Manual

Diploma of Leadership and Management  BSB51915

2016-2017
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Introduction

Welcome to the Groupwork Institute. We have been at the forefront of collaborative management and facilitation education since 1984. We use our experience in organisational development, management support and facilitation work in organisations to craft our own versatile easy-to-use approach.

Strong emphasis is placed on emotional resilience, the collaborative management of others, and your particular workplace challenges and opportunities.

This highly supportive course will comprehensively expand your understanding of whole-of- person management. It will give you the confidence to manage anywhere – and land on your feet no matter what happens!

The course is practical, and balances theory with your specific learning needs. We build on your existing skills. Whatever level of experience you have, this course will definitely take you on to the next level and beyond.

In addition to all this, we will have fun together along the way.

Welcome to the journey!
The Groupwork Institute Learning Approach

Overview
We have crafted our Collaborative Management Model from over three decades of work with groups and organisations on facilitation, organisational dynamics and management issues. This model is the synthesis of our easy-to-use versatile processes, frameworks and micro skills – which have a strong track record of creating wise and sustainable outcomes.

Our approach is inspired by the systems of collaboration found in the natural world. While other approaches named in the diagram on the following page complement our work, the management approach is our own creation.

This approach starts with our values and extends through to our vision for collaborative possibilities. It is an approach founded in what people actually find useful, as they go to create better outcomes together.

The Learning Process
The delight of learning together, is that we are always modelling the realities of group dynamics. You can actively experience the skills being applied.

Learning through participating in a group, enables you to feel how skills are actually applied. Contact days are ‘supportively challenging’. You will learn great things about yourself and provide a much stronger and more practical foundation for your management.

As a great deal of the learning from this course comes from the process of us working as a group, it is important that you attend all sessions. If you are unable to attend, please let us know. To complete the requirements of this course you must attend at least 90% of the teaching blocks.

In management education, there is no teacher like practice! There will be work in pairs, small groups as well as the whole group, role plays, socio drama, presentations, inner work and exercises using art and drama techniques, personal reflection and fun! People will be encouraged and supported to have a go at different learning techniques.

We try to make our learning process a very supportive one, so you will be stood by in the process of developing greater self awareness. However, it can be challenging at times! We find these challenges create the most insights and deep level learning. There is a reason why some people call this course 'life changing'. We want your learning process to go well for you, so if you have concerns of any kind – TALK TO US!
Model of Collaborative Practice
Frameworks and Processes
Much of our work has involved helping people pool and synthesise what they already know. We have developed our own array of collaborative processes and frameworks that enable people to make better sense of the information, ideas and possibilities that are around them. These processes can be very useful in our role as collaborative managers.

A vital aspect of our approach here is to use frameworks that people can quickly grasp, and make the best use of. We believe that processes and frameworks need to be simple, make common sense, and be practical and useful around people’s everyday work experiences.

When we use a management framework or process with an individual or a team, it needs to relate specifically to the purpose of that individual or team, and make sense to them. These frameworks and processes are introduced throughout the year.

For example – we have designed frameworks for:
- understanding the unconscious at work
- collaborative decision making
- working in organisations
- strategic planning
- evaluation
- continuous improvement
- collaborative policy formation
- supervision

Copyright Requirements
Students are able to use the models, processes, systems and tools taught in this course when applied directly to their management practices in the workplace. These models, processes, systems and tools need to be acknowledged as coming from the Groupwork Institute of Australia, and not changed.

These models, processes, systems and tools are not to be used to train others, or in any other way to set up to offer independent management advice using Groupwork intellectual property.
Work in Small Groups

Students will be formed into small affinity groups at the start of the course according to work interests and/or learning needs.

The purpose of these working groups is;
- to offer each other support throughout the course inside and outside of course time
- to practise together
- to reflect on teachings
- to give feedback to one another around learning goals
- to assist each other with assessment tasks where required

These groups will be expected to meet outside of structured course time for a minimum of two hours per month and post your learnings from these meetings onto the course e’list.
Teaching Units

1. Develop and use emotional intelligence
2. Lead and manage teams effectively
3. Communicate with influence
4. Collaborative leadership, build and sustain an innovative work environment
5. Facilitatory management/Collaborative decision making
6. Manage people performance/supervision
7. Develop and implement strategic plans
8. Operational plans
9. Organisational Rank, Power and Diversity
10. Managing conflict and other challenging dynamics
11. Manage Personal Work Priorities and Professional Development

The above teaching units are matrixed against twelve nationally accredited Units of Competency for the Diploma of Leadership and Management BSB51915.

These twelve competencies are:

1. Develop and use emotional intelligence BSBLDR501
2. Lead and manage team effectiveness BSBWOR502
3. Communicate with influence BSBLDR503
4. Manage meetings BSBADM502
5. Build and sustain an innovative work environment BSBINN502
6. Manage people performance BSBMGT502
7. Lead and manage effective workplace relationships BSBLDR502
8. Develop and implement strategic plans BSBMGT616
9. Manage operational plan BSBMGT517
10. Implement diversity in the workplace BSBLDR504
11. Apply conflict resolution strategies LGACOM008A
12. Manage personal work priorities and professional development BSBWOR501
Assessment
Assessment tasks are required to show competency in the twelve nationally accredited competencies for a Diploma of Leadership and Management. A list of assessment tasks follows on the next pages.

We want the assessment tasks that are required, to relate as much as possible to your workplace. We do not want people, who are already busy, to have to do unnecessary assessment tasks. However, they are required to be handed in on time. If you are having difficulty in doing this, please talk with us to obtain an extension. If participants do not complete all expected assessment tasks by (date) an extension of time will have to be negotiated and a fee will be charged.

Please remember to put your name at the top of each assessment task. Assessment tasks will not be marked if submitted without your name.

On the top of each assessment task is a box which has a completed and date area. Please do not fill this in. It is there for us to fill in when the task has been assessed.

Collaborative Management Logs
One of the assessment requirements is the keeping of Collaborative Management Logs.

We have a passion for reflective practice. We believe that high quality planning, and equally high quality reflection is a major learning tool. These are habits we are trying to instil in managers who are trained by the Groupwork Institute. Often in our busyness we can rush from one job to the next without taking the time to reflect on our practice, and learn from what went well and what didn’t go so well. Past students have found this practice invaluable and many still continue to keep logs.

It is not intended that these logs should take a large amount of time to complete. Fifteen to twenty minutes is sufficient time. The most important factor in their usefulness is to start the process as you prepare for an intervention and complete the log immediately or as soon as possible after an event. When preparing for a session/activity at work, plan some time immediately afterwards for reflection. This may only be ten or fifteen minutes but is much more useful than trying to recall the intricate details of the session some time afterwards. You may only have time to take a few handwritten notes immediately after, but can be transferred into a log at some later time.

Logs must be submitted regularly by the due date. The learning from reflective practice only occurs when logs are used at the time of the intervention. Therefore logs will not be accepted if they are more than two (2) months old.
Google Drive
All assessment tasks are listed on Google Drive. Using Google Drive allows both the Groupwork Institute and you the participant to have real time assess to all assessment tasks.

If you don’t already have a Google account, we will assist you to set one up. Once this is done, we will list all assessment tasks onto Google Drive and share these with you.

Using Google Drive
We will go through the process of using Google Drive at our first block together. Further notes will be distributed at this time.

If you have any queries or problems using Google Drive, please call Andrea Jones on 0419 569 935.
### Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Develop and use emotional intelligence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 A creative representation/map of your Community of Selves</strong></td>
<td>04/10/16</td>
</tr>
<tr>
<td>This is to demonstrate your self awareness and understanding of your own various ‘selves’. We will look for evidence of:</td>
<td></td>
</tr>
<tr>
<td>• your understanding of the messages different selves ‘speak’</td>
<td></td>
</tr>
<tr>
<td>• the gifts they bring</td>
<td></td>
</tr>
<tr>
<td>• the difficulties they cause when in the ‘drivers seat’.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2 A written piece on your Community of Selves and their relevance to your management.</strong></td>
<td>24/10/16</td>
</tr>
<tr>
<td>We will look for evidence of:</td>
<td></td>
</tr>
<tr>
<td>• Awareness of your community of selves and their relevance to your management. What gifts ‘selves’ bring to your management, what problem behaviours they cause when ‘driving’</td>
<td></td>
</tr>
<tr>
<td>• How behaviours of yours may affect people you manage and others in the workplace</td>
<td></td>
</tr>
<tr>
<td>• Recognition of how other people’s behaviour affects you and how your community of selves are likely to respond</td>
<td></td>
</tr>
<tr>
<td>• What you intend to do differently in the workplace with your new self awareness.</td>
<td></td>
</tr>
<tr>
<td>• Explain the principles and strategies/building blocks of emotional resilience and the impact of these on the workplace</td>
<td></td>
</tr>
<tr>
<td>• What is the impact on business objectives in having emotionally resilience people in your team?</td>
<td></td>
</tr>
<tr>
<td>Assessment Tasks for Competencies</td>
<td>Date for completion</td>
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</table>
| **1.3 Five (5) Collaborative Management Logs of a general nature around any issues you have dealt with as a manager.**<br>We will look for evidence of:  
  - use of Community of Selves and the impact of this on your management practice  
  - promotion of self awareness and the use of it to maximise outcomes  
  - effective communication skills  
  - how information is clearly and effectively communicated to your team, peers and management.  
  - demonstration of management micro skills | 24/10/16<br>28/11/16<br>13/02/17<br>13/03/17<br>10/04/17 |

**Unit 2 – Lead and manage teams effectively**

<table>
<thead>
<tr>
<th>2.1 Develop your own set of collaborative management principles.</th>
<th>19/12/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Develop with your team a set of practical behavioural agreements about how you will work together as a team.</td>
<td>19/12/16</td>
</tr>
<tr>
<td>2.3 Collaborative Management Log on how task 2 was achieved. Describe and evaluate how you did this. How will these team agreements support team cohesion, participation and performance?</td>
<td>19/12/16</td>
</tr>
<tr>
<td>2.4 Develop in collaboration with your team a set of work practice principles, or ethical standards relevant to your particular work.</td>
<td>19/01/17</td>
</tr>
<tr>
<td>2.5 Collaborative Management Log on how task 4 was achieved. Describe and evaluate how you did this.</td>
<td>19/01/17</td>
</tr>
</tbody>
</table>
| 2.6 Develop with your Team a performance plan with Key Performance Indicators (KPI’s) for the next twelve months.  
  - Ensure that you incorporate input from all relevant stakeholders.  
  - How do you ensure that these are being met? | 19/12/16 |
<table>
<thead>
<tr>
<th>Assessment Tasks for Competencies</th>
<th>Date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.7</strong> Set up with your Team a Peer Learning Circle (PLC). Written report on how effective these PLC’s are.</td>
<td>Set up 19/12/16 Report 10/07/17</td>
</tr>
</tbody>
</table>
| **2.8** Written piece on how group dynamics can support or hinder team performance.  
  - What strategies you might use to support team cohesion, participation and performance?  
  - How you would deal with performance issues and resultant resolution strategies you might use? This may include having to take corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders. | 23/01/17 |

**Unit 3 - Communicate with influence**

| **3.1** Prepare a presentation to be made by yourself to either your team, wider organisation or outside of the organisation. This presentation can be on any topic that is relevant to your work. At the conclusion of the presentation submit a written piece including;  
  - How did you identify your target audience  
  - Why was it a suitable forum to present information  
  - How were you able to impart information to position the business to best effect  
  - How did you communicate your ideas to business associates, client groups or others involved?  
  - What evaluation process did you use and was it effective? | 23/01/17 |
| **3.2** One collaborative management log reflecting on where you have used the processes of hearable messages and heart listening | 19/12/16 |
### 3.3 Written piece on the development and communication of information:

- Explain your organisations protocols for the release of information and communicating internally or externally.
- Explain the requirements to maintain confidentiality in the workplace
- Identification of industry, media and government organisations, events and communication channels relevant to your organisation
- How you would comply with any diversity issues.
- In the process of disseminating information how would you deal with any challenging encounters
- Would you use either a structured or inclusive procedure to research and communicate information. What are the differences between both of these procedures?

**19/12/16**

### Unit 4 - Collaborative Leadership – Build and Sustain an Innovative Work Environment

#### 4.1 A written piece using the GIA Management Style Diagram discussing your leadership style.

We will look for evidence of:

- your initial assessment of your leadership style using the GIA model (from an exercise done in course time)
- relationship to your Community of Selves
- what this means in terms of strengths and things to watch for

**13/02/17**

#### 4.2 Written piece: After completing this unit and putting into practice your collaborative leadership principles and procedures show how you;

- Have incorporated collaborative work arrangements
- Built team capacity to contribute to innovative practices
- How do you provide formal and informal learning opportunities for your team
- How do you share information and evaluate ideas with your team and they with each other
- How do you incorporate your innovative practices with those of the organisation and their vision/objectives?
- Your team’s feedback on your management style. Use your whole team in this process.

**08/05/17**
<table>
<thead>
<tr>
<th>Assessment Tasks for Competencies</th>
<th>Date for completion</th>
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<tbody>
<tr>
<td><strong>4.3</strong> Written piece explaining the key aspects of collaborative leadership and how these link to innovation in practice.</td>
<td>13/03/17</td>
</tr>
<tr>
<td><strong>4.4</strong> Written piece on how using collaborative practices can;</td>
<td>13/03/17</td>
</tr>
<tr>
<td>• motivate individuals to use creative thinking and apply innovative work practices</td>
<td></td>
</tr>
<tr>
<td>• support innovation in the work place and how using a more structured approach to management may hinder this.</td>
<td></td>
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<tr>
<td>• overcome challenges and barriers to teams and organisations in being innovative.</td>
<td></td>
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<tr>
<td>• influence teams to work towards common goals, uphold business values and overall objectives of the organisation.</td>
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<tr>
<td>• What impact do any relevant legislative frameworks have on the operation of your team?</td>
<td></td>
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<tr>
<td><strong>4.5</strong> How does the physical environment in your workplace enhance or hinder your team’s ability to work innovatively.</td>
<td>13/03/17</td>
</tr>
<tr>
<td>• Evaluate with your team how you could enhance the physical environment of your work place to support innovation.</td>
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<tr>
<td>• What physical resources might be needed?</td>
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<tr>
<td>• Look at design, fitout and decoration of workspaces</td>
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<tr>
<td>After this evaluation choose one area of your workspace that you and your team can effectively make a change. This may be in the areas of design, fit-out or decoration. If you are unable to physically make any changes, then with your team draft up a plan of change that you would like to see happen.</td>
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<tr>
<td>Assessment Tasks for Competencies</td>
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<tr>
<td><strong>Unit 5 – Facilitatory Management/Collaborative Decision Making</strong></td>
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<tr>
<td><strong>5.1 Two (2) Facilitation Logs. With these logs include:</strong></td>
<td>10/04/17 08/05/17</td>
</tr>
<tr>
<td>• How did you identify who was required to attend the meeting</td>
<td></td>
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<tr>
<td>• How did you notify and confirm with participants meeting details</td>
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<tr>
<td>• Outlines and record of paperwork included</td>
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<tr>
<td>• How was the outline distributed before the meeting</td>
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<tr>
<td>• What follow up is required</td>
<td></td>
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<tr>
<td>• How were minutes taken and stored</td>
<td></td>
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<tr>
<td>• What organisational policies or procedures had to be considered</td>
<td></td>
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<tr>
<td><strong>5.2 Written piece on meetings including:</strong></td>
<td>13/03/17</td>
</tr>
<tr>
<td>• Stages of facilitating a meeting</td>
<td></td>
</tr>
<tr>
<td>• How can group dynamics impact on facilitation of a meeting</td>
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<tr>
<td>• How would you decide on using different options of facilitating a meeting – face to face, web and teleconferencing?</td>
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<tr>
<td>• What organisational procedures and policies do you need to take into consideration when facilitating meetings through to the taking of meetings in your workplace?</td>
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<tr>
<td><strong>5.3 Written piece explaining the strategies of collaborative decision making.</strong></td>
<td>10/04/17</td>
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<tr>
<td>Assessment Tasks for Competencies</td>
<td>Date for completion</td>
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<tr>
<td><strong>Unit 6 - Manage People Performance/Supervision</strong></td>
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<tr>
<td><strong>6.1 Using the GIA Supervision Model.</strong> Set up for one of your staff members key Work Areas and Performance Expectations (this needs to be assessed before moving to the next point) Make sure that you consult with relevant stakeholders to identify all work requirements Consider any organisational and legal requirements Using the Model, show evidence of this being used at least three (3) times. Ensure you keep records and documentation in accordance with organisational performance management systems Notation of monitoring, evaluation and provision of feedback on staff performance and providing coaching or recommendation for assistance where appropriate.</td>
<td>Set up 22/03/17 Final 10/07/17</td>
</tr>
</tbody>
</table>
| **6.2 Written piece on aspects of performance management outlining:**  
  - What systems are currently being used in your organisation  
  - Relevant legislative and regulatory requirements  
  - Legislation relevant to managing effective workplace relationships  
  - Relevant awards and work agreements  
  - Your organisations due process for dismissal. Explain unlawful dismissal rules.  
  - Your organisations policies for staff development | 05/05/17 |
<table>
<thead>
<tr>
<th>Assessment Tasks for Competencies</th>
<th>Date for completion</th>
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<tbody>
<tr>
<td><strong>Unit 7 Develop and implement strategic plans</strong></td>
<td></td>
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<tr>
<td><strong>7.1 Develop a Strategic Plan.</strong> This plan can be for your organisation, team or department.**</td>
<td>10/07/17</td>
</tr>
<tr>
<td>Your Strategic Plan needs to be developed collaboratively using the Groupwork Institute Model. It must include involvement or consultation with:</td>
<td></td>
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<tr>
<td>• all team or departmental members</td>
<td></td>
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<tr>
<td>• teams inside your organisation with whom you work</td>
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<td>• involvement or feedback from other stakeholders outside your team/organisation.</td>
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<tr>
<td>• external partners</td>
<td></td>
</tr>
<tr>
<td>• include clients wherever possible</td>
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</tr>
<tr>
<td>Before the planning day you will need to consider what might be needed to inform the process.</td>
<td></td>
</tr>
<tr>
<td>• Is there an existing Strategic Plan?</td>
<td></td>
</tr>
<tr>
<td>• Is there any background information that will be required, ie. What documentation needs to be brought to the planning day?</td>
<td></td>
</tr>
<tr>
<td>• Are there any legislation or regulation impacts, codes of practice or intellectual property issues that need to be considered?</td>
<td></td>
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<tr>
<td>You will need to show evidence of how the plan is communicated, implemented and monitored.</td>
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<tr>
<td><strong>7.2 A facilitation log on how the strategic planning process was facilitated including an evaluation of the process and opportunities for improvement.</strong></td>
<td>10/07/17</td>
</tr>
<tr>
<td><strong>7.3 Written piece on the different methodologies used for strategic planning and how these may impact on the collaborative process of ownership by the team of the resultant plan.</strong></td>
<td>10/04/17</td>
</tr>
<tr>
<td><strong>7.4 Written piece outlining what legislation, regulations and codes of practices are relevant to your teams/organisations strategic plan. What risks and risk management strategies are relevant to the strategic planning process including intellectual property rights and responsibilities?</strong></td>
<td>10/04/17</td>
</tr>
</tbody>
</table>
### Assessment Tasks for Competencies

<table>
<thead>
<tr>
<th>Task</th>
<th>Date for Completion</th>
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<tbody>
<tr>
<td><strong>7.5</strong> Written piece looking at the internal and external sources of information relevant to the teams positioning, including any competitors, customer bases, vision, values and capabilities and how this impacts on the planning process.</td>
<td>10/07/17</td>
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</table>

### Unit 8 Manage Operational Plan

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<tr>
<th>Task</th>
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<tbody>
<tr>
<td><strong>8.1</strong> Develop and implement an Operational Plan for one of your Aims that were developed in your Strategic Plan. You must include at least three objectives from the chosen Aim.</td>
<td>11/09/17</td>
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<tr>
<td>Things to include;</td>
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<tr>
<td>• How did you engage with your staff to develop the plan?</td>
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<tr>
<td>• How did you engage relevant stakeholders?</td>
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<tr>
<td>• What approvals were required?</td>
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<tr>
<td>• What resource requirements are there?</td>
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<td>• What contingency plans have you put in place?</td>
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<tr>
<td>• How will you make variations to the plan?</td>
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<tr>
<td>• What organisational policies and procedures need to be considered?</td>
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<tr>
<td>• What physical resources and services will be needed?</td>
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<tr>
<td>• How will you monitor and document performance of staff involved?</td>
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<tr>
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<th>Date for Completion</th>
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<tbody>
<tr>
<td><strong>8.2</strong> Written piece including;</td>
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<tr>
<td>• Describe different models and methods for operational plans</td>
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</tr>
<tr>
<td>• Why are concise budgets necessary in the implementation process?</td>
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<tr>
<td>• What types of different approaches could you make in development key performance indicators to meet business objectives?</td>
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<tr>
<td>• What legislative and regulatory requirements are relevant to the operational plan</td>
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<tr>
<td>• What are your organisations policies, practices and procedures that directly relate to the operational plan?</td>
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<tr>
<td>Assessment Tasks for Competencies</td>
<td>Date for completion</td>
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<tr>
<td><strong>Unit 9 Organisational Rank Power and Diversity</strong></td>
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</table>
| **9.1** Collaboratively develop a comprehensive diversity policy with your team. Include;  
  • equal opportunity, equity and diversity principles  
  • knowledge of relevant legislation  
  • organisational policies on cultural diversity and ethical values  
  • details of how you will implement this  
  • how it will be monitored and reviewed | 10/07/17 |
| **9.2** Two (2) logs which show evidence of your understanding of Rank, Power and Diversity in your workplace and how it impacts on your management of staff. How have you adjusted your own interpersonal communication style to meet the policies of cultural diversity? | 10/07/17  
14/08/17 |
| **9.3** Two (2) logs which show evidence of where you have had to intervene because of rank, power and diversity issues. | 10/07/17  
14/08/17 |
| **9.4** Written piece on diversity in the workplace including;  
  • The origin and nature of diversity within the industry sector, community and workplace  
  • Outline the legislative and regulatory context of the organisation relevant to workplace diversity  
  • Explain how your organisation’s policies and procedures relate to diversity  
  • Show examples of barriers to inclusive engagement in a diverse workforce and possible strategies to address them  
  • Describe inclusive behaviours that support diversity in the workplace. | 14/08/17 |
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<thead>
<tr>
<th>Assessment Tasks for Competencies</th>
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<tbody>
<tr>
<td><strong>Unit 10 Manage Conflict and Other Challenging Dynamics</strong></td>
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</tr>
<tr>
<td>10.1 Using the GIA Model, develop collaboratively with your team a process for conflict resolution. Describe and evaluate how you did this. Things to consider when developing this; - Organisational policies - Legislative requirements - Legal requirements - Recording and reporting processes - Social and cultural practices - Identification of conflict or challenging behaviour - How to address difficulties</td>
<td>10/07/17</td>
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<tr>
<td>10.2 Three (3) management logs on how you have had to deal with either conflict or challenging encounters in the workplace.</td>
<td>10/07/17 14/08/17 11/09/17</td>
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<tr>
<td>10.3 Written piece on how your policy and process for conflict resolution has helped your management practices in dealing with conflict.</td>
<td>11/09/17</td>
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</table>
### Assessment Tasks for Competencies

<table>
<thead>
<tr>
<th>Unit 11 – Manage Personal Work Priorities and Professional Development</th>
<th>Date for completion</th>
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<tbody>
<tr>
<td><strong>11.1 Learning Goals</strong>&lt;br&gt;Thorough description of individual learning goals for the duration of the course. Under each management Aspect (area of Management) note what you feel you are currently good at and what is not so good. Use this exercise to determine what are your learning goals?&lt;br&gt;&lt;br&gt;Upon completion of the course finish each Management Aspect with a progress report on each of your learning goals.</td>
<td>Set up 24/10/16&lt;br&gt;Completed 16/10/17</td>
</tr>
<tr>
<td><strong>11.2 Develop a work/time management plan to assist you in your role.</strong>&lt;br&gt;Things to consider;&lt;br&gt;• Key work areas and performance expectations&lt;br&gt;• Work-life balance,&lt;br&gt;• personal health and stress factors</td>
<td>10/07/17</td>
</tr>
<tr>
<td><strong>11.3 Written piece on the importance of establishing relationships with both internal and external networks in your work practices.</strong>&lt;br&gt;Things to consider;&lt;br&gt;• The identification and establishment of relationships with networks that are important to your professional learning and development needs&lt;br&gt;• How they support identifiable outcomes for your team and the organisation</td>
<td>14/08/17</td>
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### Assessment Tasks for Competencies

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<tr>
<th>Task Description</th>
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</table>
| 11.4  Written piece looking at how systems, policies and procedures can support the development of effective work relationships. Things to consider;  
• Interpersonal styles  
• Communication  
• Consultation  
• Culture/Diversity  
• Networking  
• Decision Making  
• Conflict resolution | 11/09/17 |
## Competencies

### Develop and use emotional intelligence BSBLDR501

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<tr>
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<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
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</table>
| 1. Identify the impact of own emotions on others in the workplace | 1.1 Identify own emotional strengths and weaknesses  
1.2 Identify personal stressors and own emotional states related to the workplace  
1.3 Develop awareness of own emotional triggers and use this awareness to enable control emotional responses  
1.4 Model workplace behaviours that demonstrate management of emotions  
1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence |
| 2. Recognise and appreciate the emotional strengths and weaknesses of others | 2.1 Respond to the emotional states of co-workers and assess emotional cues  
2.2 Identify the range of cultural expressions of emotions and respond appropriately  
2.3 Demonstrate flexibility and adaptability in dealing with others  
2.4 Take into account the emotions of others when making decisions |
| 3. Promote the development of emotional intelligence in others | 3.1 Provide opportunities for others to express their thoughts and feelings  
3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace  
3.3 Encourage the self-management of emotions in others  
3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes |
| 4. Utilise emotional intelligence to maximise team outcomes | 4.1 Encourage a positive emotional climate in the workplace  
4.2 Use the strengths of workgroup members to achieve workplace outcomes |
Lead and manage team effectiveness BSBWOR502

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| 1. Establish team performance plan | 1.1 Consult team members to establish a common understanding of team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives  
1.2 Develop performance plans to establish expected outcomes, outputs, key performance indicators (KPIs) and goals for work team  
1.3 Support team members in meeting expected performance outcomes |
| 2. Develop and facilitate team cohesion | 2.1 Develop strategies to ensure team members have input into planning, decision making and operational aspects of work team  
2.2 Develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities  
2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions  
2.4 Develop processes to ensure that issues, concerns and problems identified by team members are recognised and addressed |
| 3. Facilitate teamwork | 3.1 Encourage team members and individuals to participate in and to take responsibility for team activities, including communication processes  
3.2 Support the team in identifying and resolving work performance problems  
3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation’s image for all stakeholders |
| 4. Liaise with stakeholders | 4.1 Establish and maintain open communication processes with all stakeholders  
4.2 Communicate information from line manager/management to the team  
4.3 Communicate unresolved issues, concerns and problems raised by team members and follow-up with line manager/management and other relevant stakeholders  
4.4 Evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders |
# Communicate with influence BSBLDR503

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| 1. Communicate clearly | 1.1 Confirm the authority or mandate to present business views or position  
1.2 Respect protocols and confidentiality of information  
1.3 Clarify the audience information needs and prepare a position  
1.4 Use language that is appropriate for the audience  
1.5 Use active listening to seek stakeholder and other organisation input and achieve a balanced exchange of views  
1.6 Seek immediate feedback to ensure that the views expressed by all stakeholders have been understood |
| 2. Present and negotiate persuasively | 2.1 Identify key individuals and target groups for their value to advance the business interests  
2.2 Prepare realistic positions and supporting arguments in advance in anticipation of the likely expectations and tactics of others  
2.3 Respect values, concerns and views of others and keep lines of communication open  
2.4 Acknowledge differences of opinion to encourage the rigorous examination of all options  
2.5 Use a variety of communication styles to present business positions to best effect  
2.6 Seek mutually beneficial solutions by establishing areas of common ground and potential compromise  
2.7 Keep negotiations focused on key issues and moving forward towards a final resolution  
2.8 Adhere to agreements in order to maintain the credibility and trust of others |
| 3. Participate in and lead, meetings effectively | 3.1 Identify the need for meetings and program meetings in response to the need  
3.2 Use an agenda and efficient, inclusive meeting procedures to maximise participation and maintain order  
3.3 Prepare summaries of key issues and possible options disseminated in advance  
3.4 Achieve agreed outcomes in the available time by co-operating with and seeking consensus and compromise  
3.5 Outcomes of meetings are promptly summarised for action and distributed to stakeholders, as required |
| 4. Make presentations at meetings, forums and conferences | 4.1 Select appropriate forums to present business positions to best effect  
4.2 Obtain reliable information and advice to prepare appropriate presentations.  
4.3 Adapt language, explanations, media and information/entertainment balance to meet the needs of the audience  
4.4 Respond to questions openly and honestly |
## Manage meetings BSBADM502

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| **1 Prepare for meetings** | 1.1 Develop agenda in line with stated meeting purpose  
1.2 Ensure style and structure of meeting are appropriate to its purpose  
1.3 Identify meeting participants and notify them in accordance with organisational procedures  
1.4 Confirm meeting arrangements in accordance with requirements of meeting  
1.5 Despatch meeting papers to participants within designated timelines |
| **2 Conduct meetings** | 2.1 Chair meetings in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements  
2.2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes  
2.3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues  
2.4 Brief minute-taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting |
| **3 Follow up meetings** | 3.1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions  
3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements  
3.3 Report outcomes of meetings as required, within designated timelines |
## Build and sustain an innovative work environment BSBINN502

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</table>
| **1 Lead innovation by example** | **1.1** Make innovation an integral part of leadership and management activities  
**1.2** Demonstrate positive reception of ideas from others and provide constructive advice  
**1.3** Establish and maintain relationships based on mutual respect and trust  
**1.4** Take considered risks to open up opportunities for innovation  
**1.5** Regularly evaluate own approaches for consistency with the wider organisational or project context |
| **2 Establish work practices that support innovation** | **2.1** Consult on and establish working conditions that reflect and encourage innovative practice  
**2.2** Introduce and maintain workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas  
**2.3** Facilitate and participate in collaborative work arrangements to foster innovation  
**2.4** Build and lead teams to work in ways that maximise opportunities for innovation |
| **3 Promote innovation** | **3.1** Acknowledge suggestions, improvements and innovations from all colleagues  
**3.2** Find appropriate ways of celebrating and promoting innovation  
**3.3** Promote and reinforce the value of innovation according to the vision and objectives of the organisation or project  
**3.4** Promote and support the evaluation of innovative ideas within the wider organisational or project context |
| **4 Create a physical environment which supports innovation** | **4.1** Evaluate the impact of the physical environment in relation to innovation  
**4.2** Collaborate with colleagues about ideas for enhancing the physical work environment before taking action  
**4.3** Consider potential for supporting innovation when selecting physical resources and equipment  
**4.4** Design, fit-out and decorate workspaces to encourage creative mindsets, collaborative working and the development of positive workplace relationships |
| **5 Provide learning opportunities** | **5.1** Pro-actively share relevant information, knowledge and skills with colleagues  
**5.2** Provide or encourage formal and informal learning opportunities to help develop the skills needed for innovation  
**5.3** Create opportunities in which individuals can learn from the experience of others |
# Manage people performance BSBMGT502

