

# Hearing from you....

Recall a moment of significant change in your life/career and consider how it shaped you as a Manager (or in your role if you do not yet have management responsibility).

Now in break out groups:-

- 5-minutes for intros
- Share your reflections with the group including how you felt and how it impacted you. Ensure you are clear and concise, as there will be 4 people to share within 15 minutes. Could someone manage the time?

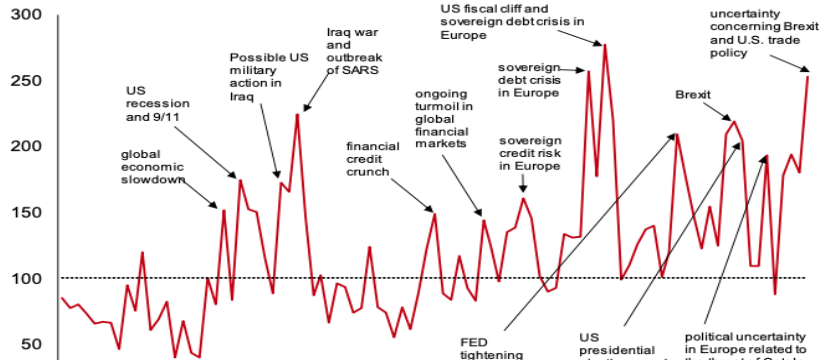
Then for 10 minutes as a group capture on the Jamboard:-

- Are there any consistent themes?
- What are the connections between the experience and the outcome?

30 minutes total in breakout groups then back to share key themes in plenary.

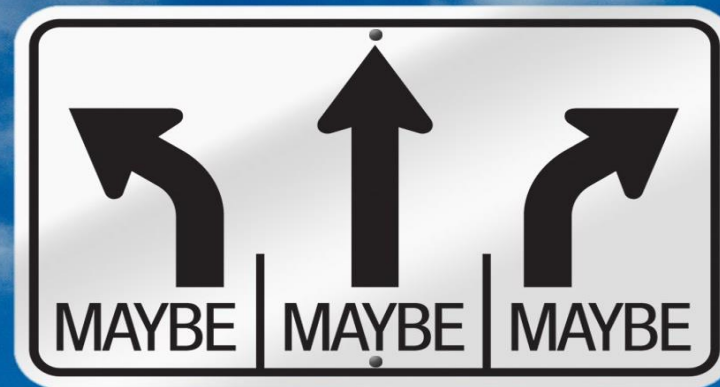
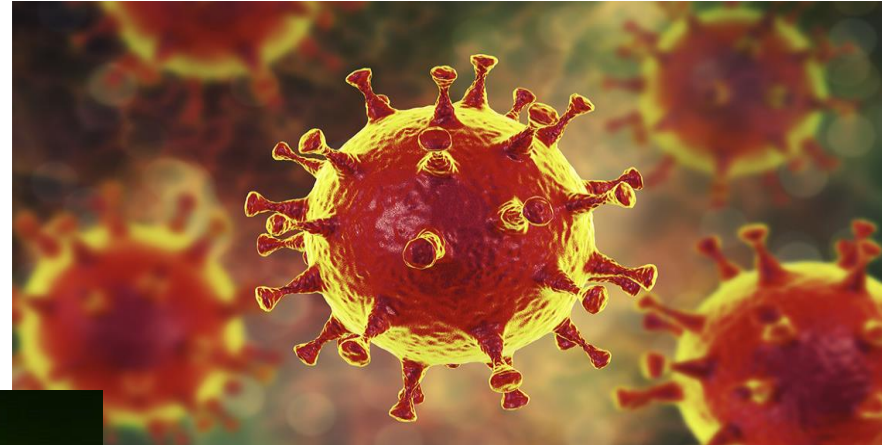
# A VUCA world

