

INSTITUTION OF FIRE ENGINEERS

EXAMINATIONS SERVICE



YOUNG PROFESSIONALS NETWORK

LEADERSHIP AND MANAGEMENT

This booklet has been prepared by members of the Examinations Committee to assist candidates undertaking the IFE Level 3 Diploma Paper 4 (Human Resource Management) and Paper 6 (Leadership and Management)

CONTENTS

THE IMPORTANCE OF LEADERSHIP AND MANAGEMENT

PURPOSE OF AN ORGANISATION

VISION AND MISSION

STRATEGIES

CORPORATE PLAN

PERFORMANCE MANAGEMENT

PERFORMANCE APPRAISAL

TARGETS AND PERFORMANCE MEASURES

MANAGEMENT INFORMATION

RECORD KEEPING AND REPORTING

KNOWLEDGE MANAGEMENT

DECISION MAKING

BUDGETARY CONTROL

OUTCOMES OF PERFORMANCE MANAGEMENT

QUALITY ASSURANCE SYSTEMS

THE IMPORTANCE OF EFFECTIVE LEADERSHIP AND MANAGEMENT

LEADERSHIP VERSUS MANAGEMENT

WHAT MANAGERS DO

DELEGATION

EFFECTIVE COMMUNICATIONS

WHAT MAKES A GOOD LEADER?

LEADERSHIP STYLES

ACHIEVING SYNERGY

CHANGE MANAGEMENT

MOTIVATION

MANAGEMENT THEORIES ABOUT MOTIVATION

HOW TO MOTIVATE STAFF

TRAINING AND DEVELOPMENT

CONTINUING PROFESSIONAL DEVELOPMENT

ENCOURAGING CREATIVITY

WORKING WITH OTHERS

MEETINGS

HEALTH AND SAFETY

DEALING WITH DIFFICULT PEOPLE

CONFLICT MANAGEMENT

GRIEVANCE PROCEDURE

INVESTIGATING & REPORTING

RECRUITMENT & SELECTION OF STAFF

JOB EVALUATION

BIBLIOGRAPHY

THE IMPORTANCE OF LEADERSHIP AND MANAGEMENT

The given below is an extract from a Comprehensive Performance Assessment Report of a UK Fire Service and is an example of what can happen when good management arrangements are not in place.

Whilst The Fire Authority has developed a clear strategic vision of what it is trying to achieve, this being 'to reduce the incidence and consequence of fires, road traffic collisions, other emergencies and to provide a professional response to those we serve' the fire corporate aims (priorities) are not clearly linked to this vision or consistently linked throughout the Fire Authority's plans. It is therefore not clear how action plans support the achievement of the vision and staff will not be clear how they contribute to its achievement.

In addition where lack of effective links between plans is compounded by weak prioritisation. Action plans have been developed to drive forward improvement they have not been prioritised or effectively resourced.

PURPOSE OF AN ORGANISATION

Every organisation has a purpose.

The purpose is derived from the needs and preferences of customers and other stakeholders whether internal or external.

With a public service, expectations may come from local or national politicians and will often be laid down in legislation and major policy documents such as the Fire and Rescue National Strategy 2008-2011.

VISION/MISSION

The purpose is often set out in more detail in a Vision or Mission Statement. Set out below are examples of two Vision/Mission Statements:

NORTHERN IRELAND FIRE AND RESCUE SERVICE **Protecting Our Community**

Our Mission is

To deliver a fire and rescue service and work in partnership with others to ensure the safety and well-being of our community

Our Values are

People	We value keeping our people safe and well trained
Leadership	We value leading by example
Teamwork	We value working together
Integrity	We value the utmost integrity in everything we do
Diversity	We value equality and fairness and we consider the needs of our staff and the community we serve
Communication	We value open and honest communication with our staff and with all our stakeholders
Partnership	We value working in partnership
Pursuit of Excellence	We value continuous improvement at all levels of our organisation

AUDIT COMMISSION UK (GOVERNMENT WATCHDOG)

Our values

Created in 1983, as the world around us evolves, so do we. As most public services continue to improve, we have pioneered ways of targeting our work at public bodies most in need. Working with other regulators, we will continue to reduce the burden of regulation on local public services. However, our primary focus will always be safeguarding the interests of taxpayers and promoting better outcomes for everyone using public services.

- **Economy, efficiency and effectiveness** - Promoting and providing high quality and excellent value-for-money public services - recognizing that public money, which is provided involuntarily by taxpayers, is special.
- **Integrity and independence** - Upholding the highest professional standards, guarding the Commission's independence and basing our judgments on evidence.
- **Collaboration** - Sharing knowledge, connecting with colleagues, partners and clients and working together.
- **Investment in people** - Developing the skills and abilities of our people and supporting their well-being.
- **Equality and diversity** - Treating each other with dignity and respect, and valuing people for their unique contribution.
- **Accountability** - Being fair and transparent in the way we operate, communicating openly and honestly and providing redress when things go wrong.
- **Professionalism** - Continually seeking to improve, managing our performance and accepting responsibility.
- **Sustainability** - Taking responsibility for reducing the environmental impact of

the way we work at the Commission.

STRATEGIES

The Vision is then developed into Strategies.

Strategies are declarations of intent. They define the direction in which the organisation is going in order to achieve its mission. At corporate level they are means of expressing the vision of top management about where they want to be in the longer term and, broadly how they want to get there.

SWOT Analysis; As part of the strategic planning process some organisations undertake a SWOT analysis. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats.

A SWOT analysis is a strategic planning tool used to understand the Strengths, Weaknesses, Opportunities, and Threats involved in an organisation. It involves stating the objective of the business or project and identifying the internal and external factors that are either supportive or unfavourable to achieving that objective. In SWOT, strengths and weaknesses are internal factors, and opportunities and threats are external factors to be found in the environment in which the organisation operates.

