and communication aids to reinforce points and maintain interest?	✓		Limited media skills
Present difficult ideas and problems in ways that promote understanding?	✓		
Confirm listeners' understanding through questioning and interpretation of non-verbal signals?	✓		
Encourage listeners to ask questions or rephrase statement to clarify their understanding?	✓		
FOCUSING ON RESULTS (Planning and Prioritising) Do I:			
Maintain a focus on objectives?	✓		
Tackle problems and take advantage of opportunities as they arise?	✓		
Prioritise objectives and schedules to make best use of time and resources?	✓		
Focus personal attention on specific details that are crucial to the success of a key event?	✓		

TOPIC	YES	NO	DEVELOPMENT REQUIRED?
FOCUSING ON RESULTS (Striving for Excellence) Do I:			
Actively seek to do things better?	✓		Am willing to accept 'best we can do'
Use change as an opportunity for improvement?	✓		
Establish and communicate high expectations of performance, including setting an example to others?	✓		
Set goals that are demanding of yourself and others?	✓		
Monitor the quality of work/progress against plans?	✓		
Continually strive to identify and minimise barriers to excellence?	✓		
INFLUENCING OTHERS Do I:			
Develop and use contacts to trade information and obtain support and resources?	✓		
Present yourself positively to others?	✓		Can sometimes struggle under adversity
Create and prepare strategies for influencing others?		✓	Limited PR skills
Use a variety of means to influence others?	✓		
Understand the culture of the organisation and act to work within it or influence it?	✓		
MANAGING SELF (Controlling Emotions and Stress) Do I:			
Accept personal comments or criticism without becoming defensive?	✓		
Remain calm in difficult or uncertain situations?	✓		
Handle others' emotions without becoming personally involved with them?		✓	Can at times find it difficult to distance self from others
MANAGING SELF (Managing Personal Learning and Development) Do I:			
Take responsibility for meeting your own learning and developments needs?	✓		
Seek feedback on performance to identify strengths and weaknesses?	✓		
Learn from your mistakes and those of others?	✓		
Change your behaviour where needed as a result of feedback?	✓		
Reflect systematically on your performance and modify your behaviour accordingly?		✓	Rarely do this and should do
Develop yourself to meet the demands of changing situations?	✓		
Transfer learning from one situation to another?	✓		
SEARCHING FOR INFORMATION Do I:			
Establish information networks to search for and gather relevant information?	✓		

TOPIC	YES	NO	DEVELOPMENT REQUIRED?
Actively encourage the free exchange of information?	✓		
Make the best use of existing sources of information?	✓		
Seek information from multiple sources?	✓		
Challenge the validity and reliability of sources of information?	✓		
Push for concrete information in an ambiguous situation?	✓		
THINKING AND TAKING DECISIONS (Analysing) Do I:			
Break processes down into tasks and activities?	✓		
TOPIC	YES	NO	DEVELOPMENT REQUIRED?
Identify a range of elements in and perspectives on a situation?	✓		
Identify implications, consequences or causal relationships in a situation?	✓		
Use a range of ideas to explain the actions, needs and motives of others?	✓		
THINKING AND TAKING DECISIONS (Conceptualising) Do I:			
Use your own experience and evidence from others to identify problems and understand situations?	✓		
Identify patterns or meaning from events and data that are not obviously related?	✓		
Build a total and valid picture from restricted or incomplete data?		✓	I cannot see how to do this
THINKING AND TAKING DECISIONS (Taking Decisions) Do I:			
Produce a variety of solutions before taking a decision?	✓		
Reconcile and make use of a variety of perspectives when making sense of a situation?	✓		
Produce your own ideas from experience and practice?	✓		

APPENDIX 3 – Table 2
TO UNIT C41

LEARNING STYLES – WHICH ONE AM I

Peter Honey and Alan Mumford have identified four main learning style preferences: Reflector, Theorist, Activist and Pragmatist. There are 40 questions I completed as below.