## Volatile



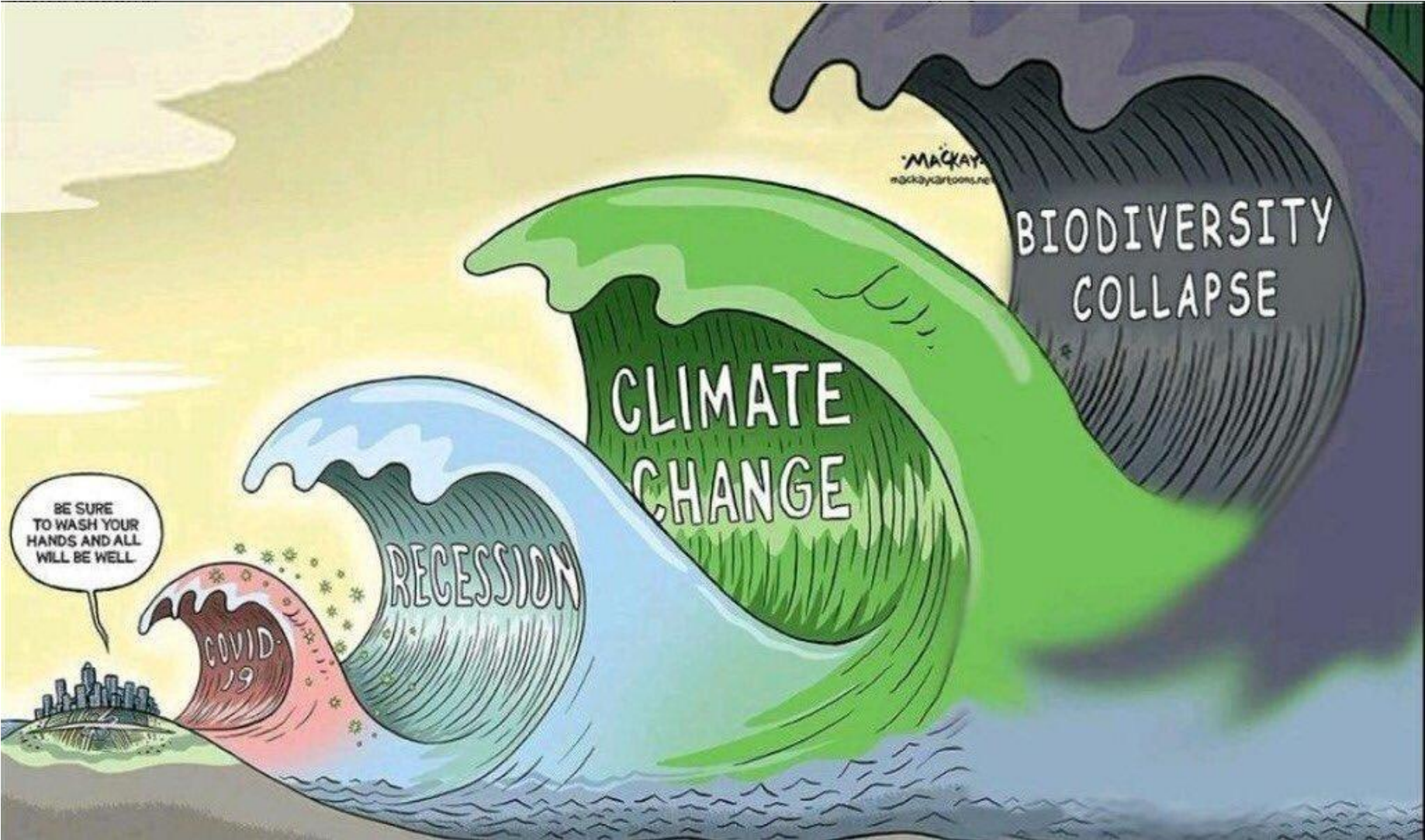
## Complex

## Uncertain



## Ambiguous


# A Changing, Turbulent, Challenging World



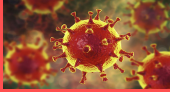
# VUCA

How well can you predict the outcome of actions




**Volatility** 


Rate of Change; liable to change rapidly and unpredictably, especially for the worse.

**Uncertainty** 

Future events; not able to be relied upon; not known or definite, not able to be compared to experience.

**Complexity** 

Intricate, massive, not easily understandable, components interacting in multiple ways.

**Ambiguity** 

Not precise, lack of clarity about meaning or cause, multiple interpretations and open to misconstruction.

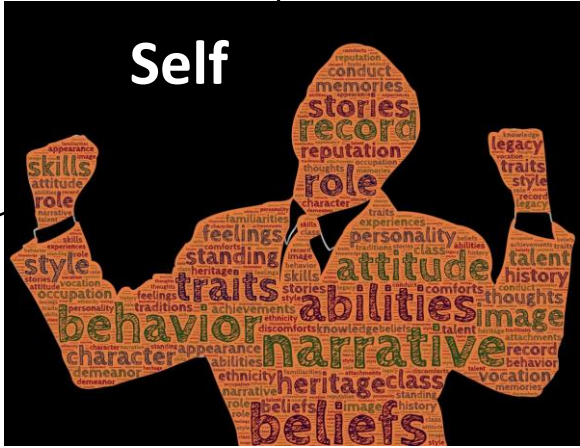


How much do you know about the situation

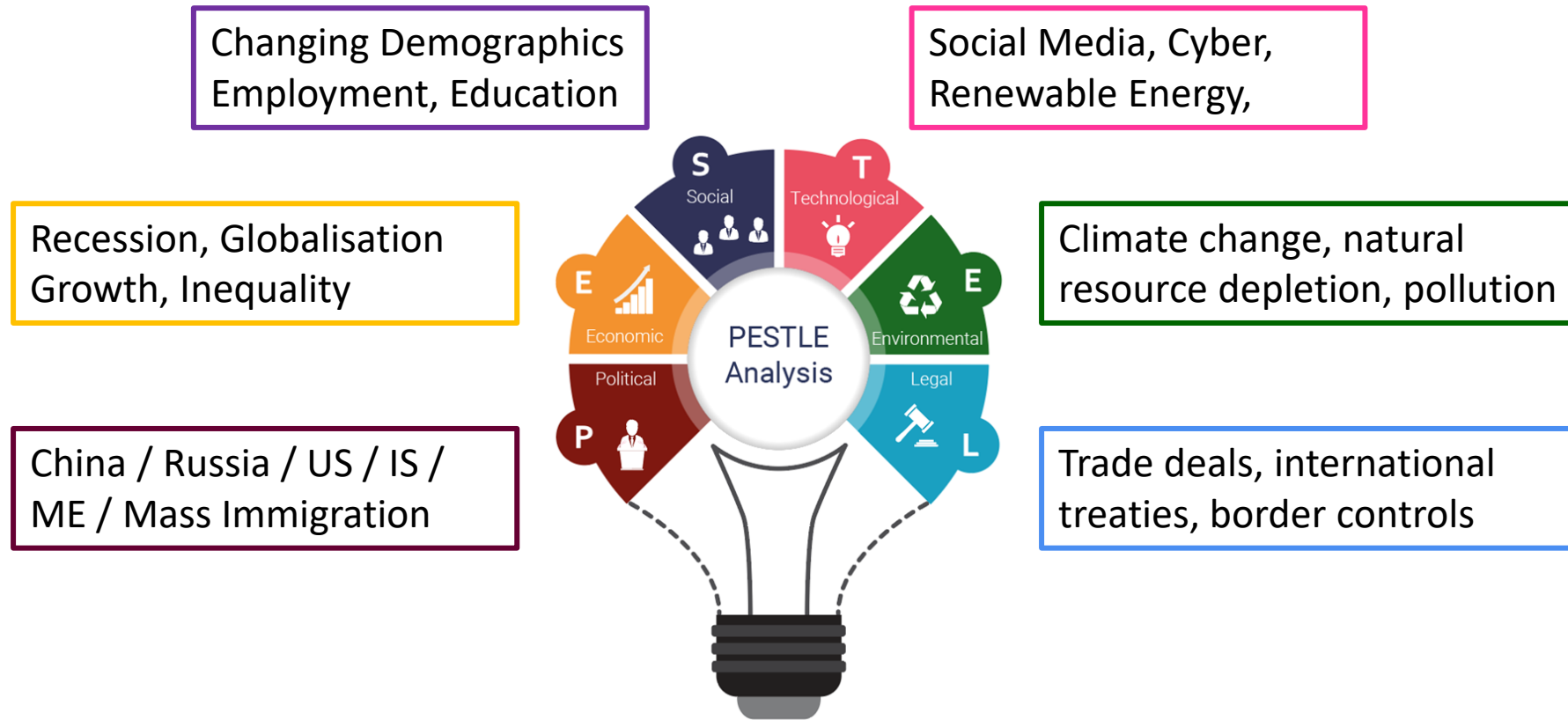
- P - political
- E - economic
- S - social/demographic
- T - technological
- L - legislative
- E - environmental



# Who does VUCA impact?



# The world around us



# How does it affect you?

Into breakout groups, discuss....

Group 1; How does VUCA impact the organization?

Group 2; What impact does it have on your team?

Group 3; How does it impact individuals / you?