HELPFUL	HARMFUL
<p>Strengths: these are the aspects of an organisation that are helpful to achieving the strategic objectives. For example: A strength could be:</p> <ul style="list-style-type: none"> • Specialist expertise which other organisations do not possess, i.e. fire and rescue skills • Creativity and imagination of staff • A new, product or service. • Location of the organisations and service delivery systems. • Quality processes and procedures. • Experience of community work and working with difficult to reach communities. • Ability to work with other organisations to tackle major issues 	<p>Weaknesses: are aspects of the organisation which are harmful to achieving the strategic objectives and can include;</p> <ul style="list-style-type: none"> • Lack of a particular expertise. • Staff turnover. • Short-term funding. . • Organisational infrastructure. • Services which are provided by competitors • Location of the organisation and the service delivery systems • Poor quality goods or services. • Poor working relationships, both internally and externally. • Damaged reputation
<p>Opportunities are: <i>external</i> conditions that are helpful to achieving the strategic objectives and might include;</p> <ul style="list-style-type: none"> • The opportunity to develop a new service 	<p>Threats: external conditions which could do damage to the strategic objectives and could include;</p> <ul style="list-style-type: none"> • A new competitor who provides similar services

<ul style="list-style-type: none"> • The opportunity for additional funding • Income generation opportunities • Mergers and strategic partnerships 	<ul style="list-style-type: none"> • Reducing market for a particular product or service • Future funding not secured or likely to be reduced. • The private sector seeing a business opportunity within the public sector. • Attitude of the Government towards the organisation
---	---

Using a SWOT enables the senior manager in an organisation to look at how they can

- Use and Capitalize on each Strength
- Improve each Weakness
- Exploit and Benefit from each Opportunities
- Mitigate each Threat

As part of carrying out a SWOT analysis, organisations sometimes examine external factors by using a PESTLE analysis which considers the Political, Economic, Social, Technical, Legal and Environmental factors which could have an impact.

CORPORATE PLAN

The Vision/Mission and Strategies are then developed into an overall Corporate Plan for the organisation. For the UK Fire Services, their Integrated Risk Management Plans are a major part of their Corporate Plan.

Corporate level objectives (Top Management Level) are based the organizations mission, core values and strategic plan. Every organisation has a purpose and the management strategy, developed by the 'top team' aims to provide the direction an organization needs to take to fulfil its purpose. The purpose is derived from the needs and preferences of customers and other stakeholders whether internal or external. With a public service, expectations may come from local or national politicians and will often be laid down in major policy documents such as the National Framework 2008-2011. For a Fire and Rescue Service the top level objectives may be on the lines of;

- Reduce life loss and injury arising out of fires and other emergency incidents
- Reduce the number of fires and other emergency incidents
- Reduce the commercial, economic and social consequences of fire and other emergency incidents
- Protect the environment and the Lancashire heritage
- Provide a safe, healthy, competent and representative workforce
- Support the wider agenda of community cohesion
- Provide a better value for money services

For a private sector firm the objectives may be to stay profitable, develop new products and services to stay ahead of competitors or maybe to grow and expand their share of the business

Department level objectives are related to the contribution which the Department is expected to make to the high level corporate objectives and the targets to be achieved by the Department. Plans for different parties of the organisation sometimes in the form of Business Plans are often drawn up. These usually identify:

- The services provided
- The market environment
- Customers and stakeholders
- How Departments will achieve three year strategic plan targets
- Links with the strategic plan and corporate themes
- What quality means to the Department
- how performance is measured

The Departmental objectives will be rooted in the type of organisation i.e., public private and type of industry.

Team level objectives are specifically related to the purpose of the team and what it is expected to achieve. First line managers are often responsible for implementing a specific part of their Departmental Plan. Again these will depend upon the type of organisation and the type of industry it operates within.

Individual level objectives refer to the areas which make up an employees job, what they are expected to achieve and how they contribute to team, department and organizational objectives... As the result of staff appraisal, employees may also be set development objectives which set out what they need to do to improve their competences. The requirements placed on staff will also depend on the type of organisation and the industry.

First line managers are often responsible for implementing a specific part of the Corporate Plan

Effective Plans

Whatever the type of organization, plans have some similarities, in that they need the following questions answering.

- Why are you doing what you are doing?
- What do you want to achieve
- Where are we now
- How will you close the gap between where you are and where you want to be?
- What timescale is involved
- What skills and resources will we need?
- Who will be responsible for what?
- How will you decide if you are being effective?

- How will the plan be communicated to relevant staff?

The features of a good plan are that it

- uses available resources to the best effect
- is based on clearly defined objectives
- is designed to maintain appropriate standards

PERFORMANCE MANAGEMENT

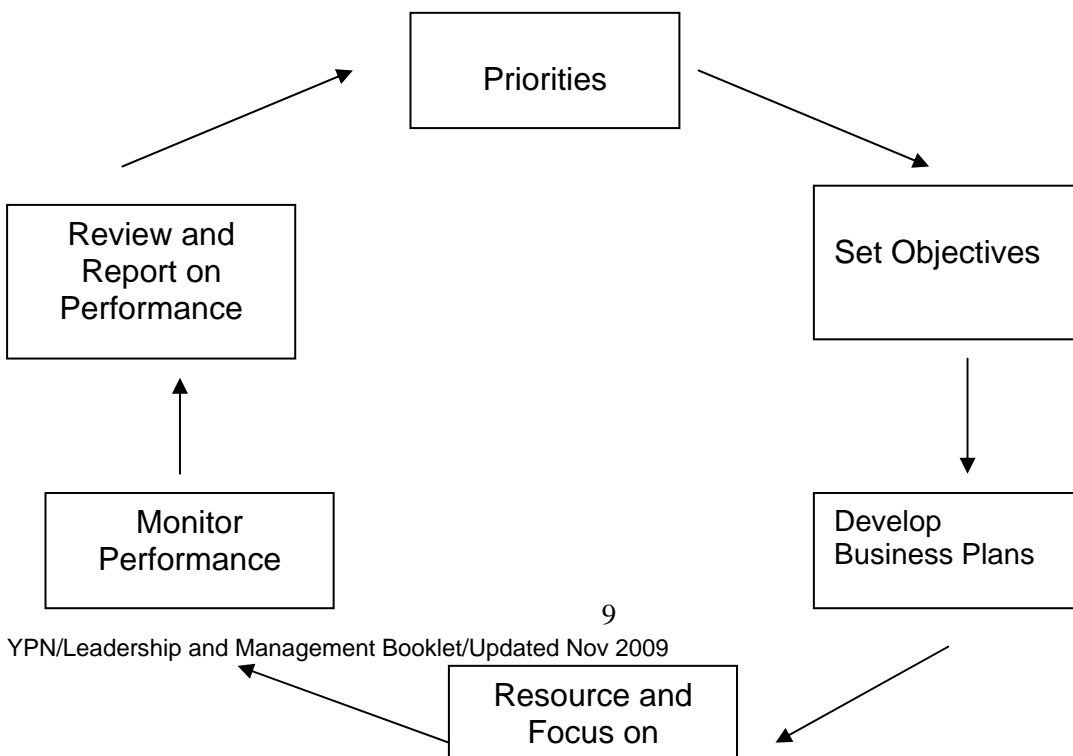
Moving forward the Corporate Plan needs a Performance Management framework so that the organisation as a whole knows what has to be achieved, Departments/Sections know their role and individual employees know their role.

Performance management is a means of getting better results from the organisation, teams and individuals by managing performance within an agreed framework of goals and standards.