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<tr>
<td>essential outcomes.</td>
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</table>
| 1. Allocate work             | 1.1 Consult relevant groups and individuals on work to be allocated and resources available  
|                              | 1.2 Develop work plans in accordance with operational plans  
|                              | 1.3 Allocate work in a way that is efficient, cost effective and outcome focussed  
|                              | 1.4 Confirm performance standards, Code of Conduct and work outputs with relevant teams and individuals  
|                              | 1.5 Develop and agree performance indicators with relevant staff prior to commencement of work  
|                              | 1.6 Conduct risk analysis in accordance with the organisational risk management plan and legal requirements                                                                                                                                               |
| 2. Assess performance        | 2.1 Design performance management and review processes to ensure consistency with organisational objectives and policies  
|                              | 2.2 Train participants in the performance management and review process  
|                              | 2.3 Conduct performance management in accordance with organisational protocols and time lines  
|                              | 2.4 Monitor and evaluate performance on a continuous basis                                                                                                                                                                                                              |
| 3. Provide feedback          | 3.1 Provide informal feedback to staff on a regular basis  
|                              | 3.2 Advise relevant people where there is poor performance and take necessary actions  
|                              | 3.3 Provide on-the-job coaching when necessary to improve performance and to confirm excellence in performance  
|                              | 3.4 Document performance in accordance with the organisational performance management system  
|                              | 3.5 Conduct formal structured feedback sessions as necessary and in accordance with organisational policy                                                                                                                                                    |
| 4. Manage follow up          | 4.1 Write and agree on performance improvement and development plans in accordance with organisational policies  
|                              | 4.2 Seek assistance from human resources specialists, where appropriate  
|                              | 4.3 Reinforce excellence in performance through recognition and continuous feedback  
|                              | 4.4 Monitor and coach individuals with poor performance  
|                              | 4.5 Provide support services where necessary  
|                              | 4.6 Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary  
|                              | 4.7 Terminate staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues                                                                                                                                 |

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# Lead and manage effective workplace relationships BSBLDR502

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</table>
| **1. Manage ideas and information** | 1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers  
1.2 Develop and/or implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role  
1.3 Facilitate feedback to employees on outcomes of the consultation processes  
1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel |
| **2. Establish systems to develop trust and confidence** | 2.1 Establish and/or implement policies to ensure that the organisation’s cultural diversity and ethical values are adhered to  
2.2 Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct  
2.3 Adjust own interpersonal communication styles to meet the organisation’s cultural diversity and ethical environment and guide and support the work team in their personal adjustment process |
| **3. Manage the development and maintenance of networks and relationships** | 3.1 Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation  
3.2 Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained |
| **4. Manage difficulties to achieve positive outcomes** | 4.1 Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved  
4.2 Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation’s policies and procedures  
4.3 Provide guidance, counselling and support to assist co-workers in resolving their work difficulties  
4.4 Develop and implement an action plan to address any identified difficulties |
## Develop and implement strategic plans BSBMGT616

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</table>
| 1. Confirm organisational vision and mission | 1.1 Check with stakeholders that organisational vision and mission are still held to be current and are supported  
1.2 Make any changes or refinements to vision or mission statement as required  
1.3 Review or develop organisational values to support the vision and mission statement  
1.4 Gain support for strategic planning process from all relevant stakeholders |
| 2. Analyse the internal and external environment | 2.1 Determine information requirements and undertake or commission research to deliver relevant information  
2.2 Analyse political, economic, social, and technological developments in a global context  
2.3 Seek advice from appropriate experts wherever necessary  
2.4 Identify and consider strengths and weaknesses of existing and potential competitors and allies  
2.5 Analyse organisation’s strengths, weaknesses, opportunities and threats  
2.6 Consider cooperative ventures that are supported by risk and cost benefit analyses, are consistent with the organisational vision, mission and values and provide for due diligence  
2.7 Check that analysis of internal and external environment is consistent with the perspectives of other informed people |
| 3. Write strategic plan | 3.1 Document relevant research and background for inclusion in the strategic plan  
3.2 Formulate strategic objectives and strategies needed for the future  
3.3 Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators  
3.4 Circulate strategic plan for comment, support and endorsement |
| 4. Implement strategic plan | 4.1 Communicate strategic plan to all relevant parties  
4.2 Brief people with a specific role in relation to strategies  
4.3 Use performance indicators to monitor progress in implementing plan  
4.4 Make necessary refinements to plan  
4.5 Evaluate achievement of objectives at agreed milestones  
4.6 Review effectiveness of plan and consider methods for improving strategic planning processes |
Manage operational plan BSBMGT517

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| **1. Develop operational plan** | 1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers  
1.2 Develop and/or implement consultation processes as an integral part of the operational planning process  
1.3 Ensure the operational plan includes key performance indicators to measure organisational performance  
1.4 Develop and implement contingency plans for the operational plan  
1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required  
1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams |
| **2. Plan and manage resource acquisition** | 2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation’s human resources management policies, practices and procedures  
2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation’s policies, practices and procedures  
2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services |
| **3. Monitor and review operational performance** | 3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets  
3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance  
3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation  
3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources  
3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups  
3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements |
## Implement diversity in the workplace BSBLDR504

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| 1. Scope workforce diversity | 1.1 Establish the nature of diversity in the industry sector, community and workplace  
1.2 Qualify and quantify the sources of diversity in the industry sector, community and workplace  
1.3 Research and identify the benefits of having a diverse workforce  
1.4 Identify and analyse legislation, regulation and enterprise policy that impacts on workplace diversity  
1.5 Research and identify opportunities and barriers to inclusive engagement |
| 2. Integrate diversity into workplace operations | 2.1 Develop and review workplace policies, procedures and planning in accordance with the scope of diversity  
2.2 Establish where diversity integration meets the needs of the enterprise and diverse persons  
2.3 Review existing policies, plans and procedures to identify areas where diversity can achieve positive impact  
2.4 Monitor and review workplace processes to guide implementation |
| 3. Implement diversity across the workplace | 3.1 Consult with management and teams to champion the diversity implementation  
3.2 Ensure work teams incorporate diversity processes into work activity  
3.3 Establish and enable enterprise and individual support processes  
3.4 Provide for training and coaching in diversity implementation  
3.5 Promote and model inclusive behaviours |
| 4. Review and evaluate diversity in the workplace | 4.1 Conduct regular reviews of diversity integration with relevant persons  
4.2 Evaluate workplace diversity against workplace policies, procedures and planning objectives  
4.3 Identify and recommended improvements to diversity integration |
Apply conflict resolution strategies LGACOMP008A

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| 1. Assess potential conflict situations | 1.1 Signs, stages and possible causes of conflict are identified and anticipated.  
1.2 Appropriate responses are evaluated against organisational procedures and legal requirements.  
1.3 Additional information is identified and sought as required to assist in the assessment of the conflict situation. |
| 2. Implement conflict resolution strategies | 2.1 Factors and issues relevant to the conflict are clarified.  
2.2 Strategies for dealing with conflict situations are developed in accordance with organisational procedures.  
2.3 Assistance is sought as required and is appropriate to the person's skill and responsibility.  
2.4 Options for resolution of the conflict are identified which allow for constructive responses to be negotiated.  
2.5 Negotiation techniques are used to maintain positive interaction and to divert and minimise aggressive behaviour.  
2.6 Effective communication techniques are used to ensure understanding of information received or relayed.  
2.7 Social and cultural differences are taken into account in the negotiation style and approach taken.  
2.8 Mutual agreement to the situation and its resolution is confirmed and follow up action is agreed upon by all parties.  
2.9 Systems, records and reporting procedures are maintained according to organisational procedures. |
| 3. Evaluate response and outcome | 3.1 Effectiveness of response is evaluated and reviewed according to information available and organisational practices.  
3.2 Accurate and constructive observations of incidents are provided in reviewing and debriefing the situation.  
3.3 Records and reports are provided and maintained according to organisational requirements.  
3.4 Effects of stress are recognised and addressed through stress management techniques and debriefing. |
## Manage personal work priorities and professional development

**BSBWOR501**

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<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
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</tbody>
</table>
| 1. Establish personal work goals | 1.1 Serve as a positive role model in the workplace through personal work planning  
1.2 Ensure personal work goals, plans and activities reflect the organisation’s plans, and own responsibilities and accountabilities  
1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur |
| 2. Set and meet own work priorities | 2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives  
2.2 Use technology efficiently and effectively to manage work priorities and commitments  
2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to |
| 3. Develop and maintain professional competence | 3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans  
3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence  
3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence  
3.4 Participate in networks to enhance personal knowledge, skills and work relationships  
3.5 Identify and develop new skills to achieve and maintain a competitive edge |
# Course schedule

19 contact days

<table>
<thead>
<tr>
<th>Block</th>
<th>Date</th>
<th>Unit</th>
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</table>
| 1     | September 5-7, 2016 | **Develop and use emotional intelligence, Lead and manage teams effectively and Communicate with influence (1st half of Unit 2)**  
Venue: Residential, Commonground Conference Centre, near Seymour |
| 2     | October 4 & 5, 2016 | **Lead and manage teams effectively (2nd half of Unit 2)**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 3     | November 2 & 3, 2016 | **Collaborative leadership, build and sustain an innovative work environment**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 4     | December 6 & 7, 2016 | **Facilitatory management/Collaborative decision making**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 5     | February 21 & 22, 2017 | **Manage people performance/supervision**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 6     | March 22, 2017 | **Develop and implement strategic plans**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 7     | April 19, 2017 | **Manage operational plan**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 8     | May 16 &17, 2017 | **Organisational rank, power and diversity**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 9     | June 13 & 14, 2017 | **Managing conflict and other challenging dynamics**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
| 10    | July 18 & 19, 2017 | **Manage personal work priorities and professional development**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
|       | November 22, 2017 | **Graduation Night.**  
Venue: GIA Training Rooms, 31 Rennie St, Thornbury |
Reading List
Recommended Reading

Semler, Ricardo.  Maverick.


Australian Institute of Management (2006), The Heart and Soul of Leadership


Robert Bolton (1979), People Skills, Simon & Schuster Inc.


Stone, Douglas & Heen, Sheila (2014), Thanks for the Feedback: The Science and Art of Receiving Feedback Well

Stone, Douglas, Patton, Bruce & Heen, Sheila (2011) Difficult Conversations: How to Discuss What Matters Most
Code of Practice

Information, Advice and Support Services
The Groupwork Institute of Australia is committed to integrating Access and Equity principles within all our educational services. All staff recognise the rights of learners and provide information, advice and support that is consistent with our Code of Practice.

Regardless of cultural background, gender, sexuality, disability or age you have the right to learn in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner while you are studying with us.

If, at any time, you feel that any staff member is not abiding by our Code of Practice please report your complaints or grievance to your facilitator/trainer, or contact the office for our complaints and appeals form.

Student Selection and Enrolment
We provide clear information on the qualifications/courses that we offer. This includes the location of training, any required skills or knowledge and any additional training pathways.

Our enrolment process requires you to complete an enrolment form and provide as much relevant information as possible to ensure we provide training to suit your needs. All information collected is kept confidential and subject to our Privacy Policy in this Code of Practice.

Course Information
Specific course information brochures and flyers have been developed for all of the courses that we currently offer.

Fees and Charges
Information on fees, charges are clearly documented in course brochures and flyers and are also available through our website.

Extra Support around Language, Literacy and Numeracy
We provide advice, support and help for any language, literacy and numeracy assistance on request. We will also monitor the needs of our learner’s through the learning process. If at any time we feel a learner requires any language, literacy and numeracy assistance we will either provide this or tailor learning and assessment materials to match learner needs.
Student Support
We currently offer support in (i) RPL assessment; (ii) options in learning; (iii) guidance on career options; (iv) one on one tutoring; (v) pre-course interviews; (iv) training needs analysis; and (vii) information on our website.

We will endeavour to provide for the welfare of all students through; (i) Occupational Health and Safety; (ii) review of payment schedules when requested; (iii) provision for special learning needs; (v) provision for special cultural and religious needs; and (vi) provision for special dietary needs.

Appeals, Complaints and Grievance Procedures
We have a documented procedure that covers any appeals, complaints or grievances. Should you have an appeal, complaint or grievance, contact the designated person for more detailed information.

Disciplinary Procedure
To ensure all learners receive equal opportunities and gain the maximum from their time with us, there are some ‘ground rules’ that apply to all people that attend any of our sessions. Any person(s) who displays and continues to display disruptive behaviour may be asked to leave the session and/or the course.

Any person who is asked to leave a session or course has the right of appeal through our appeals process. All efforts will be made to resolve such issues collaboratively. However the ‘last resort’ right to ask someone to leave will be enforced if necessary.

Staff Responsibility for Access and Equity Issues
At the Groupwork Institute, all staff have been inducted in their responsibilities for our access and equity principles. Our staff will act in accordance with our Code of Practice and ensure all learners are made aware of their rights and responsibilities.

Recognition of Prior Learning (RPL) Arrangements
Recognition of prior learning assessment is available where appropriate to all learners. If you believe you have relevant skills and abilities that you have learned in your past please contact the relevant course facilitator/trainer. They will discuss the evidence requirements you will need to provide and support documentation as required.
Unit 1 - Develop and use Emotional Intelligence

Before we can be good collaborative managers, we need to know how other people’s behaviour reacts with our own thought processes. Our ‘buttons’ are often pressed by the way others behave. People’s behaviour can unconsciously remind us of old annoyances, and fears or hurts from past experiences.

If we are not aware of what is going on for ourselves, these aspects of us will unintentionally interfere in the group process. If for example, we have an unacknowledged and unresolved fear of conflict, we are likely to unconsciously manage in a manner which suppresses conflict.

‘First manage thyself’. This is, of course, easier said than done! Why this focus on ourselves? We are talking about working collaboratively in teams and task focused groups. It is because groups will be groups. So much of what trips groups up and causes conflicts or other dysfunctional behaviour is caused by the emotional stuff that goes on. Much of it is at an unconscious level.

The Unconscious at Work

Groups function best when the members act from an aware ‘grown up’ place and take personal responsibility for their feelings and behaviour. When there is trouble in a group we tend to look for the fault in others rather than reflect on our own contribution to what is going on. We humans do like to find someone else to blame! Because of these underlying unconscious dynamics, being in groups can easily ‘press our buttons’. An aspect of someone else’s behaviour, which comes from their unconscious, can trigger stuff from our own unconscious. If we understand what gets us reacting, and why, we can tone down our responses. We are also less likely to focus blame on to others.

The success, longevity, sustainability and wellbeing of a team is greatly affected by people’s levels of self awareness and emotional resilience. We all need to be prepared to look at what we contribute to group dynamics, to own our part when things go wrong, to apologise as needed and to forgive others.

Emotional Resilience

Self awareness is the foundation of emotional resilience. The better we understand our unconscious dynamics, know and love the various aspects of ourselves the better we will be able to manage ourselves in challenging situations. This is emotional resilience. Emotional resilience means that we can be robust – we can be bold, take risks and handle adversity. This is what we need at an individual level as a manager to maximise the impact of our team’s endeavours.
Theoretical Influences
How the human psyche developed, and what gives us our personality, has been studied for a millennium or so, by ancient philosophers through to Sigmund Freud and Carl Jung. Freud can be credited in many ways for awakening us to the concept of the unconscious. Jung delineated the different aspects of self, Fritz Perls with Gestalt theory and Erving Polster who used the term a ‘population’ of selves.

Understanding Our Community of Selves™
This model is based on the common understanding that, although we are one person, there are many aspects that make up that person. This is what makes life so complex! In any given situation, one aspect of us wants one thing while others feel, fear or want something else entirely. For example, we may go to a meeting about a controversial issue. One part of us may feel passionately about the issue and be determined to speak up. Another part of us is scared to disagree with some pretty powerful people who will be present.

In our model we call these different parts our ‘selves’. Some of these selves we are aware of, and some live in our unconscious. Sometimes they are in great turmoil and conflict as they struggle to drive our decisions or actions in a challenging situation.

Many of these parts of ourselves are locked in the unconscious - banished there because they were deemed unacceptable by society and people close to us while growing up. These parts have long since become unacceptable to us, or ‘forgotten’.

Jung called these our shadow selves. The feelings and parts of our personality that we have repressed, disowned and pushed down into that place where not even we are consciously aware of their existence most of the time.

We usually have fairly clear dominant players in our Community of Selves. They are the most acceptable parts of ourselves or the parts that have been most useful to help us cope with our damage.

Favourites seem to be:
• the ‘logical self’ who sees everything in plain reason and fears the ‘feeling selves’ lurking in the shadows
• the ‘responsible self’ who is always careful, sensible and takes responsibility for everything (and sometimes everyone!)
• the ‘nice’ or ‘good’ self is a popular front runner, always helpful and kind and avoids upsetting people at all costs
• sometimes ‘self destructive’ or ‘super critical’ selves are dominant. This is especially the case when people have been damaged from various forms of abuse.
The dominant ‘selves’ have a strong vested interest in holding down the shadow selves that have powerful feelings to the contrary. For example, imagine how awful it would be for the responsible self, if the carefree ‘selfish’ one broke out and started demanding, ‘stuff everyone, what about me!’ The ‘nice self’ would be fearful of the ‘angry’ one, who wants to express feelings that are not nice. The ‘logical’ one, of course just can’t stand any of the other selves feeling anything. Feelings are dangerous and just cloud the issue! All the dominant ones conspire to keep at bay (at any cost) the unacceptable voices from the unconscious. They run the show!

Under the surface, lurking around in the murky waters of the unconscious live the banished unacceptable selves. Classics to be found there are the angry selves, the wounded sensitive, needy unloved, fearful children, the ‘little’ ones. We may find the selfish one and the teenager irresponsible one. Sometimes there are very self-destructive, self-loathing, super critics to be found in this underworld. Then there are the attention seeking ones who look for some reassurance that the little ones are lovable. Not that they believe it when they do get such reassurance from others!

All our selves play into or attempt to offset each other in an intricate dance. Imagine how elaborate and complex this dance can become in the context of relationships when we multiply all the selves of all the players!

Fortunately, there is a ‘wise, self-loving’ one at the centre of our inner community – our own inner facilitator. A deep knowing self that is able to take into account all the inner selves, listen to and love them all and make wise decisions. A wise inner group facilitator! This is like an inner being who has collected, through some genetic memory, all the deep and multi-dimensional wisdom of our forbearers.

We are not speaking of some outer guide, but a self-loving wise part of our selves. Hidden as it may become from time to time, this is the part of us that sees our goodness, believes in our potential, and deeply knows what is best for us.

All of us have wounded selves, collected from our life journey. We believe, that for the process of healing we need to reclaim these wounded ones; the banished, unacceptable, fearful and unloved. It is the work of the wise one to acknowledge, hear and love these parts of ourselves.

An analogy we often use - is that of our ‘community bus’. All our other selves are part of us and have important voices to be heard and taken into account, but the wise one must remain in the driver’s seat. We can certainly go off on some less than wise side tracks when one of the others take over!
You are encouraged to explore, uncover, map and reclaim your own inner community and to do so with a healthy degree of play! For it is through knowing ourselves in this way that we will gain the skills and techniques to help others do the same. We are the total of these selves; the beautiful and the less savoury.

As we travel this path, they are waiting for us to claim them, to love and accept them and bring them into the fold, to welcome them on the bus. There will be pain as we listen to what some of them have to say and feel their buried feelings. But there are also the gorgeous ones to be heard, the clever ones, the funny ones and the incredibly wise one.

**Important Points to Help Understand the Community of Selves™ Model**

- Every ‘self’ has a gift it brings to your Community of Selves. This is so even for the less obviously ‘good’ selves. For example, the ‘bossy self’ may help us be organised and get things done. The ‘critic’ helps us to reflect and learn from things not done so well.

- However, other than the ‘Wise One’, all selves bring disadvantages if they are allowed to be in control or ‘drive the bus’.

- Each self was developed on our life journey to serve a purpose at the time. It may not be helpful now when it takes over, but we did need it once to cope with a particular stage of our life.

- Each self carries a message, a little placard with a fundamental message we have picked up along our journey.

- So, when setting up your COS it is useful to ask;
  1. what is its name,
  2. what message does it carry,
  3. what gift does it bring,
  4. what disadvantage does it bring with it, it ‘drives the bus’,
  5. where did it come from,
  6. what purpose did it serve then?

If we find a ‘self’ that seems all ‘good’ or all ‘negative’ we are looking at one side of a particular ‘self’. For example you might name greed as a self and not be able to see the gift it brings. Reflect some more! Maybe ‘greed’ is one side of a self that watches out for us, seeing that we get a fair share. However when the self drives the bus the results are we can be a bit greedy.
Community of Selves™
The unconscious at work

The good/nice self
"If I’m good, maybe people will accept me?"

The tough self
"Keep your distance"

The responsible self
"If I don’t do it, it won’t get done"

Everyone’s helper
"I do a lot for others, maybe I’ll get something back"

The superior, judgemental self
"I know better than them, they are..."

The logical self
"Don’t feel - just get on with it"

The busy, busy self
"If I run fast enough I can keep those feelings at bay"

The joker
"Don’t take me seriously"

WISE SELF

The artistic self
"I would like to be creative"

The irresponsible or selfish self
"Stuff them all, what about me?"

The revengeful self
"Let’s get the bastards!"

The rebellious self
"Let’s do it anyway!"

The critic
"You are not good enough"

Possible hidden selves:

Our little ones

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Emotional Resilience - The Building Blocks

Emotional resilience is the capacity to be ‘bold’ – to speak up, to share our ideas, take risks and use our full potential. It gives us greater strength to appropriately respond to workplace pressures and challenges and helps build robust, collaborative relationships.

Self Awareness
- The capacity to know our self, our strengths and areas of emotional vulnerability.
- The awareness of our emotional trigger points, where these come from, what is likely to activate them and how to manage this.
- Awareness ‘in the moment’ of what is going on for us, and why and how we are reacting.

Awareness of Others
- Ability to understand the unconscious dynamics played out between people
- Capacity to remain centred and respond wisely in the face of conflictual encounters
- Capacity to see and act wisely and without judgement in the face of other’s lack of ‘centredness’ in a given situation.

Generosity of Spirit
- The avoidance of an ‘assumption of malicious intent’ when interactions go poorly.
- The willingness to ‘think well’ of people and to inquire directly of them as to their story.
- The insight to recognise one’s mistakes and the generosity to apologise fully.
- Listening to understand.
- The capacity to practice deep listening until one understands the other’s point of view. This does not necessarily equate with agreement!
- The capacity to do the above in the face of strongly held differences.
- Listening to understand requires the ability to temporarily put aside one’s own points of view and feelings in order to hear others.

Communicating Across Our Differences
- When in conflict or disagreements with another, to fully hear their views and feelings without denying one’s own.
- The capacity to stand by one’s own points of view and feelings. To express these honestly and in hearable ways without putting the other person down.
- The willingness to refrain from harmful gossip and to speak up when others are doing so.
- The capacity to speak first and directly to another with whom you are having difficulties.
Understanding Power Rank and Diversity

- Understanding the structure of power and rank and how it is played out in organisations.
- The capacity to maintain this understanding in the midst of complex or challenging encounters.
- Awareness of one’s own Rank in any situation and how it may affect the interaction.
- Ability to encourage, welcome and work with differences and strongly held opinions.

Holding the Big Picture

- The ability to see and maintain an awareness of the larger organisational and societal context in which people are operating.
- The wisdom to see the effect of such big picture issues in ourselves and others and the capacity to take this into consideration.

Self Care

- To remain Emotional Resilient, we must address our own needs;
  - Personal space and reflection time
  - Time out, rest, relaxation and fun
  - Physical health care
  - Time and support is needed to address unresolved emotional issues
Assessments – Unit 1

1.1 A creative representation/map of your Community of Selves
This is to demonstrate your self awareness and understanding of your own various ‘selves’. We will look for evidence of:
- your understanding of the messages different selves ‘speak’
- the gifts they bring
- the difficulties they cause when in the ‘driver’s seat’.

*Due: 04/10/16*

1.2 A written piece on your Community of Selves and their relevance to your management.
We will look for evidence of:
- Awareness of your community of selves and their relevance to your management. What gifts ‘selves’ bring to your management, what problem behaviours they cause when ‘driving’
- How behaviours of yours may affect people you manage and others in the workplace
- Recognition of how other people’s behaviour affects you and how your community of selves are likely to respond
- What you intend to do differently in the workplace with your new self awareness.
- Explain the principles and strategies/building blocks of emotional resilience and the impact of these on the workplace
- What is the impact on business objectives in having emotionally resilience people in your team?

*Due: 24/10/16*

1.3 Five (5) Collaborative Management Logs of a general nature around any issues you have dealt with as a manager.
We will look for evidence of:
- use of Community of Selves and the impact of this on your management practice
- promotion of self awareness and the use of it to maximise outcomes
- effective communication skills
- how information is clearly and effectively communicated to your team, peers and management.
- demonstration of management micro skills

*Due: 24/10/16
28/11/16
13/02/17
13/03/17
10/04/17*
Unit 2 - Lead and Manage Teams Effectively

Values
We can't be our best as managers when there are significant differences between our values and those of our organisation. By aligning your values and those of your organisation you will become more empowered managers. The position of manager in any group carries considerable power. This is so, even if we do not feel particularly powerful at the time ourselves. An awareness of this power is important so we don't inadvertently misuse our position. Our management practice needs to be built on a foundation of clearly articulated values. We can then use these values to guide our practice and ensure that we are managing in a responsible fashion.

There are many similarities in values across different management approaches. The following are those of the Groupwork Institute:

Groupwork Institute Values
- collaboration
- group wisdom
- empowerment
- honesty
- service
- equality
- transparency
- love

Collaboration
The spirit of collaboration is an essential part of good management. Whilst acknowledging organisational hierarchies, collaboration is still called for in good management. Whatever the purpose of the organisation or particular team, without collaboration the wisest outcomes will not be reached. One of our roles as managers is to tap into and facilitate the spirit of collaboration within our organisations.

Group Wisdom
The wisdom is in the group. This is a major principle of the Groupwork Institute. If we hold this value, we will keep faith with the group's wisdom even in difficult times. As a manager, we can work to draw out, link and synthesise this gathered wisdom. This will help the group to come to its wisest decisions in all its endeavours.
Empowerment
Our aim in any management endeavour is for the work group to take responsibility for its purpose, culture, behaviour, and outcomes. We need to be careful that we do not take total responsibility for our team’s outcomes, even though the group may unconsciously try to get us to do so. Managers need to use processes that empower individuals and work groups to take ownership of their decisions and outcomes. Without ownership, people are unlikely to implement decisions that are made.

Honesty
The first application of this value is being honest with ourselves in our management roles. What is going on for me here? Can I do this? Is what is being asked actually possible? In our enthusiasm it is easy to take on roles or tasks that are not actually possible! It is important not to agree to things that we can’t deliver.

Then comes honesty with other staff, the people whom we are managing. A commitment to honesty will allow us to check with the work group. If we have concerns about how things are going we will acknowledge these. When we are a bit stuck about which direction to go we will seek the groups involvement. A commitment to honesty will enable us to admit when we have made mistakes.

The last but not least application of the honesty value is with our own managers. We need to be able to have honest (and wise) conversations with our managers – ‘to manage up’.

Service
First and foremost - the manager is at the service of their organisation and their staff. We are at the service of each individual staff member and the organisation itself. Our role is to help the organisation and staff, reach their purpose. In difficult times, we need to be able to stand by the individuals while remaining at the service of the larger purpose. When setting up work we need to be clear with those we are negotiating with, so they are aware of our role, the parameters and what is possible.

Equality
In most groups or teams, there are people who, officially or unofficially, hold different levels of rank. However, as a manager we are trying to embody the value of equality. Wisdom does not necessarily correlate with one’s position of power in a group. As a manager it is important to remember that the particular pearl of wisdom that may lead to the wisest outcome can be held by any individual. We must value equally the wisdom of all. While honouring the official positions held by particular members of staff it can be useful to articulate your value of equality when managing.
Transparency
Staff in the teams we manage have a right to understand the purposes behind the processes or techniques we use, and the reasons behind the decisions we make. This does not mean that we should painstakingly seek consultation around every small detail but it does mean genuine consultation on important issues effecting individuals or our teams. Transparency means that we do not use methods with a hidden purpose even if we think they would be good for the team!

Love
This is a controversial word to use in the context of management. There are of course, many people we manage that we would not choose to be friends with outside that context. However, while we are managing, we need to hold each individual in the highest regard.

We need to hold in positive regard all the people we manage. We need to be in our most centred and wise self, to be able to suspend our judgement and thereby be openhearted to the whole person. In this way we are able to genuinely hear everyone in the team, regardless of what we think of what they are saying, or whether we ‘like’ them or not.

This does not mean we do not intervene when there is behaviour that is against the culture of the team. However, we can address the behaviour without losing compassion for the person. We need to come from an assumption that, even though a person might be behaving ‘inappropriately’, they are doing so from an unconscious aspect rather than from conscious malicious intent.

“We need to manage with courage, consistency, persistence and love!”

Practical Principles
Principles are an extrapolation of our values. While they are not rules, and are open to some flexibility in interpretation in different circumstances, principles do need to be practical and clear enough to measure our work against.

They are the more detailed guiding statements that help to ensure our practice reflects our values. We can use them in the planning of our work objectives and practice, and in our reflections after activities have been completed. Principles can be shared with our clients to aid accountability. Principles articulate the guiding values and assumptions that underpin the way we work.

It is very useful and important to discuss and collaboratively develop your own management practice principles.
Collaborative Management Principles

- Individuals and teams work best when there are clear and collaboratively developed philosophy, aims and objectives.

- Ownership of such philosophy, aims and objectives leads to better practice.

- A set of organisational team principles that are agreed upon and owned with pride will enhance collaboration.

- Clear channels for decision making and processes for appropriate involvement in decision making; and good meeting procedures to facilitate this will help develop wise efficiencies.

- Teams and organisations need mechanisms to share responsibility and leadership in a manner which builds collaboration and maximises initiative and potential.

- People need clarity around all roles, including a clear understanding of the role of the co-ordinator or manager in a collaborative team.

- Effective outcomes require empowering systems for accountability, support, challenge and learning.

- Well considered systems for incorporation and enculturation of people into the organisation which involve the whole team where possible help build collaboration.

- Clear assertive communication including listening to understand – the ability to give and receive feedback, to negotiate and deal with different opinions and styles is essential to organisational collaboration.

- Collaborative management requires good processes for dealing with conflict – using conflict creatively, resolving differences or grievances.

- Built-in reflection, evaluation and planning time helps to keep ahead, deal with issues wisely, avoid being ‘stuck’ in reaction and build collaborative solutions.

- Collaboratively developed agreements and policies about how we will behave and work together in our teams supports collaboration.

- The wisdom is in the team/s

- Everyone has a contribution to team and organisational wisdom
• People bring their whole person to their work endeavours

• Wisdom does not necessarily correlate with one’s position or one’s confidence to speak up

• The collaborative manager is ‘at the service’ of the whole team and the organisation

• Our own self awareness and centeredness is vital to the functioning and outcomes of the teams we manage

• Everyone has the capacity for insight and growth and change

• There is always diversity in any team - never assume there is not! Everyone has a background and culture, and a vast array of experiences. We do not know the details of these and are unable to make assumptions from outward signs

• A collaborative manager needs to be aware of their additional power and ‘rank’ in the team and the self awareness to understand the effect of this in any given situation

• Even when someone in the team has done or said the ‘wrong thing ’ or broken an agreement we must not allow them to be shamed

At all times in a team there is the spoken and unspoken dynamics, the conscious and the unconscious at play.
Practical Agreements - How We Will Work Together

The area in focus here relates to communication behavior and the way people in a team agree to treat each other and get along together. We are not talking here about the array of policies we need to underpin the work our team undertakes.

