



London Leadership Academy

MINI LEADERSHIP TOOLKIT

BUILDING CAPACITY & CAPABILITY
ACROSS THE NHS



Overview

The Leadership Toolkit is a 'just-in time' people management resource for leaders - a repository of practical tools and resources designed for busy people who need support that they can just take and use...

- Without spending too much time searching for what they need.
- Without reading extensive 'How to...' instructions before they start.
- With pointers to when and how they will find the tools and resources useful.

In addition to acting as a resource for leaders, there are many ways that the toolkit can be used by an individual for their personal development. Users can work systematically through the three topic areas of the toolkit to increase their skills and knowledge: **Managing Self**, **Leading and Managing Others**, and **Leading Teams and Change**. Organisations can also use the toolkit to develop local training workshops around each leadership area.

The Leadership Toolkit draws on each dimension of the Healthcare Leadership Model (HLM) and identifies the leadership dimension that it supports. Individuals can use the tools and resources in each topic to assess their competencies and to improve those they identify as needing development.

This Mini Toolkit is a portable, miniature version which you can use as prompt cards or to share useful tools with others. Each topic area comes with an overview, suggested tasks and useful tools to help guide you. You can use the full, interactive version of the Leadership Toolkit on our website here: www.londonleadershipacademy.nhs.uk/leadershiptoolkit

In order to support the development of NHS leaders, London Leadership Academy offers 360 Degrees Feedback Sessions with qualified facilitators that draw on the HLM and Leadership Toolkit principles.

Email londonleadershipacademy@ncel.hee.nhs.uk for further information or support.

Designed and developed for the London Leadership Academy by Heather Schoenheimer Consulting, in collaboration with the Royal Free London Foundation Trust OD Department

1. Self-awareness and Wellbeing

Good leadership starts with self-awareness and self-confidence - having an honest understanding of your own emotions, strengths, weaknesses, needs and drives, and recognising how your feelings affect you and others, and your job performance. Looking after your own wellbeing is another important part of being a good leader.

Match the tool to the task

- Learn important things about yourself, as well as improve communication and trust with others, with the **Johari window tool**.
- In life there are things we cannot control, use **What's in my control?** to help you focus on areas you can influence and expand your circle of control.
- Emotional intelligence is a critical ingredient in leadership – it distinguishes outstanding leaders and can be linked to strong performance. Use the **Emotional intelligence questionnaire** to understand your emotional intelligence.
- Build your **Well-being@work plan** to help you feel good and function well.

Further reading

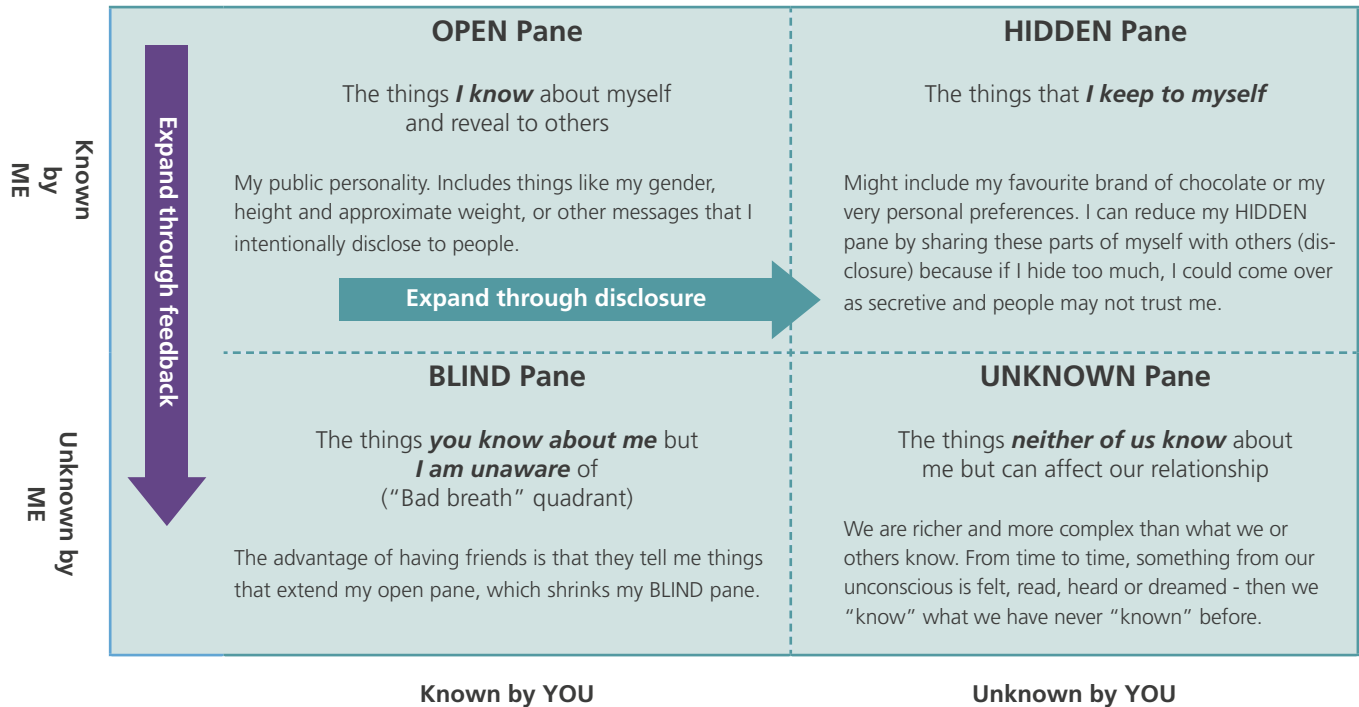
- Emotional Intelligence, Daniel Goleman (2006)
- Learned Optimism: How to Change Your Mind and Your Life, Martin E. P. Seligman (2011)

Hints and tips for conversations

- Be honest. Know what you are good at and what you still need to learn. With an accurate assessment of your abilities you can tell the difference between self-doubt and lack of skill.
- Practice. If there is a job or task that you are worried about, practice doing it. Preparation builds both skill and confidence.
- Embrace new opportunities. Playing to your strengths is smart, but not if it means you don't try new things. Conquer fresh challenges to remind yourself what you are capable of.

MANAGING SELF

Useful Tool –Johari Window



Useful Tool – Circle of Concern

In life, many individuals waste time attempting to change things that are not in their sphere of influence.

Clearly there are extremes like the weather, the direction of the wind or the incoming tide that we cannot influence - though some have tried. The trick is being very clear what you can and cannot control or influence.