10 minutes to discuss as a group, nominate a speaker and then feedback key themes.

## Typical Organisational Impacts

<b>Volatility</b>	..... more control, increase reserves, matrix structure, ability to flex
<b>Uncertainty</b>	..... more (or less) risk taking, more detail, lack of investment
<b>Complexity</b>	..... more data analysis, more experts, more collaboration
<b>Ambiguity</b>	..... deeper analysis, more detailed instructions



# Typical Team Impacts

<b>Volatility</b>	..... fear of action, pushing decisions up, randomness
<b>Uncertainty</b>	..... debate, arguments, competition
<b>Complexity</b>	..... finger pointing, passing responsibility, lack of ownership
<b>Ambiguity</b>	..... arguments, suspicion, loss of trust

# Typical Individual Impacts

## Volatility

..... anger, frustration, rashness

## Uncertainty

..... wait and see, caution, indecision,

## Complexity

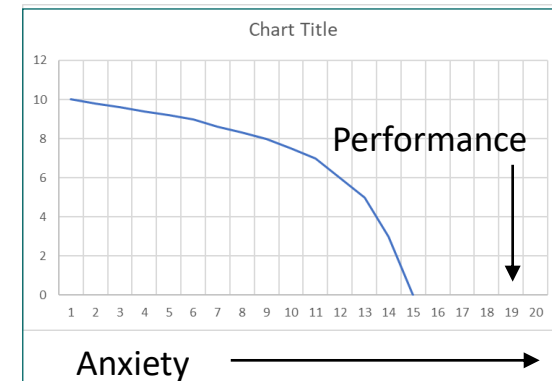
..... inaction, wrong decisions, inaccuracy

## Ambiguity

..... misinterpretation, shock, duplicity



## Anxiety



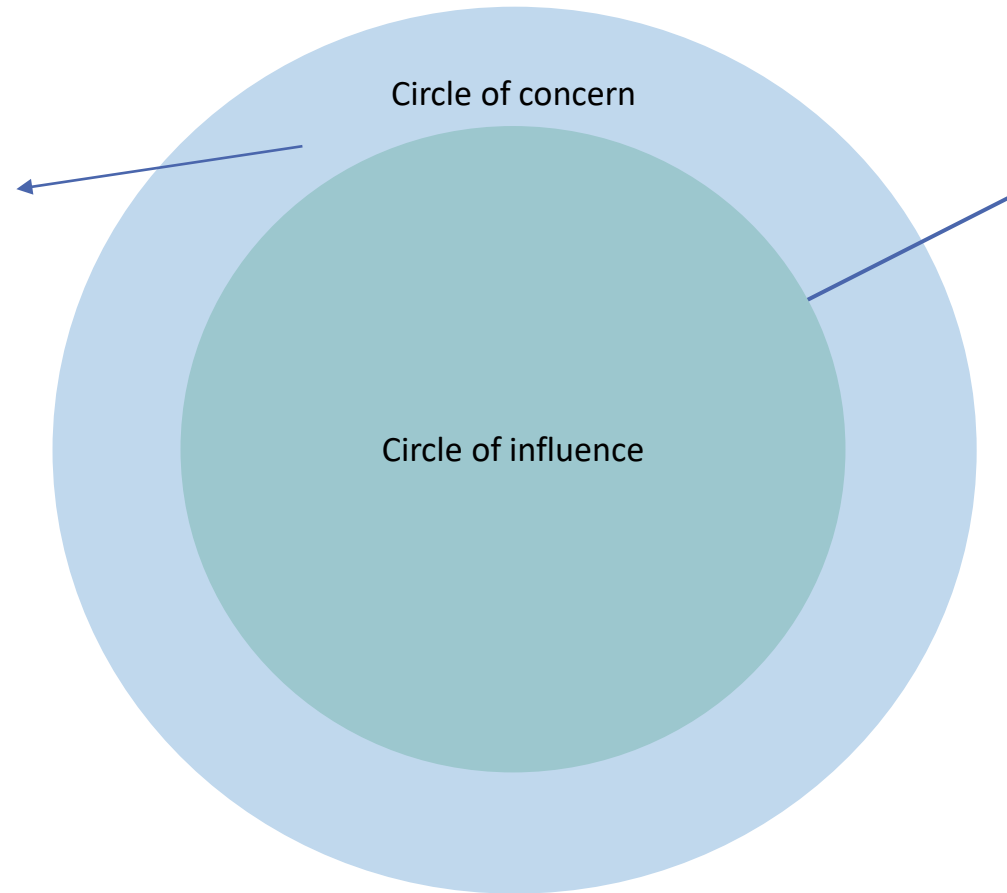
# Our circle of influence

Things we care about & that impact us:-

- Communities
- Political decisions
- Behaviour of others
- Weather

However, we have little or no control over them.

Reactive – “victim mindset”



Things within our control to influence:-

The more proactive energy spent here.....

The bigger it gets!

Focus your energy on where it counts.