It is essential that any such agreements be collaboratively developed by the team and agreed to by all. Some organisations have a 'code of conduct' that has been developed, often in the HR department, which applies across the organisation. These can be useful to have however; agreements that people have made collaboratively are far more effective, especially at a team level. People respect and adhere to 'rules' they have developed themselves. If your organisation does have a code of conduct you will still need behavioural agreements at the team level.

Often managers or team members may say, surely everyone knows how we should behave in a 'professional' manner; we shouldn't need a set of agreements. However it seems we all have different understandings about what behaving 'professionally' means.

People bring their whole selves to work. If, in the course of our lives and education we had all learned self-awareness and emotional resilience and high level communication skills, maybe we would not need behavioural agreements in the workplace. However, most of us have not been given such skills. As children we learned to behave from the way people behaved around us.

When we are adults we may well modify our own behaviour from what were our childhood experiences. However, radically changing the ways of being we have learnt in our earlier life takes a lot of a hard inner work. Unfortunately, such changes are still very difficult even when intellectually we know how we should and should not behave.

However, let us not be too hard on ourselves. Remember that changing the way we interact in a team can be difficult and slow, let's do whatever we can in the workplace to help people make changes and find better ways of working together.
Behavioural agreements in our teams are one of the things we might find helpful. People find that in doing so, it is very successful in helping them get along better together and to work collaboratively. It dramatically reduces misunderstanding and conflict.

It takes some work to get these workplace agreements to be specific and behavioural enough to be clear. People tend to begin with broad statements about respecting each other or acting in a professional manner. We can get to the specific agreements by asking ourselves; what ‘respect’ or ‘behaving professionally’ would look like, what would we be doing or not doing in specific behavioural terms. For our agreements to be useful we need to be able to tell if we are or are not doing what we have agreed.

Included here are some examples of agreements. It is important that you don’t take the short cut of simply giving these to your team and getting them to choose which ones they want! Even if the team agreed on which ones of these they wanted, it would still take away from the central importance of people coming up with their own.

After your group has been through the discussion and developed their own agreements you may like to share some of these to prompt their thinking about additional agreements they may wish to make.

If you are the manager or team leader you need to ensure you do not dominate the process, coming up with too many suggestions. It often helps to let others make most of the suggestions with you dropping yours in now and again. However, it is important for you to contribute to developing the agreements, and to agree with them in the end. After all, they will apply to you too!

You may have to spend a bit of time ‘selling’ the idea of forming team agreements. At first people often don’t see the need or they don’t trust them to be meaningful. However, we find that once people have had a chance to discuss the idea and more fully understand the purpose, most teams like the idea.

It is great to see how people feel once the team has developed a set of agreements they own, feel proud of and are willing to ‘put their thumb print’ on.
Examples of Workplace Agreements – ‘Getting Along at Work’

- Understand and use assertive communication – where we express our opinions and feelings without judgement or ‘put down’.

- When conflict arises – first speak directly to the person concerned. Find a time and place that is mutually acceptable. If this does not work, speak to your manager and work out what to do next.

- Be prepared to engage in your organisation’s conflict resolution process.

- When in conflict take time to consider your contribution and acknowledge this to the other party/s.

- Allow yourself and others to make mistakes, acknowledge yours quickly, apologise and forgive others when they apologise.

- Maintain an awareness of how others in your team are travelling. Check out assumptions or concerns you may have, offer support and work collaboratively to alleviate work pressure.

- When there is misunderstanding, or tension building – check it out with the person before making assumptions.

- Listen without interpretation to understand a person’s views and feelings before arguing back.

- Prepare ourselves to engage in challenging encounters. Take time to centre yourself, deal with unhelpful emotions and consider how best to approach the situation.

- Refrain from speaking negatively about people to others. Do not engage with others who do so, but stand by the person being spoken about!

- Seek out and listen to feedback about your work practice from others. Reflect back to ensure you have accurately heard the feedback before responding.

- Refrain from speaking negatively about the organisation, or discussing its’ business outside the organisation.

- Observe common politeness rituals of the workplace – eg. greetings and farewells to all, thanking people, letting others know where you are.

- Attend and actively participate in relevant organisational meetings.
• Seek out and utilise the wisdom of other team members, and others relevant to an area or a particular issue.

• When making decisions, consider –
  o Who is effected by this issue?
  o Who has wisdom in this area?
  o Who should be consulted or included in the decision?

• After decision is made – who should be informed and how.

• Share your wisdom - respond when you are consulted, or asked to have input into the development of an idea/proposal.

• Contribute your ideas into the appropriate forums – do not keep them to yourself!

• When others put forward ideas, first listen to understand. Do this before putting forward any amendments or a counter idea.

• If you want to talk to someone about an issue, or ask them some questions about a topic - check out with them if this is an okay time.

• When making a phone call to someone about a topic that is lengthy or tricky – ask them if this is an okay time to talk.

• If speaking on the phone in shared space speak as low as is possible for the situation.

• If unexpectedly confronted by a request or a difficult issue – buy time to think about your response, rather than simply reacting.

• If you have a possibly tricky request of someone – try to raise it early enough. To give them time and space to consider it.

• If intending to email someone about a tricky issue or critical feedback – take some reflective space before drafting the email. Leave some time before sending the email, reread and then send. Consider talking face to face instead!

• Immediately an email exchange becomes tricky, and strong opinions are expressed – abandon email communication in favour of face to face or phone contact.
Working Together in a Team
As well as having individual Key Work Areas (KWA’s) which we will look at in individual supervision with staff, teams may have Key Performance Indicators (KPI’s). These goals, even though they may be aligned with organisational goals, plans and objectives, it is important that they are set with the team in a collaborative manner to ensure ownership and by all concerned.

Peer Learning Circles
A Group Process for Work Practice, Reflection, Challenge and Support
Workers benefit greatly from some structured time, and a process to reflect on their practice, to test out ideas, work through issues and receive feedback.

This is traditionally done in individual sessions, either with a senior staff member or co-ordinator being the supervisor to other workers or with an outside supervisor.

Peer Learning Circles (PLCs) provide an opportunity for groups of peers to give support and feedback to one another and pool their practice wisdom within a structured process.

Rationale
Peer Supervision within a work team or group is based on the following advantages:
• That workers will generally feel safer to expose their work practice issues in a group with their peers, where others are doing the same. At each session people are both receiving and giving feedback.
• Workers who share a common situation will understand the issues raised by each other and a wider range of wisdom will be available.
• Good practice ideas can often spring from the stimulation of group discussion where thoughts and experiences are pooled and built on.
• It helps to ensure that workers keep in touch with what other workers are doing in their particular area and leads to better peer support.
• Peer supervision builds a good sense of collaboration and strengthens the team.
• It can save time for the coordinator or supervisor who will need to do fewer one-to-one sessions.
• It gives an ongoing opportunity for people to practice the skills involved in the PLC’s in other work areas.
Principles of Peer Learning Circles

- The best learning is learner directed.
- The key role of the peer learning circle is to hear, acknowledge, and respond to specific feedback requests – the role of problem solver/fixer remains secondary.
- At some level we usually know where our difficulties and shortfalls are. We respond best if we are facilitated to our own awareness and articulation of these issues.
- We learn and change most effectively from our own insights.
- Feedback and advice is received best when asked for.
- We are all sensitive about criticisms of our work-practice and are inclined to ‘take it personally’.
- All feedback needs to be given within a supportive, ‘hearable’ framework.
- Peer Supervision Circles need to be undertaken regularly and consistently and have the commitment of the whole organisation.

Pitfalls and Cautionary Notes

Like a lot of things, peer supervision only works well if it is used properly!

- It needs to have the commitment of all participants and be given an organisational priority.
- Sessions need to be held regularly and taken seriously. Fortnightly to monthly sessions work best.
- The team needs to learn the tools and process together and to follow the process they agree on. Otherwise it is very easy for sessions to drift into a ‘coffee and chat’ format or a ‘whinge fest’! The other extreme and less common problem is the drift towards ‘group therapy’.
- It is important to have a pre-assigned facilitator for each session.

The most common things that seem to go wrong are:

- people not making it a high enough priority (so it just doesn’t happen often or well enough);
- or people not being courageous enough to give real feedback.
The Micro Skills Required
(Micro Skills will be detailed more thoroughly looked at in the Unit Communicate with Influence)

- The most important of these is reflective ‘Heart’ listening – where we hear deeply and reflect back what people are saying and feeling.
- Giving clear, complete, ‘hearable’ feedback – we need to be able to give specific critical challenging feedback and positive encouragement.
- Facilitation skills which encourage and support people to reflect on their practice and seek new ideas and change.

Process Outline

- A comfortable, neutral space is pre-prepared by the facilitator to create a welcoming and special environment. It is best if facilitation responsibility is share.
- A beginning or centering time – anything from half a minute’s quiet time to something more sophisticated and group bonding. This is to ensure that people put aside their ‘busy brain’ and focus on the here and now.
- A very quick catch up about how we are today. Depending on group size, it may be necessary to check how many people have ‘burning’ issues so the time can be managed accordingly.
- Sharing – each or those who want to work on an issue has time to share how their practice is going to celebrate a particular achievement or to focus on key issue and its challenges. Others reflect back what they are hearing (without comment) with some open-ended questions that may assist the speaker to ‘unpack’ their issue. People listen until the speaker feels heard.
- The ask – the speaker is asked ‘on which aspects would you like our feedback?’
- Responses – others give specific assertive, positive or challenging feedback. The primary focus of this feedback should be as requested. However, other feedback can be given, after asking the speaker’s permission. ‘I would like to also comment on what you said about… Is that all right?’ The speaker reflects this feedback before responding, explaining or defending.

Note: As various people share you may come across issues that are relevant at a broader level and need to go onto a staff meeting agenda or to some other relevant forum. ‘Park’ these in their appropriate place and avoid falling into general discussion.
• **The lessons learned** – after all speakers have been heard it can be useful to have a summary discussion of the special ideas shared or lessons learned from this session. Common themes can be noted or issues that need further follow up at some other forum.

• **An ending** – an evaluation of the session and perhaps some affirmation or other small finishing activity.

It is important not to allow the focus to be taken away from the speaker until they are ready to let it go.

### Understanding Groups

**What is a Group?**

A group is an interactive collection of individuals gathered around a common issue or task. It will be characterised by some common purpose and a degree of interdependency.

**Types of Groups**

There are different ways to categorise groups. Broadly, they fall into four groupings according to their focus and purpose.

- **Task/work groups.** eg. work teams, committees, social action groups, community groups
- **Psychoeducational groups** – eg. groups that teach certain life skills such as anger management, coping with grief or living skills for teenagers.
- **Personal growth/mutual support groups** – eg. groups with a common life challenge, like people living with cancer or a particular disability, women survivors of domestic violence.
- **Psychotherapeutic groups** - where people work in depth on psychological issues and seek emotional realignment – such groups are facilitated by people with psychotherapeutic expertise.
Some Characteristics of Groups

They will have:
- a purpose and goals
- some structures, processes or agreements about how they will be together
- a group culture with norms and standards – spoken and unspoken, conscious and unconscious.
- a degree of interdependence and risk taking
- regulating mechanisms for survival
- members will feel some sense of ownership of ‘their’ group

How Does a Group Behave?
There are a number of essential aspects to look at in helping us to understand small group behaviour.

These are:
- the group task and maintenance functions
- the group dynamics
- the phases in the life cycle of groups at work.

Task and Maintenance Functions
The task activities of a group assist it to achieve its purpose and goals. There are many separable task functions which need to be performed for effective goal achievement.

These include:
- attending to practical details
- initiating ideas and tasks
- information collection and sharing
- consultation
- clarifying
- coordinating
- development procedures
- time management

These are skills which will be held to some extent by various people in a group. They can also be learned.

The maintenance functions refer to those activities and behaviours which are needed to build ‘a group’ and keep it going as such.
Specific tasks here include:
- creating and maintaining an atmosphere of safety
- encouraging participation
- equalising participation
- listening
- relieving tension
- social interaction
- constructively exposing conflicts
- showing that all contributions are valued
- creating group ownership

**Group Dynamics**
These are the forces acting within a group. They include people’s personal behaviour styles, their feelings about themselves and each other, the ways they relate and do things together. The role of people’s unconscious ‘selves’ and the interplay between these has a large effect on group dynamics.

Some factors to look at when considering the dynamics and ‘health’ of a group:

**Communication and Participation Patterns**
Who talks most and least and to whom? How do people listen? Do they interrupt? How are the quiet people treated? How are differences of opinions tolerated and handled?

**Influence and Power**
Do some have more influence than others? Who? Why? Is there an unofficial leader or a struggle for leadership? Do some try to impose their ideas on others? Are there sub-groups or cliques? What influence do the ‘uninvolved’ silent people have?

**Decision Making Style**
Do they have an agreed upon method of decision making? Does a minority or majority push decisions through over objections? Are all involved in decisions?

**Group Culture and Norms**
What are the unspoken ‘rules’? Are some topics avoided? Is it OK to have conflict? Is there a group jargon? Are roles set according to stereotype? What is acceptable and unacceptable behaviour and what is done when these are breached?

**Non-Verbal Dynamics**
How do people sit? Where do people sit in relation to each other? How do people greet each other? Does the body language match what people are saying? What does body language and non-verbal dynamics seem to be saying?
General Atmosphere
Is there a friendly, trusting feeling about the group? Does it seem competitive or co-operative? Are people involved and interested or bored etc.? Do some seem to be ‘outsiders’? Does it have a high turnover of members? If so, why?

Interplay of People’s Unconscious ‘Selves’
Are people relating adult to adult or are they operating from some unconscious self eg. Child, rebellious teenager?

The Phases in the Life Cycle of a Group
There are a number of different theoretical models detailing the phases of group development. Perhaps the most famous being Tuckerman’s ‘Forming, Storming, Norming, Performing and Adjourning’ phases. William Schutz proposed the three stages of ‘Inclusion, Influence and Affection’. Hunter, Bayley & Taylor look at the stages in a group’s life through the concept of human development. They group the stages around birth, early childhood, school days, teenage adjustment and maturity. Brandler & Roman conceptualise the group as an organism moving through different life stages towards the achievement of growth. There are many others. Most are useful to consider. More importantly perhaps, they remind us that groups definitely do have certain identifiable phases through which they can be expected to go.

I prefer to use the concept of a cycle, especially when considering on-going groups such as self-help or social action groups. From my experience I have developed five phases in the cycle of group life which I find useful.

These are:

Beginnings – Is this for me?
The tentative and inquiring phase -will this group meet my needs and goals? How will I fit in? Will they accept me? What are they on about?

Forging Togetherness - What are we on about?
The phase where purpose and philosophy are sorted out. Leadership and power struggles may be going on. Some may look for ‘strong leadership’. Conflicts are common as is competition over ideas. Things may seem ‘too hard’, ‘too slow’, ‘not worth it’.

A Group at Last - Aren’t we great!
Once phase two has been battled through there is likely to be a ‘honeymoon’. People feel very proud of themselves and ‘their group’. There is new felt trust. Optimism abounds.

Getting on with it
A time when the group is working well on its tasks. There is enthusiasm and conflicts are at a minimum. People feel they are ‘getting things done’. The group maintenance focus is likely to be neglected. Negative dynamics may be going unnoticed.
**Bottoming out – reality hits**
Group dynamics which have been ignored in the last phase make themselves felt. There are often disappointments and frustration and hurt feelings. There may be a serious crisis in the life of the group. Conflicts need to be dealt with. The group refocuses on its dynamics and group maintenance. The group can now go back to being a great group again, proud of having faced its’ challenges.

**Ending**
Fixed time limited groups must come to an end. Just prior to the end we may begin to see signs of denial (“we'll all keep in touch won't we?”) or premature detachment. Endings need to acknowledge the grief of separation.

Having survived the “Bottoming Out' phase (we hope!) the group goes on to a new ‘feeling great phase’, then a ‘getting on with the task phase’, and so on in a cyclical fashion. Hopefully, as it passes through the various phases, there is a deepening of understanding and an improvement in the groups functioning at both task and maintenance levels. This may lead to a group maturity where the aspects of the group reach a high level of balance.

Of course, the group as a whole does not systematically go through each phase. Some people get stuck at a phase, others forge ahead. Loss of members and the inclusion of new ones also affects the group’s movement through its phases.

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2 Schutz, William  Elements of Encounter, Big Sur, CA, Joy Press 1973
Assessments – Unit 2

2.1 Develop your own set of collaborative management principles.

Due: 19/12/16

2.2 Develop with your team a set of practical behavioural agreements about how you will work together as a team.

Due: 19/12/16

2.3 Collaborative Management Log on how task 2 was achieved. Describe and evaluate how you did this. How will these team agreements support team cohesion, participation and performance.

Due: 19/12/16

2.4 Develop in collaboration with your team a set of work practice principles, or ethical standards relevant to your particular work.

Due: 19/01/17

2.5 Collaborative Management Log on how task 4 was achieved. Describe and evaluate how you did this.

Due: 19/01/17

2.6 Develop with your Team a performance plan with Key Performance Indicators (KPI’s) for the next twelve months. Ensure that you incorporate input from all relevant stakeholders. How do you ensure that these are being met?

Due: 19/12/16

2.7 Set up with your Team a Peer Learning Circle (PLC). Written report on how effective these PLC’s are.

Due: Set up 19/12/16
Report 10/07/17

2.8 A written piece on how group dynamics can support or hinder team performance. What strategies you might use to support team cohesion, participation and performance. How you would deal with performance issues and resultant resolution strategies you might use. This may include having to take corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Due: 23/01/17
Unit 3 - Communicate with influence

High Quality Communication skills
For high level collaborative management and teamwork we need high level communication skills.

This is a challenging area to talk about because we all rather like to think that we have pretty good communication skills. And this may be so when we are referring to the base line skills of listening and giving clear messages.

However, working collaboratively means negotiating across our differences. It means listening with our hearts to really understand both content and feelings, being able to have difficult conversations, give and receive feedback and resolve conflict. We do not learn these skills in the normal course of our lives, but somehow we expect ourselves and others to be able to get them right. We expect people to be able to ‘act professionally’ whatever that means.

In the general course of our lives we don’t usually learn such sophisticated or advanced communication skills. We bring all of ourselves into our workplaces, and that means that all of our wounded and unconscious ‘Selves’ are there with us. In fact not only do we not learn these high end communication skills, we often learn the opposite. Depending on past experiences, especially in childhood, we often learn to fear strong feelings, painful and difficult conversations and especially conflict.

We often develop complex unconscious strategies to avoid such challenging encounters. When we put this in the team context with all of us bringing our array of unconscious ‘Selves’ to the circle, no wonder collaboration is so challenging!

There may be resistance and it is difficult. It requires a high level of commitment to the principles and practice of working collaboratively. It means personal behavioural changes and changes to your unconscious landscape.

High quality communication skills cannot be learnt and embedded into practice without high levels of self awareness and emotional resilience. There are so many layers and depth to good communication. Knowing the right words to say is not sufficient.

We have all had the experiences I am sure, of preparing ourselves for a challenging encounter with a plan of exactly what we’re going to say and what we will do if the other person says x, y or z, only to find that we lose our great plan in the midst of it all. We come away kicking ourselves because we didn't say this, that or the other thing. “Next time…… we tell ourselves”.

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It is people’s unconscious ‘selves’ and our emotional responses in challenging encounters that make them challenging! We cannot sort out challenging encounters with each other without dealing with the feelings, owning and addressing the emotional content. Remember, the logical ‘self’ is not the Wise One!

Here are some frameworks and ‘recipes’ that I think will be helpful and the contexts in which you need these advanced communication skills:

**Giving and Receiving Feedback**

In a collaborative team we need to be able to give each other feedback regularly. Both when things are going well, and when things are not going well.

To be effective any feedback must be specific and behavioural. So, it is not very useful for example, to simply say “great job” or even “great monthly report Mary” if somebody has done something well. Perhaps it is better than nothing but it leaves the person not knowing what it was about what they did you specifically liked (so they can’t repeat it!). It also makes it difficult to except or believe the positive feedback. Many of us are not very good at accepting positive feedback even when it is specific. Without the specifics it is very easy to brush it off – “oh they are just saying that…”

We need to give messages that are specific and behavioural and complete - ‘hearable messages’. In our monthly report example we might say; “great monthly report Mary. It was so clearly written and concise. It makes my job a lot easier, and thanks for getting it in on time I know you have been flat out”

Yes, it does take more words! But now we have a much greater chance of Mary being able to hear and take in the positive feedback. It is harder to ‘dodge’ and will be actually useful to her.

If it is hard enough to give each other positive feedback, then no wonder we find it even more difficult to give each other critical feedback.

Why is this level of communication so difficult? It seems to be fraught with such deeply seated, mostly unconscious ‘illogical’ fears. When asked questions about these fears we might say that we are frightened of doing the wrong thing, of hurting people’s feelings, of making things worse, or of being confronted by an angry response.

We all know ‘logically’ that if we have trouble between ourselves and another person that has upset or angered us the best thing to do is talk about it with them. I think we also know that if we don't do anything it is likely to get worse and keep eating away at us. Trouble or small conflicts that we don't act upon mostly get bigger. So our avoidance strategies don't actually work!
Despite us all knowing this, it is important that as managers we don't underestimate how terribly difficult it is, especially without sufficient self-awareness, emotional resilience, and advanced communication skills. We cannot simply expect people to have these skills. If we are serious about working collaboratively to a high level of effectiveness we must ensure that we and our staff have the necessary skills.

**Goodwill**

Another factor that affects our ability to resolve differences is the issue of how much goodwill we have in our joint ‘emotional bank account’. If our relationship with the person we are having difficulty with is generally in good shape and we have enough goodwill in our account, small differences may be easily overlooked or resolved quickly.

Goodwill can be described as having sufficient understanding of each other, appreciation of what you each bring to the team and the trust that each of you is coming from good intention and is doing your best. If we have this as a foundation it is easier to apologise and to forgive each other when necessary.

In our work for organisations we often find that people think this is all about personality, we just either have it or we don't have it and there's nothing we can do about it. “Some people are just like that…” they say, “there is nothing you can do about it” Some organisations use ‘personality testing’ to choose staff or work out what is going wrong in a team. If we just get the right ‘personality’ mix things will be fine. This implies that, because of their personality, some people cannot change their behaviour even with good hearable feedback and support. This implied belief goes against the important principles of collaboration.

In any work team there is likely to be people that we wouldn't particularly be friends with outside the workplace. We accept this as a common sense workplace reality. However, this doesn't mean we can't develop sufficient levels of trust and goodwill between us to enable us to work well together. As in any relationship, goodwill needs to be fostered in our team.

So, how do we build up this goodwill in our accounts? The first thing we need is positive experiences X time. If we have good levels of self-awareness, excellent communication skills, and effective team processors we will develop understanding and goodwill between us. In any relationship, where we pluck up our courage and work through trouble - the relationship gets stronger.
Listening...Say only what is necessary!

We all like to think that we are good listeners at home and at work. This is not a skill we learn well in our society. We do not usually have good listening role models and listening is much more complicated than it sounds... So, why would we be good at it?

For high quality collaborative relationship we need to learn to listen deeply, not just with our ears, but with our hearts. We are searching for a special revelation about how the other feels and thinks about this issue – why they hold the views they do, how they put the picture together. For this time we need to suspend our own feelings and views knowing we can assert our right to have a turn to be heard. Listening becomes especially hard when we do not agree with what is being said. With a consciousness about this, we can temporarily put aside this fact and listen to understand how the other person sees things. We do not need to agree with what is being said – we just need to listen with our hearts and seek to understand how it is for them.

Not only do we need to need to hear the person with this depth but we need to let them know we are hearing, so they actually feel heard. To truly hear somebody is a great gift. This level of hearing one another and feeling heard is the primary ingredient of all high quality communication and is at the core of conflict resolution. For collaborative teamwork it’s vitally important. It holds the power for transformation.

The Basic Steps
None of these steps are useful to us or the other person unless we are genuine and heartfelt in our delivery. No matter how clever we are at getting the words right without genuineness the other person will know that we are not truly listening.

Paying attention
‘Preparing the heart’ – managing our Community of Selves, mentally and emotionally preparing to temporarily put aside our issue, reminding ourselves of the principles of listening and ensuring that we do have the time and space to listen.

Finding an appropriate time and non-distracting environment.

Assuming a ‘posture of listening’ – letting the body reflect our willingness to HEAR.

Eye contact.
Following what is being said
Openness of posture. Be careful not to be too contrived here. Lots of people who have been taught listening skills tell about the incredible emphasis on ‘body language’. This becomes the focus to the extent they have to concentrate so much on their body language they can’t really listen!

Minimal encouragement to keep the other going.– ‘go on’; ‘I’m listening’; ‘emmm’ with occasional nods of the head, not too many nods or you look like one of those plastic dogs people have on the dash board of their cars!

Infrequent questions, and then only questions of clarification or open-ended questions – ‘what happened then’; ‘how did you feel about that’. Don’t ask too many questions. This sometimes happens as people are often uncomfortable with the listening role. We need only ask questions that are necessary for us to understand the other person.

As we are trying to listen we quite often start to develop our own explanations for what the other is saying. Alternatively, we might start coming up with some ‘very clever’ solutions to the ‘problem’ we perceive them to have! However, while we are doing this we are not actually listening well! It is often the reason people ask ‘leading’ questions when they are listening. Unconsciously, we are trying to ‘lead’ them in the direction we feel would be good for them.

Attentive silences. It is perfectly fine to be silent while we’re listening. In fact it can be very powerful. We just need to make sure we are letting the other person know that we are hearing them even through the silence. Depending on the nature of our relationship it may be appropriate to use a gentle touch or we can simply lean forward a little. If the silence goes on for a while as the person gathers themselves, it can be helpful to just say; “I'm listening...”

Reflecting – showing that we have HEARD
This kind of reflecting can feel artificial and uncomfortable. That is why it is so important that it comes from a genuine heartfelt place. With practice people become more comfortable and it starts to come naturally. Here we need to reflect both the content of what somebody is saying and the feeling that appeared to be attached. We do this by:

Summarising and paraphrasing, in our own words the key points of the content of what is being said, checking that we have heard it right –

‘So you’re saying …’,
‘for you it’s…’
’have I got it?”

Reflecting in our own words how the other seems to be feeling – ‘sounds like you feel really angry (upset, hurt, let down) about this’; “wow I can see this has really upset you”
Focusing on the most important points – making sure we have HEARD the major concerns and if necessary getting the other person to isolate them, while also acknowledging that all they have said is important – ‘there sure is a lot on your plate at the moment, what do you think is the most important for us to tackle’.

Reflecting meaning – tying feeling to content without becoming too analytical or theoretical.

“so for you, yesterday’s meeting was a complete waste of time, because your issue didn’t even get on the agenda and you feel really annoyed about it”

Matching the energy. It often seems to me that we have picked up somewhere the idea that when we are reflecting back what someone is saying, we should do so in an evenly modulated gentle ‘professional’ manner.

When people are telling us something of importance to them they do so with a certain level of energy attached which reflects the depth and strength of the story. If we are listening well we will pick up that energy. When we reflect back, we need to do so in a way that reflects that energy. If someone is telling us something about which they have strong feelings there will be a passion in their voice. So it would not be good for us to reflect back in a flatly modulated voice. We would need to match the energy with which the speaker has spoken.

This is not as hard as it might sound. Once people have their Community of Selves in order and they allow themselves to become naturally connected to the person they are listening to, it all flows. People feel we have ‘got it’. The more artificial ‘plastic’ listening comes when we are overly self-conscious and concentrating more on what we are saying and how we are coming across than on listening.

*We need to listen until the speaker feels heard.*

**The things that often stop us listening well**

**Inability to temporarily put aside our own feelings.** This is where our self-awareness comes in again. We can learn to hear the reactions of our own Selves and manage these to make a clear space for listening.

**Arguing back with ‘logic’ or denial.** It can be quite difficult to control the temptation to interject with explanations or denial when someone is saying something we do not agree with. But we need to save it until our turn to talk.

**Judging and jumping to conclusions.** If we are not careful we can find ourselves leaping ahead in our minds when people are talking. We may be busy working out the reasons behind what they are saying (according to our judgment anyway) or coming up with suggestions we are just dying to offer!
‘Brick walling’– Putting up a wall between you and the speaker so that nothing gets through. This will be taking place in our unconscious as we try to protect ourselves from feared outcomes either within ourselves or the other person. If people are saying things we don’t want to hear it is a challenge to manage our Selves while still being able to hear.

Putting in one’s own story. When someone is talking about something that reminds us of our own experiences it is a bit of a challenge to hold back from launching into our story.

Agreeing or disagreeing. At first it may seem like agreeing with the person we are listening to is an appropriate response. While this might be so in a casual light conversation it is not the case when deeper listening is needed. If we express our agreement with some part of what the person is saying it can take the focus away from them as now they feel it is no longer simply their space to speak. At an unconscious level they may feel they should now focus on you. But, more subtly and importantly (and again unconsciously) it means that later in their story it is difficult for them to change their minds and settle on an opposite idea to the one you agreed with.

Disagreeing with what the speaker is saying seems a more obvious thing not to do. You may disagree, but there will be time for you to speak about that disagreement when it is your turn to be listened to.

Reassurance

It is quite a revelation to people that reassuring people while they are speaking is not such a good idea. It seems like a caring thing to do. We particularly feel tempted to do this when people are talking about something that makes them feel sad or bad about themselves. If we try and reassure them that ‘all will be well’ or that whatever they are saying about themselves is not true and they are in fact just wonderful, they are unlikely to believe it in that moment anyway. This type of platitude is very common and the speaker will know this is simply a ‘happy ending’ response. They will not feel heard. More so, it disregards the importance to them of what they are feeling. We will do them far great service by hearing (not agreeing of course!) how bad they feel and allowing them to explore all these feelings and come to their own more positive conclusions. Remember, mostly we just want to be heard.

Solving or jumping in with advice

Most of us know that this is not such a good idea. When we do it is very likely that the person will not take up our wonderful solution anyway! The best solutions are usually those that the person has been allowed to develop through being heard by high-quality listening.

Listening of this quality requires a lot of conscious practice.
Management Micro Skills
These micro skills are people skills required for high level communication and collaboration. Many of these are the same skills required for good communication generally.

Self Awareness
It is most important to be conscious of what is happening for us. We need to manage with our inner space clear of fears and judgements. Yet by remaining conscious, we can often use our feelings about what is happening to check out with people how things are going.

We need to remain conscious at all times of our own feelings and reactions and keeping certain parts of ourselves under control? For example, the part that:
- wants to push people along
- to ‘fix’ the ‘problem’ or
- fears about what would happen if things got ‘out of control’

Listening to Understand
As managers we need to be able to deeply listen to people individually and in groups we work with to enable us to understand and honour their particular experience. This requires us to listen to the content and the key points being made, but also to listen to the feelings. These feelings may be expressed explicitly, or maybe implied through body language, gestures or small comments. We often call this heart listening, because we are not simply listening with our ears!