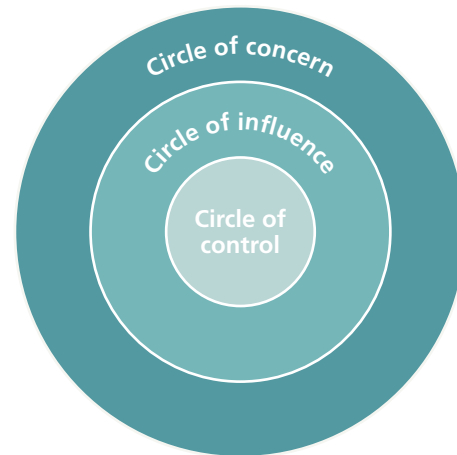
Think in terms of concentric circles

- The circle of concern comprises all matters that you care about.
- The circle of influence includes all things that you have direct influence over.
- Within your circle of influence is a further subset of all the things that you have direct and full control of - this is your circle of control.

The circle of influence is rather like a muscle. It can expand and enlarge with exercise and wither away with lack of use.

When people focus effort on the things they can influence, for example their self-awareness or their relationships with colleagues, they expand their knowledge and experience, and so their circle of influence increases.

However when people focus on the things they cannot control, like a decision to be made at Board level or the response of a person at work, they have less time and energy to spend on things they can influence. Consequently **their circle of influence becomes smaller**.



MANAGING SELF

Useful Tool – Emotional Intelligence Questionnaire

#	How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies		Circle the number that shows how strongly the statement applies				
1	I usually recognise when I am stressed	1	2	3	4	5
2	I can 'reframe' bad situations quickly	1	2	3	4	5
3	I am able to always motive myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritise important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathising with someone else's problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5

Interpret your results and act accordingly:

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest
10-17	Make this area a development priority.

2. Communication and Listening

Communication is central to all our interactions with people. Good communication with your team can improve relationships, increase productivity and help achieve Trust and your objectives. Real communication happens when there is shared understanding - listening is an essential part of communication.

Match the tool to the task

- Use the **Presentation planning** tool to prepare a presentation or to prepare to address a group when it is important to get the response you want.
- Take a look at the **Email guide** for ideas to improve your email usage and that of your team.
- When you have an important message about business changes, use the **Planning to share an update or change** tool to help you plan what you will say and how best to say it.
- If you decide on a face-to-face meeting, use the **Conversation guide** resource to prepare for the conversation.
- Use the **Practise your listening skills** resource to understand and improve the way you listen to others.

Further Reading

- Face-to-face Communications for Clarity and Impact, Harvard Business School Press Staff (2004).
- Presenting to Win: The Art of Telling Your Story, Jerry Weissman (2006).

Hints and tips for conversations

- Be aware that people can react differently to the same words - always check for shared understanding.
- Ask questions to understand what others mean.
- Look out for words that are emphasised - this indicates what is really important to the person.
- Consider whether your body language is helping or getting in the way of a good conversation.
- Follow through on what you say.
- Communicate a little at a time. Don't overload people with information.
- Check that your staff members understand the messages you are sharing.

MANAGING SELF

Useful Tool – Practice Your Listening Skills

Listening level	What this involves	Achieved? Y/N		Questions you can use to keep on track
1. Listening to disagree	Listening to disagree is based on the needs of the listener to be heard and valued. Listening at this level is highly selective and it involves identifying words, phrases and ideas that can be seized upon and used against the other person.			<ul style="list-style-type: none"> On whose behalf am I listening? What parallel process is happening for me, which I need to “park”?
2. Listening to respond or record	Listening to respond or record includes framing a question. On the surface, listening to respond or record seems to be very helpful. However, it diverts attention to our own thoughts, experiences and stored memories.			<ul style="list-style-type: none"> Finding a helpful question or suggestion may seem appropriate, but what often happens is that the speaker’s thinking progresses as they talk, making our intended intervention obsolete before it is voiced.
3. Listening to understand	Listening to understand draws the focus to the speaker’s intent (what are they trying to say and why?) and meaning (what overt and hidden implications are there?). This level of listening requires more experience and confidence in the listener.			<ul style="list-style-type: none"> What is the person trying to say? What are they trying not to say? Are my own experiences and associations helping or hindering me in interpreting what they are saying? What is the logic of what is being said? What emotions are involved here? What meaning is emerging for me and for the speaker?

MANAGING SELF

Listening level	What this involves	Achieved? Y/N		Questions you can use to keep on track
4. Listening to help someone understand	Listening to help someone understand goes a step further in shifting our attention from ourselves to the speaker. This level of listening helps another person become more aware of their own thinking processes; the meaning that they attach to words, phrases, concepts and symbols; the emotional currents colouring their perceptions and behaviours; and the interplay between all of these.			<ul style="list-style-type: none"> • How aware is the speaker of what is happening within them and around them? • What would help them improve the quality of their thinking and feeling? • What do I need to avoid in order not to interrupt their growing awareness?
5. Listening without intent	Listening without intent enables someone to have the conversation they need or want to have with themselves, with the minimum intervention by the listeners. This is not easy! Especially when it means letting go even of the need to think about the next question, which can be a huge distraction for a listener. Be confident that, when an appropriate question is needed, it will emerge of its own accord. If no question does emerge when the speaker stops, then a period of silence and reflection usually helps to allow the process to continue.			<ul style="list-style-type: none"> • What will help me achieve stillness without turning to my own thoughts? • Am I attending with all my senses? • Can I help just by being here?

MANAGING SELF

Useful Tool – Presentation Planning

1. Think through and jot down the basic drivers for the presentation.

- What you are talking about (Topic); who requested the presentation (if requested).
- How much time you have for your session (Duration)
- What you want to achieve (Your objective/the purpose of the presentation).

2. Organise your thoughts about the topic.

- Identify the key messages that you want your audience to associate with the topic.
- Assess how these messages will be received by your audience.
- Think of the facts that will make the message credible to your audience.

3. Develop the presentation from the notes you have made.

Tips for turning your notes into slides

- Use the slide header for the message and the dot points for the facts.
- Choose the most persuasive facts. Don't try to list everything - an immediate audience turn off.
- Make graphics and photos count. Use them to support the message itself. Perhaps to demonstrate a fact or present information visually rather than through words.



Useful Tool – Conversation Guide

Although discussions are based on words, the way you communicate also plays an important part in how the message is received.

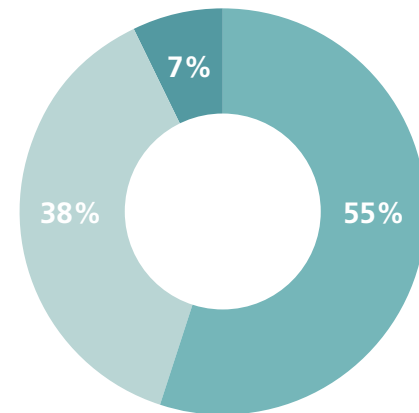
Non-verbal communication

- Consider your eye contact, body language, facial expressions and hand gestures.
- Recognise different types of listeners and communication preferences.
- Consider the body language of the person you are talking with and what it is implying about how they feel.

UCLA professor, Albert Mehrabian, emphasised the importance of non-verbal communication when he proposed his 7% - 38% - 55% rule of communication.

Be careful not to...