- Knowing what priorities you should be focusing on
- Having clear targets and expectations that focus on priorities
- Measuring actual performance against agreed targets
- Identifying performance problems and remedying them

The process is identified in the diagram below:

Performance Management Framework



Performance Management enables everyone to understand about what is to be achieved and one of the roles of a first line manager is to explain to their team what is expected of them both as a team member and as an individual.

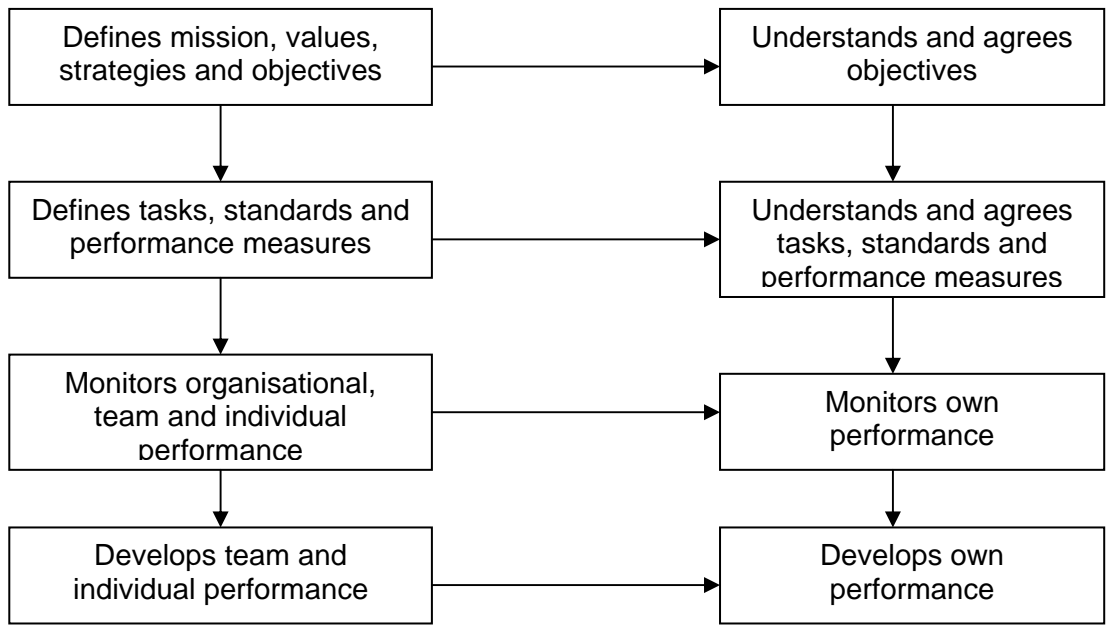
- The basis of performance management is an agreement between the manager and the individual on expectations. Performance management is largely about managing expectations.
- In a good organisational climate, management places emphasis on improving performance.
- Managers set challenging but realistic goals, give regular feedback and make sure that performance measures are adequate and clear. Individual employees are given plenty of opportunity to take part in the goal-setting and planning process.
- Performance management is a process and not just a system of forms and procedures. It is about the actions which people take to achieve the day-to-day delivery of results.
- Performance management is an approach to managing and developing people and is focused on three things. First, how managers and team leaders work effectively with those around them. Second, how individuals work with their managers and with their teams, and third, how individuals can be developed to improve their knowledge, skills and expertise (their attributes) and their levels of competence and performance.

AIMS OF PERFORMANCE MANAGEMENT

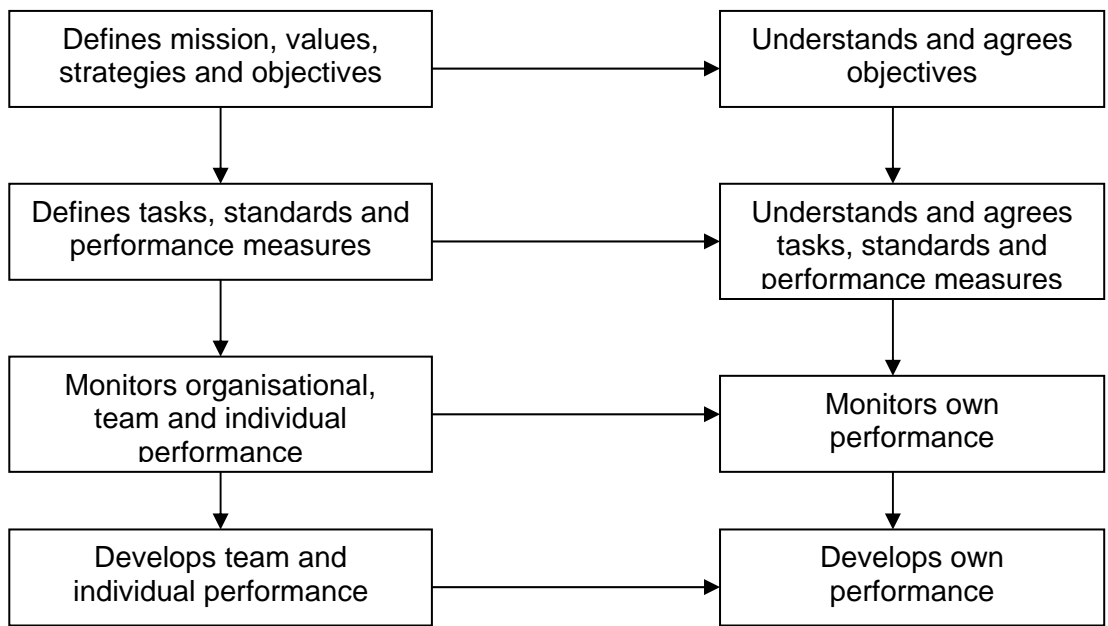
- Achieve sustainable improvements
- Act as a lever for change
- Increase the motivation and commitment of employees
- Enable individuals to develop their abilities, increase their job satisfaction and achieve their full potential to their own benefit and that of the organisations as a whole.
- Focus attention on the Competence's required to perform effectively and on what should be done to develop them.

- To enable individuals with their managers to agree improvement plans and methods of implementing them and jointly to review training and development needs and agree how they should be satisfied.

Assist in empowering people – giving people more scope to take responsibility for and exercise control over their work and the opportunity to contribute to the development of team plans. Performance Management. Links between the overall plan and the individual employee



Assist in empowering people – giving people more scope to take responsibility for and exercise control over their work and the opportunity to contribute to the development of team plans. Performance Management. Links between the overall plan and the individual employee



PERFORMANCE APPRAISAL

Performance Appraisal is part of the performance management process which begins with the strategic plan. It is the end of the 'golden thread' which links the role of the employee to the objectives of the organisation. The main resource of most organisations is staff, so the work of individual employees has to contribute to the needs of the organisation.