Validating
To validate is not to agree or disagree, but to deeply hear, reflect back and honour the fullness of what the person has said. We validate the content of what is expressed and feelings both spoken and unspoken. Validation is part of high quality heart listening. What we are saying with validation is, ‘I hear you’, ‘I understand’, ‘it makes sense what you are saying’, ‘I can see it from your point of view’.
Normalising
It can be very powerful and helpful for people to have what they are feeling or experience affirmed as quite common, or ‘normal’. Often people haven’t actually realised that a lot of other people experience similar feelings. As managers, it is very powerful for us to say - ‘yes that is quite a common experience’, or ‘that happens a lot’.

We must be careful with normalising that we do not take over the participant’s story with our own or others story.

Building on People’s Experience
We need to be able to honour the wisdom and experience people bring to the team. This means that when individuals or teams are facing challenges, you may need to ask them how they have handled similar situations well in the past. It is the role of the manager to hear and validate these experiences and synthesize individual wisdom with group wisdom.

Summarising and Clarifying
Good clarifying and summarising by the manager is a very powerful skill in group meetings. It mirrors back to the group where they seem to be up to with the issue and helps make the next steps clearer. Identifying common themes that link and group what has been expressed, can help organise the team’s ideas and help them develop their own solutions.

Noticing and Naming
Often due to being absorbed in their issues, people are not aware of all that is going on for them. It can be helpful to notice what you see and hear and feed it back without judgement;

- ‘I notice that your hands are clasped very tightly’
- ‘your foot is tapping....’
- ‘I’ve heard you say ‘it’s too hard’ several times during this discussion – what does that mean...?’

This is another way of holding a mirror up to people to look for themselves at what is going on and therefore come to their own awareness and own insights and through these, their own learning.
Wondering
Along with noticing and naming, our gentle questioning and wondering can be helpful. ‘I noticed X Y & Z’, ‘I wonder if AB&C might be going on’. Wondering is more subtle than direct suggestion and leaves the individual or team free to wonder about it themselves and to pick it up or let it go. Wondering is also useful if we have a suggestion to make that we think may be helpful. Rather than giving that suggestion directly, we can wonder, ‘I wonder what would happen if we tried X or Y?’

Sitting with Hot Spots
As managers we will need to be confident to ‘sit in the heat’ with people dealing with a range of issues from chaos and confusion, through conflict, to strong feelings of anger or pain. Such hot spots can bring up a lot of issues for us as managers, with our own inner voices interfering with our ability to respond wisely. We may feel fearful about things getting out of control. We may want to rush in and rescue the individual or the team, provide them with just the right solution to fix their problem. However, it is wisest for us to try and simply hold the space. This allows the expressions of strong feelings, for people to be heard, to validate them, and then to allow the person to move on from that space.

Naming ‘Ghosts’
Ghosts are unnamed events or feelings, and are important things we are not talking about. They usually remain ghosts because of fear about what will happen if we do name them. Ghosts can loom rather large and take up a lot of space in a group, making progress very difficult or even impossible. The first thing we need to do, is to manage our own fears about the ghosts and then gently have a go at noticing them, so that they may be named and cleared away.
‘Poking Around’

‘Poking around’ is the Groupwork Institute term for a combination of a number of our micro skills, naming, noticing, questioning, feeding back, reflecting, finding out more,

- ‘What happened when’
- ‘how did you feel’
- ‘I noticed this’
- ‘I heard you say that’

and even noticing things that are very subtle like,

- ‘I get the feeling that this is uncomfortable for you to talk about’
- ‘What’s that about’.

Sometimes we know that something important is going on in a group which is not yet being named. By gently asking key questions, and ‘poking around’ we can help uncover feelings or issues important to the process.

Defining Purpose

Any team session needs to begin with a clearly defined and owned purpose.

Responsibility for Groups

It is important as managers we don’t set ourselves up as the ‘ultimate expert’ and ‘controller’ of the team. Checking your perceptions, ‘wondering’ about what is going on, or simply admitting you don’t know what to do next, is helpful. It ensures the team shares responsibility for the process and outcomes.

A key trap for managers is picking up total responsibility for getting through whatever the team is undertaking. The team can unconsciously hand this over to the manager. If we unconsciously pick it up, we have placed ourselves in a ‘parent’ role and will behave as such. Correspondingly, the team drops into ‘child’.

Participation in Decisions

We need to be aware of everyone who has wisdom to contribute to a decision. We need to watch and check that people who want to or need to contribute get a chance, while not ‘forcing’ everyone to contribute. We need to be able to get the wisdom of all. Thus we can pool and link wisdom to build better outcomes.
Pacing
Keeping Teams on Track
Noticing and pointing out when they seem to go off on a tangent in meetings. Checking out with the team – does this feel off track or is this an important side track we consciously want to explore? Are we managing the time well?

Pacing Energy in Meetings
This means watching and feeling the group energy and checking this out with the group. Are we getting too tired to keep going? Do we need a break here?

Helping People Hear Each Other
We can never overestimate the power of getting people to listen with their heart, not just their head. To listen until there is understanding (not necessarily agreement) is the key to much of the ‘magic’ of great and wise outcomes in teams.

Helpful Questions
A helpful question is one that draws out and expands what the supervisee is talking about, feeling about and thinking about. When talking about an event that went well for example, the supervisee may give a very short answer. ‘It went well’. With helpful questioning we can expand that. We might ask,
- ‘what exactly went well’
- ‘what aspect of it worked well’
- ‘what did you do that helped it to go well’.

These questions can expand the supervisees understanding of an event and appreciate more fully their own contribution to things going well and, when necessary understand their contribution to things not going so well.

Catching People ‘Doing Good’
Given supervisees generally come to supervision with issues of concern or problems to be solved; focusing on what they are doing well is something we have to work at as supervisors. We have to become watchful to catch the good things they are doing, even amidst problems they may be experiencing. Catching people ‘doing good’ also involves noticing and listening outside of supervision to other people’s positive comments about the supervisee and passing them back to them in supervision.
Say More…
This is an important micro-skill to assist people in developing their ideas and getting them heard by others. All too often in group discussions, people launch into a response to what someone else is saying before they have actually heard the full content of the idea. We are often anxious to jump in with our own thoughts or a counter argument to what we think is being said! It is the ‘Yes, yes I hear what you’re saying, but…’ syndrome! Training ourselves to use the Say More micro-skill can lead to far clearer communication.

Stop
Sometimes, when conflict or other hot spots are happening in a group, we need to interrupt and stop the process. This must be done very wisely and without any tone of judgment, shame or blame. It is useful to ‘cushion’ the Stop with some other micro-skills such as Validation or Normalising. We might say, for example:

“Just let me stop you for a moment. I can see this is a very big issue and it’s not surprising there are lots of strong feelings. Let’s take a breath and have another go”

or

“Just hang on a second; there are a lot of people talking at once right now! I know this is a hot topic and everyone has strong opinions, so let’s slow it all down a bit”

If there is strong conflict we may need to be quite strong (and maybe even loud!) with our ‘Stop’. The stronger our Stop needs to be the more cushioning required so that it doesn’t have a ‘put down’ edge to it.
Giving Hearable Messages
It is hard enough for people to hear positive feedback, so no wonder we find it difficult to give and receive critical feedback.

Why is it so Difficult?
No matter how well or ‘constructively’ it is presented most of us have an emotional response to criticism. There is a notion that we can hear criticism, of our work without ‘taking it personally’. This seems to be a myth! Even though we know theoretically that we are not being criticised ‘as a person’, when our behaviour or work performance is criticised we do ‘take it personally’.

Hearing Feedback
It plugs quickly into our unconscious ‘selves’. Our inner critic may hear the feedback as confirmation that we are failures. Our ‘defensive self’ may want to argue back as if under attack. Our ‘fearful child’ may fear dire consequences or fear loosing the supervisor’s approval.

It is an unconscious minefield! It is vital therefore as managers and supervisors we become highly skilled at giving critical feedback in a manner that maximises its ‘hearability’.

Giving Feedback
As the givers of critical feedback, many of us are fearful also. Our ‘controlling self’ fears it might get out of control. Our ‘righteous self’ may want to tell them off, the one who seeks approval may feel they won’t like us...etc. etc.

So.... we need to learn to give feedback and to hear it when given to us.

To make a message ‘hearable’ it needs to be specific, about behaviour and free from assumptions and judgements about that behaviour. It is best in ‘I’ language, and requires an honest ‘bed’ of inquiry, listening and acknowledging.

See the feedback daisy, as it has become known on the following page.
Communicating Outside of your Team

All of the above techniques can be used when you need to communicate with parties outside of your team. If you have been asked to present information on your organisation then you need to have the relevant permission to do so. It is important to ensure that you have covered the appropriate protocols required to disseminate information outside of the workplace.

When preparing your information ensure that you have identified who your audience is and that the language you are using in your presentation/communication is appropriate. It’s also important to ask yourself are you using the best means of communication style to disseminate your information. Last but not least it is essential that you evaluate the outcomes of your work. If you are presenting information to an audience, try and do an evaluation with them. People appreciate being able to give honest feedback. You can do this both with an audience you are presenting to or a follow up evaluation on paper with a group of people you have been communicating with. If it’s not possible to ask for an evaluation then try and do a self-evaluation/reflection afterwards.

Remember to ask yourself;
- who is your target audience
- what do you need to let them know
- what is the best way to do this
- what is the best way to evaluate any outcomes.
Assessments – Unit 3

3.1 Prepare a presentation to be made by yourself to either your team, wider organisation or outside of the organisation. This presentation can be on any topic that is relevant to your work. At the conclusion of the presentation submit a written evaluation including;
- How did you identify your target audience
- Suitable forum to present information
- How were you able to impart information to position the business to best effect
- How did you communicate your ideas to business associates, client groups or others involved.
- What evaluation process did you use and was it effective.

*Due: 23/01/17*

3.2 One collaborative management log reflecting on where you have used the processes of hearable messages and heart listening

*Due: 19/12/16*

3.3 Written piece on the development and communication of information;
- explaining your organisations protocols for the release of information and communicating internally or externally.
- Explain the requirements to maintain confidentiality in the workplace
- Identification of industry, media and government organisations, events and communication channels relevant to your organisation
- How you would comply with any diversity issues.
- In the process of disseminating information how would you deal with any challenging encounters
- Would you use either a structured of inclusive procedure to research and communicate information. What are the differences between both of these procedures.

*Due: 19/12/16*
Unit 4 - Collaborative Leadership, Build and Sustain an Innovative Work Environment

All organisations have their own stated culture plus some unstated patterns of behaviour. We need to look at practical strategies for strengthening staff team’s resilience to enable a transformation of workplace culture.

Teamwork, shared decision making and ‘thinking outside the square’ all require the participation of the individuals involved. Hierarchical models, often based on command and control, can make it difficult for people to make a shift to participatory processes.

A learning organisation has a culture and practices which facilitate shared learning, innovation and the pursuit of excellence. A learning organisation is one with a culture and practices which create safe processes for risk taking, innovation, mistake making, evaluation and learning from our practice.
Leadership Styles

Supervisory
(seeks accountability)

approachable and supportive

attention to structure

Authoritive
makes decisions

involves staff in important decisions

transparently and clearly

consensual

keeps clear boundaries

‘go with the flow’

‘hands off’
trusts and delegates

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What is Organisational Culture?
The Groupwork Institute's definition is:

“The way we (really) do things around here”

“Culture is what is created from the messages that are received about how people are expected to behave in your organisation”.......

Aspects of Organisational Culture

Accountability
- clear, shared vision and direction
- practical plans
- clear and fair expectations and around practices and outcomes
- high quality Performance Appraisal which is collaborative and endorsed by staff

Collaboration and Teamwork
- commitment to collaborative teams
- strong sense of belonging, being part of a team
- sense of being valued as part of the organisation
- effective processes for making teams work
- time allocated for team development
Leadership
- transparency and honesty
- accessibility
- shared leadership
- leadership valued and developed
- clear vision
- values driven

Performance
- high achievements
- reputation
- positive feedback (including from clients)
- evaluation practice
- rigor

The Organisational ‘Feel’ and Unspoken ‘Rules’
- How do people ‘feel’ about working there?
- What are the unspoken rules?
- Is there a culture of blame and negativity or positivity?
- Can people negotiate through strong differences of opinion?
- Do people contribute to debates about important issues?
- How is conflict handled?
- Is there a high level of Emotional Resilience?
- Do people feel and act in empowered ways?
- Do people feel valued and that their skills are utilised in the organisation?

Staff Support and Development
- focus on strength
- strengths and skills honoured and well utilised
- people take self responsibility (as opposed to a culture of blame)
- staff feel stretched and ‘safe’ to take risks, to be bold and innovative
- high quality strengths focused supervision

Systems & Processes
- clear, effective administrative systems
- widespread ownership and adherence to agreed systems
- development and review involvement from those implementing systems
- clear, collaboratively developed policies
- clear, jointly owned processes for key aspects of organisational life especially decision making, conflict resolution, grievances and employment
- A Culture of Praxis

![Diagram]

Innovations encouraged and backed

Adapt

Try it

Reflect & Learn
The Principles of Organisational Collaboration

- Clarity of philosophy, aims and objectives; and ownerships of these
- A set of organisational principles that are agreed upon and owned with pride
- Clear channels for decision making and processes for appropriate involvement in decision making; and good meeting procedures to facilitate this
- Mechanisms to share responsibility in leadership in a manner which builds collaboration and maximises initiative and potential
- Clarity of roles, including a clear understanding of the role of the co-ordinator or manager in a collaborative team
- Empowering systems for accountability, support, challenge and learning
- Systems for incorporation and enculturation of people into the organisation
- Clear communication including getting along at a ‘one-to-one’ and a team level – the ability to give and receive feedback, to negotiate and deal with different opinions and styles
- Good processes for dealing with conflict – using conflict creatively, resolving differences or grievances
- Built-in reflection, evaluation and planning time to keep ahead and avoid being ‘stuck’ in reaction
- Collaboratively developed agreements and policies about how things will be done in the organisation
Characteristics of a Collaborative Manager

- A passion for the particular field the organisation is in
- Positive regard for people – and a real interest in those we work with
- Assertive communication skills
- Heart listening – the willingness to listen until we really understand the feelings and the content
- Skills in giving ‘hearable’ feedback which acknowledges strengths but is clear when critical feedback is needed
- A trust in people’s ability to learn, grow, change and take responsibility for themselves
- Personal ‘centredness’, self-awareness, and ability to remain in one’s ‘adult’ state – what we call emotional resilience
- Ability to ‘manage up’
- Transparent management – giving clear explanations for decisions
- Good Supervision and peer appraisal processes and skills
- Ability to read the team feeling and the flexibility to respond
- Recognising, incorporating and building on people’s own knowledge and experience
- Integrating the feeling component of all content
- The creation of a sense of safety in the team
- Ability to make the complex and profound profoundly simple, including the use of clear examples
- Regular, empowering supervision and performance reviews
- Ability to facilitate collaborative decision making
- ‘Pacing’ and balancing consultation, collaborative decision making and individual autonomy
- Thorough collaborative planning (but with flexibility) and evaluation processes
- A good level of awareness about the boundaries of one’s own and other’s role
- Ability to say ‘No’
- Good conflict resolution skills
- Willingness to seek and accept feedback – able to be wrong
- Willingness to apologise quickly and clearly and sincerely when needed
- Ability to take care of oneself, plan and engage in ongoing professional development
The Role of a Collaborative Leader

The role is a complex one. It has a number of aspects that have to be balanced and we need the wisdom to know when to step into one aspect as opposed to another. We are bound to get it wrong from time to time! Below are the key aspects of the role of a Collaborative Leader

Facilitator
A major part of the role is as facilitator. It is our job to facilitate the skills and wisdom of staff in the collaborative process of pooling wisdom and developing the best outcomes. This does not mean that as managers we don’t have to make some decisions on our own. However, to see ourselves as the facilitators of group wisdom and to let go of deeply ingrained expectations about the need to control the outcome is quite a challenge for managers. The need to control, to make sure everything is done properly so as not to ‘get into trouble’ comes from our learned responses to the hierarchical nature of our culture – from family, school to our work experiences. It is not because we are just power hungry people!

Leader
We have to learn to balance the role of facilitator with that of leader. We have to be great role models and be prepared to ‘walk our talk’ as collaborative leaders, even when it would be much easier to act autocratically and in fact there may be pressure to do so from ‘above’ and ‘below’.

Leadership also involves being clear about what is not negotiable and why. A good leader is honest and transparent about decisions they make and why they made those decisions. Information about decisions and the reason behind them needs to be given to staff quickly and clearly.

On the other hand, as collaborative leaders we need to know when to take a back seat in group decision making, when to use our expertise, and how strongly to apply it. It is indeed a balancing act. And you will not always get it right!

As collaborative leaders we need to be willing to take risks ourselves. Sometimes it is important to back other people’s ideas even when you are not sure they are the best ideas. It is also very important to be able to own up to your own mistakes and apologise when it is needed. In fact apologies from managers are very powerful in the creation of trusting collaborative cultures. It is great role modeling, demonstrating that it is acceptable to make mistakes, to own up to them and the ‘sky doesn’t fall in’! The more we do, the more things we try, the more risks we take, the more mistakes we will make! The only way to avoid making mistakes is to do nothing! And that’s a mistake!
Mentor and Coach
It may be difficult for us as managers to learn to become the collaborative leaders we aspire to be. However, it is also difficult for the people we manage to make the shifts that they need to make to be a constructive member of a collaborative team.

Being part of a collaborative team requires a range of somewhat advanced communication skills and the ability to have ‘adult’ relationships. People find this difficult. Fears around standing out, doing things differently, taking risks, or speaking up with a different opinion to the power holders, (including our collaborative manager) are deeply ingrained. In most organisations people are more likely to talk of their negative feeling about someone to almost anyone other than the person concerned! Most people would rather go bungee jumping than sit down and talk constructively to someone with whom they have conflict! This is because we have not generally been taught to do this.

There is a lot for us all to learn and unlearn.

As managers we need to be involved in the learning, growth and development of the people we manage. This needs to be done wisely using ourselves as mentors and coaches as well as role models. A heavy handed teacher mode with not do! When managers slip into expert/teacher role the ‘power over’ paradigm is activated. The other person feels less powerful and may slip unconsciously into a ‘child’ role, feeling unvalued, ‘stupid’, or wrong. They may even cover this by taking up a ‘rebellious child’ role.

As a manager you do have higher positional power than the people you manage. High quality, strength focused supervision is an important tool in which to become skilled. It is important to remember that people learn most from the development of their own insights rather than being ‘told’ by their manager, no matter how much of an ‘expert’ you are!

One of the simplest and most important factors in building people’s skills and confidence is to repeatedly give them feedback about what they are doing well. So often in our busyness we only notice things that are not going well. When we notice something that someone (or the whole team) has done well and let them know it is very much appreciated. We often hear about learning from our mistakes. This is good to do, but as good mentors and coaches we can help people develop the capacity to also learn from what they do well.

As Collaborative Leaders we need to develop a culture where everyone’s ideas are truly welcomed. People need to see their ideas, at least some of the time, being incorporated into the team’s direction and outcomes. So many people with great ideas, experiences or opinions keep them to themselves for fear that these will not be heard or taken notice of. Whenever someone withholds a piece of their wisdom in this way the organisation is poorer for it.
People in lower positions in an organisation can unconsciously get stuck in a ‘powerless’ role, believing the power dynamics are unchangeable. It is important as Collaborative Leaders to understand this dynamic and actively work to change it.

We have, in the dominate culture, both an ingrained reliance on authority and a suspicion of it. It is safer and easier not to stick our neck out but to let someone else make the decisions. Although, then other aspects come into play if we don’t like the decision they make! But it is “not our responsibility…” It is someone else’s fault.

Unfortunately this discontent is often not used constructively but rather in unconscious unhelpful ways. People can get stuck in not contributing to decisions and then if they don’t like the outcome undermining the implementation. This can be very frustrating as a manager. However, it is helpful to remember the bigger picture of what holds people back like this.

Through the coaching and mentoring aspect of our management we can encourage and develop people’s ability to speak up with their ideas. It is our job as managers to help create a culture where all ideas are welcomed and listen to.

**Teacher – but only sometimes!**  
The role of teacher is one to be used occasionally, sparingly and with great self-awareness! Because the skills of being part of a collaborative team are quite complex they do need to be developed in our teams. It is often better to engage the services of an external trainer to help with this, providing of course, that the trainer is skilled in this area and comes from a collaborative value base.

If we do step into the role of teacher, it needs to be with the specific permission of our team.

We need to guard again slipping into the role of teacher unconsciously. It is very easy to do!
The Physical Work Environment

The work environment isn’t just about ‘how we work together’; you also need to consider the physical space people are working in. We spend so much of our time at work; we need to feel comfortable with our work space to work effectively. Some people work well in open planned spaces, where others may prefer to work in a space that is quiet without the interruption of movement and noise around them.

It’s not always easy for a team to have a say in how their workspace is set out. Many office spaces have set plans making change difficult and expensive. In bringing your team together to discuss individual needs, there may be ways to make innovative changes to bring about ways in which people are more comfortable with the space provided. If you’re lucky, you may be able to set up this space from the beginning. In which case, it’s important that all considerations of those working with you are taken into account in the design phase. Not only personal preferences need to be considered but also any legislative requirements are met.
Assessment – Unit 4

4.1 A written piece using the GIA Management Style Diagram discussing your leadership style.
   We will look for evidence of:
   • your initial assessment of your leadership style using the GIA model (from an exercise done in course time)
   • relationship to your Community of Selves
   • what this means in terms of strengths and things to watch for
   Due: 13/02/17

4.2 After completing this unit and putting into practice your collaborative leadership principles and procedures show how you;
   • Have incorporated collaborative work arrangements
   • Built team capacity to contribute to innovative practices
   • How do you provide formal and informal learning opportunities for your team
   • How do you share information and evaluate ideas with your team and they with each other
   • How do you incorporate your innovative practices with those of the organisation and their vision/objectives?
   • Your team’s feedback on your management style. Use your whole team in this process.
   Due: 08/15/17

4.3 Written piece explaining the key aspects of collaborative leadership and how these link to innovation in practice.
   Due: 13/03/17

4.4 Written piece on how using collaborative practices can;
   • motivate individuals to use creative thinking and apply innovative work practices
   • support innovation in the work place and how using a more structured approach to management may hinder this.
   • overcome challenges and barriers to teams and organisations in being innovative.
   • influence teams to work towards common goals, uphold business values and overall objectives of the organisation.
   • What impact does any relevant legislative frameworks have on the operation of your team?
   Due: 13/03/17
4.5 How does the physical environment in your workplace enhance or hinder your team’s ability to work innovatively. Evaluate with your team how you could enhance the physical environment of your work place to support innovation.

- What physical resources might be needed
- Look at design, fitout and decoration of workspaces

After this evaluation choose one area of your workspace that you and your team can effectively make a change. This may be in the areas of design, fit-out or decoration. If you are unable to physically make any changes, then with your team draft up a plan of change that you would like to see happen.

Due: 13/03/17
Unit 5 - Facilitatory Management - Collaborative Decision Making

Facilitation is a complex set of skills. All of us will have seen many examples of extremely poor facilitation – there is often an attitude that ‘anyone can facilitate’. You ‘just picked it up’ and you go.

Fortunately, there is a growing recognition that facilitation is an art – and needs to be specifically learned.

Key Aspects of the Facilitator’s Role

- Seeking out the range of different ideas, encouraging, making room for and welcoming diversity. If the facilitator sees diverse opinions as a positive, the participants will be encouraged to do the same.

- Making sure that the range of people are heard, letting them know they have been heard and helping others to hear them also.

- Acknowledging people’s passion or strong feelings associated with an issue – while not allowing dominance of air space.

- Summarising, linking and pooling ideas to help craft collaboratively formed proposals. Often the very wisest outcomes are those that nobody thought of before the meeting. This is quite different to the ideas competition that is so often the norm in meetings.

- Dealing with challenging issues such as strong feelings, domination of air space, verbal abuse etc. This is definitely the tricky end of facilitation. However, we do need to deal with such behaviour clearly, but without putting people down. The first part of this is to acknowledge the person’s key points and the strengths of feeling that goes with what they are saying. If we do that accurately and with genuine respect, we have a firmer ground from which to move things on. We can then explain quickly that we have their point and are keen to get a range of points. When we are facilitating in controversial meetings we ‘record issues’ raised on butchers papers so everyone can see. This is often useful to show that someone’s issues have been captured.

All this is easier said than done of course – but possible!
Facilitation Principles
High quality facilitation is built on clear strong principles. The focus of these principles is around a core value of collaboration.

It is important that facilitators look at their own core values. What do we see as those essential to high quality facilitation. Principles spring from those values and give further meaning and clarity to values. Principles make values more implementable so that we can clearly and consciously act from them as we facilitate.

- The wisdom is in the group - trust the group
- Everyone has a contribution to that wisdom
- Every group session must have a clearly articulated and agreed upon purpose
- No matter what the purpose, people bring their whole person to the group
- The group is our client
- Wisdom does not necessarily correlate with one's confidence to speak up
- The group's experience belongs to the group
- What happens in the group stays in the group - if we are required to speak later to people not present, this needs to be known to the group and individual confidentiality protected
- The facilitator is at the service of the whole group
- Our own self awareness and centeredness is vital to the functioning and outcome of the group
- Everyone has the capacity for insight and transformation
- There is always diversity in a group - never assume there is not! Everyone has a background and culture, and a vast array of experiences. We do not know the details of these and are unable to make assumptions from outward signs
- Participants in the group have a right to choose the depth to which they will disclose, share, or work on an issue
- Groups become an entity, an ‘organism’ in their own right. They have an energy field. As facilitators, it is this energy we work with, and therefore must act with the highest degree of integrity and awareness
• Even when someone in the group has done or said the ‘wrong thing ’ or broken an agreement we must not allow them to be shamed

• Participants have a right to understand the purpose of processes we may use and give or withhold their permission to use them

• At all times in the group there is the spoken and unspoken dynamics, the conscious and the unconscious at play

Self Awareness
It is important, that as facilitators we work on our own self awareness so that we may remain centred in our wisest self. We need to be aware of what is going on for us. We need to know what our fears are, and have the awareness to ensure that these do not drive our facilitation practice. We need to know our trigger points and what might set these off. We need to know what it feels like when something has been triggered off and what it feels like when we are centred and in our wise self.

With this awareness, we can learn to manage ourselves more effectively in our role as facilitators. It we are thrown off balance by a particularly difficult situation in facilitation, we can learn how to regain our centredness. This self awareness is also useful when preparing ourselves for facilitation sessions.

Meetings
Meetings, meetings, meetings – a necessary evil or a valued process?

Judging by the colourful array of excuses people come up with to avoid meetings, it seems most people definitely do not enjoy them.

We know that our meeting reluctance is well founded. So many meetings do not work well. The most frequent reasons meetings fail us are:
• Agenda and meeting is controlled by the major stakeholders
• Loudest voices take up most of the air space and others go unheard
• Agenda topics go off track or are side lined by those with strong opinions.
• There are either no clear outcomes at the end or outcomes are not shared and owned by those present
• Generally the spirit of collaboration is absent and the meeting feels like a clash of wills between the dominant few.
• If outcomes are forthcoming, they often get lost over time.
…… and so we don’t want to go to the next one!

Can meetings actually be ‘enjoyable’ you may ask? Yes they can! A meeting which is set up with a clear purpose and is well facilitated can leave us with a sense of satisfaction. A meeting process in which all views are heard, participation is balanced and outcomes are worked out together can be enjoyable.
The Major Factors in Effective Meetings

Getting People There!
People need to know that their concerns will be heard, and that there is genuinely room to influence the outcomes. A genuine commitment to participation needs to be present to make people want to come to meetings. They need to be scheduled early enough in decision making processes so people know they have a chance to influence outcomes.

Agenda Forming
Clarity and honesty about the background, purpose and where the particular meeting sits in the larger process is essential. As far as possible we need to table known concerns or allow space for these to be heard. If this is not done, these concerns will spill out into other agenda items.

Background information needs to be kept very brief so that participatory processes can begin. As far as possible, people need to be able to contribute to what is on the agenda.

Facilitation
This is the core of effective meetings. It is a much underrated skill set. At the Groupwork Institute of Australia our definition of facilitation is to ‘make possible the group’s purpose’. There are many overlaps between facilitation and the role of a chairperson. Yet there are also subtle differences.

At the Groupwork Institute of Australia we have identified, and teach 40 key facilitation competencies. The more people understand about this art the more they can see why we offer a one year course!

Building Collaborative Decisions
The common democratic decision making process has its place but also serious limitations.

...For an important decision to be accepted people need to feel the process was inclusive and clear. Involvement builds ‘ownership’ of decisions and commitment to implementation. There is quite an amazing potential to be unfolded through facilitating the pooling of wisdom and the development of new understandings.
When asked to facilitate a meeting

As a manager, we often assume that we have no choice about facilitating a particular group process or meeting. As an internal facilitator, when we are asked to facilitate, we need to ensure that we are able to consider the appropriateness of this facilitation and to be part of designing the process or agenda.

If we, take up facilitation tasks that are doomed to failure because of a hidden purpose, or an inappropriate process, we contribute to undermining the collaborative outcomes of a meeting. When the facilitation process does not work, of course it is the facilitator that is blamed. As facilitation is still growing as a profession, people frequently underestimate the constellation of skills involved.

The responsibility of the facilitator begins with considering the ‘offer’, negotiating with the client and group (which could be your own team), and designing the process.

There is much work to be done before the actual facilitation.

From Offer to Outline

We need to be very clear about negotiating and planning our facilitation work – from the initial offer to facilitation, through to outline planning, and reflection after the session. Always allow time for thorough planning.

Step 1 – Get a Clear Brief Beforehand

- What is the overall purpose of the group you are to facilitate

- What type of group is it – task, mutual support, psycho educational etc.

- What is the aim of the session/s you are planning? If for example you are an outside facilitator and the aim of the session seems unclear – eg. “Team Building” some questions that can help clarify this are:
  - What has lead the group to want this session
  - Has there been a precipitating event
  - Is there conflict or unrest
  - Who’s idea was it

- If negotiating with a manager or a representative of the group, how do the others in the group feel about having this facilitated session? This is especially important when facilitating conflict resolution or other ‘tricky’ issues. We need to know that at least people are willing to participate in the session, even if they don’t feel optimistic about it!
Step 2 – Should I Accept this Facilitation?
It is important that we do not just say ‘yes’ from one of our enthusiastic but unconscious selves! We need to make a considered wise decision based on all the information, constraints, resources, our skills, time allocated, organisational and participant willingness and support etc.

What might be the constraints:
- Is there enough time being allocated to meet the session’s aim
- Do you have the skills required, should you have a co-facilitator
- Diverse expectations of the session
- People’s previous group experiences
- Language challenges

If we say yes, do we need:
- supervision
- skill input
- co-facilitation
- debriefing
- check outline with a peer

Venue
Negotiate venue details with the group or contact person. It is important that the venue is suitable for the particular group, the purpose and for the creation of comfortable, safe and supportive space.