- Interrupt - listen to the other person and then make your points.
- Let your emotions control your listening - if necessary postpone the discussion.
- Selectively listen - make sure you listen to the whole message.
- Dominate - avoid showing anger or impatience. If differences arise, discuss them calmly and logically.



7% of communication is Verbal
55% is Non-verbal
38% is achieved by the tone of your voice

3. Influencing, Collaboration and Networking

Leaders constantly have to **influence others** and all effective influencers cultivate **collaboration**. Effective influencers work to form **productive relationships** that enable all involved to reach mutually beneficial goals and solutions, and in today's organisations, productive relationships are increasingly built through **networking**. To persuade others to accept your ideas or point of view, you need to present a clear case that matches their need, and resolves any problems and conflicts that may arise.

Match the tool to the task

- Effective influencers build a clear case for persuasion. Use **SPIN approach to influencing** to prepare your own persuasion case.
- Collaboration is improved by having a shared understanding of objectives. Use **Setting team purpose** to clarify what the group is expected to accomplish, how progress will be measured and what problems they may need to address.
- Collaboration also requires we accept and proactively manage conflict. Use **Analyse how you resolve conflict** to understand your preferred conflict management style and learn when to use different styles.
- Use **Suspending assumptions - Ladder of inference** to work out how to avoid making assumptions or 'jumping to conclusions' that can lead to conflict.
- Build your personal influence plan with **Build your networking plan**.
- In life there are things we cannot control, use **What's in my control?** to help you focus on areas you can influence and expand your circle of control..
- Use the **Develop a clear change message** or **Develop an elevator speech** tool to form a clear message about what you do or want to do, so you can easily share it with others.
- We all come across difficult people from time to time and often have to deal with their negative behaviour. Use the **Dealing with difficult people** resource to plan strategies to turn negative behaviour around.

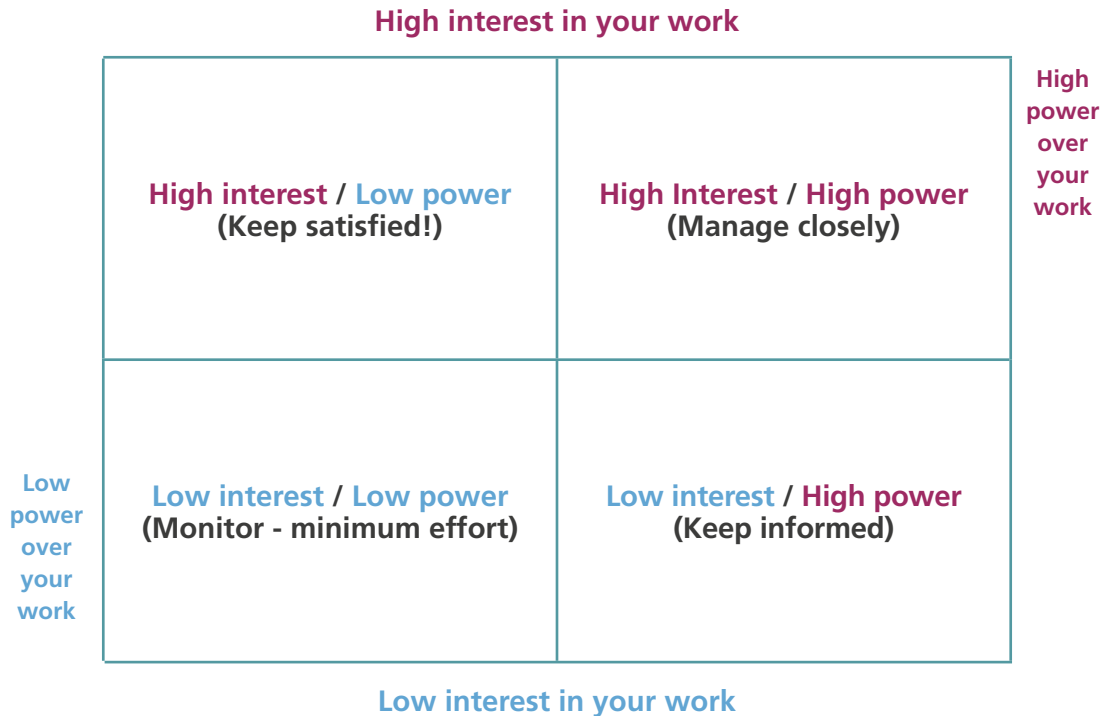
Further Reading

- Influence without Authority, Allan R. Cohen and David L. Bradford (2005).
- The Power of Persuasion: How we're bought and sold, Robert V. Levine (2006).

Hints and tips for conversations

- **Identify** the interests and concerns of those you wish to influence.
- **Be aware** of other people's responses to your communications.
- **Don't miss** the clues that tell you that your approach is not working.
- **Don't continue** with a suggestion regardless of the affect it is having on others.

Useful Tool – Networking Plan



MANAGING SELF

Useful Tool – SPIN Approach

Keeping the person you want to influence in mind, use SPIN to plan questions you will want to ask them.

Use...	To...
S ituation questions	<ul style="list-style-type: none"> • Collect the facts • Gather information • Obtain background data about the current situation the other person is in
P roblem questions	<ul style="list-style-type: none"> • Probe for their problems • Establish the difficulties they are experiencing • Identify any areas where they are currently dissatisfied • Invite the other person to state their implied needs
I dentify	<ul style="list-style-type: none"> • Establish the effects of the problems • Determine the consequences • Identify any implications of these problems
N eed-pay off questions	<ul style="list-style-type: none"> • Determine the value or usefulness of a proposed solution • Create a problem solving atmosphere • Keep the person focused on their business and how it should be helped by the solution rather than on the technical details.

MANAGING SELF

Useful Tool – Resolve Conflict

#	Situation	The way you typically respond	✓
1	When I am in an angry discussion, I prefer to...	talk face-to-face.	
		find out what the other person wants.	
		wait until tempers cool.	
		explore various alternatives to resolve the issue.	
2	When someone on the team is hostile toward me, I tend to...	stay away from that person.	
		seek an open exchange to clear the air.	
		confront the individual about their attitude.	
		listen to the other person's concerns.	
3	When I observe others in the midst of a conflict, I usually...	attempt to help if I can.	
		leave as quickly as possible.	
		become involved and take a position.	
		observe what's going on and see what happens.	
4	When someone puts personal needs ahead of what's best for the team, I am apt to...	tell them what I think about their behavior.	
		try to understand why they feel a need to do this.	
		seek the other person's help in finding a solution.	
		let others on the team take responsibility for solving the problem.	
5	When I am involved in an interpersonal dispute, I like to...	stress the things we agree on and minimize our differences.	
		reduce tension by not discussing areas of disagreement.	
		encourage both of us to get our issues and concerns out immediately.	
		dismiss it when it impacts my ability to do my job effectively.	