Agreeing the role

When an employee is appointed to a new role, the line manager agrees the key aspects and boundaries of the role during the induction process. This is an important phase in the process. It means that both parties are very clear about the role to be carried out, what tasks the role entails, when and where it is to be done, and for how long.

Managers will usually let their staff know what is required of them by;

- Referring to the job description for the post, which provides; a comprehensive picture of the purpose and context of the job. The information a job description contains includes,
 - Job title.
 - Purpose of the job.
 - The reporting structure to show who the line manager is.
 - The actual duties carried out by the post holder
 - What the employee is expected to achieve in terms of targets
- Providing individual instructions or team briefings.
- Using Appraisal interviews, to provide employees with information on how well they are contributing to the aims of the organization.
- Explaining policies and procedures, which set out how tasks are to be carried out and how staff are expected to behave towards one another.

Responsibilities and relationships

Within any organisation all staff has particular responsibilities, which they must meet. Different levels of staff within organizations tend to have different types of responsibilities. These are illustrated below and will be the basis of appraisals.

Responsibilities of Top-level managers

- Have extensive knowledge of management roles and skills.
- Be very aware of external factors such as markets and Government Policy
- Make strategic decisions about the long-term future of the organization
- Identify the need for major organizational changes and restructurings
- Use detailed information and data for decision making
- Control budgets for very large amounts of money. Millions rather than thousands

- Be responsible for the operation of a number of different parts of an organization
- Work in cooperation with other senior managers
- Develop the culture of the organization.

Responsibilities of Middle Managers

- Have a specialized understanding of a specific part of the organization
- Carry out the decisions made by top-level management.
- Set performance targets to meet organizational and departmental objectives
- Make operational decisions based on the role of their Department using Departmental data
- Make medium term decisions.
- Provide performance information to senior managers
- Work in cooperation with other Middle Managers
- Control a Department Budget

Responsibilities of First Line Supervisors. (These staff has direct supervision over the front line staff in an organization or basic grade staff)

- Building the teams
- Motivating team members to perform in the workplace
- Managing conflict in the workplace
- Inducting new staff into the workplace
- Follow organisational and departmental procedures and polices
- Plan day to day work efficiently
- Managing health and safety at work
- Work with costs and budgets
- Work to meet performance targets
- Break Departmental targets down to Team and individual staff targets.
- Provide information to the Departmental Manager
- Managing the efficient use of materials
- Managing the effective use of equipment
-

Responsibilities of Front Line Staff

- Work to the requirements of their job description and the instructions of their supervisor.

Formal Staff Appraisal Schemes

Performance review should be an ongoing process, however many organisations have formal appraisal schemes which provide an opportunity for additional discussions between manger and employee, which can aid the development of positive working relationships

- A formal appraisal process enables managers to use past performance, as the basis for improving future performance to aid the meeting of both individual and team targets reminding employees of the importance of their own contribution to organisational objectives

- The actual appraisal meeting can aid motivation through the setting of SMART objectives and the provision of positive feedback within a formal setting.
- The provision of a set process gives managers and employees the 'space' in which to discuss confidential issues which might not otherwise be raised during the working day and allows employees to discuss training and development needs
- In the private sector the outcomes of the staff appraisal process is often used to provide the basis for a fair rewards system

Staff Appraisal Interviews tend to be most effective where there is

- Careful preparation by both manager and employee
- Clear structure to achieve productive discussions
- Creation of a supportive atmosphere by the manager, no interruptions and comfortable and quiet room
- The manager encouraging self appraisal on the part of the employee
- No surprises or criticism which has not been raised earlier
- Manager uses good interpersonal skills, listening, body language, sensitivity and be open to criticism
- Way forward is agreed and documentation is completed in line with agreed procedures

360 Degree Appraisal

The problem with staff appraisal schemes which only involve a manager and a subordinate is that it can be very limited in that the employee is only receiving feedback from their line manager. 360-degree feedback is designed to get around this, because employees are rated on their performance by people who know something about them and their work. Employees complete their own self-assessment which is compared against feedback from their colleagues. Direct reports, peers, managers, customers or clients, in fact anyone whose opinion is relevant and who is familiar with the employee and their work, can be included in the feedback process. This multi-source approach can give insight into how different groups see an employee and their performance.

THE BENEFITS OF 360 DEGREE APPRAISALS ARE THAT.

- Employees gain much better self awareness by learning how their colleagues perceive them.
- Employees generally like 360 degree feedback; as more than one view is involved, they take things less personally and are more likely to take 'on board' what's been said.
- It helps employees understand how their behavior influences their individual performance and how this impacts on the smooth running of the organization.
- It improves communication within the organization, by encouraging a more open culture where giving and receiving constructive feedback is the norm.

Poor Performance

Part of a manager's role is to monitor the performance of staff through out the year and provide feedback to staff. Where poor performance is identified, the first approach, unless gross misconduct is involved, is the provision of guidance to an employee rather than resorting immediately to disciplinary procedures.

The manager needs to identify with the employee, the cause of the poor performance, (rather than crudely attaching blame) so that any action is based on a factual analysis of the situation.

The Reasons for poor performance can include;

- Inadequate support or guidance being provided to the employee
- The employee not understanding what is required of them

- Work being delegated without the necessary information
- The employee not having the ability need to do the job
- The employee possessing insufficient skills
- External factor which are beyond the control of the employee e.g. poor materials,
- The employee being provided with incomplete or incorrect information so that he wrong action is taken
- Poor team work within the work unit
- Conflict with the workplace, possibly including bullying and harassment
- The employee having the wrong attitude e.g. is a poor team player where team work is important or has an unfriendly attitude towards customers.
- The employee has personal problems which are affecting their work

Actions a manager can take to deal with the situation

- Explain to the employee what is required of them in the workplace and the objectives and targets they are expected to meet.
- Identify solutions with the employee so that a way forward can be found by agreeing the performance required and the targets to be met.
- Provide the necessary support and resources. This could be improvement of skills and abilities through training, mentoring and coaching. Provision of additional experience. Welfare support if personal problems are involved.
- If the poor performance is due to conflict, bullying and harassment then the manager needs to take the necessary action to resolve the situation
- Where the employees attitude is the problem, the manager needs to explain the effect this is having to the employee, team and organisation
- What ever the cause, the Manager needs to provide feedback to the employee on the extent to which they are making progress and agree further action if necessary

Whenever poor performance occurs, it is always an opportunity for a manager to consider is if their own particular management style has in any way contributed to the situation and reflect on how they can use this information.

Counselling and Discipline

Counselling

Practically all managers and supervisors are responsible for ensuring that staff under their control 'do a good job'. Circumstances can occur where the employees performance is 'not up to scratch' and whilst all organizations will have some sort of disciplinary procedure, the first step is usually for the manager to undertake confidential informal counselling with the employee to find out why they are not achieving the required standard. This may be due to lack of knowledge, lack of abilities, being unclear about their role, lack of the right sort of equipment, difficulties in adapting to changes within the workplace or personal problems.