1	4	12	18	22	24	25	27	36	40
✓				✓	✓		✓	✓	✓

Total Activist =
6

8	10	11	16	19	21	23	29	31	32
✓	✓		✓	✓	✓	✓		✓	

Total Activist =
7

2	7	9	13	14	17	30	37	38	39
✓	✓		✓	✓	✓	✓	✓	✓	

Total Activist =
8

3	5	6	15	20	26	28	33	34	35
✓	✓	✓		✓	✓	✓	✓	✓	✓

Total Activist =
9

In conclusion there is no outright stronger style – but it would appear that I am a Theorist/ Pragmatist.

Theorist – is someone who also likes rational structure and clear aims before they will attempt to do it, only then will they learn effectively. Theorists like to relate the experience to theory.

Pragmatist – is someone who responds to practically based learning that can be applied immediately to real life. Pragmatists ask “how can I do it better next time?” and make plans or set targets.

PERSONAL DEVELOPMENT PLAN

Development goal:

Improve skills and confidence in chairing meetings.

How will this be achieved:

Review learning from previous chairing training. Update by internet study. Take chair ship of new forums. Shadow chairs of other meetings.

Where will the development take place?

Initially home study in preparation. On the job development by doing it.

What are the dates of the programmes?

Commencing January 2007 and concluding December 2007.

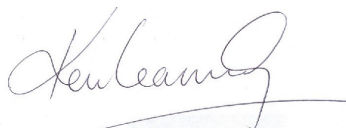
Who will support me?

My line manager will provide support and feedback, as she will also attend meetings I will chair.

Reviews:

Reviews will be following each meeting I chair throughout the year.

Signed:



Date: 7th December 2007

Signed: (Line Manager)

Date:

APPENDIX 5 - TABLE 1
TO UNIT C41

TIME MANAGEMENT LOG

Monday 13th November			
Time	Task	Abstractions	Result
09:00	At desk, phone, emails, papers, managers,	Managers in and out	Good communication
09:15	State of play all staff	Talk with staff in lobby – update on overnight issues	Delayed after meeting
09:40	At desk, phone, emails, reports, mail	Phone calls, staff/ manager questions	No emails – checked
11:30	MBWA	Talk with staff/ tea	Up to date
12:00	Managers weekly meeting	Young person to see with staff re enforcement	Interrupted meeting
14:00	Lunch at desk – door closed emails	Phone calls Staff questions	No emails – checked
15:00	MBWA - check status of projects	Talk with staff	Updated
16:00	At desk	Few abstractions	Many emails – done
18:30	Home	-	-
19:30	Log on – work from home	Family interests	
20:30	Log off		
Tuesday 14th November			
Time	Task	Abstractions	Result
09:00	Mental Health training day	None	
		Triple booked Since accepting this training – miss 3 strategic meetings 2am, 1pm	Missed networking opportunity
13:00	Lunch. Phone office - update state of play	None	Updated
14:00	Resume training	2 phone calls re practice issues	Missed bit of training
16:30	Head home		
18:00	Log on – clear emails for day	Family only	Up to date as possible
20:00	Log off		
Wednesday 15th November			
Time	Task	Abstractions	Result
08:00	Chippenham, Magistrates training event in company of some of my staff	Call from work - Staff issue to resolve	30 minutes missed
13:00	Lunch		
17:00	Training over, pack up and head for home		
18:00	Home		
19:00	Log on – emails, reports, reading up	Family only	