MANAGING SELF

Useful Tool – Identify Quick Wins

Short name	Objective	Significance	Credibility	Test team capability and capacity		Project potential
To use when referring to the quick win project.	Write a clear objective for the early win. Remember! Your team must see the project as a <i>TEAM early win</i> .	Must be either <i>urgent</i> or <i>important</i> !	Identify key stakeholders with whom this win <i>MUST build credibility</i> .	Does your team have the skills & experience required? (Y/N)	Can your team achieve this win within your first 90 days? (Y/N)	Include in 30-60-90-day plan? (Y/N)

1. Empowering Others

When you are trying to get things done through others, you can increase your chances of success through the following simple steps:

- Provide clarity on why the work needs to be done, what you expect from them and when you expect it to be done by.
- Make sure they have the skills and resources to achieve the required outcomes.
- Give them support and feedback.

Match the tool to the task

- Being clear what you require is an important part of delegating well. Use **Delegating a task** to help you prepare thoroughly.
- Use the **Skill/will matrix** to guide you in choosing the correct management interaction to help not hinder a good outcome.
- Prepare for giving effective feedback. Use the **AIID feedback tool**.
- Use **Motivating for engagement** to understand what you can do to build engagement and motivate your staff members.

Further Reading

- The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results, Kenneth Blanchard & John P. Carlos (2001).
- Putting The One Minute Manager to Work, Kenneth Blanchard & Spencer Johnson (2006).

Hints and tips for conversations

- Be clear in your request. Don't be so 'nice' that you fail to get your requirements across.
- Once you delegate something, don't be tempted to micromanage the process. Agree on the expected outcomes and just let go, providing support where required.
- Beware of reverse delegation. Don't automatically solve problems or make decisions for hesitant employees. Focus on generating alternative solutions together, making sure the staff member maintains responsibility for executing.
- After the task is completed and you have given your feedback to your employee, ask for their opinion on how the delegation worked for them.
- Use a face to face meeting when you delegate and always give sufficient authority and resources to get the job done.

LEADING AND MANAGING OTHERS

Useful Tool – AIID Feedback

A ctions <i>List examples of the positive or negative actions or behaviours you want to discuss.</i>	I mpact <i>List the specific impacts of the actions.</i>	I nput <i>List questions to draw out their opinion about the observations you have made.</i>	D esired outcome <i>Identify the outcomes - the results and behavioural changes you want to see.</i>
Your preparation			
When you said..., I noticed that you... When you [did]..., What I heard you say was...	Describe impacts on other team members, on project outcomes, on customers, on stakeholders.	What do you think about the comments I have made?	Ask for their suggestions regarding changes to actions or behaviours. Include what you would like to see going forward.
Discussion note			
Ask them to describe what happened in their own words. Who was involved? What was said?	Seek their assessment of the impact of their behaviour or actions.	Obtain their feedback on the significance of the behaviours and impacts discussed.	Document the agreed plan.

2. Performance and Capability

Leaders get things done through people. To do this well they must manage and improve the performance of their people. This involves:

- Defining expectations in terms of objectives and behaviours
- Monitoring and providing feedback through the year, and
- Reviewing performance formally at the annual appraisal

Ongoing feedback should ensure that there are no surprises during performance appraisals. However where an individual's performance is clearly 'unacceptable', the manager and staff member will need to follow the Trust's Capability Management policy or Disciplinary policy and procedure, with the manager making sure the staff member has the necessary support and/or training to meet the job requirements.

Match the tool to the task

- Use the **SMART goals** resource to help you set your own objectives or work with your staff in setting theirs.
- Providing feedback on how your staff member has performed is an important part of appraisal and capability discussions. Use the **AIID feedback tool** to prepare well for these conversations.
- Use the **5 Whys tool** to try to get below what appears to be an obvious problem (the symptom) and to explore what might be the cause. Dealing with the cause, rather than the symptom, will have longer lasting benefits.
- When you are trying to understand how to get the best out of a staff member, use the **Skill/will matrix** to help you.
- When you know that a member of your team is under performing, use the **GROW coaching tool** to coach them and help them achieve their best.

Further Reading

- Giving and Receiving Performance Feedback, Peter R Garber (2004).
- Crucial conversations, Kerry Petterson, Joseph Grenny (2011).
- Discipline Without Punishment: The Proven Strategy that Turns Problem Employees Into Superior Performance, Dick Grote (2006).

Hints and tips for conversations

- Set expectations.
- Outcomes are what you achieve and behaviours are how you achieve them. Both are important.
- Ongoing feedback - feedback happens on a daily basis not just at appraisal time.
- Set fair and achievable expectations that are consistent with the role.
- Use informed judgment to assess performance on a factual basis with data gathered over the year.
- Reduce subjectivity. Try to incorporate several viewpoints. Ask peers, direct reports, and more senior managers for input.

LEADING AND MANAGING OTHERS

<p>Goal</p> <p>Help your team member decide where they are going - their goal.</p>	<p>Agree...</p> <ul style="list-style-type: none"> • the topic for discussion • the specific objectives • the SMART goals 	<p>Record agreed goals - ensure that they are clear, measurable and motivating.</p>
<p>Reality</p> <p>Establish where they currently are - their current reality.</p>	<p>Explore...</p> <ul style="list-style-type: none"> • Determine the 'real' current issue • Invite self assessment • Offer specific examples • Focus on the real and relevant issues • Avoid or check assumptions • Disregard irrelevant history 	<p>Briefly describe the consensus you reach or the differences you have.</p>
<p>Options</p> <p>Explore various ways to achieve the goal - the options they have.</p>	<p>Progress...</p> <ul style="list-style-type: none"> • Brainstorm options but offer suggestions, carefully • Identify any obstacles and blind spots • Develop new perspectives - visualise what the 'new world' will look like after implementing the options • Ensure options are decided on and owned 	<p>Record what you decide - the options, their ownership and potential obstacles.</p>
<p>Will</p> <p>Ensure your team member is committed to achieving their goal.</p>	<p>Plan actions...</p> <ul style="list-style-type: none"> • Identify specific steps • Agree and establish support mechanisms • Identify any obstacles and make alternate plans • Set activity completion times - make steps specific and agree timing • Commit to action - arrange follow up session and develop a coaching action plan 	<p>Briefly record the core aspects of your coaching action plan - transfer to plan.</p>

Useful Tool – 5 Whys

List the situations, actions, behaviours or events that contribute to the problem

1. Start with the visible indicator of the problem, that is, the symptom. Ask “why is such and such taking place?” Write the several reasons that are proposed on your wall chart/board.
2. Take one of the suggested reasons as your starting point for a series of “why” questions, asking “Why did this happen, what could the cause be?”
3. If your next answer isn’t the root cause, ask again “what could the cause be?”
4. Keep asking “why” until you feel confident you have uncovered the root cause of the starting point you selected.
5. Although this tool is called 5 Whys, you may find that you will need to ask the question fewer or more times than 5, before you find the real issue related to a the symptom you selected.