Some organizations also provide Counselling Services for Employees which are provided by trained Counselling staff. This is on the basis that they can help employees resolve both work related and personal problems

Counselling can be used for helping employees resolve.

- Personal difficulties
- Family problems
- Financial problems
- Drug and/or alcohol problems
- Ways of coping with stress, depression or anxiety
- Relationship issues

Discipline

The majority of staff in practically all organizations understands that they are expected to behave in a certain way and it is part of the role of supervisors and managers to provide guidance to staff as part of their day to day work, and encourage them to meet the required standards of work and conduct

The purpose of Disciplinary Procedures are to ensure that where problems arise which, it has not been possible to overcome with informal guidance from line managers then staff are dealt with fairly. Action which tends to lead to discipline is such things as continuing poor performance, absenteeism, conflict with other staff, disobeying the line manager, bullying and harassment, actions which affect the 'good name' of the organisation

THE MAIN FEATURES OF A GOOD DISCIPLINARY PROCEDURE ARE THAT

- It should be written down and staff should be aware of its existence.
- It provides a speedy way of dealing with disciplinary problems.
- It should make clear, who has what powers.
- It should ensure that cases are fully investigated.
- It should let employees state their case and be accompanied.
- It should ensure that employees are made aware of why disciplinary action was taken against them.
- It should ensure that there is a right of appeal

In some Countries, legislation sets out the rights of employees where action is to be taken by employers.

Given on the next page is typical example of the stages Disciplinary Procedure

Typical Stages in a Disciplinary Procedure

1. Purpose and scope

The purpose of a disciplinary procedure is to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance and this procedure apply to all employees. The aim is to ensure consistent and fair treatment for all in the organisation.

2. Principles usually found in a Disciplinary Procedure

.

Disciplinary action will only be taken against an employee, after the case has been fully investigated.

At every stage in the procedure, the employee will be informed of the nature of the complaint against him or her and will be given the opportunity to state his or her case before any decision is made.

The employee will have the right to be accompanied by a trade union representative, or work colleague at all stages of the Procedure

No employee will be dismissed for a first breach of discipline except in the case of gross misconduct, when the penalty will be dismissal without notice or payment in lieu of notice.

An employee will have the right to appeal against any discipline imposed.

The Procedure

The actual procedure usually has a number of stages, to cope with situations where the employees do not improve. Each stage usually has a specific time scale
Stage 1 – verbal warning improvement note: unsatisfactory performance

Stage 2 - first warning

Stage 3: final written warning

However, Gross Misconduct can often lead to instant dismissal;

Appeals

An employee who wishes to appeal against a disciplinary decision must do so within a specified period of time.

TARGETS/PERFORMANCE MEASURES

To ensure that Plans are kept on track a set of targets are need to be developed which should be:

- Demanding
- Manageable in terms of numbers
- Both long (typically 3-5 years) and short-term (the year ahead)
- Financial and non-financial
- A mix of input, output and outcome measures
- Under continuous review, not set in stone

The targets need to be 'owned' by specific senior managers so they don't get overlooked and cascaded, so that the whole organisation understands the links between targets, and where responsibility lies for improvement.

First line managers are often responsible for ensuring the achievement of a number of targets.

Targets need to be SMART i.e.:

Specific	- not vague
Measurable	- capable of being subject to some form of analysis – usually Numerical calculations
Achievable	- not over ambitious
Realistic	- taking into account factors related to the objective and not 'pie in the sky'
Time bound achieved	- identifying a set period of time in which the target will be

They also need to be:

- **Relevant** to what the organisation is aiming to achieve.
- Able to **Avoid perverse incentives** – not encourage unwanted or wasteful activity.
- **Well-defined** – easy to understand, so that data will be collected consistently.
- **Comparable** – with either past periods or similar programmes elsewhere; and
- **Verifiable** – with clear documentation behind it, so that the processes which produce the measure can be validated.
- **Focused** – on the priorities of the organisation – its core objectives and service areas in need of improvement.

MANAGEMENT INFORMATION

Effective information is needed to see if targets are being met, if policies are actually working and to highlight deviations which might suggest that not everyone is 'on board' or that processes are not working properly.

In relation to Performance Measurement it is important to remember.

If you don't measure results you can't tell success from failure.

If you can't see success you can't learn from it.

If you can't recognise failure then you can't correct it.

What gets measured gets done

Organisations also have to ensure that their information systems will be able to produce the right data in the right format, otherwise accurate measurement would be impossible.

The performance /management information system should be:

- **Focused**
 - Why is the information being collected?
 - It is important to understand who will use information, and how and why the information will be used.
 - Is the performance information focused on the core aims and objectives of the organisation?
 - What actions could the performance information provoke management to take? (If the answer's none then don't collect the information)
- **Appropriate**
 - Do stakeholders receive the performance information they need?
 - Is it right information presented in the right way for each group of users?
- **Balanced**
 - Do measures cover all significant areas of work in the organisation?
 - Are both financial and non-financial measures collected?
 - Are indicators of future performance included as well as measures of past results?
- **Robust**
 - Can the system survive changes in personnel and changes in the structure of the organisation?
 - Are there any key people without whom the performance information system could not survive?
- **Integrated**
 - Are the results of the performance information system monitored and used as part of the business planning and management process?

- There should be links between the performance indicators used by managers for operational purposes, and the indicators used to monitor corporate performance.
- Is there consistent performance information at all levels of the organisation?
- Are performance measures for individuals and teams, consistent with measures for the organisation?
- Do people within the organisation 'own' the system? Do they take notice of the results and use them? Did they contribute to its design?
- **Cost effective**
 - Are the resources put into collecting performance information proportionate to the benefit of the organisation?
 - What is the actual cost to the organisation of the performance information? (including the burden of form filling, and time spend reviewing the information)

RECORD KEEPING AND REPORTING PROCEDURES

All organisations, however large or small, need to keep certain records, some because the law requires them, and some for internal purposes such as ensuring the objectives are met and targets achieved. Every employer also needs records of workers joining them, their job title, and pay and so on.

All organisations, private or public, need to plan and to formulate policies and procedures which will enable them to remain competitive and provide good service to their customers. Planning depends on information, and information on accurate and effective, record keeping. The reason for having information in the first place is to be able to make good and valid decisions. If information is inaccurate, then it is very likely to lead to poor or downright wrong decisions being made.

The sort records which need to be maintained will depend very much the type of organisation and the industry in which it operates. For Departments, Teams and individual staff the records which have to be kept will depend upon the part of the organisation in which they work. Staff working in a Human Resources Department may be responsible for maintaining a whole range of personnel procedures. Staff working on a Fire Station will need to record the location and type of incidents they attended. Think about the records you are involved in keeping and those kept by fellow employees in the part of the organisation where you work.