21:30	Log off		
Thursday 16th November			
Time	Task	Abstractions	Result
09:00	Office desk, phone and e mails, papers	Phone, staff, managers	Communication
09:15	State of play all staff	Talk with some staff after meeting	Delayed a little
10:00	Office, Desk etc.	None	Catch up
12:00	Drive to training event	None	Training happened
18:30	Completed – drive home	2 Phone calls, taken driving back	Updated, decision made
20:00	Work from home Log on – emails, report	None	Catch up
21:00	Log off		
Friday 17th November			
Time	Task	Abstractions	Result
09:00	SBC briefing, did not attend, went to office instead. Emails	Workload becoming priority	Missed briefing
09:30	MBWA Catch up on projects	Staff conversation	Up to date
11:00	Drive to meeting with line manager.	35 minutes waiting used constructively by reading documents	No issue Space was booked in case of delays
11:30	Meeting due to start but line manager delayed		
12:00	Supervision		
13:45	End meeting	Phone calls	No lunch
14:00	Walk to next meeting		
16:00	Back to office Emails and MBWA	IT systems fail - reboot - give in and go home	End week without completing all correspondence
17:00	Go home		
18:30	Log on at home – catch up on correspondence	Family only	Updated

APPENDIX 5 - TABLE 2
TO UNIT C41

ISSUES THAT AFFECT MY TIME

<p>Internal factors: Visitors, calls, expectations</p>	<p>Many time taking events tend to be adhoc meetings, that facilitate good communications and 'nipping in the bud' which is very important in my workplace. However, too many of these can have an adverse impact on my ability to complete my tasks.</p>
<p>External factors: Expectations</p>	<p>The nature of the partnerships, clients, government demands can cause a great deal of work at very short notice, which requires difficult time management decisions to be made. Service level agreements and 'ready to go' procedures can help. It is important to try and PLAN in advance and regularly PRIORITISE OBJECTIVES to gain a little 'slack' or 'down time' in order to absorb these abstractions.</p>
<p>Emails Paperwork and procrastination</p>	<p>Many emails have attachments or links that I am expected to follow. Currently averaging 42 per day. As I open each one I immediately deal with it, delete it, delegate it, or, if I am unsure, move it to a 'pending' file which I ponder and clear at the end of each week. Paperwork gets the same treatment.</p>
<p>Prioritising objectives</p>	<p>The way I do this is not always the same, I may 'do the easy stuff' to make room for more complex tasks or consider time limits, business risks, availability of others needed to complete or contribute to the task. I never procrastinate, ever, and strive to build in time to ensure there is a quality control if possible. This does not always work out.</p>
<p>Delegation of routine tasks</p>	<p>I now have an established management team under me. This has greatly assisted in delegation of tasks, as it is quite clear about who is responsible for an area of work. I keep strategic planning, as this is my job and would distract them from core duties. This is difficult to do if there are capability or sickness/abstraction issues.</p>
<p>Meetings Start End times</p>	<p>Meetings should have a purpose, agenda and time limits. I try to always arrive in good time, having prepared in advance. This is not always possible. If a meeting starts late I will adjust the agenda to ensure it still finishes on time to avoid a 'knock on effect'.</p>