3. Developing Others

The NHS supports and encourages the personal and professional development of its staff. Learning and development is a shared responsibility of individuals and managers. Development is based on the 70/20/10 learning and development model where:

- 70% of learning and development takes place in real-life and on-the-job experiences
- 20% is from ongoing feedback, coaching and from working with role models, and
- 10% occurs in formal off the job training

Match the tool to the task

- Use the **AIID feedback** tool to prepare for both confirming and developmental feedback conversations.
- The **GROW coaching tool** can be used to help expand development conversations to ones that helps staff set and achieve development goals.
- Use the **Build your development plan tool** to understand strengths and development needs and in turn, determine the development required for staff members.
- Consolidate the development plans of your staff with the **Learning needs analysis** spreadsheet.
- Use the **Learning styles questionnaire** to help your staff member determine their preferred learning style(s) so that you and they are in a better position to select learning experiences that suit their style.
- Help your staff members explore their career preferences using **Understanding career anchors**.

Further Reading

- Coaching for Performance: Growing People, Performance and Purpose, John Whitmore (2002).
- The 7Cs of coaching, Mick Cope (2007).

Hints and tips for conversations

- **Ongoing and timely feedback** is helpful. Feedback can be formal or informal as required.
- **High performers need feedback** as much as poor performers.
- **Interim reviews are important times to recap** ongoing conversations, to review performance holistically and to plan relevant actions.
- **Train and develop by example**. Give people the opportunity to learn from the way you do things.
- **Allow for the learning curve**. Don't expect too much but do require learners to improve at a pace that suits their natural aptitude. However do not excuse those that are clearly not trying.

LEADING AND MANAGING OTHERS

Useful Tool – Learning Needs Analysis

5	Assess each statement - Do you mainly agree or disagree.	Is this YOU?
Tick [✓] for 'mainly agree', leave blank for 'mainly disagree'. There are no right or wrong answers!		✓ or blank
1	I have strong beliefs about what is right and wrong, good and bad.	
2	I often act without considering the possible consequences.	
3	I tend to solve problems by using a step-by-step approach.	
4	I believe that formal procedures and policies restrict people.	
5	I have a reputation for saying what I think, simply and directly.	
6	I often find that actions based on feelings are as sound as those based on careful thought and analysis.	
7	I like the sort of work where I have time for thorough preparation and implementation.	
8	I regularly question people about their basic assumptions.	
9	What matters most is whether something works in practice.	
10	I actively seek out new experiences.	

LEADING AND MANAGING OTHERS

Useful Tool – Career Anchors

Read each description and then score its importance for YOU and its relation to your current role

Schein Career Anchor	People to whom this applies as a career anchor	How IMPORTANT is this anchor to YOU? Score 1-6	How WELL is it reflected in your CURRENT role? Score 1-6 (not important – vital)
Technical/ functional competence	This kind of person likes being good at something and will work to become a guru or expert. They like to be challenged and then use their skills to meet the challenge, doing the job properly and better than almost anyone else.		
Managerial competence	These people want to be managers. They thrive on responsibility. They like problem-solving and dealing with other people. To be successful, they want to be able demonstrate their emotional competence to deal with higher levels of responsibility.		
Autonomy/ independence	These people have a primary need to work under their own rules and 'steam'. They avoid standards and prefer to work alone.		
Security/ stability	These people seek stability and continuity as a primary factor of their lives. They avoid risk and generally their main concern is to achieve a sense of having stabilised their career.		
Entrepreneurial creativity	These people like to invent things, be creative and most of all to run their own businesses. They differ from those who seek autonomy in that they will share the workload. They find ownership very important. They get easily bored. Wealth, for them, is a sign of success.		

LEADING AND MANAGING OTHERS

Useful Tool – Career Anchors (Cont)

Read each description and then score its importance for YOU and its relation to your current role

Schein Career Anchor	People to whom this applies as a career anchor	How IMPORTANT is this anchor to YOU? Score 1-6	How WELL is it reflected in your CURRENT role? Score 1-6 (not important – vital)
Service dedication to a cause	Service-orientated people are driven more by how they can help other people than by using their talents. They may work in public services or in areas such as human resources.		
Pure challenge	People driven by challenge seek constant stimulation and difficult problems that they can tackle. Such people will change jobs when the current one gets boring, and their career can be varied.		
Lifestyle	Those who are focused first on lifestyle look at their whole pattern of living. Rather than balance work and life, they are more likely to integrate the two. They may even take long periods of time off work in which to indulge in passions such as travelling.		

4. Difficult Conversations

As a leader you often need to deliver unwelcome or unexpected messages. While this is never easy, understanding how to deliver these messages will help you maintain a positive and productive relationship with the person impacted. Preparing for these conversations is central to achieving positive outcomes.

Match the tool to the task

- Take time to prepare for difficult conversations. Use the **Difficult conversation planner** to clarify your approach in advance of the meeting.
- People often respond emotionally to difficult messages. See **Stages of change** for ways to help people reach the point where they can take positive action.
- The importance of feedback cannot be overstated. We all need feedback to understand what we are doing well and what we need to do differently. Use the **AIID Feedback** tool to prepare for these important conversations.
- We all come across difficult people from time to time and often have to deal with their negative behaviour. Use the people resource to plan strategies to turn negative behaviour around.
- Use **Suspending assumptions - Ladder of inference** to work out how to avoid making assumptions or 'jumping to conclusions' that can lead to conflict.

Further Reading

- Crucial conversations, Kerry Petterson, Joseph Grenny (2011).

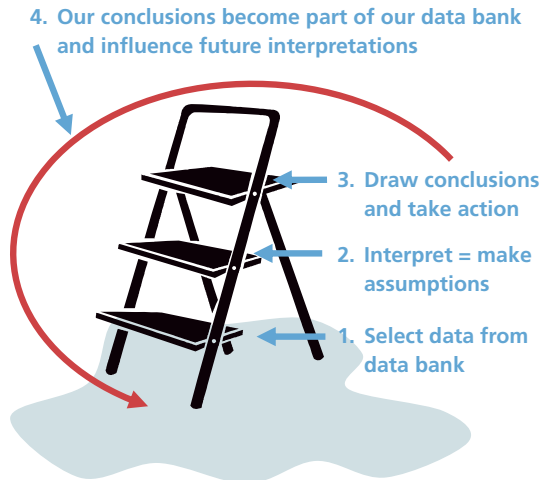
Hints and tips for conversations

- A successful outcome will depend on two things: **how you are prepared and what you say**. They are connected.
- **Choose time and place carefully.**
 - » **Acknowledge emotional energy** - yours and theirs - and direct it towards a useful purpose. Don't ignore it.
- **Be clear about your purpose**, know and return to your purpose at difficult moments.
- **Don't assume** they can see things from your point of view.
- **Practise the conversation** - at least in your head - and visualise a successful outcome.

Suspending assumptions - Ladder of inference

Leadership Dimensions	Inspiring shared purpos	Leading with care
Engaging the team	Holding to account	Connecting our service

The **Ladder of inference** is a model that was first developed by organisational psychologist Chris Argyris in 1992 and later used by Peter Senge in his book, *The Fifth Discipline Fieldbook*. The ladder depicts the unconscious thinking process that we all go through to get from facts to a decision for action. It attempts to explain how we tend to behave or “jump to conclusions” when faced with a “situation”.