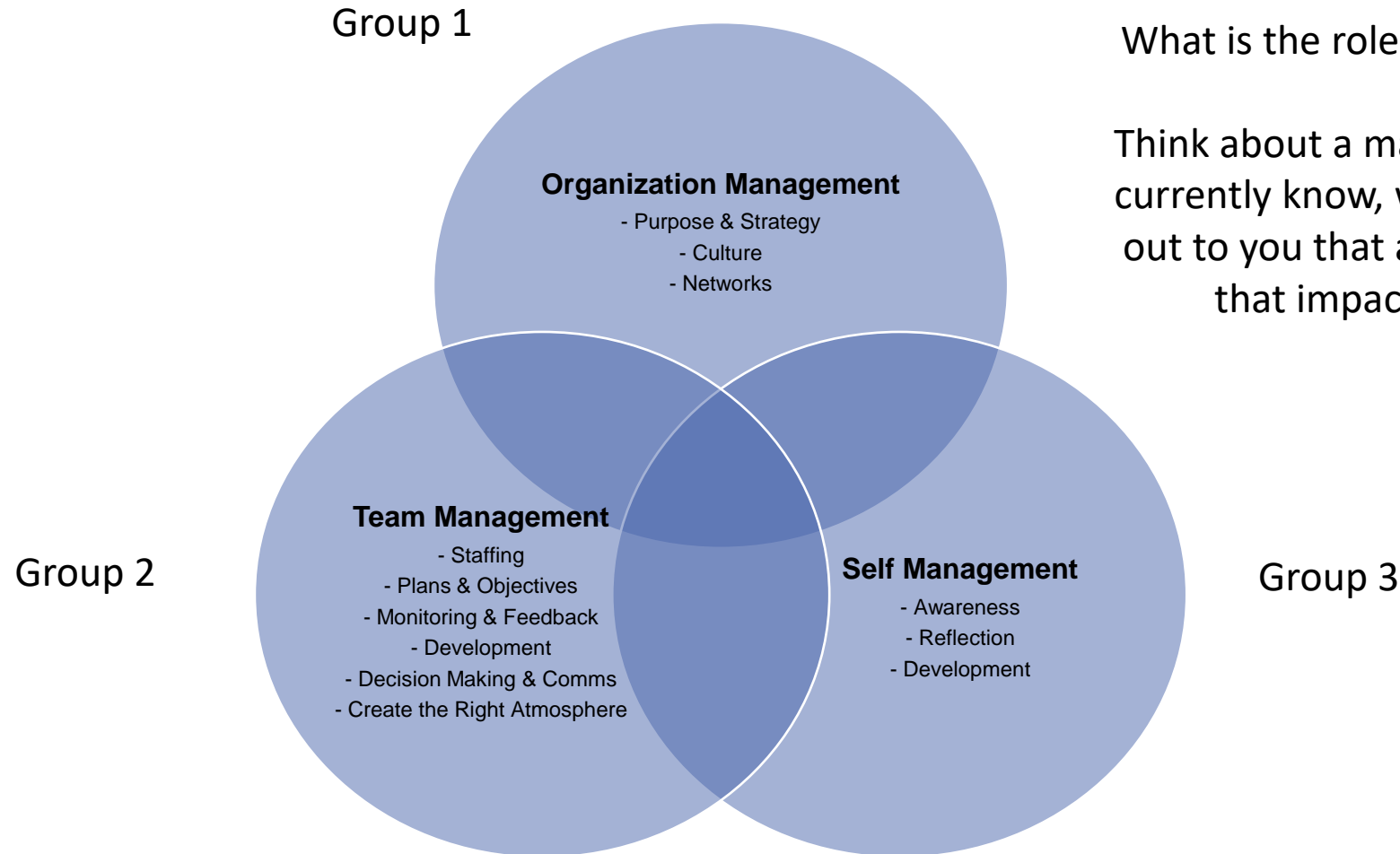
\* 7 Habits of highly effective people – Stephen Covey

# The NATO Management Charter

What tasks & behaviours are expected of managers?

What is the role of managers through change?

Think about a manager you knew in the past or currently know, what kinds of behaviours stand out to you that are/were positive and how did that impact the organisation/team?





# Managing Time

MDP – Module 1.1

# Time Management

## Poor Time Management can lead to;

- Missed deadlines
- Additional work
- Poor quality work
- Unfair pressure on others
- Stress
- No time for development / planning

## Good Time Management can lead to;

- High quality work
- Deadlines met
- Time to deal with emergencies
- Reduced stress
- Reputation for reliability
- More focus on development / planning

### The Golden Rule;

Focus on results not activities – being busy is not the same as being effective.

# Time wasters

## Imposed on us;

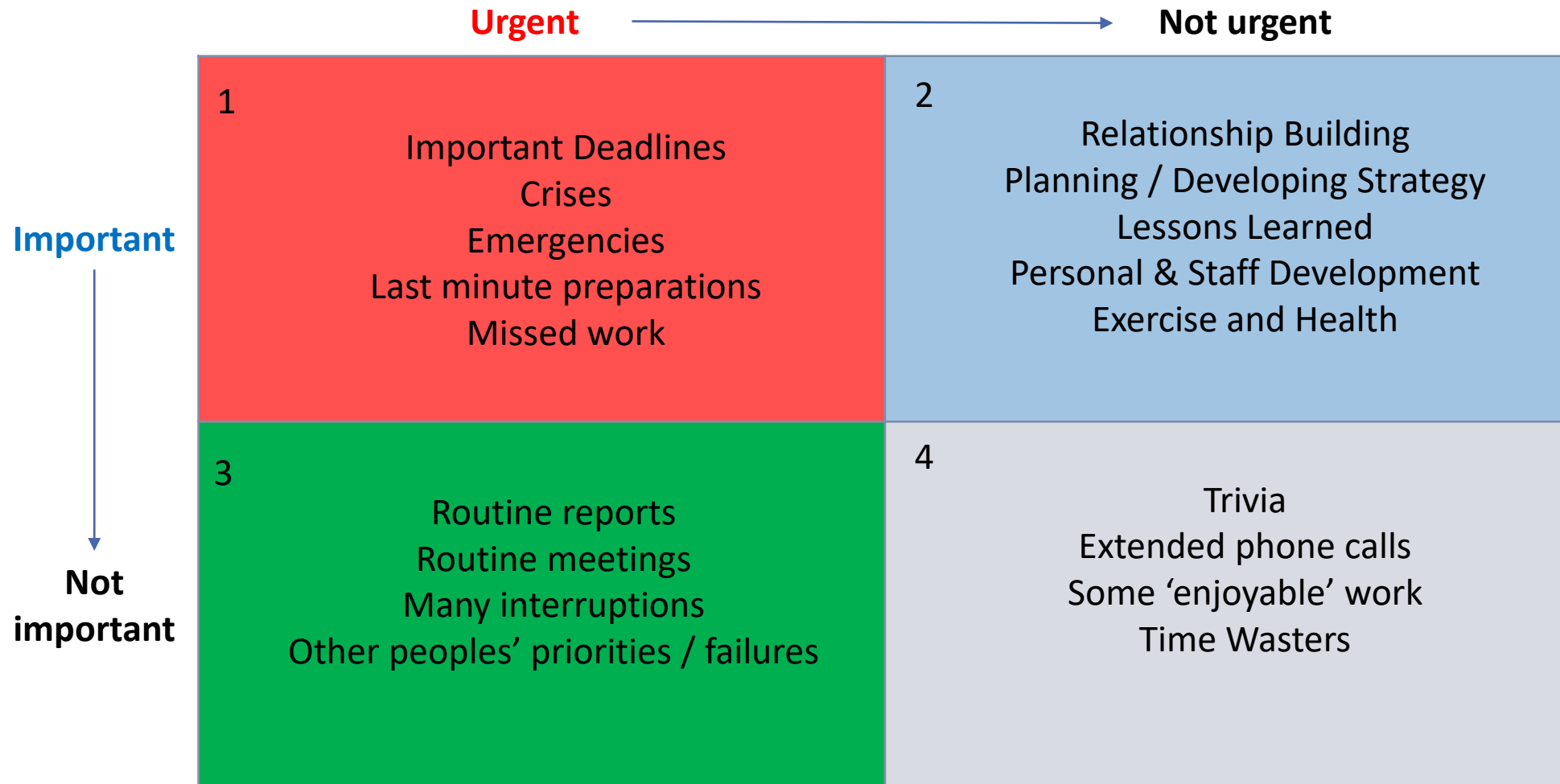
- Answering telephone calls
- People coming to your desk/office
- Responding to crises / escalations
- Being summoned to unscheduled meetings
- .....