Consider:
- privacy
- neutrality – away from workplace if possible
- temperature control
- natural lighting
- comfortable seating if possible
- quietness
- enough space for a circle of chairs (without tables!) and any activities you may facilitate

Step 3 – Who should be invited to attend?
Things to consider;
- Who should be invited to attend
- Appropriate invitation to attend
- What time frames do you have to consider
Step 4 – What form should the meeting take?
Things to consider;
- Face to face meeting
- Web conference
- Teleconference

Step 5 – Consider the Stages of a Group Session/Meeting

Beginning Stage
It is crucial to lay a good foundation for the work of the group. The following segments could be considered:
- centering
- introductions – self, group
- catch up/sharing
- permission to facilitate
- validation of the group
- what we mean by facilitate
- agenda review
- check aim of day
- ‘earn the right’ to facilitate
- agreements
- fears and hopes
- highlights of last 12 months
- a skill/gift we bring to the group
- stories
- remembering…………
- affirmations of group – what do I like about us

The ‘Middle’
This is where we undertake the body of the group’s work for that session. How might this be best achieved? What material, exercises or processes might be most suitable? Link these to the overall purpose and type of group, plus the aim of that session. Plan, but be prepared to change it as process unfolds. Make sure there is balance between activities/input, head/feelings and that you are always validating and building on people’s existing experience and wisdom.

The following segments should be considered:
- clarify business of the day
- background to issues
- what has happened to date
- what are we trying to achieve
- list issues – prioritise
- take issue
- pool experiences on issue
- synthesise wisdom
- make decisions (even if provisional)
- take next issue ...........
- mapping, keep people informed of where you’re up to
- what we have achieved
- what is left to do

**Ending**
A time to gather and reinforce what has been learned; work out what needs to happen next, celebrate the individuals and the achievements of the group, and end the session clearly and in a way that honours the session. This will be of more or less depth and significance, depending on length of the group and intensity of the experience. We do need to allow enough time to evaluate. This demonstrates our accountability to the group; gives people a chance to give their feedback rather than carry it with them unsaid. It is a very important phase of the group and needs to be given the space it deserves.

The following segments should be considered:
- where to from here
- who will do what by when
- affirmations of achievement
- affirmations of individuals
- recommendations from facilitator
- taking today’s work to others
- what have we learnt
- what might people do to help breath life into today’s work
- evaluation
- gems, highlights/key learnings from today
- how are we feeling now our time together is ending
- name that the end is nigh
- ending ‘ritual’ or activity

**After the Session**
It is important to always build a specific time after each session for both personal reflection and content and process evaluation. Debriefing with another party may also be helpful, particularly if it has been a difficult session.

Our own written evaluations are great learning tools – but it needs to be done very soon after the session. Write a log!
Step 6 – Drafting the Session Outline
Firstly establish the overall purpose of the session or series of sessions? Then if planning a series of sessions you may do a broad outline of what aspects need to be covered in each session first. You can then do finer detailed planning session by session in light of developments in the group.

Letting your creativity flow, brain storm a first draft of your outline with all the segments that could be covered in the session being planned, the purpose of that segment, and the methods you could use to achieve that purpose. Don’t worry at this stage about overall times, or whether it all fits together.

Following is an example of how you may layout your draft for a session.

<table>
<thead>
<tr>
<th>Segment</th>
<th>Purpose</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions</td>
<td>to help people get to know each other and feel comfortable with each other</td>
<td>- name game with ball - story sharing with hats - nature object sharing</td>
</tr>
</tbody>
</table>

Using your facilitation wisdom, look at this brainstormed outline in light of purpose, time, type of group and any other constraints or parameters.

Step 7 – Prepare Outline
Draw up an outline that can be checked with participants at the session. The contact person or organising group may want to see a draft at this stage. Help them to avoid getting bogged down into too much fine detail at this initial planning stage.

Let them know that you will check it again at the start of the session.
**Example - Proposed Group Process Outline**

*Say - for a review of teamwork*

What is included here is an example of a facilitator’s process outline.

Under the Purpose column, the capitalised words are what you would most likely write up for participants onto butchers paper etc., as their outline for the session. The intention here is for all to see and review together the proposed outline.

<table>
<thead>
<tr>
<th>TIME</th>
<th>SEGMENT/PURPOSE</th>
<th>ACTIVITY</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>BEGINNING CENTERING (10)</td>
<td>“Welcome” and a few quiet moments</td>
<td>Music machine CD’s or IPod</td>
</tr>
<tr>
<td></td>
<td>To welcome and settle people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.10am</td>
<td>INTRODUCTION (10)</td>
<td>Introducing myself as facilitator</td>
<td>hats</td>
</tr>
<tr>
<td></td>
<td>Getting to know each other</td>
<td>Introducing myself as facilitator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NB you can leave the purpose out of your final draft.</td>
<td>Story sharing (with hats)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is just a tool for the planning stage</td>
<td>- their work area</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- hope for day</td>
<td></td>
</tr>
<tr>
<td>9.20am</td>
<td>PURPOSE &amp; OUTLINE OF THE DAY (10)</td>
<td>My summary</td>
<td>butchers paper</td>
</tr>
<tr>
<td></td>
<td>To check agreement of the day and ownership of process</td>
<td>Check for agreement on agenda</td>
<td>textas masking tape</td>
</tr>
<tr>
<td>9.30am</td>
<td>CHECKING IN HOW PEOPLE ARE FEELING IN THE TEAM (55)</td>
<td>- explain purpose and process</td>
<td>shell</td>
</tr>
<tr>
<td></td>
<td>To gather issues and get people hearing each other</td>
<td>- turns with shell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- to look at what is going well and not so well</td>
<td>- encourage reflective listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- record under ‘good’ and ‘not so good’</td>
<td></td>
</tr>
<tr>
<td>10.25am</td>
<td>PATS ON BACK (5)</td>
<td>Group in circle giving pats</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>SEGMENT/PURPOSE</td>
<td>ACTIVITY</td>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>10.30am</td>
<td>MORNING TEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45am</td>
<td>GATHER BACK</td>
<td>To gather and regroup</td>
<td>bright music</td>
</tr>
<tr>
<td>10.50am</td>
<td>SUMMARY OF ISSUES</td>
<td>to choose the areas to cover in the body of the session</td>
<td>facilitator summary of good and not so good consensus process with leadership from emphasis we heed in sharing.</td>
</tr>
<tr>
<td></td>
<td>Sorting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.05am</td>
<td>WORK ON ISSUES</td>
<td>eg. Principles for Teamwork</td>
<td>explain principles brain storm possible principles further develop work out what to do next with these triads to consider and come up with 3 things their proud of.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to establish a collaboratively and owned set of principles to guide their team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are we proud of?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>That illustrate our principles to celebrate achievements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.45</td>
<td>SOME NEW WAYS TO ACT</td>
<td></td>
<td>small groups of 6-7 to develop 3 ideas wild possible within a year could be done now and creative ways to present to rest of group</td>
</tr>
<tr>
<td></td>
<td>ON OUR PRINCIPLES</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To capture their enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>SEGMENT/PURPOSE</td>
<td>ACTIVITY</td>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>12.10pm</td>
<td>PRESENTATIONS (15)</td>
<td>To take some risks and have fun</td>
<td></td>
</tr>
<tr>
<td>12.25pm</td>
<td>MUSICAL (5)</td>
<td><em>Harmony - to come down before lunch and to illustrate the teams harmony</em></td>
<td>One to start rhythm and others to join in one by one</td>
</tr>
<tr>
<td>12.30pm</td>
<td>LUNCH (45)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.15pm</td>
<td>GATHER BACK (15)</td>
<td><em>A team building exercise to illustrate teamwork and have fund as a team</em></td>
<td>Blind folds and elastic exercise</td>
</tr>
</tbody>
</table>
| 1.30pm | WORK ON NEXT ISSUE (60) | *to work out how they could make decisions in a manner that matches their principles* | - the ‘ideal’ (5) large group discussion  
- round up of principles as they relate to decision making (10)  
- what are the (10) problems?  
- small groups (20) 6-7 to look at some systems that might address problems  
- wisdom from (15) those back to large group | A3 paper and small textas for each small group |
<p>| 2.30pm | DECISIONS ABOUT IDEAS SHARED (30) | <em>To move group towards adopting some new decision making systems.</em> | Large group discussion and decision |</p>
<table>
<thead>
<tr>
<th>TIME</th>
<th>SEGMENT/PURPOSE</th>
<th>ACTIVITY</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00pm</td>
<td>SOMETHING LIGHT AND FUN (15)</td>
<td>To take them out of the heady stuff and bring some lightness</td>
<td>The Have You Ever Game</td>
</tr>
<tr>
<td>3.15pm</td>
<td>AFTERNOON TEA (15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.30pm</td>
<td>EXERCISE (10)</td>
<td>“tangle”</td>
<td></td>
</tr>
<tr>
<td>3.40pm</td>
<td>LAST ISSUE (40)</td>
<td>Say looking after the team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- group discussion of barriers and needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 2 groups – ½ team in each</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- develop 3 strategies for team care</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a way to affirm and show care to the other ½ of the team</td>
<td></td>
</tr>
<tr>
<td>4.30pm</td>
<td>WHERE TO FROM HERE (30)</td>
<td>To catch issues and decisions from the day and decide on what else needs doing and how it will be done and by whom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- facilitators summary of where we are up to and what was left over</td>
<td>Butchers paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- group confirmation of decisions made</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- action to be taken</td>
<td></td>
</tr>
<tr>
<td>5.10pm</td>
<td>COLLECTING THE WISDOM OF THE DAY (10)</td>
<td>‘Gems’ on circles in basket – passed around circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Circles and basket</td>
</tr>
<tr>
<td>5.20pm</td>
<td>EVALUATION (10)</td>
<td>Standing in circle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>passing shell</td>
<td></td>
</tr>
<tr>
<td>5.30pm</td>
<td>FINISH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 8 - After the facilitation Session

Reflection/Evaluation
It’s important that you take some time after the facilitation session to reflect on how things went. Following is a facilitation log which can be useful in this process. This log can also be used prior to the meeting to document your desired outcomes.
# Facilitation Log

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Organisation</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Context</th>
<th>Length of Session</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Participants</th>
<th>Your Role</th>
</tr>
</thead>
</table>

## PURPOSE OF SESSION

## REFLECTION

**Preparation** – what preparation did you do and how did you feel before the session

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

**What happened** – and how did you act, feel and respond? (What was going on in your Community of Selves™?)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
What were the group dynamics at play?


Key Facilitation Techniques Used


What were the lessons – what would you do differently?


Follow up – is there any action that needs to be taken?


Co-facilitation – if relevant


Your overall evaluation
Meeting minutes

If you are facilitating a meeting in the workplace quite often minutes will have to be taken. It is a good idea if you are able to do so before the meeting to get someone to volunteer to take minutes. If not, this can be done at the start of the meeting.

A record of the meeting can also be taken by someone scribing the outcomes of the session on butchers paper and then having this transcribed after the end of the meeting.

Minutes can be kept in various ways. Different organisations, teams, groups have varying ways of doing so and it’s important that all participants are aware of how they can access these minutes after the meeting.

You will need to check whether a copy of the minutes need to be sent to participants of the meeting.

Venue Check List

Choosing and Setting Up a Workshop Venue....

• Place chairs in a ‘horseshoe to a blank wall (without tables in the middle). If necessary put tables around the edge of the room.

• It is good if the room has one straight stretch of wall (a blank wall) that we can stick/blue tac butchers paper to, ie. not with windows or pictures on the wall.

• Ensure that there will be no interruptions during the day/session.

• Check that the location will be quite – no industrial noises eg. noisy air conditioners, industrial dishwasher next door.

• Check that the venue will be warm in winter or cool in summer (but keep in mind noise levels of heaters/air conditioners and air circulation).

• Check that it has good air circulation – stuffy rooms make it difficult to concentrate.

• Good lighting – preferably natural. Note: rooms without windows (often positioned in the middle of buildings) are entirely unsuitable for a workshop of one or more day’s duration.

• Prefer carpeted floors – wooden floors can cause problems with the acoustics of the room.

• Check for good kitchen facilities, preferably in adjoining rooms AND preferably not shared with other people.
• Ensure that the venue is easy for people to find and gain access to (send out maps/instructions).

• Parking where people do not need to feed parking meters or move cars during the day.

• Check that toilets are close by.

• Where possible it is helpful to have the following venue equipment in the room:
  o Whiteboard
  o Music player (portable will do)

Conclusion
Great things are possible if we pool our wisdom.

However, the pooling of wisdom and the crafting of collaboratively owned outcomes is complex. We need commitment to good process and skilled facilitation. This is genuinely an art form.

This has the potential to create a positive cycle where good meetings lead to a more positive attitude, which lead to greater and more collaborative participation. This all plays a key role in building sustainable, well owned outcomes.

A Meetings Map – Be Prepared
Before the meeting
• Have pre-assigned, prepared facilitators, minute taker and timekeeper. These are best rotated on a 1-3 monthly basis.

• Have a system for collecting agenda items – so all may participate in contributing issues to the agenda.

• Facilitator is responsible for agenda formation.

• Have a detailed agenda – so people can understand what the item is actually about – assign suggested time to items.

• Ensure agenda is available well before the meeting or have an agreed way to form agenda together at the start of the meeting.

• Ensure that everyone knows the time and place.

• Choose a comfortable environment – prepare the space.

• Develop a group culture that values and respects these meetings and expects punctuality and good organisation.
Into the meetings

• Start on time.

• Have a simple centering activity – eg. a minute of silence with some nice music.

• Start with a ‘catch-up’ where everyone briefly shares how they are.

• Look at the last minutes.

• Consider a segment for announcements only.

• Review agenda, or if necessary build an agenda – make sure everyone accepts it.

• Prioritise items – if there are changes reassign times.

• Make agreements about times or any other arrangements as necessary.

• Work through each agenda item adjusting times along the way by agreement if needed.

• Record all decisions and important announcements. For decisions, have an IMPLEMENTATION recording system:– record WHO is to do WHAT, by WHEN.

• Leave time for a brief evaluation (eg. 10 minutes) of the meeting – what did we do well and not so well?

• Finish on time. (Consider a post-meeting treat!)
How are your meetings?

Please circle one

Are they starting on time? 1 2 3 4 5
Comments

Are you getting through the agenda? 1 2 3 4 5
Comments

Is everybody having a say? 1 2 3 4 5
Comments

Are they finishing on time? 1 2 3 4 5
Comments

Are some doing most of the talking? 1 2 3 4 5
Comments

Are you listening to each other without interruptions? 1 2 3 4 5
Comments

Are you making decisions collaboratively? 1 2 3 4 5
Comments

Are decisions recorded well? 1 2 3 4 5
Comments
Please circle one

**Are decisions followed up to see if they have been done?**
Comments

1 2 3 4 5

**Do the meetings feel friendly and cooperative?**
Comments

1 2 3 4 5

**Do you handle people having strong differences of opinion?**
Comments

1 2 3 4 5

**How is the facilitation?**
Comments

1 2 3 4 5

**Do you enjoy the meetings?**
Comments

1 2 3 4 5

**What is the biggest difficulty in the meetings?**
Comments

1 2 3 4 5
Collaborative Decision Making
As managers, we are most likely to be involved in the collaborative end of the decision making continuum.

Deciding How to Make Decisions
Regardless of the type of group or the particular purpose, all groups are required to make decisions at times. For some groups the decisions they will be required to make will be small and infrequent. For task groups decision making is likely to be a major part of their life together as a group.

As managers we will be called upon to facilitate decision making processes in many of the groups with which we work. Skilled facilitation can help groups to move through difficult issues to decisions. Knowing how to help a group navigate its way through strong discussion, disagreement and attachment to ideas in order to reach a decision, is an important skill in the manager’s ‘kit bag’.

Groups make their wisest decisions when all ideas and feelings have been genuinely heard and the wisdom of all participants has been pooled. It is the facilitator’s job to use their skills to make this possible.

It is often assumed that decision making is an entirely rational process. All we need to do is carefully consider the pros and cons of various options and the decision will be easy to make. However, this is not entirely so. Decisions are made more complex by the amount and strength of the feeling attached and the interplay between people’s unconscious selves. Personal attachment to ideas or solutions and people's unconscious needs to be right, or to win, also affect the process of decision making in groups. In work teams with people of different ‘rank’ some can find it less comfortable or ‘safe’ to speak.

The first and most important part of any decision making process is for any team to decide how they will make this decision. This has to be worked out in light of whole of organisation decision making. A team needs to know what decisions are in their control to make, which are worth making recommendations, which might influence other sectors of the organisation.

If we can help groups to be specific, and agree about the type of decision making process they are going to use – decision making becomes an easier task.
In organisations, lack of clarity about how decisions are made is a major cause of trouble. In our extensive work in organisations over three decades, we have found that this lack of clarity causes confusion, distress and often major conflict. It can also be a serious time waster. People speak of their frustration and confusion when a particular type of decision is sometimes made by the manager, sometimes by the whole staff team and sometimes by the CEO. Sometimes they are consulted in the process, sometimes they are not. Sometimes people feel over consulted about small matters, and under consulted about bigger and more important issues.

**From the traditional decision making pyramid to the collaborative wedge**

Traditionally, hierarchical organisations make ‘top down’ decisions. That is, the more important the decision the more likely it will come from the top down to the bottom. It is often quick and entrenches the power within those at the top. This is a ‘power over’ model. The further down the pyramid one is located, the less one is influential within the organisation’s decision making.

**This is the traditional decision making pyramid.**

At the top - Individual with high power makes the big decisions which effect a lot of people

At the bottom – a lot of people make small decisions that have less impact on fewer people
The collaborative decision making wedge

Small decisions made by the individual Sub groups Important decisions have more people involved

One of the principles to guide collaborative decision making is - ‘the more significant the decision, the more people should be involved in its making’. For example, not everyone needs to be involved in deciding the details for the staff end of year party, but restructuring an organisation will work better if there is significant involvement from all parties. This is a ‘power with’ model, and enhances people’s capacity to be influential within their organisation.

Decision Making Ready Reckoner

The following is a useful check list of questions we can ask ourselves before we make a decision.

Asking these questions can help determine if we are making a decision in the right place and involving the right people.

- What is the size – breadth and depth of the decision?
- Who has a particular interest or passion in this area?
- What long term organisational effect might it have?
- Who will it affect internally?
- External effect – who might be affected? (eg. our client or our image in the community)
- Who has expertise in this area?
- Has anyone else been asked their thoughts on this?
- Cost – does it involve a significant cost?
- Can this decision be made within an existing forum, or is a new forum required?
Finally, am I, or are we the right people to be making this decision? If not, how and where should it be made and who should be involved.

While we may be committed to Collaborative Decision making principles, it is easy to forget to honour good process in particularly busy times.

**Decision Making Continuum**

There are a number of ways that decisions can be made - from autocracy to consensus. Different decision making processes are useful for different types of decisions. (see diagram page 4).

At one end of this continuum we have autocracy where decisions are made by one person e.g. the CEO or by a small group such as the Board of Directors. In some circles autocracy has very negative connotations, creating Power Over images, domination over the many by the few. It is quite understandable that we may carry these images given that in many situations autocracy does mean domination and oppression.

However, this does not mean that it is always an inappropriate form of decision making. Some decisions are most appropriately made by the one or the few. The important issue here is to be wise about which decisions fit into this category, and to be clear and transparent about the reasons for this.

When decisions are made by one or few, it is important that people are informed as quickly and as fully as possible. People need to know why the decision has been made. Generally, decisions are made with considerable thought and wisdom. When people understand the thinking behind a decision they are more likely to accept that decision even if they do not particularly like it.

Some decisions in organisations are best of made in particular subgroups such as the management team. Again if this team is to make that decision without consultation, they need to be very prompt and transparent in informing people.

Such a subgroup may choose to undertake a broad consultation process. People being consulted need to understand clearly the breadth and limitation of the consultation, and to be informed once the decision has been made.

More comprehensive and serious consultation processes may be used in an organisation around an issue that has significance to everyone. The process for this consultation needs to be well thought through and clearly articulated.

A simple majority rule voting system may be suitable for a small and not so important decision, while a more complex collaborative process may be required for a larger, more important decision. The more important the decision, the more effort and time it is worth investing in the process.
Decision Making Continuum

- **Consensual**: All relevant parties involved and accepting of decision
- **Democratic**: Decision made by majority
- **Broadly**: Consulted only
- **Informed**: Made up by one or small group (e.g., Board of Directors)
- **Autocratic**: Not informed, made up by one
Collaborative Decision Making

When a group is facing an important decision that affects a lot of people and has significant ramifications, collaborative, consensual processes are the most appropriate.

In consensual processes the wisdom of everyone is pooled to make a wise group decision. Majority rule processes, on the other hand, are adversarial in nature, pitting people’s ideas into competition with one another. Although this competition may be fine for simple decisions that can be made quickly, it is counterproductive for more important decisions. The more important that decision the more people should be involved in making it.

Consensual decision-making requires high-quality facilitation. One of the reasons such processes often fail in task groups and work teams is because that high quality facilitation is missing. Here again we run into the misconception that ‘anyone can facilitate a meeting’ even where complex decisions need to be made. Often the people attempting to facilitate such decision making processes are also involved in the content, and may be unconsciously attached to a particular outcome.

So collaborative decision making is complex and as facilitators we need to understand the complexity in order to help the group to find its way through to its wisest decision. In our facilitation education we often tell people that consensus decision making is X rated! By this we mean it is for adults only.

Collaborative decision making is the process of getting out onto the table and hearing all the ideas and feelings involved, ensuring that everybody has heard these, discussing the pros and cons and narrowing these down to a decision. It means people need to be able to let go of their particular idea and simply put this into the centre as grist to the mill – as a gift to the group.

Collaborative decisions are crafted - carefully built from the pieces of wisdom gathered from all. As facilitators, we are the holders of this creative space.

People will only be able to let go of an idea and see it as a gift to the creative process if they feel genuinely heard. Here the facilitator needs to slow the process down sufficiently and support the participants to hear each other across their differences. In fact in a collaborative decision making process, we seek out and welcome differences to ensure that all perspectives have been heard. As facilitators, through our role modelling of differences being welcomed, we provide a container in which it is safe for people to hear across their differences:

“Has anyone got a different perspective?”
“Are there any ideas that we haven’t heard yet?”
“Ah, that’s quite a different idea, tell us more about that Bill”
When a group is faced with making an important decision there are likely to be strong feelings attached to people’s particular ideas or felt in response to another's idea. It is often these feelings that trip people up and make decision making difficult. People are often uncomfortable around strong feelings, especially when part of a task group or work team. Somehow we are not meant to take our feelings to work! Even though we might throw around the somewhat useless quip 'don't take it personally', we do take it personally when our ideas are not listened to or are criticised.

It is our role to ensure that nobody's idea or feeling get put down in the hurly burly of strong discussion.

This is why, as facilitators it is very important that we remain in our wise self, so that we don’t get lost in the sea of strong feelings. It is important that we don't get triggered off by the strong feelings of others, or find ourselves becoming attached to a particular person's idea. We need to remain content neutral, able to sit in strong feeling and hold steady in the chaos of strong discussion. We need to know how members of our own Community of Selves are faring in the process - which ones are reacting or trying to climb into the driver's seat!

Maybe our responsible one is taking too much responsibility for the group, or for the decision itself. Maybe one of our little fearful ones is scared of the strong feelings being expressed by a particular person.

**Facilitating Collaborative Decision Making**

We have developed our own Collaborative Decision Making Map. See next page.

It can be useful to go through this map with a group you are facilitating a decision making process for. That way they are clear about the stages that we will be taking them through. It is a logical process, and seems to reassure people that they will get through the process and reach a decision.

If the decision is around a very controversial or emotionally laden issue we would name this at the beginning and seek some behavioural agreements about how they might conduct themselves during the process. For example:

'I know this is a controversial issue for you. Understandably people will have strong and differing feelings about the issue. I wonder if it might be useful to make some agreements about how we would like to behave together to help make this session go well?'

You will notice here that we seek permission to make these agreements, rather than insisting on them ourself.

Let us now walk through the Groupwork Institute’s Collaborative Decision Making Map step by step:
Collaborative Decision Making Map

Getting from discussion to decision

An issue is brought to the meeting:
- If in the form of a solution, translate back into an ‘issue’

Clarification
- What is the issue?
- Do we need background information?
- What are we trying to decide here?
- What is our mandate – are we making a decision or a recommendation?

Discussion
- Sharing how we feel about the issue
- Pooling ideas – building on each other’s ideas
- Synthesising
- Separating areas of agreement and disagreement
- Then, narrowing discussion to focus on disagreements, doubts or confusions

Testing for Agreement
- Forming a proposal when it looks like agreement is likely
- Testing it
- If explicit acceptance from all ...

New Proposal

Agreement – it’s a decision!

If there is no agreement

More discussion
- Focusing on disagreements or doubts
- Are there any compromises or new solutions?

Implementation
- Record decision and who will do what by when
- Who needs to be informed?
- How will this be done?
Often when a group is attempting to make a decision, rather than bring the issue to the process, people will have already developed solutions to that issue. In fact the term ‘don’t bring me a problem bring me a solution’ has been commonly used, especially by managers in organisations. It was seen as saving time and a way of assisting the group to come to a decision more quickly. This may be so in a majority rule model of decision-making. Already prepared options could be tabled with minimum discussion and a vote taken. This may well be an appropriate process for a simple decision.

However if the issue is more complex and more important and the group has decided to use a collaborative process it is important that we look at the issue in detail before we consider options to address it. Going straight to options to address the issue can mean that we have taken a limited view of the issue from the start. Discussion may be limited to the options being put forward and creative ideas may be missed.

We may have wrongly defined the issue itself and we therefore risk taking the group down the wrong track altogether. Much time is wasted in group decision making because the group has not defined the issue correctly or comprehensively enough. It can be very frustrating for participants when a group has spent time discussing an issue only to realise they had the wrong issue!

**Clarification**

Quite often groups spend time in lengthy discussion of an issue without being clear whether they have a mandate to actually make that decision. Again, it is very frustrating for participants to spend time discussing an issue they think the group can make a decision on, only to find that that decision will actually be made somewhere else.

As facilitators it is essential that we check if the group has a clear mandate to make that particular decision. It may be however, that even though the group does not have a mandate to make that actual decision, they can as a group, make a recommendation to the forum where the decision will be made. The same collaborative process can be used to make such a recommendation. The important point here in the clarification stage, is that we help the group to be clear whether they are making a decision or a recommendation.

In the clarification stage we need to be clear that we have all the necessary background information to make this decision. If, for example, the decision is dependent on finances, have we got all the appropriate financial information. Many groups spend time in making a decision only to realise that they do not have the finances to implement it!
Most substantial decisions are actually made up of smaller sub-decisions. In the clarification stage we need to help the group to be clear about what they are actually deciding. In that particular session are they making the whole decision, or simply part of the decision?

When people are in decision making mode, they are anxious to get into the discussion stage. They may well jump into this stage before the clarification has been completed. In order to honour this need we may need to name the ghost of impatience!

“I know you’re keen to get on with making the decision and we will be able to get into the discussion in a moment, it’s just that we need to clarify some things to make sure we get off on the right foot together.”

Sometimes we may need to stop people who have launched into discussion before the clarification is completed:

“Just hold on a second John, I know we’re all anxious to get down to the discussion section, we’re nearly there, just a few things to clarify first.”

**Discussion**

The stage everyone has been waiting for! The issue is clear, we know our mandate, we have all the necessary background information. A major part of our work here as facilitators is to help people hear each other. Not only do they need to hear each other’s differing ideas, but more challenging still, is hearing the feeling attached.

You may need to slow people down a bit. Gently asked them to reflect back what they have heard someone say, before moving on to express their own opinion. This can be a delicate process, because you’re often asking people to do something that they are not used to doing. Reflective listening can seem quite contrived, ‘daggy’ or even patronising. You may need to name these ghosts as you support people to hear each other.

“I know this kind of reflective listening can seem a bit daggy, but I am asking you to do it here so that we can make sure that we are hearing each other.”

“I hope we will feel a bit more natural about it as we get going.”

In the discussion stage we’re looking both for areas of commonality and points of difference. We’re helping people to see where there is agreement, noticing and naming these:

“So Ted, that sounds similar to what Meryl said before – is that right Meryl?”
We may test to see if other’s think similarly, using our **summarising** skills. To keep the group moving towards a decision, we may need from time to time, to remind someone that the point they are making has already been made by themselves or by another. In the height of complex discussions, people may not be aware that they are being repetitive. If we are to pick somebody up on this we need to do so with care and compassion. The slightest inflection in our voice that indicates frustration or judgement is likely to be heard as a put down.

It is imperative that we speak from our wise one. **Normalising** is helpful too.

"I know in the hurly burly it’s difficult to remember everything that has been said, but I think that point has been caught Sue."

"I’m a bit concerned about the time and I am looking now for points that haven't been made already."

If the person continues to make the same point, rather than allowing in one of our unconscious Selves to assume that they are being a 'pain', let us assume they do not as yet, feel fully heard.

The person in the group who repeats their point over and over is the bane of many a facilitator’s lot. It is hard for them to believe that we could possibly prevent this by high quality **heart listening**. However, over our many years of experience, this has been proven to us time and time again - much to many people’s surprise.

It often feels that we are simply giving that person too much attention. Why encourage them by trying again to hear what they have said? But they do not feel heard. So, we might try:

First **validating** again:

“Gosh Sue, this is very important to you isn’t it? I know you have very strong feelings here. I thought we had heard your point, but it seems we haven’t. What is the bit you feel we haven’t heard?”

Using **reflective listening** we might try:

“X, Y and Z - is this what you are saying? That makes sense. Is that what we had missed before? Have we got it now?”

And to the group **validating** their experience too:

“I know it can be frustrating when we need to go over a point a few times, but people do need to be heard and it’s difficult to move on when we haven’t been.”
As we journey through the discussion we need to be seeking out differing points. Given that most of us have some degree of discomfort around conflict, it is not surprising that we often tend to focus on areas of agreement rather than disagreement. More reason for the wise one ‘to be driving the bus!’ The way we approach this provides helpful role modelling for group participants. If we have an open and welcoming way of seeking areas where there has not yet been agreement, others are more likely to do the same. Differing opinions are so often felt negatively, as if there is something wrong with the group dynamics.

In a collaborative decision making process, differing opinions need to be seen positively as important pre-requisites to the making of wise decisions. We need to welcome them on to the decision making field.

“Has anyone got a completely different idea?’

“Let’s look outside the square”

And when they are forthcoming…

“Yes Tom, that is a different idea. Tell us some more about it.”

In order to progress through discussion into decision, we are identifying sub-decisions along the way. The group may agree about one part of the decision but still have other areas they have not reached agreement on yet. We need to name these areas of agreement clearly and put them to one side as agreed upon. We need to prevent these from being opened up again, so we can focus on the areas yet to be decided.

In this process we are pooling, linking and synthesising similar thoughts, and building new ideas from piecing together parts of ideas put forward by different people.

**Testing for Agreement**

Along the way to the central decision, we have tested for agreement on various sub sections of the decision. Eventually we get a sense that the whole decision may have been made. We need to name this and test for agreement.

Given that we have been deeply connected to the process all the way through, our sense of the group’s readiness to agree is usually fairly accurate. We could be premature however, so to test for agreement carefully, we need to allow room for the possibility that some people, or even one person is as yet not quite comfortable with the decision.

“It feels like we might have reached agreement. Let me check, is there anything we haven’t covered, any ideas we haven’t heard, anyone not yet quite ready to make a decision.”
In haste to get to the finishing line it is very easy for us and the group participants to want to brush aside the few remaining concerns. However we want to create the space for these last minute concerns or any new idea not fully explored to be brought forward. We don’t want people to feel that it’s too late or that they would be a bother to the group.

After many years of facilitating collaborative decision making processes, we have seen many instances where a concern is brought forward at the last moment. This concern has turned the group’s decision around. Often it is that person who is the bearer of a piece of wisdom that the group had hitherto not accessed.

To miss this could lead the group to make an unwise decision. It is therefore very important that as facilitators we are open to this 11th hour wisdom, and that we stand by the person who brings it forward.