1. We **select** 'facts' (although not necessarily consciously) from our **data bank** of experience, facts, beliefs and values.
2. Once we have selected data, we begin to **add meaning to it**. We **interpret**, that is, **make assumptions** about what we see, hear, read, feel and we impose our own interpretations on the data.
3. Then **draw our conclusions** from it. We lose sight of how we do this because **we do not think about our thinking**. The conclusions feel so obvious to us that we see no need to retrace the steps we took from the data we selected to the conclusions we reached.
4. Our conclusions become part of our data bank - whether 'true' or distorted, **they will influence future thinking**.

Useful Tool – Stages of Change

Resistance

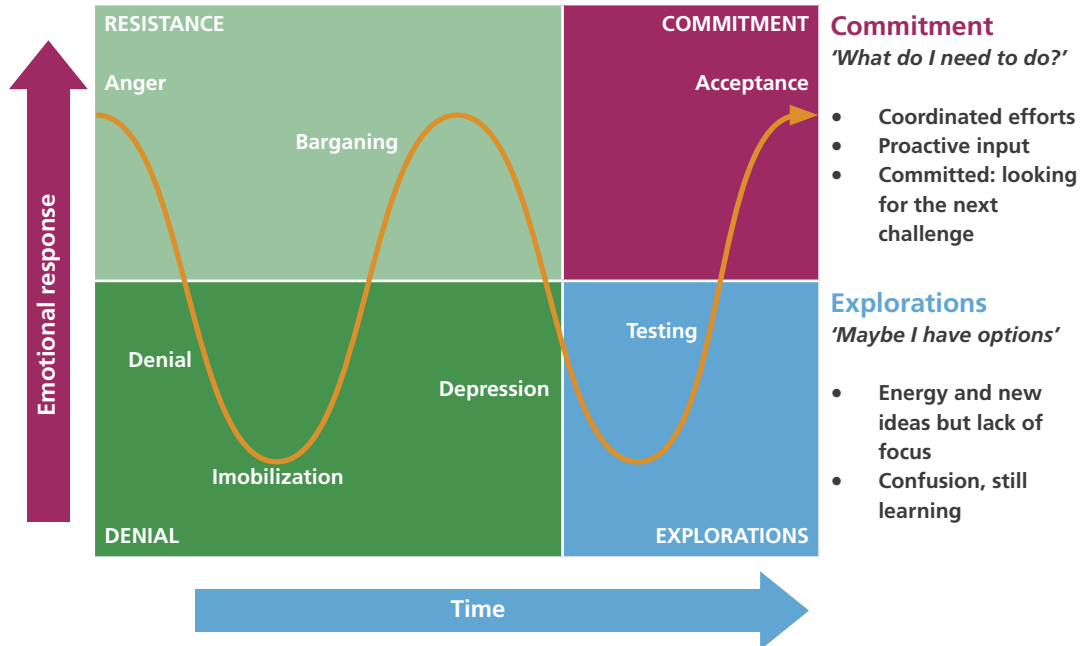
'They can't do this'

- Anger and blame
- Anxiety and depression
- Active obstruction

Denial

'It won't happen'

- Withdrawal
- "Business as usual"
- Focus on past
- Activity without result



5. Recognition and Motivating Others

Conversations help build the important relationships between individuals and their managers and the Trust. These relationships help build engagement. All conversations, relationships and engagement are built on trust.

Motivation, the extent to which people look forward to going to work, and are enthusiastic about and absorbed in their jobs, is an important part of engaging your team. Recognition is one of the most powerful motivators. People need to know not only that they have achieved their objectives or carried out their work but also that their achievements are appreciated and valued. Preparing for these conversations is central to achieving positive outcomes.

Match the tool to the task

- Use **Motivating for engagement** to understand what you can do to build engagement and motivate your staff members.
- When you want to recognise an individual or a team for doing something special, look for good ideas in the **Recognise today** resource, then use the **Recognise your team members** tool to guide your choice and ensure your action contributes to team motivation.
- If you plan to recognise your team or a team member by writing about their achievement with a newsletter or general email, use the **Writing to recognise and motivate** tool to help you organise your thoughts and compose your communication.
- When you want to praise someone for good work, be specific about your feedback and use the **AIID feedback** tool to gain maximum impact.
- When you want to recognise someone for ongoing excellence, nominate them for an award.

Further Reading

- Motivating others, Jeff Pfyffer (2012).

Hints and tips for conversations

- **Ensure the team meets regularly** and discusses how to improve its effectiveness.
- **Create meaningful roles.** Don't be a stickler for job descriptions. Help your employees find what they like to do best and create roles that allow them to contribute to the bigger picture.
- **Give feedback.** Tell your people regularly how they're doing. Avoid generic feedback by being honest and thoughtful.
- **Offer professional development.** Ask your people where they want to be in five years and be sure you are helping them get there.
- **Say "thank you".** Express your gratitude by thanking them regularly for their contributions.

LEADING AND MANAGING OTHERS

Useful Tool – Writing to Recognise

Achievement	Who contributed	What did they actually do?	Looking back...	Looking forward...	Seq#
Describe briefly	List the individuals / group to acknowledge	Jot down actual actions and decisions	How significant has achieving this goal been for the team / unit / Trust?	Set the vision for the next phase. How will you build on this achievement?	Set order

Think about how you communicate:

- Be 'inclusive'. Reach out to everyone to whom the communication is addressed.
- Show that you plan to speak positively about what has been achieved.
- Acknowledge the interdependencies and people that help deliver success.

6. Supporting Wellness

Leaders have a huge influence on employee health and well-being, affecting employee wellbeing at a number of levels. Your behaviour directly influences how staff members feel about being at work either positively or negatively.

You are the principal interface between them and the organisation thereby influencing their behaviour by protecting them from excess pressure or other factors that may affect their well-being. You can also be helpful by identifying problems at an early stage and encouraging them to deal with these problems.

Match the tool to the task

- Challenge is healthy loses its beneficial effect if resulting pressure becomes excessive. Learn more about how to **recognise the signs of stressing** your staff.
- Use the **Skill/will matrix** to understand the best way to support your staff member and keep challenge at a healthy level.
- Review your own competencies in light of the competencies described in the **Stress at work framework** and determine what you can do to help minimise stress in your staff.
- Help your staff take control of their well-being by preparing a **Well-being@work plan**.
- Encourage individuals to use **What's in my control** to gain an understanding of those areas that they can and cannot influence and control.

Further Reading




- Fundamental principles of occupational health and safety, Benjamin O Alli and International Labour Office (2008).
- Infection control: a psychosocial approach to changing practice, Paul Elliott (2009).
- The stress pocketbook, Mary Richards and Phil Hailstone (2009).
- Overcoming secondary stress in medical and nursing practice: a guide to professional resilience and personal well-being, Robert J. Wicks (2005).
- How to survive in medicine: personally and professionally, Jenny Firth-Cozens (2013).