Good records can help managers:

- Make decisions based on fact rather than guesswork
- Know what staff resources are available to meet production/service requirements
- More accurately assess levels of performance and productivity
- Know the level of absenteeism and staff turnover
- Identify training needs
- Comply with legislation.
- Be aware of Health and Safety issues.

- 'Head off', potential problems
- Know what is happening with budget monitoring,
- Know when maintenance is required for pieces of equipment,
- Know who has the power to make certain decisions,
- Be aware of operational procedures,
- Debrief after exercises and incidents,
- Deal with customer enquiries,

What type of system?

Any record keeping system, whether developed within the organisation or 'bought in', needs to fulfil certain criteria. It must be:

- accurate, reliable and consistent
- confidential with regard to personal details
- adaptable, so that it can cater for future developments and changes
- economical in its introduction, use and maintenance.

Before deciding on the type of system the organisation must also have considered:

- whether the records will be kept manually, computerised, or in some combination of systems
- where the records are going to be located (how much space will be required for secure storage)
- how the design of documents affects the type of system, and vice versa
- which staff should have access to which records
- procedures to comply, with both organisational security and data protection requirements.

Reviewing the system

As with any system, records should be reviewed from time to time to check their effectiveness. Include the users and operators of the system in the review as they will know the strengths and weaknesses of the system, for instance a new manager may be unaware of the job descriptions for the workers in their area of responsibility. The main questions to ask in any review might include:

- is it providing the answers required and providing them quickly and accurately?
- is the organisation making effective use of the information that is available?
- is all the information useful and necessary?
- is there any unnecessary duplication of records?

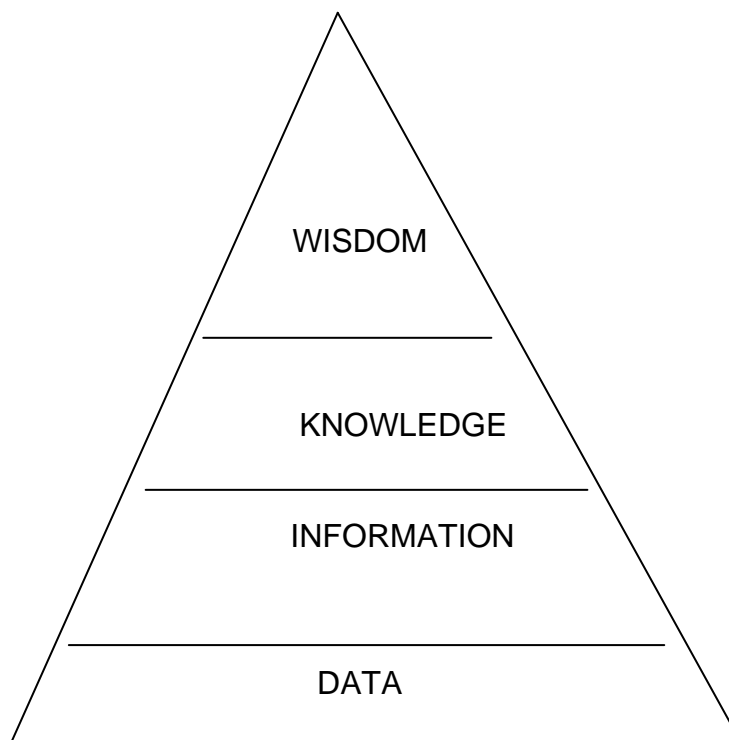
- is it proving easy to keep the records up-to-date?
- what improvements might be made to the system?

KNOWLEDGE MANAGEMENT

Some organisations try to bring all the different ways in which they collect information together into 'knowledge management' systems which both provide staff with the specific information they need and also enables information to be shared around an organisation. This usually needs the use of information technology to ensure that information is as current as possible

Part of the idea of knowledge management is that any organisation possesses a wealth of knowledge which often lies untapped in the heads of its employees.

The core element of KM is, data, information, knowledge and wisdom



Data is the raw materials, like facts and statistics that can be analysed to provide information. Data plus interpretation equals information.

Information puts data in context and gives it meaning. It exists in many forms (e.g. as words or numbers, in electronic or paper form, as text, image, audio or video). It may be structured (e.g. records and documents) or unstructured (e.g. carried in peoples heads). By making use of information, knowledge is created.

Knowledge is created by people and reflects their education, experience, thinking, decision-making and other capacities for creating choice and taking action.

Knowledge is information that has been put into productive use, made actionable, given meaning. It is only of value when shared and applied!

Wisdom is the knowledge which has been combined with insight and experience

There are two kinds of knowledge

Explicit knowledge is knowledge that has been captured somewhere – in documents perhaps. It is knowledge that has, through some process, been laid down, and put into a re-usable format, so other people, or systems perhaps, can work with it. A Fire Service example would be Service Orders and other formal procedures and policies and data produced from performance management systems. It can therefore be regarded as organisational knowledge

Tacit knowledge: this is personal knowledge or individual knowledge and includes skills, insight and judgement. It is rooted in experience, ideals and values, and is difficult to capture in an explicit form. For individuals, tacit knowledge is evidenced through the know-how they demonstrate. This knowledge may not be written down anywhere– it has just been learned from experience the focus of knowledge management in relation to connect tacit knowledge involves

- empower individuals and teams
- facilitating ways for staff to exchange knowledge, for example the result of pilot schemes and debriefings after major incidents.
- rewarding staff for sharing knowledge with others such as Staff Suggestion Schemes.

Knowledge Management strategies can focus on ensuring that existing and relevant knowledge is shared readily, and is available to those who need it, when they need it in doing their work

Many public services also have to share knowledge with other agencies and make use of information collected by others, so some form of agreed data collection is needed.

DECISION-MAKING

The importance of information is that it aids effective decision making. Which can be related to resolving a problem or working out how to deal with a new situation. In all organisations decisions will be taken at strategic, departmental, and team level. Managers and supervisors in all organisations will at some stage be involved with decision making. In Fire and Rescue Services, some decisions will also involve dealing with operational incidents.

Sometimes decisions will be made solely by the Manager/Supervisor, sometimes in conjunction with other managers and sometimes in consultation with their team members. In some organisations there is a decentralised approach to decision making, which devolves the making of some decisions to as near to the 'front line' as possible.

Decision making involves looking at a number of possible actions and deciding from them which will produce the best result.

Steps involved in Decision Making*

1. Recognising a new situation or problem
2. Collect data which is relevant
3. Develop a range of alternative solutions
4. Assess the consequences of introducing the alternatives
5. Select the best alternative option
6. Implement the solution
7. Measure the results and review if it is working as intended

As part of the process sometimes, techniques such as brainstorming are used.