## Self inflicted;

- Answering emails as they come in
- Replying to texts/WhatsApp/Messenger immediately
- Spending too much time on what you 'like' doing
- Getting things 'perfect' instead of 'good enough'
- .....

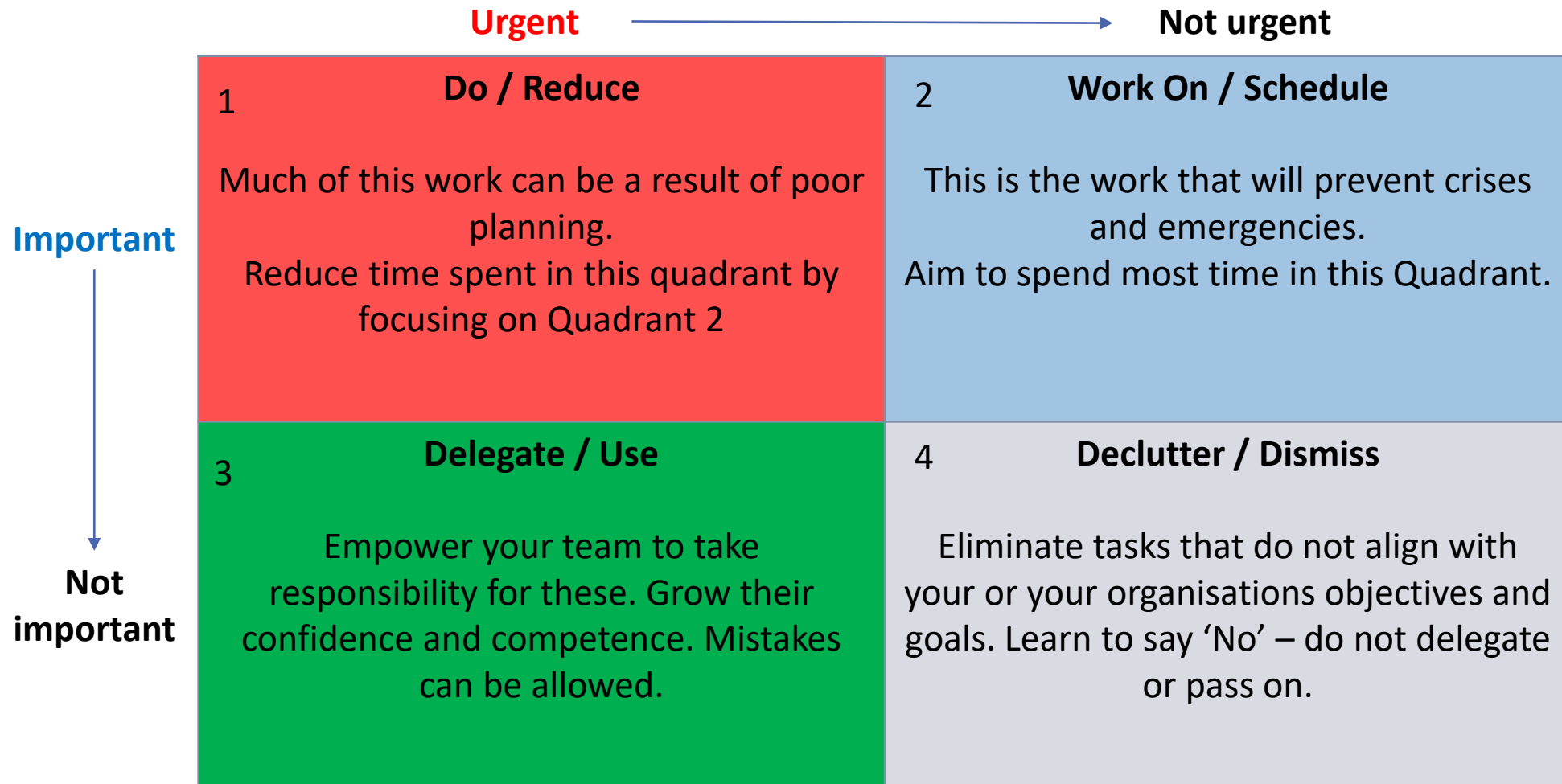
Break into 3 groups and amend or add to this list of the top time wasters that impact you, personally or organisationally. Focus on what you **actually** do – think about yesterday, what did you do? – 5 Minutes

# Eisenhower Matrix

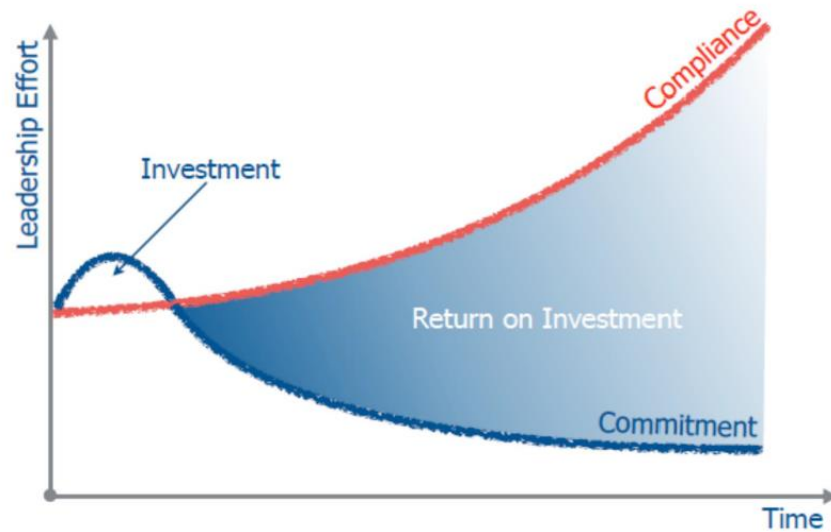




# Eisenhower Matrix



## Commitment vs Compliance



Invest the time and effort for greater commitment from others

# Six time-management tips when working with the Eisenhower Matrix

1. Creating a to-do list frees your mind.
2. Try limiting yourself to no more than eight tasks per quadrant. Before adding another one, complete the most important one first. It is not about collecting but finishing tasks.
3. Align with your manager – some tasks you think are important may not be.
4. Maintain only one list for both business and private tasks.
5. Do not get distracted. Plan the night before, then work on your stuff. Schedule time for checking emails and catching up. Do not let others define your priorities.
6. Finally, try not to procrastinate too much. Not even by over-managing your to-do list!