Another important aspect of testing for agreement is to ensure that we have a clear and explicit indication of agreement from every participant in the group. A general glance around the group will not suffice. We need to scan the group, seeking eye contact with each individual or seek some other indicator of agreement. We tend not to use raised hands, as this is too similar to voting. But we do sometimes get a group to all stand up if they agree or to clap hands – something that’s a bit light and fun.

If there is a clear agreement then it is time for the group to congratulate itself!

**If there is not Agreement**

If the group is not quite ready to make the final decision we need to take great care not to go back to square one!

If you feel they are close to making a decision, you will most likely not be too far off the mark. At this point we need to isolate the area where there is still not agreement - while putting aside the sections that have been clearly agreed upon.

Hopefully we’ve been able to create an atmosphere in the group where difference is welcomed without judgement. We can then invite the person or people to share the concerns that are preventing them from agreeing at the moment. Remember they quite likely have an important piece of wisdom that the group has not yet considered. If the group can be supported and well facilitated to hear people’s doubts or concerns, they may also see the wisdom that had been missed.
On the other hand, the people not yet able to agree may simply have concerns or doubts that have not been clearly heard. If the concerns are honoured and genuinely heard, rather than being seen as simply holding up the process, the person is most likely able to move on to an agreement. It may be that some small adjustment needs to be made to a detail of the decision in order for the person’s concerns to be addressed. Sometimes no adjustments are needed, the person simply needs it to be heard that they had concerns and then they are willing to accept the decision. For an agreement to be reached it is not necessary that everyone is totally happy with the decision. They do however, need to explicitly agree to accept the decision and back its implementation.

**Implementation**

After the relief of having made a difficult decision it is surprising how groups, left to their own devices, will forget to focus sufficiently on the details of implementing the decision. This can lead to the awful situation down the track where some people think the group has decided one thing, and some think something else was decided.

We need to record the detail of the decision with great care checking along the way to ensure everyone is in agreement with this. Details need to include who is going to do what, and by when. They also need to decide who needs to be informed about the decision, how this will be done and by whom.

All that having been done, another round of congratulations seems in order or even an adjournment to the pub – or a coffee shop!
Principles of Collaborative Decision Making

‘All of us are smarter than any of us’

- Decisions collaboratively crafted from the pooling of individual wisdom are likely to be the wisest.
- The more significant the decision, the more people should be involved in its making.
- Less significant decisions should be trusted to small groups or individuals.
- All people significantly affected by a decision should be part of making that decision.
- Differing ideas are the grist for the mill of collaborative decisions. Fear of conflict can limit creativity and the creation of best outcomes.
- Involvement in decisions builds ownership and commitment to implementation.
- An organisation with involved, trusted, skilled people is the most effective.
- Within a culture of collaboration, people can make mistakes, own them, learn and move on.
- We all have a responsibility to own our part in difficulties, and to participate in seeking collaborative solutions.
- Wisdom around an issue does not necessarily correlate with one’s position and rank in the organisation or one’s confidence to speak up.
- In order to contribute creatively to collaborative decision making, people need to feel their input is valued and feel ‘safe’ to offer differing opinions.
- We all have a right to be affirmed for our good contributions.

‘Great minds think differently’
Assessments – Unit 5

5.1 Two (2) Facilitation Logs. With these logs include;
• How did you identify who was required to attend the meeting
• How did you notify and confirm with participants meeting details
• Outlines and record of paperwork included
• How was the outline distributed before the meeting
• What follow up is required
• How were minutes taken and stored
• What organisational policies or procedures had to be considered

Due: 10/04/17
     08/05/17

5.2 Written piece on meetings including;
• Stages of facilitating a meeting
• How can group dynamics impact on facilitation of a meeting
• How would you decide on using different options of facilitating a meeting – face to face, web and teleconferencing.
• What organisational procedures and policies do you need to take into consideration when facilitating meetings through to the taking of meetings in your workplace.

Due: 13/03/17

5.3 Written piece explaining the strategies of collaborative decision making.

Due: 10/04/17
Good supervision is one of the most important functions of effective management.

Employees need some structured time and a process to reflect on their practice, to test out ideas, to work through issues and receive feedback. Good quality supervision which builds on existing skills and encourages reflection, insight and learning helps the organisation to provide higher quality services.

This clearly supports the organisation to continuously improve their impact in terms of efficiency, effectiveness and quality of service delivery.

Once good quality, regular well structured supervision is in place, time is saved across the organisation through increased clarity of roles and performance expectations, and more focused work priorities.

Sometimes we are doing a good job in our work, yet not exactly clear what we are doing that is leading to successful outcomes. Supervision can help with articulating what we are actually doing well, and affirm the actions we are taking which are contributing to our successes. Supervision can also challenge us in the areas where there might be short falls.

Accountability is another important aspect of supervision. An organisation has responsibility to ensure that people are doing the jobs that they are employed to do, in a way that best meets organisational goals. Supervision assists us to stay focused on the objectives of the broader organisation and the boundaries of our roles.

Supervision provides a place for trouble shooting, a place to discuss things that are really challenging and difficult to explore and to find new ways forward. It can help us catch difficulties early, before things have become entrenched and people are having serious trouble.
Purpose of Super Vision™

Supervision has many purposes.

These include a structured opportunity for the supervisee to;

- step back and reflect on their work practice
- learn from what they do well and not just their mistakes
- learn through their own insights and through the ideas of their supervisor
- acknowledge strengths and build capacity
- test out ideas and new theories or actions they are planning
- make conscious their practice and rationale
- receive support and for the Supervisor to:
  - ensure that individual work practices are aligned with the organisations aims and objectives.
- Keep an overview of the whole team’s work load, resource needs and how the big picture priorities of the team are being met.
- Build a strong trusting and helpful relationship with the supervisee.
Principles of our Super Vision™ Model

Principles are guiding statements that inform and underpin our practice. They are useful to reflect on, and consider how they are lived out in our supervision. These principles can be used when setting up supervision and from time to time to evaluate how we are going in supervision.

- We learn more effectively from reflecting on the how’s and whys of what we did well than simply learning from our mistakes.
- The best learning is learner directed.
- The key role for the Supervisor is as ‘learning facilitator’ – the role of problem solver/fixer remains secondary.
- At some level we usually know where our difficulties and shortfalls are. We respond best if we are facilitated to our own awareness and articulation of these issues.
- We learn and change most effectively from our own insights.
- Feedback and advice is received best when asked for.
- We are all sensitive about criticisms of our work-practice and are inclined to ‘take it personally’.
- All feedback needs to be given within a supportive, ‘hearable’ framework.
- Supervision needs to be undertaken regularly and consistently and have the commitment of the whole organisation.
- Awareness of difference in rank is essential.

All performance management issues need to be named and dealt with as early as possible and transparently.
Super Vision™

A Model for Individual Workplace Supervision

This model is based around defining people’s Key Work Areas (KWAs) and the Performance Expectations (PEs) the organisation, supervisee and supervisor have of each KWA.

KWAs and PEs can not be simple ‘lifted’ from people’s position descriptions. They need to be clearer, more simply written and more specific than what is found in most position descriptions.

An essential aspect of this model is the establishment of mutual ownership of the KWAs and PEs. They must fit into the supervisees role and position description and also the organisations overall vision and aims.

However, expediency may tempt the supervisor to develop the supervisees KWAs and PEs themselves, yet it is imperative that this is done as a collaborative process to ensure ownership and successful supervision.

‘Supervision’ does raise negative images for many people especially if they have had bad experiences of supervision. Some see it as ‘snoopervision’.

We came up with the term Super Vision as a way to lighten it a little and to emphasise the creation of vision.

The most important aspect in implementing the GIA Super Vision model is how we facilitate the process. The format is just an empty shell without skilled facilitation of the process.
Introducing the Model to Staff

Aim – to build joint ownership of the model and develop a collaborative process.

If we are supervising a whole team, it is best to introduce the new model to the whole team together, hear their collective feedback, and then develop the model individually. If there are a number of people in the same role, the basic KWAs/PEs can be done with the whole group. The PEs for the KWAs around self care and professional development would be done individually.

When with an Individual Staff Member

- Hasten slowly, it may take two or three sessions before you have all Performance Expectations clear and both have settled into the process.
- Acknowledge new directions in supervision and purpose of this introductory session.
- Acknowledge any obvious reality of supervisee/or relationship. E.g. one is new on the team, you were once peers, supervisee is much older or more experienced.
- Acknowledge supervisee’s existing practice for supervision – ask supervisee what they feel were the strengths and weaknesses of previous supervision.
- Reflectively hear supervisee’s comments on previous supervision practice
- Begin relating Super Vision model in a way that relates to previous supervision practice
- Introduce principles of Super Vision – ask supervisee if they have any additions
- OUTLINE SUPER VISION MODEL - with examples of supervisee’s key work areas as defined by supervisee
- Relate back to previous practice and explain the differences
- Table bottom line expectations of Super Vision model – especially around frequency, the recording of information on the Super Vision sheet and signing sheets
- Give supervisee time to respond – draw out possible difficulties
• Work through the model to ensure supervisee takes co-ownership – but stick
to the model and your bottom lines, e.g. regular supervision and clear
recording mechanism.

• Decide on clear course of action with specific timelines.

At that session or the next compare the KWA & PE’s worked out to the persons’
position description and other organisational aims.

Initial Supervision Setup Session – Sample Agenda
This could be done individually or in a group of people who perform the same
duties.

• Brief catch up

• Outline purpose of session. ‘To begin the supervision set up process’.

• Check what they know about the new approach to supervision and how they
feel – (reflect this back and validate feelings so they feel heard).

• Outline the model – don’t overload them with detail yet! Check they
understand.

• Ask for responses including positives and concerns – listen and validate
these.

• Outline organisations expectations about supervision and use of this model.

• Once the supervisee has had their questions and concerns answered, begin
KWA formation, starting with what they see as their KWAs and adding yours
to ensure everything is covered. Check against position descriptions if
useful.

Note: This may be enough for the first session.

• Leave time at the end to reflect on and evaluate the process so far.

• Make a time for the next session as soon as possible
The next session would include:

- Catch up.
- Reflections from the first session and KWAs developed.
- Work on PEs – explain what these are and develop together.

Finish with an evaluation and ensure the next session is scheduled.

The setup may be done in an extended two hour session or be broken up into one hour sessions.

Other Helpful Questions When Setting up Supervision

- When have you responded well to supervision?
- What were the factors that made it go well?
- What are the areas where you really need support?
- What are the most important features for you of good supervision?
- How can feedback be best given to ensure your best response?
- What do you think are your key work areas?
- What do you see as the expectations in this area?
- What are your special goals for the coming year in each key area? Not all KWAs may have goals. Just meeting the PEs may be quite enough! The goal section in each Supervision Sheet is for some specific 'special' goals that may be applicable in that area.
- What do you want from me in supervision?
At Each Session – After KWAs and PEs are Set Up

- Start with a brief general catch up

- Ask for agenda items the supervisee wants to talk about (write on whiteboard or A3 paper)

- Add any items left over from the last time or topics you as supervisor want to have on the agenda. Note, it is useful to separate supervision from ‘nuts and bolts’, practical operational issues and information exchange that may also be required between supervisor and supervisee. This should be scheduled for a different meeting.

- Roughly allocate times to each of the items that you have on the agenda

- You often do not have enough time to cover all KWAs in each session. Remember to leave a small amount of time, five to ten minutes at the end to briefly look at KWA’s that have not been covered in the main agenda. It is important to ensure that you do not focus on the same KWAs each session and that all KWAs get looked at regularly.

- Leave five minutes at the end for evaluation and making another time for the next supervision session.

- Starting with the issue of most importance to the supervisee, work through the KWA’s firstly looking at what is going well and why it is going well and what is not going so well and why, plus the actions that could be taken between now and the next session. This is a deliberate process to enable a supervisee who is in a negative head space to see things with more perspective and so be more constructive in their thinking rather than being taken over by negative emotions. Remembering to validate and really hear those emotions so that the supervisee can remove themselves from that role and move on. (see The Unconscious at Work for more information).

- Ensure that the things to be done over the next month section are filled out on the supervision sheets as agreed to and that the supervision sheet is signed.

- End with an evaluation of the session and ensure that a time is set for the next supervision session.

- Supervision sheets then need to be photocopied so the Supervisee has copies, while their folder can be stored in a safe central file that both have access to.
Note Taking – Minimise Notes, use points only
If it is hard to take notes while listening
• just note what’s going well and not so well
• stop notes while focusing on issues
• write a brief summary at end of issues
• YOU DON’T HAVE TO catch everything said.
• make sure you finish with noting ACTION for coming month
• notes need to be written and signed off in the session

Regular Supervision Session – Sample Agenda

AGENDA

1 min. Quick catch up (not a discussion of work issues)

2 min. Agenda forming – issues and times
  issues raised by supervisee
  issues (x KWA)
  issues (y KWA)
  issues (z KWA)
  issues raised by supervisor and relevant KWA

5 min. Quick go through of KWAs not covered

2 min. Next supervision time (if not already preset)

2 min Evaluation

Note: A minimum of one hour is best for regular sessions.
Super Vision™ Sheets

The next page is a master copy of the SuperVision sheets.

Firstly all the KWAs and PEs are setup with a separate sheet for each KWA. We then type up these sections including names, KWAs & PEs (not the date).

Make several copies of each KWA sheet. These are then best placed in a ring binder with dividers for each KWA.

At subsequent sessions after setup has been done, the KWAs are looked at individually. Focus first on the KWAs where there is most concern from the supervisee and then the supervisor.

The sections, What is going well, not so well and things to be done are filled in as we work on that KWA. Each sheet is signed.

Remember you may not have time to cover all KWAs at each supervision session. However, as supervisors we need to ensure that all are getting regular attention and that all KWAs are at least flicked through at the end of the session to check on actions agreed upon last session.
## Super Vision Sheet

**NAME:** ________________________________________________________________

**SUPERVISOR:** ___________________________ **DATE:** _______________________

**KEY WORK AREA:** ________________________________________________________

<table>
<thead>
<tr>
<th>PERFORMANCE EXPECTATIONS</th>
<th>SPECIAL GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR NEXT YEAR</td>
<td>6 MONTHS (OR)</td>
</tr>
</tbody>
</table>

*Fill in above section, type up and photocopy. Then use at each session, filling out below sections.*

**THINGS GOING WELL:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**THINGS NOT GOING SO WELL:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
<table>
<thead>
<tr>
<th>THINGS TO DO OVER THE NEXT MONTH:</th>
<th>WHO:</th>
</tr>
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</tbody>
</table>

**STAFF:** ____________________  **SUPERVISOR:** ____________________

**SIGNATURE**  **SIGNATURE**
Honouring the Principles and Purpose of Supervision

This is a strength based supervision model built on the assumption that people learn best from reflecting on what they do well, rather simply on their mistakes. Therefore, this model will only work effectively if the process (reflects the principles).

Issues brought to supervision are usually in the form of problems and the supervisee urgently wants to get on with the solving of these problems. When we get to a supervisee’s issue of concern on the agenda it is tempting for us as supervisors to also focus on the problem solving. The supervisee has a problem they want solved and it is easy for us to slip in to becoming the solver of that problem.

However, it is very important to begin the discussion of each issue that the supervisee raised by looking at the KWA that the issue is under, and firstly asking what is going well in this KWA. The supervisee may still urgently want to talk about what is not going well, but hold them there for a while until they are able to reflect on other aspects of this KWA that are going well. This creates a ‘bed of support’ upon which it is easier to address the problem that needs solving.

There are many unconscious dynamics at play in a supervision relationship. A classic trap for supervisors to fall into, is unconsciously believing they need to be an expert in the supervisee’s field and have the answers to the supervisee problems. The supervisee of course can equally slip into the unconscious role of expecting the supervisee to know the answers. This perpetuates a kind of unequal parent/child dynamic in the relationship and does not build on the strengths of the supervisee. If this dynamic is happening in your supervision it is useful to pause and reflect on that with the supervisee and see if the dynamic can be changed.

Ethics and Boundaries

There are a number of issues associated with the supervision relationship. It is useful to discuss these with your supervisee in the process of setting up your supervision arrangement.

- Confidentiality
  This is a much more complex than it first appears. It is not possible to offer the supervisee blanket confidentiality. However, we can discuss and be clear about in what ways we can offer confidentiality. We can commit to keeping the supervisees issues confidential amongst their peers and others in the organisation. There may be however, times in which we need to discuss issues raised in the supervision sessions with our own managers. We can offer to do that in a careful manner in which unnecessary details around the story can be omitted. This protects the supervisees’ privacy as much as is possible in the situation. Honesty here is very important, so the nature of the confidentiality agreement between supervisee and supervisor is very clear.
• **Commitment to Regularity**  
  Regularity is an essential aspect of supervision and both parties need to commit to the agreed upon regularity of the supervision. If we, as supervisors can break our agreement, on a frequent basis, we are giving a message to the supervisee that they are not as valuable as other priorities. It is important that the organisation values and endorses supervision, gives staff clear messages about expectations around supervision and allows sufficient time.

• **Ongoing Evaluation of the Process**  
  We need to build in time for a small evaluation at the end of each supervision session and more in depth evaluation of the supervision process at agreed upon intervals. As the supervisor we need to be open to feedback about how we are managing the supervision sessions.

• **Boundaries**  
  Do not delve into supervisees’ personal life. If people raise a personal issue in supervision simply listen, validate and empathise. Do not go into this in depth. Ask if they have a place to deal with this. Do they need anything from the organisation such as time off. If the personal issues have been precipitated by work or interfered with work, consider offering support from the Employee Assistance Program if this is available.

• It is not counseling!

• There may be big cultural, economic, legislative, etc issues we cannot solve in supervision

• Do not allow other people to be talked about inappropriately

• As supervisor, do not inappropriately talk about yourself or others

• Do not push supervisee too hard in any one session.

• Do not dismiss supervisee’s issues because we cannot do anything about them.
Roles in Supervision
There are a number of roles we need to be able to step into as supervisor. It is important that we are aware of these and remain conscious of which role we are operating from in any given supervision session, we need to guard against slipping unconsciously into roles such as parent or teacher.

Learning Facilitator
To facilitate is to make possible the purpose of the activity. As a learning facilitator, we use micro skills to draw out the supervisee, to notice, to name, to reflectively listen, to validate, to ask helpful questions, to facilitate the supervisees’ own awareness and own insights. Learning from this process is often of a higher quality, and can produce ideas that would not otherwise have been thought of.

Coach
The best coaches are actually operating as learning facilitators, rather than as experts on the side lines full of advice about how to improve your game.

It is of course appropriate sometimes to offer ideas after doing the reflective listening and exploring which is done as a learning facilitator. These need to be given as gifts rather than instructions, especially given the nature of the power difference if you are the person’s manager.

We can present our ideas in a ‘wondering’ fashion, offering them to be considered. I ‘wonder’ if x, y & z. I found it useful to do a,b & c. What do you think about y? Thus the supervisee feels that the way forward is still in their hands, that they are able to choose ideas that you have put forward, rather than feeling they must do them because their manager suggested it.

As in the role of learning facilitator, the good coach notices things that have been done well. They question why they have been done well, and links current successes to things from the past, perhaps a situation that is happening now that they have previously handled well. Notes of past successes will be in the supervision records.

It is part of the coach’s role to be sure that out of each supervision session there is a clear action plan. What can be done within the period between now and our next supervision session? The coach helps the supervisee to ensure that these are manageable and achievable and in line with the organisations priorities.

Teacher
This is a role that needs to be stepped into very consciously and very carefully and only when necessary. However, sometimes we can appropriately be in that role when it is clearly negotiated with the supervisee. In this role, the power difference is emphasised, if we are teacher and the supervisee must be ‘student’.
If we are aware, and contract with the supervisee to pass on a particular skill this role can be very useful. We need care however not to get stuck in the role.

**Manager**

While this role is there and part of the supervision relationship we can still step more consciously in and out as needed. It is important for example for us as supervisors to own our role as manager when there are organisational expectations or directions to convey to the supervisee, or there are performance issues that need to be addressed.

**Debriefier**

From time to time, we may be called upon as supervisors to debrief our supervisee from some specific event that they have found distressing, traumatic or very difficult. Again this is a role that needs to be stepped into consciously, not wandered into unconsciously. As a debriefier we need to be clear about the process that we use, so that primarily the focus in debriefing is to listen to the persons story, to explore how they felt about that and finally end up with helping them to work out what they need to do now to move on from this event. Together with the supervisee we need to be able to discern whether there is a need for debriefing about a particular issue or whether it’s an issue that can be handled through the normal processes of supervision. Sometimes, especially in very critical or traumatic incidences outside professional debriefing is needed.

**Handling Performance Issues**

*Some managers think that performance issues and supervision should be kept separate. However, in our experience this seems a false separation. It can perhaps be seen better as a continuum with supervision at one end and disciplinary action at the other.*

See Diagram on following page.

If performance issues are caught early enough, most of them can be resolved early before getting towards the disciplinary end of the continuum. If a performance issue is raised several times in supervision and there is no improvement in that persons’ performance, then we get to the place on the continuum, which we call the Pre Warning Warning. We might be saying to the person, ‘we’ve talked about this as you know on a number of supervision sessions, and there doesn’t seem to be an adequate improvement here’. If there is no improvement over the next month, (or whatever the appropriate period is), we will be at the disciplinary stage of the proceedings.

Raising performance issues with staff can be a very challenging thing for a supervisor to do. Often we leave it much longer than we should have and simply hope that things will improve. It raises our own fears and other voices from our Community of Selves, ‘will I do it well’, ‘can I control my anger’, ‘will they just get worse’, and so on.
Raising a Performance Issue

If you are to raise a performance issue with the supervisee, it is best to prepare yourself. First, we need to prepare ourselves to look at what’s happening in our own Community of Selves in relation to this supervisee and this issue. Check what we need to do to ensure we are ‘in our wise self’.

Then there are some questions that are helpful to ask ourselves.

- What is the KWA concerned with this issue?
- What is the actual behaviour that the person is doing or not doing?
- Is there a Performance Expectation covering this particular issue?
- Is this Performance Expectation realistic?
- What could be preventing the supervisee from performing well? Here is it important to remember that a lot of other factors can be at play in effecting the person’s performance.
  - Lack of resources
  - Lack of training
  - Lack of time
  - Pressures from other parts of the organisation and so on
- How will I raise this issue? Here our Daisy Handout can be useful to reflect on the various aspects that you need to cover when raising an issue of concern with the supervisee.
## Supervision Process

**disciplinary procedures**

- Strengths are acknowledged
- Performance issues raised early **before** they become serious
- Expectations and clear action plan for performance improvement
- If performance issues remain unimproved the seriousness of these increases as we go along continuum

## Pre-warning

**Warning ‘we are nearing**

- letting supervisee know that although not yet there, disciplinary action will be taken in a specified time if no improvement in performance.
- Very clear, measurable and realistic expectations for improvement
- Increased frequency of supervision
- Supervisors manager informed

## Official Organisational Disciplinary Action

- Proceedings with clearly articulated steps – known to all staff.
- Supervisors manager is involved.

---

**Supervision – Performance Management Continuum**
Dealing with Resistance

Resistance to a new supervision model, to change, or to challenging feedback is quite likely to be encountered in the supervision process. We need to accept this and understand that most of us are resistant to some things some times.

- Remember that change can be a long term process – remember we need to persist and it may take months to see the changes required.

- Acknowledge good aspects of staff’s work.

- Be clear about the areas where change is needed and the specific behaviour needing changing. This change may be the person’s lack of active participation in Supervision.

- Give the reasons behind what you are asking.

- Acknowledge the challenges supervisee faces.

- Notice, name and wonder about resistive behaviour.

- Name ‘ghosts’ if you feel them present.

- Make it clear to supervisee that things WILL have to change – use “Hearable Messages”.

- Generate creative options – be committed to providing support and resources to supervisee.

- Keep clear focus on the particular area needing change.

- Having established a ‘foundation’ for change to occur (that is, we have set up the supervision process well)

- Break tasks down into specific manageable steps and targets.

- Clear follow up process – shorter timeframes/review periods at particular times may help shift resistance.
Performance Appraisal Circles

Introduction
The value of a high quality annual performance appraisal is increasingly recognised as an integral component of effective management practice. The Groupwork Institute of Australia’s (GIA) Performance Appraisal Circle is a model designed to compliment our Super Vision™ model which has been so effectively implemented within a wide variety of organisations.

This appraisal model is used to elicit feedback from a range of people associated with the appraisee’s (the person being appraised) work role. Ideally this will include peers, managers/supervisors, and others in the organisation who intersect with the appraisee’s role.
Where possible include clients and people from other relevant organisations (see diagram 1).

Performance Appraisal Circles affirm and guide people’s practice and contribute to a well planned learning and development focus for the coming year. This in turn, has a direct impact on the productivity of the organisation.

However, it must be a well designed and facilitated process to produce effective results.
It works best if it is endorsed by the whole organisation and is consistently and regularly applied.

The Key Work Area (KWA) format used in the GIA Super Vision™ model is repeated in the appraisal format, so that supervision over the past year can be linked to the annual appraisal.

Ideally, feedback can be given to the appraisee in a facilitated face to face Appraisal Circle consisting of as many appraisers as is deemed appropriate to that appraisee.

This feedback method is a higher risk/higher benefit option than a non-face to face feedback method. The face to face feedback option must be undertaken voluntarily by people who feel ‘safe’ to receive feedback in this manner.

However, the GIA model can be used without the face to face option. Feedback can be gathered and collated by the person’s Manager.

In this model all feedback is transparent. No anonymous feedback is used. While anonymous feedback has an appeal, we find that transparent feedback has many benefits which lead to a deeper quality appraisal.
We find that face to face feedback has even greater benefits. Feedback given face to face is usually quite well thought through; as the appraiser has to take responsibility for the feedback they give. The facilitator can ensure that feedback is given in an assertive, 'hearable' manner, is heard accurately and that positive feedback is included.

Non-face to face transparent feedback generally has less impact than direct feedback. Face to face feedback seems to have far greater meaning to the appraisee and leads to better results. It also has a relationship/team building 'side effect'.

If a face to face feedback format does not feel appropriate, the manager or a human relations person can collate the feedback and go through this with the appraisee.

Whichever feedback format is used, the appraisee is invited firstly to give their own appraisal of each of their KWAs. Generally, we know only too well how we have been going in our work!

In summary

It is acknowledged that this Performance Appraisal Circle is a time consuming process. However, any high quality meaningful performance appraisal process will be time consuming.

However, this high return and thorough process is dedicated to taking performance appraisal seriously, so that people can receive positive feedback and see how to practically improve their performance.

This approach to Performance Appraisal is reinforced by using high quality supervision practices. This will ensure positive changes in the behaviour of staff, and deliver better organisational outcomes.
Steps to using the Performance Appraisal

Setting it Up
This appraisal model needs to be introduced clearly, set up and facilitated carefully and given sufficient time to be implemented meaningfully.

This involves;
• the model being endorsed, (ideally from all levels of management) by the team
• introducing the model well ahead of its implementation
• addressing people’s fears about the model
• considering the preferred feedback option (face to face or not)
• allocating sufficient time
• choosing appropriate appraisers and facilitator
• Transferring appraisees KWAs and expectations onto appraisal forms.

Selecting Appraisers
Appraisees should have a say in who is chosen to be appraisers, but be encouraged to choose a range of people with different perspectives not just their ‘organisational friends’.

Appraisers need to agree to participate and have the time available for their contribution. They are given the Form for Appraisers, and it is checked that they are clear about the process and their role.

Depending on the appraisers particular work connection with the appraisees, some appraisers may be invited to give feedback on all KWA’s while others would be asked for feedback only on certain KWAs.

Appraisers need to be chosen for their ability to give a balanced perspective and for their ability to give feedback about what is not going well, in addition to affirmative feedback.

To get comprehensive input it is important to have representation from a range of different areas that interact with the appraisee’s work.

When it comes to a manager/supervisors own appraisal, it is important to have representation from people they manage.
Once appraisers have been chosen a letter or email is sent to them inviting them to participate in the particular appraisal. It may be good to ring them beforehand to invite them directly.

It needs to be clear which option is being used (face to face or not); how much time it will take and that the feedback is not anonymous. If the face to face option is to be used it is good to give a very brief outline of the process.

In our experience, people generally feel quite honoured to be asked to participate in someone’s appraisal. People take the invitation seriously, say if they have not got the time and if people participate they put a lot of thought into it and give high quality balanced feedback.
Choosing Appraisers

Clients, where appropriate

Associates from other organisations

Colleagues from other depts. in the organisation

Managers

Peers
The Manager's/Supervisor's contribution to a staff member's appraisal
While individuals are preparing their feedback the supervisor would look back over the appraisee’s Super Vision™ notes under the KWAs and fill in an appraiser’s form using these notes and their own reflection.

Appraisee's Self Appraisal
The appraisee conducts a self appraisal of all KWA’s using their Super Vision™ records from the previous year.

If a face to face appraisal/feedback circle is not being used, the supervisor would collect and collate individual feedback from the various appraisers. Alternatively, someone from the Human Relations Department might do this collating. This would add an extra degree of objectivity over and above that provided by the manager/supervisor.

Face to face Feedback Circle
(Allow two hours for this process)

A feedback circle is arranged and facilitated. The facilitator needs to have facilitation skills, be familiar with the model and sufficiently ‘objective’. The appraisee’s manager might be a good choice or it may be best to have someone outside the team. The Appraisee and their manger need to agree on the choice of facilitator.

The feedback circle will consist of the appraisee’s peers and direct manager/supervisor and other people as deemed appropriate. Depending on the appraisee, these may include people from other departments, or organisations who work closely with the appraisee. In some case it may be appropriate to include clients. The numbers need to be from five to ten people.

Written feedback from others not attending the feedback circle would be collated and fed into the circle process.

People attending the feedback circle are still asked to fill out the written forms before hand. This ensures they have done some prior reflection and leaves a written record for the appraisee and their manager.
The Face to Face Format

1. The appraisers are introduced to each other. The process is explained and appraisers are thanked for their time and effort. Questions are answered about the process and people are reminded of the ‘art of giving hearable feedback’. Everyone is asked to be behavioral and specific when they share what is going well and not so well. Some examples can be helpful.

2. Taking one KWA at a time, the appraisee is asked for their reflections on their performance in that area; firstly what they are doing well and then what they are not doing so well.

3. Others in the circle reflect this (without comment) to show they have heard. The positives are reflected back first.

4. Appraisers reflect on the KWA in focus – what they think is being done well and not so well, giving some examples to illustrate. Appraisers acknowledge any contribution they might be making to things that are not going so well if this is relevant. The appraisee reflects back the feedback to show it has been heard.

5. The appraisee then addresses (trying to avoid defensiveness) other points being fed back and points from the appraisal sheets. They will then talk about what would be helpful to them. This may include extra training, mentoring, resources or changes to their own behaviour. The appraisers add their own ideas to this. Some limited discussion can be allowed to ensure the appraisee understands the feedback – but the primary purpose is to receive feedback. Further work on issues raised can be taken to supervision, staff meetings or other appropriate forums.

6. All other KWAs are similarly focused on. Different KWAs may take different amounts of time. The facilitator needs to watch the time to see all KWAs are covered. If there are some appraisers who are there to give feedback on only one or two KWAs these should be addressed first so those appraisers can leave if necessary.