Well prepared decisions are easier to make and to implement, and generally produce the best results because they have taken all the factors into account. 'Shoot from the hip' decisions tend to produce the worst results because they tend not to have recognised all the factors and can therefore end up causing rather than solving problems.

BUDGETARY CONTROL

All organizations need money to operate, staff need paying, supplies and equipment need to be purchased. Therefore effective budgetary control is an important part of an organisations strategic planning process.

In most organizations, leaders, managers and supervisors all have a responsibility for financial management. At the very top an organisation, very large sums of money may be involved going into millions. Supervisors will have a more limited responsibility. However the principles of good financial management are the same whatever level in an organisation they are being carried out at.

A major aspect of financial management is a budget

A **Budget** is a plan agreed in advance and is a statement which sets out the financial resources which are available for carrying out specific activities in a given period of time. It helps to co-ordinate the activities of the organisation. An example would be the money set aside to maintain equipment or employee staff. In very large organizations the budget tends to be split up over Departments. Head of Departments may then split the budget up over particular teams or groups. This is called Devolved Financial Management and it is often used by organizations because it gives greater ownership of financial matters to staff, make staff more aware of costs and allows decisions to be made at the lowest possible level, this using the expertise of staff

Setting the overall budget tends take into account, current costs, any likely increase in staff costs and materials, any major organisation changes and the expected level of income/profit.

Budgets tend to identify two types of expenditure;

Revenue Costs which relate to the day to day running of an organisation

Capital expenditure, which relates to major projects which will be expensive. Such as new buildings, fleets of vehicles, replacement of all breathing apparatus, new IT systems.

Features of a good budget

- As many people as possible are involved drawing up the budget so nothing is overlooked.
- The budget covers the whole organization, so everyone can see what money is available.
- Is flexible enough to allow for changing circumstances.
- Is monitored on a regular basis with reports going to senior managers
- It can allow Devolved Financial Management, so that certain aspects of the budget can be devolved to front line managers, who can use their expertise in getting the most out of expenditure.

Budgetary control is a technique which is used to compare what is actually being spent against the money which has been allocated. Usually managers are responsible for a particular part of a budget and are expected to ensure that they do not overspend.

Variance is the term used to describe the situation where there is a difference between the budget and what has actually been spent, this could be due to seasonal variations, delays in projects being set up or overspending. It is important for managers to be aware of the variance, so that they can quickly identify problems which might be developing, which could lead to overspending.

Advantages of budgeting and budgetary control

There are a number of advantages to budgeting and budgetary control

- In the public sector they can make managers accountable for public funds they use
- They can allow trends to be seen over a number of years which might signal the need to review budgets
- Allow senior managers to compare the performance of different parts of the organizations and in the public sector comparisons can also be made against other public bodies
- Allow the costs of projects to be monitored against estimated, so that the actual costs as the work progress are known and the project does not overspend.
- Enables variations to be analysed to find out what has caused them. This then allows corrective action to be taken or best practice can be identified and shared with other parts of the organisation.

- Encourages managers to look ahead, to set out detailed plans for achieving the targets for each department,
- Helps to ensure that the various aspects of an organisation are coordinated as expenditure in one part on organisation can affect another. E.G. the purchase of new equipment may mean that the Training Budget will have to be spent of running courses some that staff are able to use the new equipment.
- Clearly define areas of responsibility.
- Enables remedial action to be taken if overspending looks likely

Problems which can occur with budgeting and budgetary control

- In accurate record-keeping can mean that the spending is not properly monitored
- Unless responsibility is clearly defined, it can be difficult to decide just who is responsible for spending what and poaching of other managers resources can occur.
- Conflict can occur between Departments over the allocation of the budget, particularly where one Departments budget is being cut and another's if being increased
- It is difficult to reconcile personal/individual and corporate goals.
- Waste can occur if managers adopt the view, "we had better spend it or we will lose it". This is sometimes coupled with "empire building" in order to enhance the status of a department.

OUTCOMES OF PERFORMANCE MANAGEMENT

The appraising of staff, setting of targets, establishment of information and records system, effective decision making and the setting of budgets all form part of Performance Management. The whole reason for using performance management is to ensure that an organisation fulfils its purpose and vision.

In the manufacturing industry it is to produce goods which meet the needs of customers be they cars or felt tip pens. This is achieved by the use of product specifications.

With manufactured goods, quality is based on physical and tangible features e.g. shape, design, ease of use, reliable after sales service.

If an organisation is providing services e.g. hotels, restaurants, banking, insurance then other factors have to be taken into account.

Research has shown that in relation to services, quality is related to reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding and tangibles. In the main these qualities are intangible and very much related to how the customer/user feels.

The differences between the characteristics of a quality product and a quality service are rooted in the following factors:

- ◇ A service doesn't exist as a physical thing, it can't be stored away.
- ◇ A service, unlike a product, can't be measured by physical, chemical or engineering tests.
- ◇ Production, delivery and consumption of services are often simultaneous i.e. the extinguishing of a fire by a crew using equipment, water and skills.
- ◇ A service which doesn't meet requirements may be impossible to replace. A fire which is not properly extinguished may recur and cause further damage, but the poor initial service cannot be replaced.
- ◇ Whoever delivers the service exerts a greater influence on the quality than even the most sophisticated quality control system. A service is therefore heavily dependent on the people.
- ◇ Customers/users may well evaluate the service as much on the way it is delivered as upon anything else.

With public services such as a Fire and Rescue Service additional factors are relevant.

- Many public services are provided free and are paid for out of public funds. The immediate consequence of this is that the choice that the individual makes in purchasing a service is replaced by a broader community interest.
- Governments will often set out what they expect from public services. Examples being the National Framework 2008-11, the Equality and Diversity Strategy and Audit Commission Assessment processes.
- Public Services often have to work in partnership with other organisations to achieve broader community outcomes.
- The quality of a public service must depend largely on the extent to which it meets community needs as well as the requirements of particular users.
- Public services have many users who may have very different and conflicting demands.
- Public services, in implementing legislation, often have to deal with uncooperative 'customers'.
- Emergency Services are often provided at the time of great distress or misfortune.
- Public services are delivered in a complex social, economic and political environment with shifting priorities and often conflicting expectations.

QUALITY ASSURANCE SYSTEMS

The achievement of corporate plans often includes the use of Total Quality Management or Quality Assurance Systems geared to ensuring the quality of goods and services being provided by the organisation.