# Completing the matrix

If you don't already have a things to do list, write one out. Include on it, things that you know you need to do, such as having that discussion with one of your team or planning a revised team strategy, but don't feel you have the time to do;

Then for each item review:-

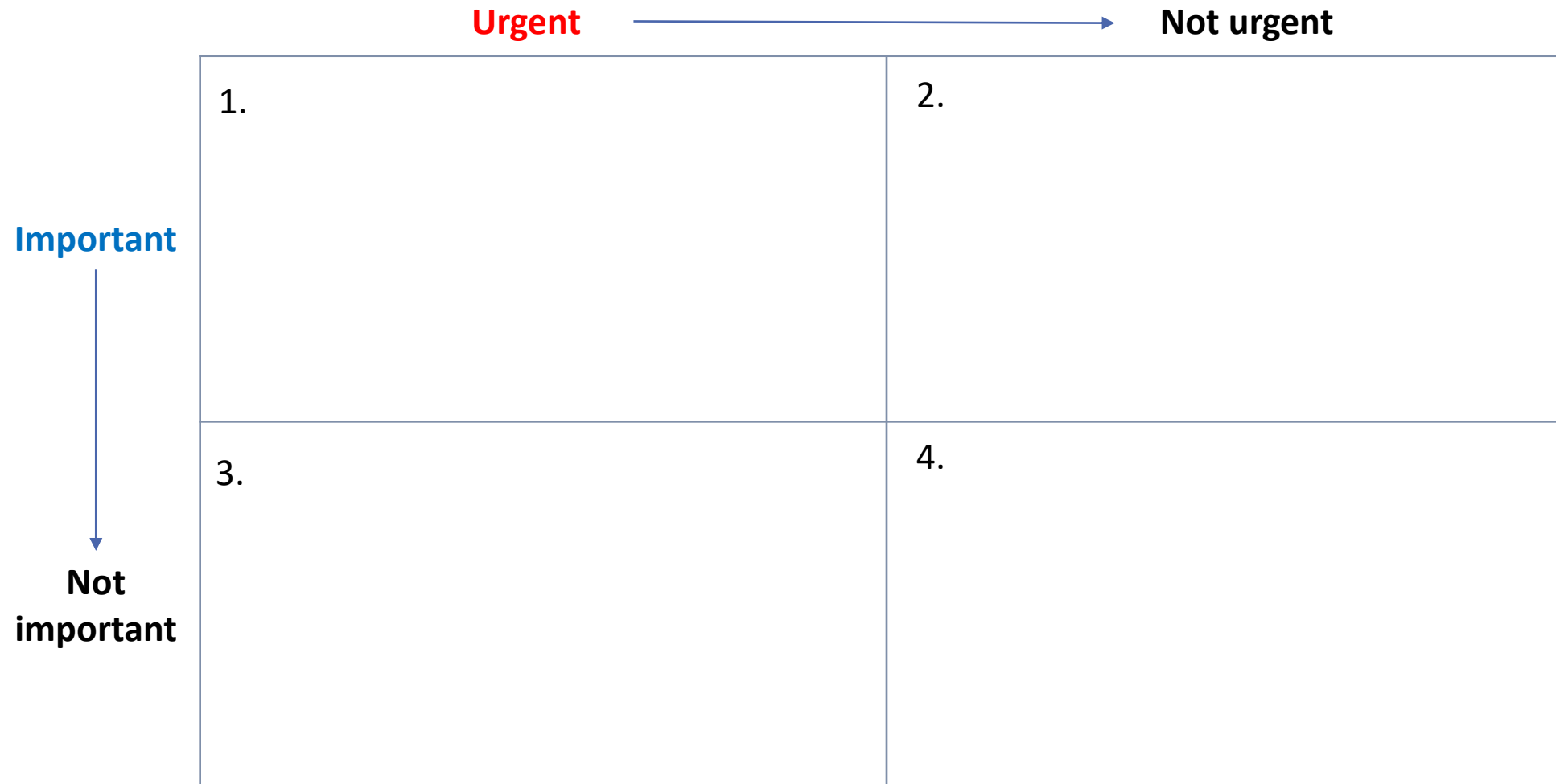
**Is it urgent?** – does it demand immediate attention / timescale? They are often the ones we concentrate on and they demand attention because the consequences of not dealing with them are immediate.

**Is it important?** – does it have an outcome that leads to you achieving your goals, whether these are professional or personal.

Plot them into the matrix and reflect on what your follow up actions need to be.

Complete this task over lunch and be ready to share your reflection.

# Time management





# Management versus Leadership

Is there a  
difference?

What are the  
characteristics of  
each?

# Management vs Leadership

What are the defining characteristics of each?

## Management

Skill/Task/Operational

Directs the tasks of others

A role you are given

Planning/organising

Performance management

“Get things done” – deliver organisational goals

Recruitment

Efficiency

Processes/procedures

## Leadership

A set of behaviours/personal qualities

Compassionate & human led

Earned not given

Provides direction

Communicates clearly

Inspires others

Gives effective & constructive feedback

Authentic

Motivates and engages others

# The management/leadership conversation continued....

What makes a good manager?