Hints and tips for conversations

- Watch out for these **signs of stress** in yourself and your staff members.
- **Working too hard.** When times are tough, we tend to double our efforts. Putting in very long days regularly will tire you out and render you ineffective.
- **Loss of self.** Stress can cause us to withdraw or do things out of character. If you're losing your personality or skipping things that used to be important to you, step back and evaluate your stress level.
- **Delusions of grandeur.** We all like to think we're important. However, it is unlikely that your job directly affects the fate of your entire Trust. Keep your role in perspective. Take a break when required.

LEADING AND MANAGING OTHERS

Useful Tool – Skill/Will Matrix

<p>High will</p> 	<p>Person with high will / low skill</p> <p>The enthusiastic beginner new to a particular role, project or task.</p>	<p>Person with high will / high skill</p> <p>The skilled worker who is looking for more opportunities to grow and develop.</p>
	<p>Management style = GUIDE</p> <ul style="list-style-type: none"> Invest time early on. Provide tools, training, guidance, coaching, feedback up-front, explaining and answering questions. Create an environment free of risks, obstacles and constraints to allow early mistakes and learning. Relax control as progress is shown. 	<p>Management style = DELEGATE</p> <ul style="list-style-type: none"> Promote freedom to do the job. Set objectives, not methods. Praise, don't ignore. Communicate trust and recognition. Encourage them to take responsibility and involve them in decision-making. Treat as a 'partner'. Take appropriate risks, include stretching tasks. Don't over-manage.
	<p>Person with low skill / low will</p> <p>The beginner to a role, project or task who is just starting out and is nervous or may have already tried and failed.</p>	<p>Person with low will / high skill</p> <p>The skilled experienced person who is in need of attention of some description and may be being affected by the challenge of change.</p>
	<p>Management style = DIRECT</p> <ul style="list-style-type: none"> First, build the will. Provide a clear briefing, identify motives and develop a vision of success. Then build the skill. Structure tasks for quick wins, coach, and train. Finally sustain the will; provide frequent feedback, praise and nurture. Throughout, supervise closely with tight control and clear rules and deadlines. 	<p>Management style = EXCITE</p> <ul style="list-style-type: none"> Identify reasons for the low will (such as task/management, style/personal factors). Develop intrinsic motivation, incentives, value alignment. Work on their confidence by developing a vision of how good they could be at completing the task. If the task is not critical to their mainstream role, demonstrated the positive benefits of improved performance to their 'core' activities. Monitor with feedback and praise.
<p>Low will</p> 	<p>Low skill</p>	<p>High skill</p> 

LEADING AND MANAGING OTHERS

Useful Tool – Wellbeing@Work

Your physical health		Your psychological health			
Are you looking after you yourself?	Y/N	Skills for health and work	Y/N	Life planning	Y/N
Are you doing some form of exercise on a regular basis?		Do you feel able to ask for and receive support at work from colleagues and managers?		Are you where you want to be?	
Are you eating healthily?		Do you feel confident that you can assert yourself where necessary to get the job done?		Does this job fit with where you would like to be in one year's time?	
Are you drinking a litre of water a day?		Do you know how to prevent conflict at work and deal with it when it happens?		Does this job fit with where you would like to be in five years time?	
Are you making sure you don't drink too much alcohol or smoke too much?		Do you feel that you know how to manage your time effectively?		Does this job fit with where you would like to be in ten years time?	
During long stretches at the computer, are you aware of your posture?		Do you know how to problem solve?			
During long stretches at the computer, are you stopping regularly and stretching?		Do you feel confident about negotiating for what you need to get your job done well and enjoyably?			
If your place of work have no window, do you get outside in the middle of the day 2-3 times a week?		Is self-critical thinking a problem for you at work?			
		Do you know how to plan ahead to balance busy times with rest and holidays?			
Read through your answers. List up to 3 things you would like to change this year.		Do you know how to plan ahead to balance busy times with rest and holidays?	How could they help? Be specific.		

1. Leading Teams

One of the most important tasks of a leader is to make the best use of the capacity of the team so that all its members will work together to deliver. This means clarifying the team's purpose and goals; ensuring that all staff work well together; building commitment and self-confidence; strengthening the team's collective skills and approach; removing externally imposed obstacles; and creating opportunities for staff members to develop skills and competencies.

Match the tool to the task

- Invest time and effort in developing your purpose statement. Use **Setting team purpose** to agree a purpose that works for your team as individuals and as a collective.
- Use the **Team effectiveness diagnostic** to assess the effectiveness of your team and identify team dimensions that need to be improved to increase effectiveness.
- With the **Team action plan**, develop an agreed set of actions that you and your staff can take to become a more effective team.
- What is a team? What is a group? Read **About teams** to find out more and help you make better decisions about your team.
- Use **Motivating for engagement** to understand what you can do to build engagement and motivate your staff members.

Further Reading

- First Among Equals: How to manage a Group of Professionals, Patrick J McKenna & David H Maister (2005).

Hints and tips for conversations

- **Roles and responsibilities.** Every staff member needs to know their tasks and how their work will contribute to the overall goals.
- **Work processes.** You don't need a notebook full of procedures, but agree on how to carry out the basics, such as decision-making or communicating.
- **Look for ideas everywhere.** Don't assume you know where all the new and creative ideas will come from. Involve people on projects not because of their titles, but based on their ability to contribute.
- **Encourage openness.** Create a safe environment where your people know they can - and should - think, act, and speak with reason. Have a high tolerance for mistakes so people aren't afraid to take risks.

LEADING TEAMS AND CHANGE

Useful Tool – Team Effectiveness Diagnostics

Read through the following statements carefully	Circle <input type="radio"/> the column that MOST represents YOUR VIEW of how well each statement describes your team				
Statements	Strongly Agree	Agree	Neutral	Disagree	Disagree Strongly
1. Our team has a meaningful, shared purpose.	5	4	3	2	1
2. Team members clearly understand their roles.	5	4	3	2	1
3. Team problem solving results in effective solutions.	5	4	3	2	1
4. Team members appreciate one another's unique capabilities.	5	4	3	2	1
5. We are able to resolve conflicts with other teams collaboratively.	5	4	3	2	1
6. Team members take personal responsibility for the effectiveness of our team.	5	4	3	2	1
7. Working on our team inspires people to do their best.	5	4	3	2	1
8. We have the skills we need to do our jobs effectively.	5	4	3	2	1
9. We are strongly committed to a shared mission.	5	4	3	2	1
10. When an individual's role changes, an intentional effort is made to clarify it for everyone on the team.	5	4	3	2	1