7. There maybe some final summary from the facilitator or the appraisee.

8. The feedback circle process is evaluated.

9. The facilitator thanks the appraisers and especially the appraisee for participating and may finish with an affirmation of the appraisee. It might be possible to have a short morning or afternoon tea.
As soon as possible after this session (immediately after if the appraisee is up to it), the Manager/Supervisor and appraisee meet together. At this session the information from the feedback circle and any additional feedback collected is summarised and discussed. Together the Supervisor and appraisee can digest the feedback, and decide on appropriate actions. This may include a professional development plan and goals for the coming year. These actions are transferred onto the appraisee’s Super Vision™ sheets.

**Evaluation**
The overall Performance Appraisal Circle process is evaluated by the appraisee, manager and appraisers.
Performance Appraisal Circle
Appraiser Feedback

Name of Appraisee_______________________ Date ______________

Name of Appraiser____________________________________________

Role (how does your role interact with this staff member?)


Appraisal Option

1. Face to Face Appraisal Circle

   Details
   
   Date ______________________

   Place ___________________________

   Time ______________________

2. Supervisor Collated Appraisal

   Details
   
   Return to _____________________________

   By (date) ______________________

Appraiser Signature ______________________

Appraisee Signature ______________________


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Page No. 167/222
# Appraiser Form
*(use one form for each KWA)*

<table>
<thead>
<tr>
<th>KWA</th>
<th>EXPECTATIONS</th>
<th>GOALS</th>
</tr>
</thead>
</table>

*Note: KWA; performance expectations and goals section are filled out before being given to appraisers.*

In what ways is this being done well (give some specific examples to illustrate)?

How is this staff member contributing to it going well?

In what way is this not being done so well? (give egs.)

What might be contributing to this area not going so well? (Including your own contribution if relevant)

What might help this area go better including support, resources and training and anything you might be able to contribute?
Self Appraisal Form
(use one form for each KWA)

1. KWA

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>GOALS</th>
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</tbody>
</table>

In what ways are you doing this well (give some specific examples to illustrate)?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How are you contributing to it going well?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

In what way is this not being done so well? (give egs.)

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What do you think is contributing to this area not going so well? (including your own & others contribution as relevant)

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What might help this area go better including support, resources and training and anything you might be able to contribute?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Assessment Unit 6

6.1 Using the GIA Supervision Model.
- Set up for one of your staff members key Work Areas and Performance Expectations (this needs to be assessed before moving to the next point)
  - Make sure that you consult with relevant stakeholders to identify all work requirements
  - Consider any organisational and legal requirements

Due: 22/03/17

- Using the Model, show evidence of this being used at least three (3) times.
  - Ensure you keep records and documentation in accordance with organisational performance management systems
  - Notation of monitoring, evaluation and provision of feedback on staff performance and providing coaching or recommendation for assistance where appropriate.

Due: 10/07/17

6.2 Written piece on aspects of performance management outlining:
- What systems are currently being used in your organisation
- Relevant legislative and regulatory requirements
- Legislation relevant to managing effective workplace relationships
- Relevant awards and work agreements
- Your organisations due process for dismissal. Explain unlawful dismissal rules.
- Your organisations policies for staff development

Due: 08/05/17
Unit 7 - Develop and Implement Strategic Plans

Strategic Planning is often either overlooked or done in ways that staff members do not ‘own’ the plan. Strategic plans need to be collaboratively developed, clear, simple to understand and useful to guide people’s daily practices. Such plans need to tap into the fundamental reasons we do the work we do, so that your strategic plan does not finish up in a bottom draw!

When preparing Strategic Plans in organisations it is important to know in which aspect of the organisation we are working. Whether we are working with the whole organisation, or one team or department, we need to know which aspect we are working on – Organisational Map.

To describe this simple Organisational Map - we use the analogy of a house with its various rooms. Each aspect:
- Focus and Foundation
- Structures
- Processes
- Skills, can be seen as a ‘room’.

When we are preparing to facilitate a strategic plan in an organisation it is therefore important to know which room we need to be working in. All of these aspects meld together of course. However, work in one room can be impeded if there is something fundamental amiss in another one of the rooms.

We may be asked to look at what is required around the Structure for example, only to discover large gaps in Foundation and Focus. By noticing and naming this, we can help the team decide whether work should be done now on Foundation and Focuses, or whether it can be put aside to be worked on later. We may be working on Processes for decision making, or dealing with conflict for example, and discover that these processes will not work unless people have the necessary skills.

It is within the framework of these four aspects, that we undertake Strategic Planning work.
Organisational Map

An effective organisation focuses on all four areas together.

Processes

Structure

Skills

Focus and Foundations
Focus and Foundations

Vision
How would we like the world to be?

Principles
Guiding value statements to inform our practice

Aims
What we aim to do:
- Our core service
- Influencing the field we work in
- Processes for collaboration both inside and outside the organisation

Objectives
The ‘hows’ of achieving our aims
A set for each aim

Operational Plan
The details of how objectives will be achieved
Structures

There is a need to understand the relationships between all the parts of the organisation, including:

- Lines of authority
- Representation
Processes

The following processes are integral to make the organisational structures work:

- Decision making/power
- Accountability
- Conflict resolution
- Grievance procedures
- Confidentiality
- Reviews
- Evaluation
- Planning
- Meetings, when, who goes
- Financial management and budgets
- Staff employment - beginnings and endings

Skills

The following skills need to be fed into Foundations, Structures and Processes.

Interpersonal
- Assertiveness
- Communication
- Getting along together
- Listening
- Negotiation
- Giving and receiving feedback
- Managing conflict

Organisational
- Running good meetings
- Decision making
- Leadership
- Team leadership
- Collaborative teamwork
- Supervision
- Reviews
- Evaluation
Strategic Planning Workshop

All too often strategic plans are very complicated and seen as fairly useless by the people who are meant to be implementing them. They may use complex and hard to understand formats. Often the people who have to implement the plan, are in fact not part of developing it. They are often undertaken in a tokenistic manner, not owned, and are therefore quickly relegated to the bottom drawer.

More well known methodologies for strategic planning include PEST – political, economic, social and technological analysis and SWOT – strengths, weaknesses, opportunities and threats analysis.

There are many ways to approach strategic planning. However, the process needs to be simple, clear and owned by the organisation, those undertaking the strategic planning and those who will be implementing it. Therefore it is essential they be developed in a participatory manner with a clear format.

The following methodology is a simple and clear format when implemented, ensures ownership by those involved with resultant positive outcomes.

Initial Setup

- Be clear about the purpose ... expected outcome (any hidden issues)
- Get background
  - What has been done already?
  - Why has the team/organisation decided they needed this strategic planning now?
- Is there a strategic plan that has been done before (get copies)?
- Do they already have:
  - Vision
  - Principles
  - Statement of Purpose (Mission)
  - Aims
  - Objectives
  - Work plans
- If you are implementing a new framework, is the team/organisation happy for you to help put the workshop into this simple framework? (as follows)
  - Vision ... (Purpose)
  - Principles
  - Aims
  - Objectives
  - Strategies
On the Day
This is a draft outline for the Strategic Planning Process.

1. **Introductions (something fun?)**

2. **Hopes for the day**

3. **Outline/framework to be used**

4. **Refresh or do Vision**
   - Ask why there is a need for their work
   - Ask how they would like the world to be (relevant to their work focus)
   - Distil a simple Vision Statement

5. **Principles**
   - Explain these as guiding statements which will help keep your practice in line with your values
   - Develop to basic first draft and make sure that people are assigned to take it through to its final form

6. **Aims – usually 3**
   - *Service delivery* – what services do you aim to deliver?
   - *Influence* – influencing the realm they operate in to make changes in the factors which lead to the need for their services. Eg for a state government waste management department it could be community education around waste.
   - *Collaborative Process* – their aim about how they intend to work together, eg. in collaboration with the people who use their services, other service providers and as an internal team.

7. **Evaluation of Current Organisation Focus or review of previous Strategic Plan**
   Take each Aim
   - Do they have objectives?
   - If so evaluate these or just evaluate practice under that aim

<table>
<thead>
<tr>
<th>☺ What have we done well?</th>
<th>☹ What have we not done so well?</th>
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8. **Formation of New Objectives**  
Using each aim, develop a set of objectives for that aim which are achievable, measurable and time related. Existing objectives may be kept, deleted or altered.

Different objectives will fit into different people’s role. Attach names to objectives.

9. **Strategies**  
Strategies are the details about how objectives will be undertaken. These strategies are put into place in your Operational Plan which is developed after the strategic planning process is completed.

10. **Evaluate this process**
Facilitating a Strategic Plan

The Vision

Although an organisation may have an overall vision, it can still be important to have an individual departmental or team vision. While a team’s vision should be in tune with the overall organisational vision it can be related more directly to the particular focus of the group’s work.

A team’s vision needs be developed from that particular group’s passion around their area of work. It needs to be simple and short enough to stay in people’s minds and roll easily off their tongues. A vision is a statement about where we are striving to, that dream we feel we are aiming towards. Unless our vision is simple, easy to remember and connected to our dreams it will not be useful.

For example, I am part of an organisation that has ‘A Just and Sustainable World’ as its vision. I do not expect to live long enough to see this vision realised, but I feel proud to feel that I am part of an organisation that is working towards this vision.

A manufacturing company for example, may have a vision that reflects their desire to be the best in the business while acting from their triple bottom lines.

A simple way to help develop a vision, is to divide a whiteboard or large piece of butcher’s paper in half with a smiley face on one side and a sad face on the other.

Ask the group, “What is it about this arena you work in that requires improvement?” If it is a welfare organisation for example, and the team works in the Youth Department, you may ask the team what is it about young people’s lives that mean they require a service like ours? (homelessness, poverty, drugs etc)

If the company you are facilitating is manufacturing paint for example, what is the problem with paint as we now manufacture it and our contribution to the community? (pollution issues, workers’ health etc.)

A vibrant discussion is useful here where it is made clear that all thoughts are welcome. Record the points from this on the first half of the paper (the non-smiley faced side). You then facilitate a discussion about how they would ideally like things to be, what are their dreams, hopes, visions. A lively discussion ensues as people tap into their passions and deeper visions.
The results of this discussion are recorded on the second half of the paper (the smiley side). Somewhere in that great brain storm of jumbled ideas is the groups’ vision. The next task is to craft a small sentence from the main sentiments being expressed by the words in the brainstorm. It is a lot easier than it sounds. Using the criteria of the vision being a simple small sentence without embellishment, the sentence usually jumps off the page. The thing that usually slows people down is when they try to use adjectives and adverbs and then argue about which one of these is the most appropriate.

It is good to allow an hour for this vision exercise. Often it is done in much shorter time. If for some reason the group does get bogged down you can summarise where they are up to and suggest they have another look at it towards the end of the session. It has often distilled by then and the vision emerges quite easily. Alternatively, you may need to give it to a small group of two or three people to be wordsmithed. As long as these people clearly have a brief to stay true to the words and the sentiment they heard in the discussion this method works well. After this small group has done some wordsmithing it can be taken back to the whole group for ratification.

**Principles**

Principles are the guiding statements we can use to help us in the detail of our work practice. Principles can guide a group in the making of wise decisions. They can be used when planning new programs or developments. We can use them in the evaluation of our work, asking ourselves, are we being guided by our principles?

You might like to start with a discussion about the group’s key values. It can be a useful way to help in the development of principles. Values are usually single words like respect, honesty etc. Principles are values with ‘legs’!

A helpful technique to get to principles is to ask the group how would they ‘do’ a particular value. What would it look like in practice? For example, people often come up with a value they call ‘respect’. We all know that respect in a good thing, but we may all have different ideas about what it means. So asking ‘how you actually do ‘respect’, will help us develop principles around that value.

Ten to twelve principles are probably about the right number. They certainly should fit on one page. Depending on the size of the group and how much time you have you may or may not get the principles out in the one session. Again, once you have basically identified them it can be useful to give them to a small group for wordsmithing. They can then be given to people for final approval.
Some principles that may be developed in our youth service example might include:

- All young people have a right to a safe secure home.
- Including young people’s ideas in our service development will result in more appropriate service delivery

Our paint manufacturing company might, for example, have principles such as:

- Our customer feedback is vital to our success.
- Our paint should combine maximum quality with minimum toxicity.

**Aims**

Aims – usually no more than 3!

Aims are about what the group is attempting to do in the main areas of the team/organisation’s work. In other words statements about what they aim to do in these areas. Many groups and teams get confused between aims and objectives. The aim is what we aim to do, the objectives are the measurable and achievable things we're going to do to realise that aim.

Aims begin with the word ‘To’. Remember to make them short, and to refrain from lots of adjectives or embellishments! All the deeper layers of meaning people want to ensure comes across will come out in your Vision, Principles and Objectives.

**The services aim**

This relates to the services (or the products) the group provide.

In our Youth Department example the aim may be:

- To provide refuge and support services to young people in the X region.

Don’t panic, the detail of all the different types of support services will be fleshed out in the objectives.

For our paint manufacturing company this aim might be;

- To provide the highest quality, best priced, environmentally sustainable paint in Australia
The influence aim
This relates to the component of the organisation’s work which aims to influence the realm they operate in to make changes in the factors which lead to the need for their services.

In the case of a welfare organisation this aim may be about preventative work, advocacy, or influencing changes in social policy or structures. Such as:

- To advocate for the needs of young people to governing bodies and policy makers.

In our manufacturing example, it may be about contributions they wish to make to their local community or an aim related to their triple bottom lines.

- To allocate 5% of annual profit to local community services; or
- To keep company carbon emissions below recommended global levels.

The process aim
This aim is about how the team plans to work together - what will their internal processes be? How will they work with others in their organisation or people from outside the organisation? This is not a common aim but it is an essential aim if we want to embody the principles and practice of working collaboratively.

This aim in our youth team example might be something like:

- To work in collaboration as a team, with young people, and with other regional youth services.
  or,

- To ensure all employees and service users contribute to organisational directions and major decisions.

In our paint manufacturing example the aim might be:

- To work together as a team with everyone’s ideas being valued … or
- To work in collaboration as a team, incorporating feedback from our customers.

Objectives
Each aim should have a set of objectives. Objectives set out how we are going to implement each aim. They have to be written in a manner that makes them achievable (at least in theory) and measurable. When next we do an evaluation we need to be able to see whether we have or have not met our objectives. Objectives begin with the word ‘By’. They need to be very specific and time related.

These Objectives although specific and time related do not go into specific detail about how the objective will be achieved. This work is done in the Operational Plan.
Watch out again here for the tendency to embellish! Most of the adjectives and flowery language people add to their objectives is absolutely unnecessary. For example, in an objective about purchasing two new houses for a youth services, it goes without saying that these would be appropriate, comfortable etc.

It is useful, as you take each individual aim to ask people questions such as:

- In what ways could you meet that aim?
- How many x’s?
- How often?
- By when?
- Who will take responsibility to follow this through?

When recording your Objectives the following table format can be useful.

<table>
<thead>
<tr>
<th>Objective</th>
<th>When (either completion date or scheduled dates)</th>
<th>Who (who is responsible to ensure this objective is achieved)</th>
</tr>
</thead>
</table>

It can also be useful to ask the group if there are particular priorities under this aim? It may be, for example, in our Youth Department example, they want to focus this year on services to Aboriginal young people or young parents.

Our paint manufacturer may want to focus on the home decorator or the professional painters in this particular year.

In addition, you can ask:

- What are you doing now that you need to or want to continue?
- What could you do more of, or less of?
- What new things could you do?
- What could you do differently?

The hardest question of all which is:

- What could you stop doing? We seem to be much better at taking on new things then letting go of old activities.

You can use the KISS principle. What does the group want to:

- Keep
- Improve
- Stop
- Start
So, objectives under the **services aim** in our youth department example, could include:

- By maintaining three existing emergency accommodation houses, or
- By purchasing one new house in the south and one house in the north by December 2013

In the **services aim** of our paint manufacturing company, we might include objectives such as:

- By conducting research, in partnership with CSIRO to develop longer lasting non-toxic paint
- By opening new shops in Bendigo and one in Ballarat

Under the **Influence aim** in the youth department objectives may include:

- By inviting the local member of parliament to a lunch during the election campaign
- By holding a regional youth symposium in June

In the paint manufacturing example, objectives under the **Influence aim**, might include, for example:

- By changing all office paper to 100% recycled by end of the financial year
- By allocating 2 hours a month to each staff member to engage in community support work of her or his choice

Under the **Process aim** we might see the youth department develop objectives such as:

- By having all of staff meetings once a month to look at major directional issues.
- By having monthly lunch time forums with our young service users to discuss their concerns or ideas around service.

Under the **Process aim**, the paint manufacturing company might decide to have objectives such as:

- Provide feedback sheets with each paint sale, from July 1st, offering a 10% discount on paint purchases to all those who fill them in.
- By having a two day staff retreat in September.
Reality Check of Objectives
In the process of forming objectives there is a tendency to develop more objectives than we you able to achieve in the allocated time period. We need to be prepared to help the group reality check their list of objectives.

Some of this will automatically be done as their objectives are being developed. However, it is useful not to focus completely on the reality checking in the process of developing an objective. It is good to allow room for lots of creative thinking and innovative ideas.

It is good to wait until the draft objectives are developed for all three aims and then put these up together so that the reality check can be done when looking at the overall workload. Some objectives may have to be downsized or put off for the following year.

Pulling it all together – checking for organisational compatibility if this is appropriate
Although much of this will have been done in the process of forming objectives, it is wise to check again towards the end of the planning process to ensure that our plan fits within any overall organisational strategic plan, vision and direction.

Evaluation of the process/Affirmations
It is very important to evaluate the processes we use. It is from these evaluations that we learn to continually improve what we do and how we do it.

Lots of people find any form of affirmation 'daggy' and uncomfortable. But if we are trying to implement different and more collaborative ways of working we need to learn to affirm one another and ourselves as teams. There's a range of different ways to do this, at the least 'feely touchy' end of the spectrum is to get the group to speak of what they are proud of in terms of the way they work together. At the other end we might ask people to share what they appreciate about each other.
Assessments – Unit 7

7.1 Develop a Strategic Plan. This plan can be for your organisation, team or department.

Your Strategic Plan needs to be developed collaboratively using the Groupwork Institute Model. It must include involvement or consultation with:

- all team or departmental members
- teams inside your organisation with whom you work
- involvement or feedback from other stakeholders outside your team/organisation.
- external partners
- include clients wherever possible

Before the planning day you will need to consider what might be needed to inform the process.

- Is there an existing Strategic Plan?
- Is there any background information that will be required, ie. What documentation needs to be brought to the planning day?
- Are there any legislation or regulation impacts, codes of practice or intellectual property issues that need to be considered?

You will need to show evidence of how the plan is communicated, implemented and monitored.

Due: 10/17/17

7.2 A facilitation log on how the strategic planning process was facilitated including an evaluation of the process and opportunities for improvement.

Due: 10/07/17

7.3 Written piece on the different methodologies used for strategic planning and how these may impact on the collaborative process of ownership by the team of the resultant plan.

Due: 10/04/17

7.4 Written piece outlining what legislation, regulations and codes of practices are relevant to your teams/organisations strategic plan. What risks and risk management strategies are relevant to the strategic planning process including intellectual property rights and responsibilities.

Due: 10/04/17

7.5 Written piece looking at the internal and external sources of information relevant to the teams positioning, including any competitors, customer bases, vision, values and capabilities and how this impacts on the planning process.

Due: 10/07/17
Unit 8 - Operational Plan

The strategic plan is a general guide for the management of the team or organisation. Whereas the operational plan shows detailed information specifically to direct people to reach expected outcomes.

All objectives that are formed at our strategic planning session need to be formulated into actions by those who have taken responsibility to carry out the project. If this doesn’t happen soon after, there is the likelihood that after the excitement of the strategic planning day has faded some objectives will fall off the list.

At the strategic planning day it would be appropriate that the whole team is part of the process of setting objectives. However, the fine detail about how these will be strategically followed through can be developed by the person or people responsible for that area. This is where we move to the ‘strategy’ phase.

The operational plan provides the what, who, when and how much.

- What – the strategies and tasks to be undertaken
- Who – the persons who have responsibility of each of the strategies
- When – the timelines in which the strategies are to be completed
- How much – the amount of financial resources required to complete strategies.

Developing an Operational Plan

The first task is to look at the objectives that have been set under each aim in the strategic planning process. In moving forward we create strategies to deliver each of these objectives. It is important to remember to use collaborative processes in the development of the plan. If a top down approach is used, where management has the overall responsibility of development of the plan then buy in will be so much harder to achieve.

Within each strategy we need to:

- Allocate who is responsible. When using our simple strategic planning process, this point may already have been covered.
- Allocate financial resources. Setting budgets.
- Set timelines. Again this may already have been done, however it may need to be refined further
- Set performance indicators. What are we aiming to achieve?
Allocating who is responsible
Quite often a single person is responsible to ensure the strategies are realised. However it’s also possible that a group of people may be more suitable to do this.

Allocating financial resources
Not every strategy requires financial support, but there are those that will. All avenues need to be investigated to ensure that a fully costed budget and therefore allocation of funds is adequate. Remember that staff and administrative costs should be figured into budgets. Other furthers costs may include; purchase of equipment, training, promotional costs etc.

Setting of timelines
Every strategy should have a timeline attached to it and it needs to be sustainable. It can be as short as a day or take up to a year or more, so long as the time that is allocated is substantiated.

Set performance indicators
The term performance indicator is sometimes referred to as a standard or target that needs to be achieved. Performance indicators are established and used as an integral aspect of the business planning and monitoring processes. Performance indicators enable us to measure the success of ours strategies.

Performance indicators will:
- Measure the actual result of strategies
- Enable comparisons between desired results and actual results.
What should your plan look like

You need to start by looking at the different strategies and have your staff fill out the following information for what they are responsible for.

**Individual Strategies**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Performance Indicators</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Budget Allocation</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit application for govt funding for food project</td>
<td>Funding application to be approved by management by 30/08</td>
<td>Jane Rivers</td>
<td>Costings completed by July 30 Submit application by Sep 30</td>
<td>Nil</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Once this work has been done you need to pull together all of this information into the one document.

1. **Key Result Areas/Aims**
   You can break your overall plan into Key Result Areas which may be in line with the Aims that were developed in your Strategic Plan. So for each Key Result Area you would list all strategies. This will help you to keep an overall view of how each objective/strategy is to be implemented.

**Key Result Area: - Aim 1**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Performance Indicators</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Budget Alloc</th>
<th>Progress</th>
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**Total**
2. **Budgets**
   Fully detailed budgets for each strategy. If the strategies listed are small projects one budget can be used so long as it is explanatory in its detail. Remember when setting budgets that sources of funding also need to be considered.

3. **Other components**
   You may wish to add further components to the plan if they help to detail the work to be completed. These may include items such as, calendar of significant events, training plans, organisational chart.

**Implementation of the plan**

All strategies that are formed need to find their way into people's individual work plans. These then become part of your staff supervision process where plans/projects are able to be monitored during the course of your staff’s everyday working practice.

To ensure there is sufficient understanding of the operational plan by the team, follow through of work and completion the following points need to be considered;

- How the plan is communicated to the team. Team meetings where all aspects of the plan are explained and where sufficient time is given for staff to raise questions.
- A breakdown of the plan into subsets with communication of each subset to the teams that will take responsibility for the work.
- The development of systems that enable progress of strategies, how they will be measured and reported on
- The provision of training to staff so that they may better understand or undertake their responsibilities.
- Individual aspects of the plan can be described in the position descriptions of staff.

Others areas that are important to consider in the implementation of the plan are;

- What resources may be required?
- How will you monitor the progress of work?
- What contingency plans may need to be put in place?
- How will you communicate information to relevant stakeholders?
- What legislative and regulatory requirements may impact on work?
- What organisational policies and procedures may need to be considered?
Assessments – Unit 8

8.1 Develop and implement an Operational Plan for one of your Aims that were developed in your Strategic Plan. You must include at least three objectives from the chosen Aim.

Things to include;
• How did you engage with your staff to develop the plan?
• How did you engage relevant stakeholders?
• What approvals were required?
• What resource requirements are there?
• What contingency plans have you put in place?
• How will you make variations to the plan?
• What organisational policies and procedures need to be considered?
• What physical resources and services will be needed?
• How will you monitor and document performance of staff involved?

Due: 11/09/17

8.2 Written piece including;
• Describe different models and methods for operational plans
• Why are concise budgets necessary in the implementation process?
• What types of different approaches could you make in development key performance indicators to meet business objectives.
• What legislative and regulatory requirements are relevant to the operational plan
• What are your organisations policies, practices and procedures that directly relate to the operational plan.

Due: 11/09/17
Unit 9 - Organisational Rank, Power and Diversity

‘Power is a good servant, but a poor master’.

This area is often ignored in the study of management. Yet marginalisation and the ‘them and us’ dynamic can take many forms and brings with it a myriad of challenges for managers. We ignore it at our peril!

Power
Power comes in many forms; we gain it not only from structural position but from gender, education, age, experience, ethnicity, class and even our physical appearance.

Power in teams and organisations is an ever present reality – even if we are not keen to talk about it. This is particularly so in not for profit and community groups. We would rather hold an image that we are all equal.

We may be equal in the eyes of our ‘maker’, but many factors combine to give us varying degrees of power in different situations.

Rank
Rank refers to the amount of power ‘points’ we have in a particular situation and how these are perceived by others around us at the time. We gain these points from various parts of our lives. While all are enmeshed with each other, it can be useful to look at the following three aspects.

Rank is gained through the sum total of the various points of power we have, or are perceived to have, in any given situation. As managers we have considerable rank when we are working with the team. This is so even if we do not feel particularly powerful at that time. The role of manager holds structural rank no matter how we are personally feeling.

**Personal** rank through health, looks, gender, sexual orientation, education, age, ethnicity, language, cultural experience, level of ability/disability physical and intellectual, and experience that is relevant to the situation.

**Political** rank through class, income, connections (eg. membership of the right clubs etc.), relationships to the mainstream arena we are operating within (through education, work experience etc.), housing … even the car you drive, and structural power we gain through organisational positions we hold.

**Spiritual** rank through religious and other important beliefs we hold, emotional resilience, strength of passion, sense of self, confidence, humility, generosity of spirit, self awareness and loving and being loved. The hardships we have overcome also give us spiritual rank.
So, while fundamentals of our rank stay the same, they will be worth more or less 'points' in different situations. However, in the broad context of the dominant western culture, some people are 'stuck' in higher or lower rank. While people of lower rank tend to be aware of their 'rating', those with higher rank are less likely to be aware.

If we are part of the dominant culture, and are white, with reasonable levels of income, housing, education and with English as our primary language, we are socialised into a deeply embedded assumption of rightness.

**Diversity**

Diversity is often seen from the simplistic viewpoint of the obvious – culture, ethnicity, gender and age for example. However, diversity is much more complex than this and as managers we need to be aware of this complexity.

We need to remember there are a lot of other cultures. Youth culture, country culture, gay culture, and the working class for example. Work teams have their own culture - 'the way things are really done around here'.

Diversity is linked to rank. It is from our diversity that our 'rank points' are derived. Diversity is often looked upon quite narrowly – generally, we think of ethnicity and culture and then gender and age.

Never assume there is not diversity!

**Diversity → Impacts on Rank → Impacts on Power**
Relationship of Power, Rank & Diversity

Power
control, influence
make things happen
command resources

Rank
points of power
points of privilege
people often unaware of rank

Diversity
It's real
It's a fact
It has consequences


As Managers – Be Aware

We need to be aware of our own power and rank!

When we are managers, we must be careful of our own assumption of rightness. For example, we have our own feelings and we can carry issues from our own frameworks, ideas about how people should and should not behave.

As you glance around a room some aspects of diversity are obvious – age, gender, skin colour, the sound of an accent. But much of our diversity is hidden.

No matter how homogenous a group looks never assume there is not diversity!

The problem with not knowing the details of people’s ‘hidden diversity’, is we unconsciously make assumptions using our own frameworks.

Each person has a life story, most of which we do not know. At a glance we do not know people’s sexual orientation, their childhood experiences, trauma they may have experienced, the loved ones they have lost or whether they go home to loneliness or hardship (which people work so hard to hide in our culture).

This does not mean that as managers we should make such allowances that we accept unacceptable performance, but background awareness of hidden rank is important.

Diversity is the Juice of Good Team Work

*Great minds think differently!*

It is only through pooling and synthesising these differences that we can unleash the true potential of a team. However, conflict is quickly associated with diversity. Because our fear of conflict is quite deeply embedded, diversity comes to be feared.

Part of our role as managers is to be on the lookout for diversity, creating environments where it is encouraged and welcomed. However, we cannot educate ourselves to know all cultures. Through modelling a welcoming attitude to diversity, we can often make it a safer space for the dance of diversity.
Simply by sitting in the manager’s chair, we have considerable rank – even if we do not feel powerful! If we unconsciously use our rank to control, it is likely to backfire. The oppressed make very good oppressors! Those with lower rank in a situation often ‘link arms’ to overpower the oppressor. It is not a good spot to be in as a manager. If we do lose our awareness for a time and ‘pull rank’, we need to own up to it as soon as we become aware!

As managers we can help balance rank in a group, or even suspend it for a brief period, by enabling people to listen deeply to each other. This allows new understandings and wisdom to emerge. We need to stand by people with lower rank who are finding it hard to say different or challenging things. However, we must be careful not to just ‘take sides’ with those of lower rank.

We need to also stand by those of higher rank (including ourselves!), in their struggle to hear the ‘unhearable’ and to also be heard. This could build a window through which those of higher rank may become conscious of how they use it. Conversely those with lower rank see the humanness of those of higher rank.

As a manager it is especially important that we develop our awareness of rank – our own and other people’s. Do not assume that people use their rank deliberately, simply be aware that the dynamic of rank and power may need to be addressed. There is usually a great lack of clarity about rank. Well – life is messy!! We need to be able to wonder our way into diversity

In a team we the manager are the ones who most need to be awake, especially to our own rank.

*Again there is no substitute for – Awareness, Awareness, Awareness!*
## Rank Rating Exercise

### Scenario 1

<table>
<thead>
<tr>
<th>Personal Rank</th>
<th>Scenario 1 (out of 20)</th>
<th>Scenario 2 (out of 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal rank through health, looks, gender, sexual orientation, education, age, ethnicity, language, cultural experience, level of ability/disability physical and intellectual, and experience that is relevant to the situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political rank through class, income, connections, eg. (membership of the right clubs etc.), relationships to the mainstream in the particular area (through education, work experience etc.), housing … even the car you drive and (structural power we gain through organisational position we hold).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual rank through religious and other important beliefs we hold, togetherness, strength of passion and sense of self, confidence, humility, generosity of spirit, self awareness and loving and being loved. The hardships we have overcome also gives us spiritual rank.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Rank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(out of 60)</td>
<td>(out of 60)</td>
<td></td>
</tr>
</tbody>
</table>
Further Reading
Concepts of Power, Rank and Diversity are discussed in considerable detail in Sitting In The Fire by Arnie Mindell (1995)
Assessments – Unit 9

9.1 Collaboratively develop a comprehensive diversity policy with your team. Include:
- equal opportunity, equity and diversity principles
- knowledge of relevant legislation
- organisational policies on cultural diversity and ethical values
- details of how you will implement this
- how it will be monitored and reviewed
Due: 10/07/17

9.2 Two (2) logs which show evidence of your understanding of Rank, Power and Diversity in your workplace and how it impacts on your management of staff. How have you adjusted your own interpersonal communication style to meet the policies of cultural diversity.
Due: 10/07/17
14/08/17

9.3 Two (2) logs which show evidence of where you have had to intervene because of rank, power and diversity issues.
Due: 10/07/17
14/08/17

9.4 Written piece on diversity in the workplace including:
- The origin and nature of diversity within the industry sector, community and workplace
- Outline the legislative and regulatory context of the organisation relevant to workplace diversity
- Explain how your organisation’s policies and procedures relate to diversity
- Show examples of barriers to inclusive engagement in a diverse workforce and possible strategies to address them
- Describe inclusive behaviours that support diversity in the workplace.
Due: 14/08/17
Unit 10 - Managing Conflict and other Challenging Dynamics

We know that a diversity of ideas, styles and opinions are essential for creative, innovative learning organisations. However, most of us tend to avoid conflict. Strong differences can be very challenging. As managers we need to be confident we can welcome such differences.