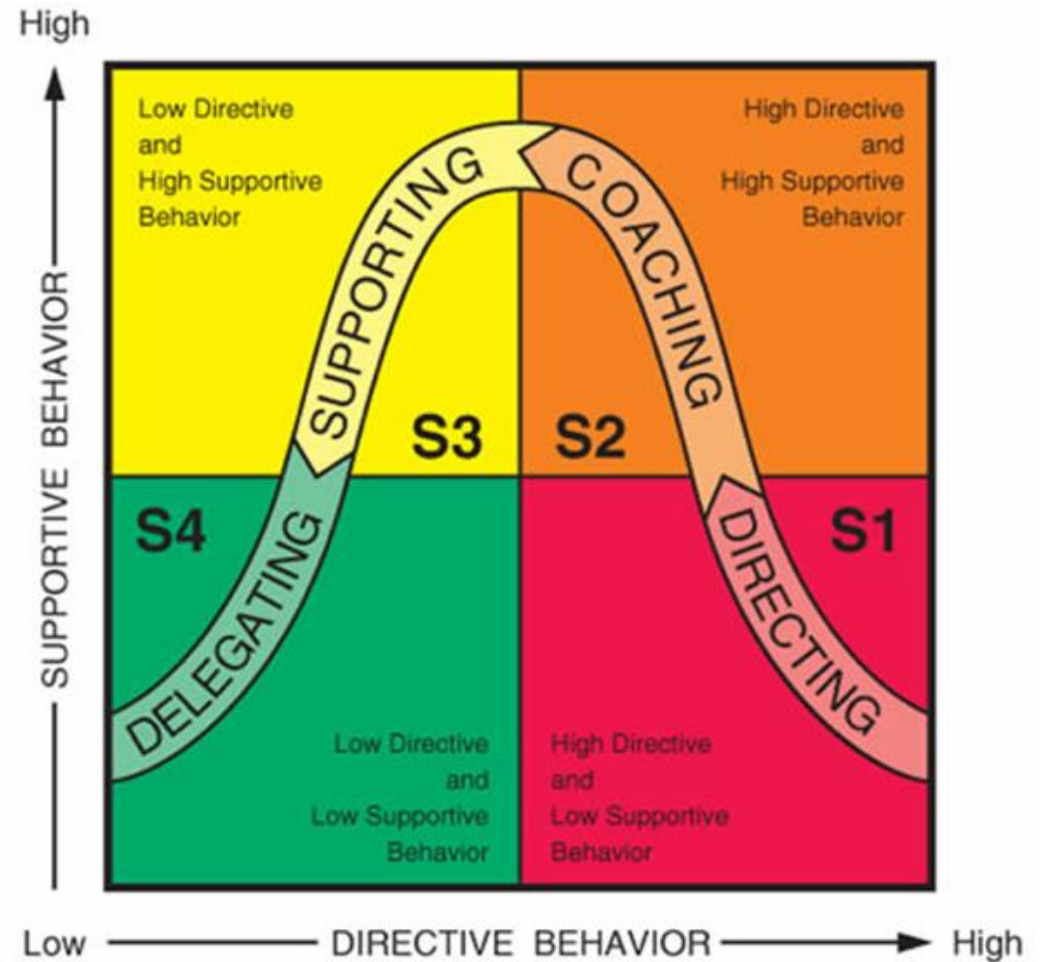
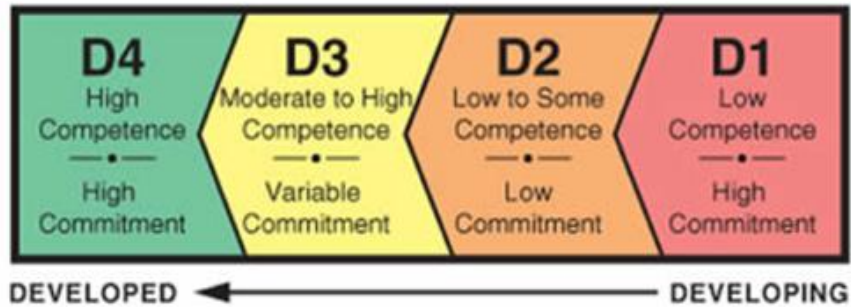
Are all managers leaders?

Can anyone be a leader?

Are you born a leader, can you develop it as a capability?

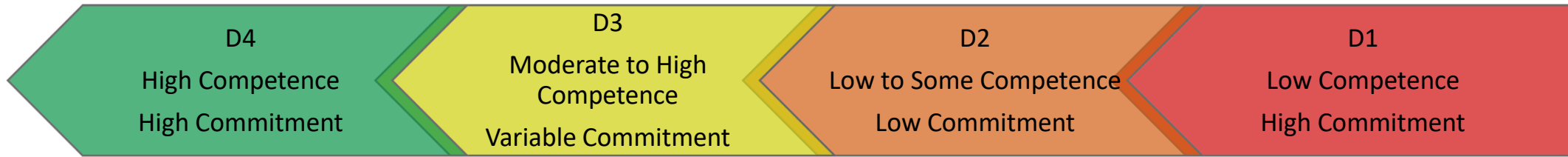


# Leadership styles model



\*Situational Leadership Model - Paul Hersey and Ken Blanchard

# Development levels



## Self Reliant Achiever

Recognised by others as an expert.

Consistently competent; justifiably confident.

Trusts own ability to work independently; self assured.

Inspired; inspires others.

Proactive; may be asked to do too much

## Capable, but Cautious Performer

Is generally self-directed but needs opportunities to test ideas with others.

Sometimes hesitant, unsure, tentative.

Not always confident, self critical, may need help in looking at skills objectively.

May be bored with task.

Makes productive contributions.

## Disillusioned Learner

Has some knowledge and skills; not competent yet.

Frustrated; may be ready to quit.

Discouraged, overwhelmed, confused.

Developing and learning; needs reassurance that mistakes are part of the learning process.

Unreliable, inconsistent.

## Enthusiastic Beginner

New to the task.

Eager to learn, willing to take direction.

Enthusiastic, optimistic.

They don't know what they don't know so they may do the wrong thing.

Confidence based on hopes and transferrable skills, not reality.