APPENDIX 5 - TABLE 3
TO UNIT C41

TIME SLOTS

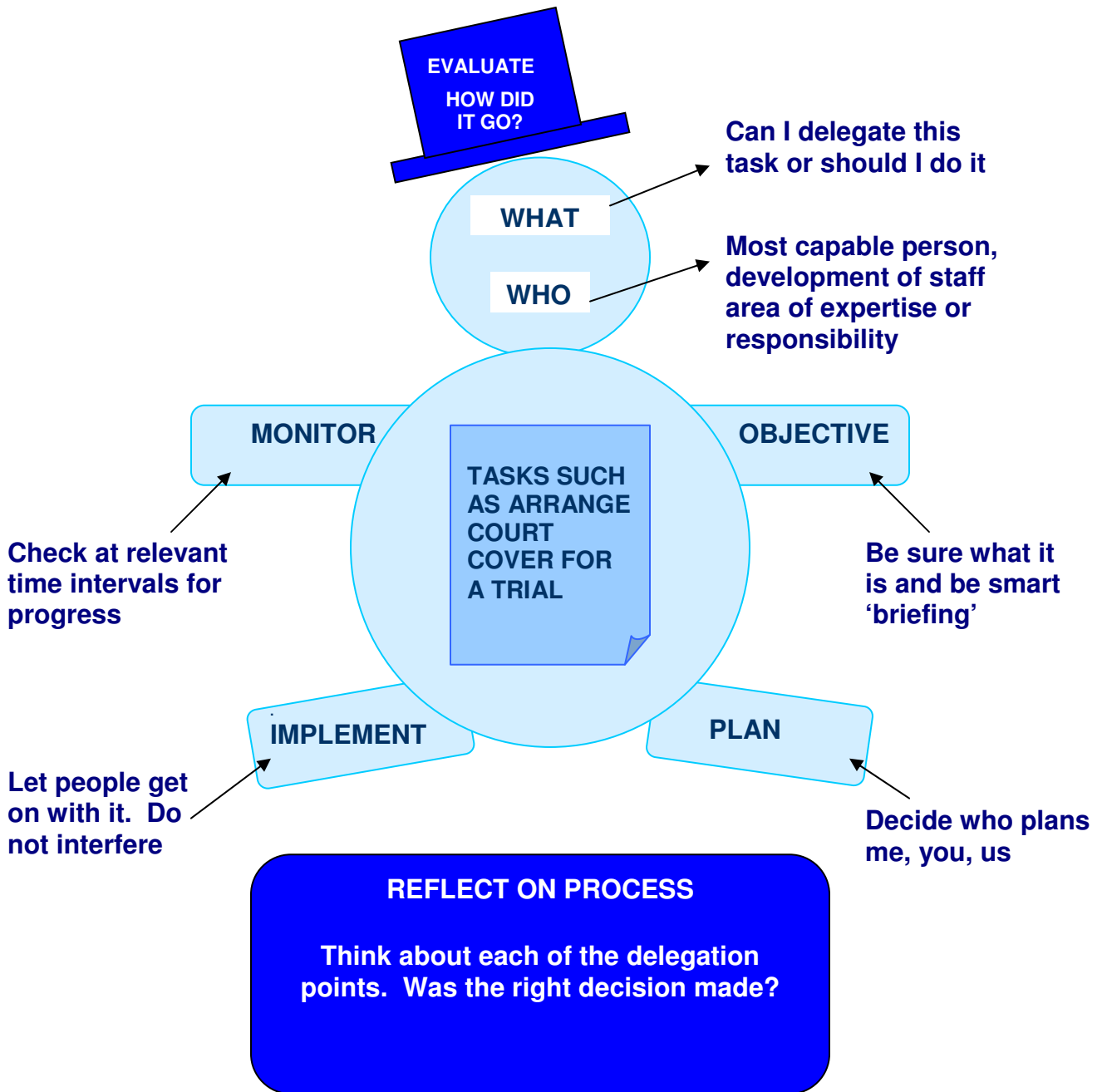
Fixed time slots	I have 2 fixed times every week, 1 being 09:15 with all staff for 15 minutes of 'state of play' each day. I do my best to attend these meetings and the Monday managers meeting. If I cannot make the meeting it still goes ahead without me, with a fixed agenda.
Flexible time slots	These tend to be the gaps between formal meetings. They are used for phone calls, reading reports and mail.
Personal time slots	I have in my diary time slots for personal development such as DMS work. I also put in personal time out of the office that could be considered as time off in lieu (Toil) to protect some private activities.
Unexpected time slots	These tend to be last minute cancelled meetings. When this happens I tend not to 'waste' the time, but use it therapeutically by having an office tidy, which involves 'dumping' paperwork.
Electronic Diary	I use an electronic diary that shares information onto OUTLOOK. Other managers and admin staff can view availability and my secretary can add or move appointments as needed. I always block out extra time either side of each appointment.
Manual Diary	When I used a manual diary I used a page a day and split the day into appointments and tasks (To do list) by using a vertical line down the centre of each page. I also use pencil to keep it tidy and small post-it notes that I could forward to the next day if the note has not been actioned.