LEADING TEAMS AND CHANGE

Useful Tool – About Teams

<p>Intact self-directed work teams</p> <p>For example, self-managed teams and semi-autonomous work groups</p> <p>Self-managed teams are ‘empowered’ by management with the authority to ‘own’ the decision-making and responsibility for a given task or process outcome. They are:</p> <ul style="list-style-type: none"> • usually formed without a supervisor or a single person responsible for the operations or complete activities of the team • usually limited to one work area • authority may shift between team members 	<p>Improvement teams</p> <p>For example, quality improvement teams and best practice teams</p> <p>Improvement teams or quality teams tend to be formed around individuals from the same work area or value chain that deal with the issues at hand on a continuous basis. They:</p> <ul style="list-style-type: none"> • deal with problems that impact the work area • are formed from members of one department or one discipline focus on resolving problems or identifying solutions 	<p>Project teams</p> <p>Project Teams are formed from individuals (drawn from inside or outside the organisation) required to complete a specific outcome to the agreed milestones and plan. Project teams may typically:</p> <ul style="list-style-type: none"> • be formed by the organisation for a definite period • have a sense of shared responsibility and personal accountability for a stage or set of outcomes in the project
<p>Empowered Teams</p> <p>While closely aligned to self-managed teams, the empowerment approach has been adopted to ensure team members have clear authority to meet allocated goals, while also shaping the processes and resource structures required to complete their work. Characteristics include:</p> <ul style="list-style-type: none"> • promoting high levels of individual involvement and participation • involving employees in decision-making and continuous improvement activities 	<p>Cross-Functional teams</p> <p>These teams typically:</p> <ul style="list-style-type: none"> • draw members from across functions • usually focus on actions related to investigative and analytical, corrective, or coordination of implementation • are kept small and agile with team size life span is usually short term 	<p>Multifunctional teams</p> <p>These types of teams are drawn together from across major functions/ disciplines within an organisation.</p> <p>Typically they:</p> <ul style="list-style-type: none"> • develop a strong sense of share purpose • are problem based or have a defined charter relating to a policy, strategy, business opportunity or strategic direction • include members form various levels in the organisational hierarchy • draw on a balance of expertise related to the team’s core purpose

2. Leading Change

You want the change you make to have real benefits whether the change is significant or the continual change of everyday work.

Because change is almost never straightforward, when we talk of leading change we are not thinking we will be in control of every aspect of it, rather that we will prompt and influence it in a direction of our choosing by analysing and planning.

Match the tool to the task

- Use the **Describe desired changes** to describe both the current and desired future position.
- The **SWOT analysis** can help you identify issues and opportunities to prioritise your change actions.
- The **7S model** helps you think comprehensively about required changes to key aspects of an organisation or a change project.
- Use the **Resistance to change** tool to understand why there may be resistance to change and to help you develop a way to deal with resistance.
- When you have an important message about changes, in particular mandated changes, use the **Planning to share an update or change** tool to help you plan what you will say and how best to say it.
- When your team is going through the change process, use the **Stages of change** resource to help you understand what stage they are at and find actions that can help.
- **Develop a clear change message** will help you clarify your change message, making it easier for you to 'sell' your change.
- Use the **5 Whys** tool to identify underlying causes if things go wrong and problems occur.

Further Reading

- Built to Change: How to Achieve Sustained Organisational Effectiveness, Edward E. Lawler III (2006).
- Managing change: A critical perspective, Mark Hughes (2010).
- Understanding Adaptability: A Prerequisite for Effective Performance Within Complex Environments, Shawn Burke (2006).

Hints and tips for conversations

- Talk to the team about how changes will **affect them**.
- Talk to the team about change **as soon as possible and be open with them**.

LEADING TEAMS AND CHANGE

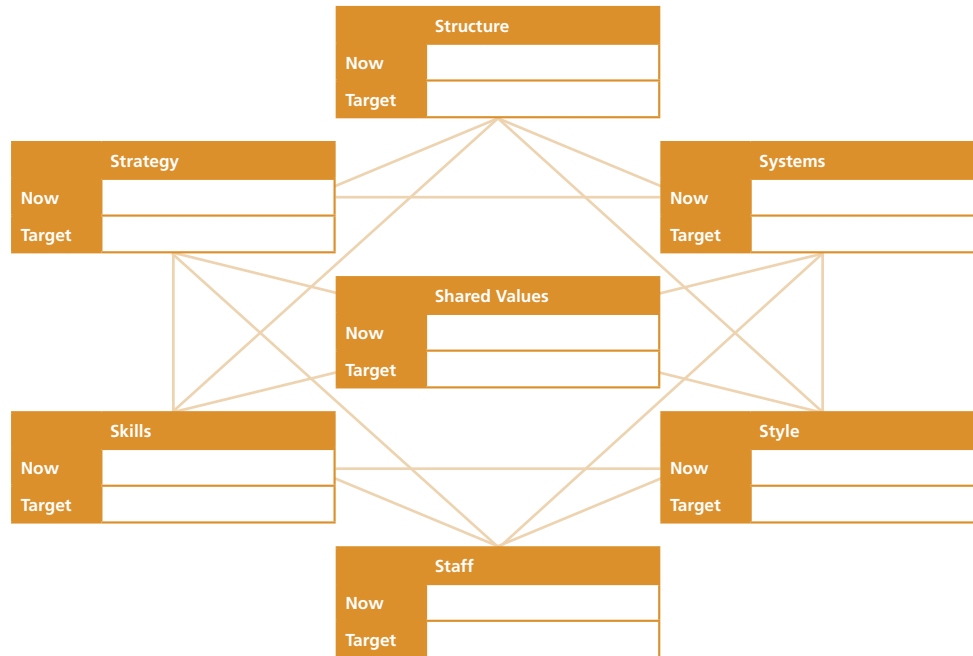
Useful Tool – Describe Desired Change

Message content	Content analysis		
What will change	Change FROM What happens now...	Change TO What the new way of operating will look like...	
<p>What changes will your stakeholders see?</p> <p>Define the change in terms of moving from the current state to a new state.</p>			
Why the change initiative is important	Reason for change	Stakeholder	Appeal for stakeholder STRONG / WEAK
To the service...			
What mandated change is it addressing?			
What opportunities will it exploit?			
What critical incident is it addressing?			
To stakeholders...			
What benefits or opportunities does it introduce for stakeholders - remembering that some changes have NOTHING to offer stakeholders.			
<p>Write your message(s) - what stakeholders will see + STRONG reason(s) to trigger stakeholder support - Develop more than one message if stakeholder groups have strongly different agendas.</p>			

LEADING TEAMS AND CHANGE

Useful Tool – 7S Model

For each organisational attribute, briefly describe the current situation [Now] and the proposed future situation [Target]. List the gaps between the Now and Target situations, then plan to address.



Your next steps...

1. Practice one useful tool per month in your team
2. Share this toolkit with others in your team
3. Read up on some of the recommended books
4. Sign up to 360 Degrees Feedback
5. Explore the LLA website to sign up for more useful leadership resources and information on future leadership development programmes, workshops and events.

Email londonleadershipacademy@ncel.hee.nhs.uk for further information and support.
Visit www.londonleadershipacademy.nhs.uk to learn more.