# Development levels

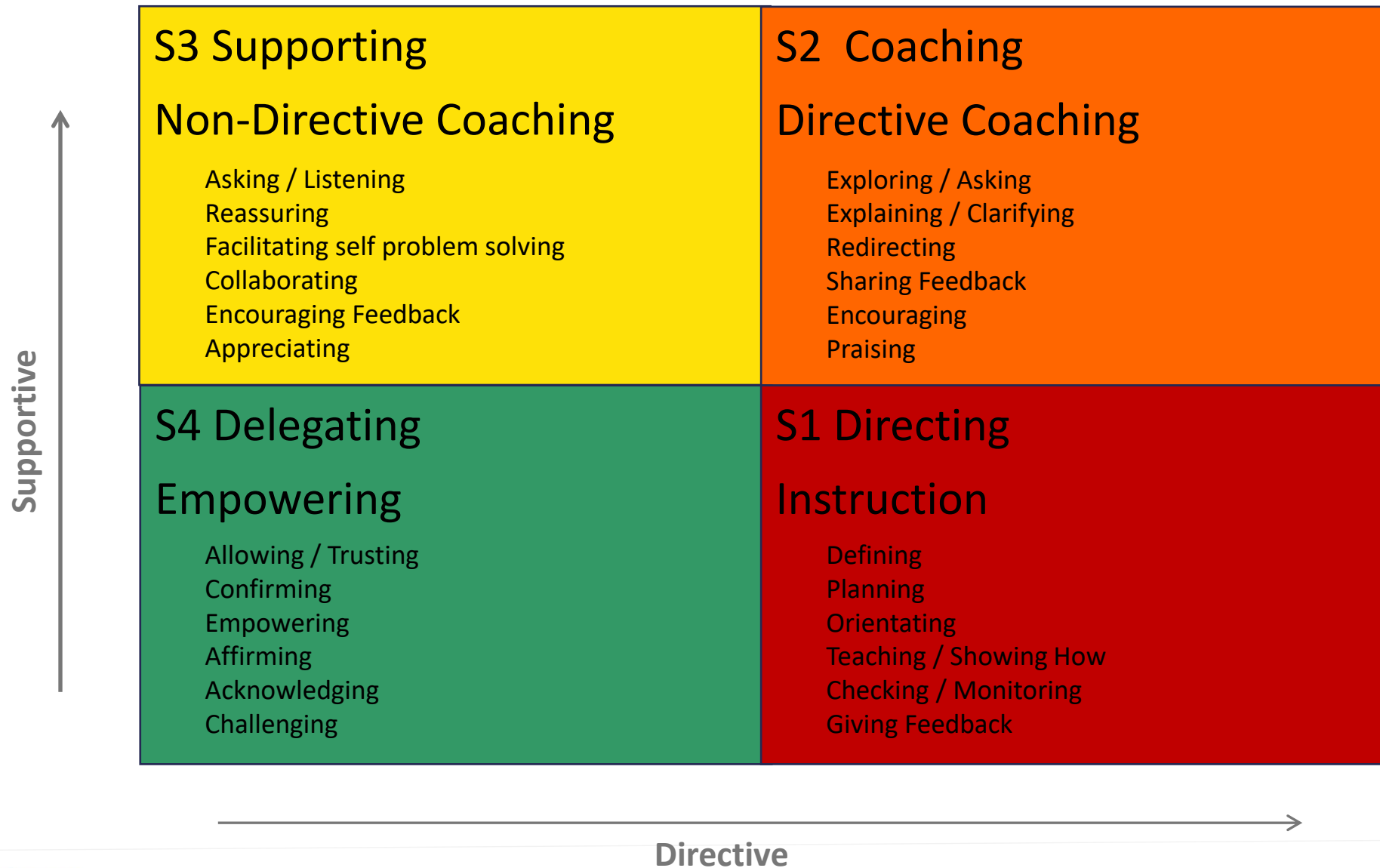


## Diagnosis...

In order to ascertain where someone is in the development levels you need to ask 5 basic questions...

- 1) What is the specific task?
- 2) How good are the individual's knowledge and skills for the task?
- 3) How good are the individual's transferrable skills?
- 4) How motivated, interested or enthusiastic is the individual?
- 5) How confident or self-assured is the individual?

# Leadership Styles



# Matching your style to the needs of the individual

## Needs

**D1 – Enthusiastic beginner**  
(low competence – high commitment)



**S1 – Directing**  
(instructive)

**D2 - Disillusioned learner**  
(mid/low competence – low commitment)



**S2 - Coaching**  
(Directive coaching)

**D3 – Capable but cautious performer**  
(moderate/high competence – variable commitment)



**S3 – Supporting**  
(non-directive Coaching)

**D4 – Self Reliant achiever**  
(high competence – high commitment)



**S4 – Delegating**  
(Empowering)

# Putting it in to practice

## In groups...

As an intelligent, enthusiastic mid level manager for a changing company, Sarah has worked hard and given her best. She has good project planning and interpersonal skills and she is known as a hard worker. People like Sarah, and she likes situations that require teamwork. She has a knack for getting people to cooperate – to pull together even though they may not want to originally.

Sarah is being asked to take on some new tasks to prepare her for a promotion.

**Evaluate the scenario and assess which development level she is at, the management style needed and what you would be doing to support Sarah whilst using that style.**

**Group 1 & 2 complete scenario 1 & 2, Group 3 & 4 complete scenario 3 & 4**

# S1 Directing (instruction)

## High Direction, Low Support

The process of instruction is largely repetitive in nature, for example, you would:

- Tell them what you are going to tell them – Define and plan for learning and practicing
- Tell them –Teach them / Show them. Give them examples of what good looks like.
- Then tell them what you have told them – Check on them and monitor progress.
- Give Feedback.

# S2 – Coaching (directive)

## High Direction, High Support

Less about telling, more about demonstrating.

### SCENT

**S – Set the boundaries** – Agree ground rules, establish a safe and supportive environment and agree objectives

**C – Clarify and demonstrate** – What, Why and How things need to be done

**E – Enable the individual/team to practice**

**N – Negotiate the feedback** – What went well and what could you do better

**T – Take the opportunity** to review and monitor



# S3 – Supporting (Indirect Coaching)

## Low Direction, High Support

Facilitating and passing ownership.

### EDIT

- **E – Explore Issues** – Open questions.  
Also ask “Is there anything else you think I need to know to fully understand?”
- **D – Define Issues** – Closed Questions
- **I – Identify Possible Solution(s)** – Open Questions.  
“What would you like the outcome to be?” Ask them to look at themselves from an outside perspective.
- **T – Take action** – Closed and drilling questions

# S4 – Delegating

## Low Direction, Low Support

Empowering

### CIDER

- **C – Clarify what needs to happen** – Work backwards from the end.

“Tell me what it looks like one week before that date”

- **I – Identify the individual/team to be delegated to**
- **D – Define the task**
- **E – Encourage the setting of timelines**
- **R – Review the understanding and result**

Speak to them and ask how they’re going to delegate in order to take on the new task. “How are you going to create time?” Use Non-directive coaching to get them to the solution

# What happens when we get it wrong?

What is the impact of over or under supervision on competence (knowledge and skills) or commitment (motivation and confidence)?

## **Over Supervision – S1 or S2 with D3 or D4**

Instruction or Direct Coaching when the person is competent in the task.

## **Under Supervision – S3 or S4 with a D1 or D2**

‘Dumping’ of tasks without adequate instruction and the person is not competent.

# Pairs discussions

Considering our discussions so far, now in pairs discuss:-

- What situational leadership styles are required from you and when?
- What is your natural style? (directing, coaching, supporting, delegating)
- What is your least used style? How could you develop it more?

**Be ready to share back what your natural style is, and which one is least used that you need to develop further.**