Conflict and Hot Spots

This is certainly an area that requires our highest levels of awareness. This begins with a deep understanding of our own Community of Selves, our likely unconscious reactions to conflict in our life, unresolved issues, and our general fears around stepping into the heat of tricky management challenges.

The more we can remain in our Wise One, the more helpful we will be. Firstly it will mean that our unconscious ‘stuff’ does not get in the way. Then secondly, we will be able to use our management micro skills to help others be aware, to ensure that all the voices have been heard and to help people hear across strongly felt differences.

In fact our definition of conflict is - a difference of opinion with strong feelings attached.

Hot spots and conflicts are highly emotionally charged.

In the cultures that many of us grew up in, the expression of strong feelings is fraught with fear. We somehow learn that it is not okay to ‘lose control’ and express strong feelings. And yet, in conflict resolution it is the expression of, and the hearing of these feelings that will lead us through to the other side. A group that has faced, and made its way through conflict, is often stronger and wiser for the experience.

At a theoretical level, we know that conflict can be constructive and is a natural part life. But still we are often consumed by fear at the thought of managing people who are in conflict! It is amazing how common it is to hear managers say:

‘Oh, but I never have conflict in my team.’

Is this just a coincidence we may wonder, or are these managers unconsciously acting to prevent conflict?
Essential Ingredients for Conflict Resolution

- A **safe** environment and **collaborative** process needs to be created
- Each person needs to tell their story **honestly**
- All feelings need to be expressed
- Others need to **listen, hear** and **reflect back** what they hear
- People need to **own their own part** in the dispute and **apologise** as appropriate
- Others need to **hear** that ownership and **forgive**
- People need to **feel** they have been **forgiven**
- An appropriate process of **healing** needs to follow

Groupwork Principles for Conflict Resolution

- Use facilitated conflict resolution, when all other means have failed to resolve the issue.
- The bigger the conflict the more structure we need.
- Problems that have been a long time in the making are seldom solved ‘overnight’.
- All people in a group are affected by conflict.
- There are no innocent by-standers, all in the group play a role
- All those in a group who are involved or affected by the conflict, need to be part of its resolution.
- Everyone needs to hear everything – we pool and synthesise the experience and wisdom of all.
- The more thorough an issue is covered the better it is owned – the more likely it is to yield sustainable outcomes.
- Take aboard environmental factors – understanding the ‘big picture’ around the conflict.
- Have Positive Regard for all – the facilitator needs to be on everyone’s side.
- It is only a conflict – because of the strong feelings attached. We need to deal with these!
- Power differences need to be acknowledged.
When Conflict ‘Pops Up’

When You Are Present But Not Involved

Never just ‘wander’ into conflict resolution without specific permission to go there. If conflict ‘pops up’ during a staff meeting or other groups you are involved in;

- Notice it
- Address own reactions using our own Community of Selves™
- Name it .... gently, and quickly by .... ‘wondering’
- Validate
- Normalise
- Negotiate how to proceed – work on it now, later, not at all ....
- Use one’s own facilitation expertise and leadership to help those involved make a wise decision (without pushing too hard!)
- If not dealing with it (which may be the wisest decision), how will the people involved or the team be effected? Can we go on?
- Leave it and move on only when the group is ready
- If going into Conflict Resolution, seek explicit permission from the group
- Address consequences of doing conflict resolution in light of original purpose

When You Are Involved

When conflict ‘pops up’ from another person towards us it tends to come as a bit of a shock! The Wise One can be ‘unseated’ by another of our Community of Selves very quickly.

The first thing we need to do then is manage ourselves! So;

- *Name it!* – This gives us a moment to ‘gather ourselves’.
- *Validate* – let them know you hear that they have an issue with you.
- *Normalise*
- Negotiate an appropriate time and place to talk about it
- *Affirm* your willingness to deal with it ASAP
- Use Informal Conflict Resolution process for your session together
Unspoken Conflict

In Team
Sometimes in a team or work group, we sense that an unspoken conflict or issue is blocking the work of the group.

If this unspoken conflict is named by the group and they decide to deal with it – this usually brings some relief, and it is more likely that the original work can be more effectively carried out.

Noticing Unspoken Conflict
We may be facilitating any of a range of purposes when the team fails to progress. This may be evident through:
- A reluctance to contribute
- Meaningful looks
- Fearful, reluctant body language
- General sense of flatness
- Some ‘throw away’ remark

Taking action
As managers, we need to be prepared to act in these circumstances. A normal reaction when unsure is to be quite, we may be scared of what we will find, but here we want to table our uncertainty. It is best if we can get the team to name it.

We can;
- **Notice and name** the symptoms
- **Poke around** – tentatively ‘Wonder’ about what may be happening. Is there something causing this/has something happened. Don’t use definite language
- Explain the concept of ‘ghosts’. Have faith that others will understand that ghosts can block progress
- If , as the manager you do think you know what the issue is you can gently ask if this is what is holding the group back
- If you don’t know, you may need to poke around for a while – continuing to name what you see and feel, wondering about this ghost, wondering if we can go on with our work with this ghost in the room. It’s ok to say you are unsure wht is happening.
- **Validate** and normalise that it can be very scary and difficult to name an unspoken conflict
- If the unspoken conflict is still not named, attempt to continue with the original purpose and see if this is possible.
- Yet if the failure to progress continues, we may make another attempt at getting it named. Usually it will be named, as everyone can see that it is getting in the way.
If the conflict is named, then the choice has to be made by the group whether it can or should be dealt with at this time, or whether it can be 'parked' for another time and space. See when Conflict Pops Up.

**If There is an Unspoken Conflict Between You and Another Person**

From time to time, we may sense that someone has an unspoken conflict with you. As scary as it is to deal with, such conflicts do eventually need to be brought out into the open. We need to talk about them!

We need to:
- *Notice it* and *name it* within ourselves
- Manage our own reaction or fear of broaching it with the other perso
- Find a wise time and place to talk to the other person where they may feel safe enough to open u
- Gently, wonderingly name the symptoms of unspoken conflict you are noticing. Also name your own feelings and concerns about the effect of unspoken conflict on your relationship
- *Validate*, let them know you are open to hearing conflict
- Staying in your Wise One, listen with an open mind and love
- Use the basics of the Informal Conflict Resolution Process
- If conflict is not owned, you may need to try again.
Informal Conflict Resolution Process without a Facilitator

- Agree there is a conflict – remember, there is a conflict even if only one person thinks so.
- Arrange a time and place to meet – neutral and private.
- Make agreements – about how you are going to behave during the session.
- Take turns to talk – views, feelings, needs
- The other listens and reflects back – until the Speaker feels heard
- Generate possible solutions
- Choose solutions – that best meet both needs
- Agree on implementation – who will do what by when
- Make another time – in your diary then and there
- Evaluate – how did we go?
- Congratulations!

Facilitated Conflict Resolution Process

Introduction
If the conflict between two or more people is of a ‘manageable size’ and you are not specifically involved, it is suitable for you, the manager, to facilitate. However, if it is a more complex conflict or you are not confident, or not able to be neutral, an outside facilitator trained in conflict resolution is advised.

Preparation Phase
This can take some time. People need to go into a conflict resolution session ready to tackle the issues, and be well reassured about the ‘fairness’ of the process.

Are you the right person to facilitate?

- Ensure that it is called a conflict resolution or clearing session.
- Generally, we try not to hear ‘sides’ from individuals. The aim is for everyone involved to hear everything. Often, if we do hear sides, it is not information we can table and work with on the day
- All parties need to accept there is a conflict, even if they do not ‘feel personally affected’
- All parties need to agree (even if somewhat reluctantly!) to deal with the conflict using the conflict resolution process - make sure people understand the gist of the process
- Who should be there? The rule of thumb being; ‘all those involved in or effected by the conflict should be involved in the resolution’.
- Try to ensure key people are present.
- A suitable time and place is made for the conflict resolution session. This needs to be private, neutral and free from interruptions. Starting and ending times need to be clear.
• All must agree to accept you as the facilitator
• Does this process need more than one facilitator?
• Have you allowed enough time – rule of thumb = a team of 10 would need 1 day, 2 people 2 hours
• ‘Prepare thyself’ – facilitate with positive regard for all present, and demonstrate that you have absolute faith in the process

At the Conflict Resolution Session
Setting the scene
• Affirm people – “good on you” for being here
• Validate that this can be scary, tricky work. Name ‘ghosts’ as appropriate
• Get clear acceptance for your facilitation
• Outline your role – even though you are the manager, here you are the facilitator and that is about ‘helping people say what they need to say, and hear what they need to hear, and seek a way forward together. You may need to name the ghost of rank you have as their manager and your focus on the process rather than judging who has done what.
• Hear and validate the variety of mixed feelings that people may have about the session, and that speaking can be difficult for some people. You may ask people what they feel they are bringing to the session that will help resolve the conflict.
• Remind people that we are taking a systems approach – that is, that there may be organisational or ‘big picture’ factors that are contributing to the conflict.
• Check that all agree to be there and that all significant people are there.
• Write up draft purpose on Butcher’s Paper – check with participants (gaining authority to stick to the purpose)
• Outline the process, see that everyone understands it and get their agreement to use it. Have outline up on butcher’s paper.
• Make behavioural agreements. Name and validate that these agreements can be hard to stick to when we are in conflict! Seek their permission to allow you as facilitator to remind them to stick to their agreements. This helps prevent ‘shaming’ when we pull people up and ask them to have another go at the process – particularly around Reflective Listening.
  Eg. of agreements,
  o Clear ending time
  o No personal ‘put downs’
  o All staying to the end
  o No interruptions
  o Break times

• Reflective listening and ‘I’ language reminder – people need to be reminded of these essential techniques to help encourage clear communication during the session. Acknowledge that reflective listening may seem a ‘bit dorky’
• Tune in – (eg. pause of silence) so everyone can gather their thoughts and centre themselves in the present.
Beginning the Actual Resolution Process

- **People talk** when they are ready – (can use shell, stick, etc.) Each person has time to speak of:
  - their views of the problem (be specific about behaviour)
  - their feelings
  - NOT SOLUTIONS

  **Note:** flexibility is needed here – it may take several turns or some people may need extra time, or may need to respond specifically before their turn. This must be negotiated with the group.

- **Others listen** - and reflect back what the speaker is saying without ‘answering back’ – until the speaker feels heard. If someone is in focus, they should do a fair bit of the reflecting listening, but not all, so others are involved in the process too.  

  *This is the engine room of conflict resolution.*

- If it is group conflict, check that everyone who needs to speak has done so. Generally, it is helpful to hear at least something from all present. Our experience is that there is seldom ‘innocent bystanders’ or people unaffected by the conflict, by the time we get to the point of needing a formal conflict resolution process. This reinforces that this is a group conflict resolution session – and not simply a process involving only key players, who are being observed by all others present.

- You may want to record the main concerns each express. These are best written on a white board or butchers paper so they can be seen by everyone rather than you taking notes they can’t see. Only record the broader issues not the personal feelings.

- **Silence** – so that people have time to reflect on their contribution to conflict. Do this only after everyone who needs to speak, has done so. Can use quiet music.
• **Ownership and Response** – after people have heard everyone’s views and feelings, it is useful to ask people to own their parts in the conflict and to make any apologies that are required. This is especially important when specific criticisms have been made to particular people. What part of this criticism are they prepared to own and apologise for? This is a challenging ask and many people cannot do it in the first round, so leave it open as to when people speak. People need to check they have heard the apologies made.

• **Have a break**

• **Sort** – while people have a break, you can sort issues raised into a maximum of 3 or 4 major issues. Record each major issue on a separate sheet of butcher’s paper.

**Completing the Process**

• **Check the issues and priorities with the participants** when back together

• **Take the top priority issue**;
  o **You summarise the issue** as you heard it
  o Ask them to **generate a range of possible solutions**. Watch out here for the temptation to put in possible solutions! Remember you are primarily the facilitator and suggestions from you may carry more weight because of your higher rank as manager. If they were really struggling for some time you may just add a suggestion but offer is as ‘just an idea’.
  o **Discuss and decide on solution(s)** which take into account all people’s needs. Only intervene here if they are about to come up with a solution that you know from your management position is simply not possible because of organisational constraints. Otherwise stay out of it! A solution that they agree on is more likely to work even if you don’t think it is the best one!

• **Where to from here?** – are there issues still left over? When and how can we deal with these?

• **Follow up** - make and diarise a definite time for a follow up to see how the resolutions have gone.

• **Informal Evaluation** of the session and the process; how did we go; what did we do well; what did we not do so well?

• **Affirm** their courage and effort to engage in conflict resolution.
Responding to ‘Hot Spots’ and Challenging Encounters

A ‘hot spot’ is not necessarily a conflict, but if not handled well it could contribute to conflict. A hot spot is when something ‘big’ or challenging happens which if not named and addressed will impede the group purpose.

It can be helpful to make behavioural agreements at the start of a meeting, especially if it is a potentially difficult one.

Following are some helpful hints for when such encounters happen:

**Someone repeatedly interrupting**

*Validate* their passion for the topic or the valuable contribution they can make, “Gee Bill you do have a lot of ideas to contribute”. Don’t put them down for interrupting, in fact it can be helpful to *normalise* the interrupting behaviour. “I know it’s often hard not to interrupt when you have lots to say”. Then take focus back to the person who was talking, “we hadn’t quite finished hearing what Mary was saying, we can get back to you after that.”

**Someone going on and on about the same point**

Again we must not put the person down for their behaviour. Firstly *validate* the point they are making and check they feel heard. “I’m not quite sure you feel we have heard you”, *(reflect back* the core of the point they are making). – “Is that the point you are wanting to make sure we are hearing?” – “Ok, Tom we’ve got that point” *(show them again where it is recorded)*, *name* the need to move on. If they make the point again, we could say “yes Tom we’ve got that”.

**Arguing back**

Arguing back to the points being made by others when you are still at gathering stage. “Yes Sue, there are a number of ways to look at the issue, we can discuss them all a bit later. Right now we are getting out all the different views.” Back to the one being argued back to – “Barry is making the point that….,” *(reflect back Barry’s point)*.
Non Participation
There are a number of ways this can be handled. It is best not to put people on the spot with a sudden “What do you think Fred?” (too much like school!) However, if some one’s perspective has not been spoken for by another, it is important they contribute, otherwise their wisdom is lost. We can give them a moment to prepare by firstly validating the value of the perspective they may represent. “Your role as X has some specific insights that are very important to our discussion…” We can also call more generally on contributions from those who have not yet contributed. We can firstly validate the non-participation – “Not all of us are comfortable to speak up in a group” or “Remember the value of people’s contribution is not correlated to their ability to talk!”.

Challenging body language
eg. looking withdrawn, angry, cynical etc. This may be shown by arms folded and body turned away, ‘meaningful’ looks, eye rolling etc.

We need to notice and name it if it is significant or prolonged. This can be done by saying something like, “I notice a bit of a look there Brian, is something going on we need to deal with?”. You can also take a guess at feeling behind body language and add “I was wondering if you were feeling a bit frustrated, bored (or whatever)?”.

‘Rules of Thumb’
• Watch out for getting into oppositional position
• Go back to purpose of the meeting
• Look for win/win
• Get rest of group involved to take focus away from one person
• Look for warning signs, eg. body language, tone of voice etc.
• Use second facilitator if possible
• Have a way to recover from surprises – name it out loud, “Oh, I hadn’t thought about that” or “wow this is a big issue – just let me see if I’m getting it?” – reflecting back what you’ve just heard. This can give a bit of a breather while you recover.
• Enlist the knowledge of the person who is challenging
• Ask them about ideas that might meet all needs
• Check for agreement along the way

Response Check List
• Notice it – and the reaction of your ‘selves’
• Manage your selves
• Validate the feelings and content the person is expressing – reflect back
• Make sure you have heard
• Move back to central issue
• Take focus back to whole group, did they understand. Rephrase to help everyone hear.
Assessments – Unit 10

10.1 Using the GIA Model, develop collaboratively with your team a process for conflict resolution. Describe and evaluate how you did this.

Things to consider when developing this;
- Organisational policies
- Legislative requirements
- Legal requirements
- Recording and reporting processes
- Social and cultural practices
- Identification of conflict or challenging behaviour
- How to address difficulties

*Due: 10/07/17*

10.2 Three (3) management logs on how you have had to deal with either conflict or challenging encounters in the workplace.

*Due: 10/07/17*
- 14/08/17
- 11/09/17

10.3 Written piece on how your policy and process for conflict resolution has helped your management practices in dealing with conflict.

*Due: 11/09/17*
Unit 11 - Manage Personal Work Priorities and Professional Development

It is so easy to get ‘snowed under’ as managers and find there is just not enough time to look after ourselves or undertake professional development. We need to get past the rhetoric of self care and ensure we are in good shape to give our best as managers.

Preparation and Reflection Time

This is the number one discipline of self care. We need to do everything we can to build it into our management practice. When meeting with staff, this means adequate (it may only mean five minutes) reflection time beforehand, firstly to prepare our group processes, but more importantly to have a good space directly before the session. We can take the time to prepare the actual space, whilst also having time to prepare our own internal space to ensure our wise one is in the driver's seat and our other ‘selves’ are listened to, loved and in their appropriate seats!

We may of course, still be thrown out of our wise centredness when tricky stuff happens. However we are less likely to be thrown out and more likely to be able to re-centre ourselves if we have had good preparation time.

We need to become diligent in building time for reflection into our planning. Reflection post significant management events is where some of our greatest learning is and it needs to be done immediately or at least within twenty four hours after the event. This is the only way we can remember the fine details of what happened, how we felt, what was going on in our Community of Selves and what we may have done differently.

If we do not get into the habit of building this reflection into our timetable, we lose much of the learning potential to be gained from our practice. We tell our self - ‘we'll do it tomorrow’. However, if we leave it longer than twenty four hours it is surprising how much we can no longer remember. Key aspects will be forgotten and banished to our unconscious.

This post management ‘event' reflection doesn't need to take a great deal of time ten to fifteen minutes will do it. This is a discipline (like going to the gym!) that can be hard to establish but we do benefit greatly if we can make it into a habit.

Getting into the habit of doing written reflections after key events is an extremely useful contribution to Taking Care of Ourselves.
Logging
Logging your management experiences as a means of reflection is a structured process of looking at what went well, not so well and what was going on for you at the time.

The experience of writing this reflection is very useful in itself, but also useful to look back on. Writing your reflections down is an essential part of high quality reflection.

It is through this reflection, that we can best assess how we are taking care of ourselves, as well as how we are improving our management practice.

Inner Work
Continued work on self awareness is an important aspect of Taking Care of Ourselves. Working from the wise one, listening to and caring for our Community of Selves, requires ongoing inner work. This is necessary in order to be a great manager. It is part of ‘sharpening our tools’. It requires us to take time alone with ourselves, time to understand at a deeper heart level, what is going on for us.

Alone, we can talk to our selves. We can explore why we might have been triggered by an experience, or create time to have the inner dialogue needed to take care of our selves. You will learn much by taking this time. You may combine this time, with a walk along the beach or a sit in the park, or take time out in a quiet place at home. You might try doing this one evening a week.

If we have had an experience that has triggered off some reaction from one of our ‘selves’ we need to take time as soon as we can after that event - to reflect, to listen to, and take care of the ‘selves’ that may have been wounded in the process.

We may need to particularly watch out for our ‘busy one’, for our ‘coper’, or our ‘carer of others’ to see if they are driving the bus. These are the ‘selves’ that are likely to tell us we don’t have time for reflection and inner work! They could well say:

‘It will be all right’
‘I'll be all right’
‘I can reflect about it next week’.
Time Budgeting Ensuring Workloads are Manageable

So many managers have workloads that are actually not manageable. Their equally overworked managers may be sympathetic but are likely to tell them they just need to “prioritise and learn to manage their time better”. However, you look at the details of their work expectations it is clear that no matter how great these people are at ‘time management’ their workload is impossible to manage.

In many organisations there is a fundamental flaw in the way work is allocated. One’s work ‘plate’ is only so big, and most people’s plates are absolutely filled to capacity if not overflowing. Despite this, new projects or tasks are taken up by organisations and allocated to people’s plates without removing anything to make room for these extra things.

Often they are very interesting or exciting projects that are important to the organisation’s work. We want to take them up because of this and also because we want to do the right thing by our clients, our manager, our team, and the organisation.

The effect of all this pressure includes a great deal of stress, and reduction in people’s confidence in their ability to cope with the job. To compensate for this they work many more hours than they are paid for, more hours than is good for them or their lives outside work.

This phenomenon mainly relates to people in management roles. However, it is possible that it is reflected to some extent in other parts of these organisations. The managers are certainly not being great role models.

No manager would take on a new project if there was no money in the budget for it and none on the horizon, would they? So why don’t we budget time as we budget money?

It is useful firstly to get your workload really clear and then to use this information to ‘manage up’ and enable your managers to also see it clearly.

One of the aspects of this workload issue with this kind of overload is that people get very stressed and feel that their inability to manage their workload is a sign of their inadequacy. They blame themselves. Unfortunately when they talk to their managers, their manager often also sees it as a problem within that individual. The manager may approach the matter with care and kindness; however, it is still seen as that individual’s problem. It may be seen as a time management issue or stress related. However it is seen it boils down to that person is not ‘coping’. Solutions are offered to help the person cope. The workload is not looked at.
Although people are stressed out by the pressure and often angry that more and more work gets piled onto their plates they feel there is nothing they can do. This powerlessness is awful to see and it absolutely works against collaborative teamwork.

It’s not that we shouldn’t work hard! In all jobs you can expect some hectic times. From time to time managers and others will work some extra time. This is not the ‘normal’ pressure, of impossible workloads. Time budgeting has been very successful in addressing these overload issues.

**Time Management**
There are lots of ideas about time management. Following are some different strategies that can be used.

**Be the boss of your diary**
In Steven Covey’s 7 Habits of Highly Successful People, he talks about his work category quadrant. He talks about how too much of our time is taken up by ‘urgent but not important’ work.

It is so easy to be swept along at work by other people’s needs and demands on your time and the myriad of small work details that can eat up your day.

Covey’s concept of ‘important but not urgent’ work being the area we are most likely to neglect rings true for managers. It is so often the ‘important but not urgent’ work such as bigger picture planning and development work that is not urgent (ie it doesn’t have to be done this week) that we put aside until the last minute. Often this ‘important but not urgent work’ needs a lot of thinking time to get our heads into the right space. It needs a good block of time to do this and such blocks of time have to be created. They will not just appear magically in our diaries!

A number one time management strategy is to be ‘boss of my diary’ not let it be the boss of me. This means at the very start of the year, blocking out all major events or regular times when blocks of time are needed. For example, if you are involved in budget planning each year in April/May and you know it takes fifteen hours of your time, you put this into your diary at the start of the year. You may start blocking some substantial hours in April and other blocks until the budget deadline. When these important blocks of time are in your diary and someone wants you to do something else during that time you will see the important thing blocked out and it is easier to say no.

In the hectic life of a manager with so many small as well as larger things to do it is easy to forget something important that is not urgent. The more you have to do the more likely you are to forget something if you are not well organised. This can be embarrassing or make us feel bad about our competency and really adds to the stress.
What used to happen to me, and others I have worked with, before I started to block time out like this, is that someone would ask me to do some work task during that time, I would look in my diary, see a space and book it in. Suddenly, an important deadline is fast approaching and you haven’t allocated enough time.

We use a large yearly planner where all months of the year are visible. Before the end of the year we have our entire time blocks allocated onto that planner for the next year. It can be quite sobering to see what the year ahead looks like when you come back to work in January.

It can take some thinking time to list all the activities you are involved in on a regular basis. This will include things like the budget preparation time we mentioned earlier. It is important to put in all regular meeting you have, annual conferences, funding application or report writing times and any other regular or special events you expect to be involved in for that year.

**Monthly and weekly planning**

When we have all the necessary blocks of time in our diaries it is important to review these regularly. Time put aside for this is well worth it. Again these review times should be in the diary. Choose a regular review time at the start of each month, eg. the first Monday. You will only need half an hour at the most. This is where you look at your KWA’s and PE’s to check that you are on track with them. I call this process ‘self supervision’. There may be tasks associated with some of these that need to have times allocated into your diary for that coming month.

At the start of each week it is important to do a quick diary check to see that everything that you might have on your ‘to do’ list has had time allocated to it in your diary. Some people find it easier to do this at the end of the week in preparation for the next week. Taking ten minutes at the start of each day to centre yourself, get the Wise One in the ‘driver’s seat’ and get your head around the day is a valuable habit. I am reminded of a quote from the Dali Lama, “I have so much to do today I will need to meditate for an hour instead of my usual half hour”. I am not sure that quite applies to the busy manager but I am sure you get the message.

Most people use a ‘to do’ list. I think these are useful but not sufficient. They do go well with the thorough diary work I have been talking about. On their own the ‘to do’ list tends to grow and grow, we are inclined to work from the top and these are not necessarily the correct priorities. People don’t tend to put the bigger picture ‘important but not urgent’ things on their ‘to do’ lists either so they may not be being captured.
Closing the ‘open door’

The ‘open door’ policy is often cited by managers who believe in good things like collaboration and accessibility. They want the staff they manage to feel free to talk to them at any time and to see them as present and available. ‘My door is always open’ they say. While I do agree with the intention, I see it get taken too literally. I quite often talk to managers who look at me aghast when I suggest they close their door sometimes to concentrate on important work that needs an uninterrupted time. They feel they would be letting their staff down and going against the culture of the team. They seem to feel the staff would either be really upset by the closed door or wouldn’t take any notice of it anyway. These managers often take this type of work home, stay back late or come in early when they can ‘get some peace and quiet’.

As managers we must have blocks of uninterrupted time to work on things that requires concentration. If we do not do this we will find ourselves getting very frustrated and wasting time through stopping and starting.

As managers committed to collaborative team work we need to be able to talk to our team about our need for ‘closed door’ time. I also know from my work with such teams that when the manager does talk about it, the staff are fully supportive. In a collaborative team everyone should have a good understanding of other team member’s KWA’s and PE’s, including the manager’s. This cuts down that tendency you see in some teams where there is an undercurrent of the ‘what the hell does the manager do all day anyway’ attitude. The staff should know what your job entails so they don’t think you have gone shopping!

These closed door times need to be put in your diary on a monthly basis if not earlier. If we don’t do this, time blocks will get taken up with a bit of this and a bit of that, leaving no blocks of time big enough to tackle bigger issues. If it is possible to create such a routine it can be good to have these blocks carved out on a regular time each week. Then everyone in the team gets used to you not being available at those times.

In some of the teams I have worked with the team has decided on fun notices to put on their doors; ‘I’m in but I’m out’, don’t disturb me unless the place is on fire’, kind of messages.

Finding a ‘place to hide’

Working at home has become a popular way of dealing with the need for quiet uninterrupted time. If this is possible and works for you it seems like a good idea. Some people however, report that this doesn’t work for them as they get interrupted or distracted at home or just simply don’t want to take work home.
Quite a few managers I have worked with have had to find a place at work to ‘hide away’ while they are working on things that require a substantial period of concentration. I wish more organisations took this need into consideration when designing spaces. It would be good to have quiet spaces with the appropriate technology which could be booked for the purpose of taking time to work away from your usual office or desk.

**Interruption consciousness**
A lot of time actually gets wasted in teams with an interrupting culture. In many teams everyone interrupts everyone any time at all! It is especially common in teams that work in either open plans or in close proximity. People just take it for granted and although it is frustrating they get used to starting tasks, getting interrupted, losing the thread of what they were doing and having to start again or take time to pick it up.

Given that we are talking here about time management, I think this is worth addressing in your team. If it is part of the team culture you may never have thought about the time it actually takes up. In fact it could be seen as part of the open friendly nature of your team.

I am not saying that we should not be able to interrupt each other at all or work together in total silence! However, with greater consciousness we can think before we interrupt. We can ask ourselves if we really need to ask that question now, does the person seem busy, can I save it up and then make some time to talk about a few issues at a more appropriate time, is it really a staff meeting issue?

If you as the manager find that people interrupt you a lot this is a worthy topic to discuss. Other people will most likely be experiencing interruption too. You can decide as a team what to do about it.

We find that having regular supervision time with people can really cut down on the amount of time taken up as a manager with the classic ‘corridor questions’. I am sure you have had experience with these when people see you walking down the corridor and grab you as you pass by, “oh I just wanted to ask you….”

It takes some time but people can get used to saving issues until their supervision time. With greater consciousness we can learn to distinguish between questions or issues that require our manager’s time now, those that can wait and those we can actually work out ourselves. Managers who have done our supervision training report that they see significant changes after six months of regular supervision. They are quite clear by then that good supervision actually saves them time whereas at the beginning they wondered where they were going to get the supervision time from.
Peer Support
An essential part of being a good manager is having some form of ongoing support. Try finding a few people you know, who are managers (your triad perhaps!). Meeting regularly with a small support group is a very good way to help take care of yourself.

Coaching/Supervision
It can be very helpful to have someone to see on a regular basis.

It is nice to know that you have someone there just for you. It can give us another structured time for reflection on our practice. It is important that this person is someone you trust and who shares values similar to yours. Someone you are comfortable with who can walk beside you and help deepen your own reflections and facilitate a learning process for you. It is useful to discuss clearly what your expectations of the relationship are, and to develop a contract between you about how you will work together.

Standing by our Knowledge and Skills as Collaborative Managers
As managers, we are consistently using facilitation techniques to help us manage our workplace relationships. Facilitation is a strange profession in some ways. There is still a myth around that says anyone can do it. The skills of facilitation and collaborative management therefore remain somewhat undervalued, and misunderstood. However, as you will no doubt realise now, they involve a complex set of skills. Almost all our students remark, along the way they had no idea it was so complex and that there is so much more to learn.

Enjoy the journey!
Assessment – Unit 11

11.1 Learning Goals

Complete a thorough description of your individual learning goals for the duration of the course. Under each management aspect note what you feel you are currently good at and what is not so good. Use this exercise to determine what are your learning goals?

Upon completion of the course, finish each management element with a progress report on each of your learning goals.

Things to consider;
- Personal development, career objectives, action plan
- Developing of new skills
*Due: Set up 24/10/16
*Completion 16/10/17*

11.2 Develop a work/time management plan to assist you in your role.

Things to consider;
- Key work areas and performance expectations
- Work-life balance, personal health and stress factors
*Due: 10/07/17*

11.3 Written piece on the importance of establishing relationships with both internal and external networks in your work practices.

Things to consider;
- The identification and establishment of relationships with networks that are important to your professional learning and development needs
- How they support identifiable outcomes for your team and the organisation
*Due: 14/08/17*

11.4 Written piece looking at how systems, policies and procedures can support the development of effective work relationships.

Things to consider;
- Interpersonal styles
- Communication
- Consultation
- Culture/Diversity
- Networking
- Decision Making
- Conflict resolution
*Due: 11/09/17*