APPENDIX 6 - TABLE 1
TO UNIT C41

DELEGATION

How I delegate	Effectiveness (1 low – 10 high)	Benefits to me
Email instructions to person	Score 5 – Misunderstood instructions, not prioritised. Unclear if any issues.	Very quick, high volume, out of my mind, gone. Can CC others.
Forward email to relevant person	Score 5 – Content can disappear e.g. attachments, Mailbox full issues. Unclear if any issues.	Very quick, can see 'paper trail', can CC others in for info.
By hand. Face to face (Blue temporary holding folders, one for each manager, PA)	Score 10 – Request confirmed and clarified in one go. Handover of paper. No issues unchecked.	High success rate, low return for probing questions. Downside is timing to meet up. Right person gets it.
Telephone (Not voicemail)	Score 8 – Takes more explaining than face to face. No paperwork to back it up at the time.	Quick access to recipient. Right person for the job confirmed.
Text	Score 1 – Very unlikely to make any sense at all. Could go anywhere.	None, would take longer than the job.
Post-it on screen	Score 3 – Good as friendly reminder only. Can get lost/ fall off.	Limited use only on low priority tasks.
Push file under door when in private meeting	Score 2 – I have seen this done 'hit and run' allocation of work. It tends to annoy people.	I would not use this.

APPENDIX 6 - TABLE 2
TO UNIT C41



APPENDIX 7
TO UNIT C41

ANALYSIS OF CONFLICT		
Source of conflict		
<ul style="list-style-type: none"> • Success • Objectives and beliefs • Territory • Irrational hostility 	✓ ✓	I observed a brewing conflict between one of my team managers and a member of staff. I surmised that it was due to both being from different parent organisations and the member of staff not liking the manager and displaying this by avoidance and disrespect.
Personal style – cause of clash?		
<ul style="list-style-type: none"> • Traditionalist Familiar, safe, creature of habit, predictable. • Analyst Slow at decision making, high standards, thoughtful, precise, systematic, critical. • Competitor Easily bored by routine, Motivated by success, thrive on change, confident. • Performer Sociable, good with people, prefer people to systems, impulsive, fun, optimistic, easy going. 	✓ ✓	Part of the clash may have been because the member of staff is a TRADITIONALIST with predictable/ safe working methods. The manager is an ANALYST who although thoughtful can be highly critical and appear slow at making decisions – something that the member of staff does not want in a line manager.
Before any attempt at resolution I need to understand the following:		
Symptoms		
Communication: Arguments, fights, tears, excessive politeness and formality. Cessation of communication. Proliferation of paperwork. Constant requests for management intervention	✓ ✓ ✓	In this case there was strained communication, resorting to email across the corridor. Requests for my understanding and intervention and ‘treading on eggshells’ by both parties. At this stage I took neutral ground listened individually and suggested compromises
Deterioration in work standards: Missed targets Non attendance at meetings Clock-watching Low morale Lack of co-operation	✓ ✓ ✓	This conflict was at a time of exceptionally high workload. Targets were missed. As part of avoidance, meetings were missed and morale for this member of staff was low. Having met with the line managers, an Action Plan was formed to begin to repair the relationship.
Tactics		
Communication: Distorting the facts by giving people different information. Red tape: Tying people in knots so that they cannot do their job Bypassing official channels: Manipulating people in key positions to prompt information. Subtle sabotage: Making sure errors are noted by management.	✓	I am pleased to say it is my belief that the conflict was not initially on a personal level or out of malice. The member of staff avoiding contact with the line manager caused other managers and myself to be drawn into the situation. Always listening then referring back to the line manager avoided an escalation.

Bibliography

Diploma in Management C41 Self Study Guide