The purpose of quality systems is to ensure that customer requirements are met and that the organisation has ways of identifying these and has systems in place to ensure that these are met. Properly introduced, they:

- Removing activities which don't have value
- Reduce waste by doing things right first time so there are zero defects
- Reduce the knock on effect of problems across the organisation
- Examine critical processes on a regular basis
- Remove potential tensions between staff which could impact on the end product
- Improve staff morale by giving a sense of pride and removing frustrations. Quality has to be seen as the responsibility of everyone.
- Improve the image of the organisation – this is very important for a public sector organisation which is dependent on public funds
- Maintaining good working relationships with staff in other organisations.

Managers have an important role in encouraging their team members to come up with improvement ideas or identify new ways of doing things. It is also important to see other colleagues as customers who need some form of help and also as suppliers who need to know what they can do to support the work of other colleagues. Nowadays people from other organisations need to be seen as customers and suppliers, particularly in work related to community safety.

THE IMPORTANCE OF EFFECTIVE LEADERSHIP AND MANAGEMENT.

For the majority of organisations the main resource involved in achieving the purpose of the organisation and providing quality goods and services are its people.

Even with a robotic production line a human hand is 'pushing the buttons'.

Effective staff management and leadership are therefore an important aspect of all organisations and the way in which staff are lead, managed and motivated will be a major influence on how successful an organisation is. They are important parts of the role of a first line manager.

Leadership versus Management

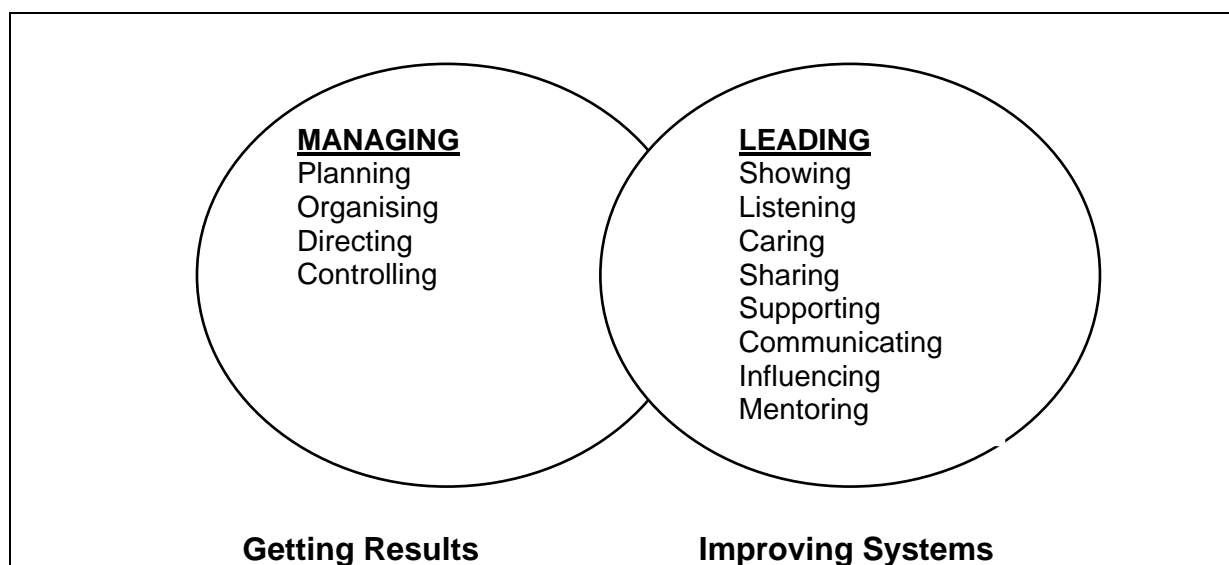
"It is immoral to misuse people, under use them and abuse them but it is highly moral to call forth and make use of the talents that are in people."

Quote by: St Thomas Aquinas

Originally leadership was seen in the light of Planning, Organising, Directing and Consulting with the chart below showing the different styles.

Leadership Style	Tells	Sells	Explains	Offers	Consults	Shares	Delegates
Leadership Approach	Makes decision, informs staff	Makes decision, sells to staff	Makes decision, explains, responds to ideas	Makes tentative decisions, accepts improved ideas	Discusses problem, considers ideas, makes decision	Gives info, defines limits, staff decide	Decisions by staff, with org'n limits

Over time the definition of Leadership has broadened as the diagram on the next page shows



Nowadays planning, organising, directing and controlling are seen by some as what constitutes the Managerial role. With, Showing, Listening, Caring, Sharing, Supporting, Communicating, Influencing and Mentoring being seen as constituting the Leadership role. However both are an important part of the role of a manager and some writers see Leadership as being management which is done well.

What does a Manager do?

Managers are responsible for getting things done, usually through other people. Managers perform the same type of job activities. However, the time spent on each activity and the importance given to each will differ considerably depending on a Managers role within an organisation.

Job activities of Managers

Planning: Before any action is taken, a plan needs to be made. Planning involves the setting of goals and deciding on the best way to achieve them. Planning also encompasses analysing which involves the examination and interpretation of various kinds of data.

Organising; This involves putting people and other resources in place to make things happen. Ensuring that staff have the equipment, information and training to do the job. Every manager is involved in some way with the process of training. Senior managers write policies and rules; other managers write methods and procedures; still others serve as instructors.

Controlling; This is, measuring results and comparing them with the results which were intended. As part of controlling daily activities and their results often have to be reported in one way or another

Direct Supervision: All Managers are responsible for the work of others and through achieving targets through the efforts of their staff. This involves letting staff know what needs to be achieved, allocating work, explaining to staff what needs to be done and when, checking on progress and motivating staff. If an employee is part of the front line staff then their boss is known as a First line manager or first line supervisor. This can often be one of the most demanding roles within an organization. First line managers are the people responsible for ;those who do not manage others, The first line manager is the first part of an organizations management system with which an employee comes into contact, they therefore have a very influential role and can be an important role model or otherwise.

Delegation

Part of the organising role of managers, is to decide when the use of delegation would be appropriate. Delegation is the handing over of tasks to appropriate subordinates, whilst still retaining overall responsibility for the work which is produced and as well as being a way of ensuring that the needs of a workload are met, delegation if properly planned can be a valuable way of motivating staff as it can provide a valuable developmental opportunity and help prepare them for more senior roles

Factors which influence delegation

- The degree to which a manager is under pressure as a result of volume of work or complexity of work
- The degree to which a manager feels able to handle the risks associated with delegation
- The capabilities and experience of the staff
- How much benefit staff might obtain from being given increased responsibilities
- The degree of cost involved in the work to be delegated (financial cost, reputation etc)
- The amount of help available to the subordinate from colleagues
- The extent to which delegation will contribute to an employee's development plan.

Successful delegation happens when

- The right tasks are delegated and staff see the work as meaningful.
- Delegation is an accepted practice and staff do not feel coerced.
- Staff are properly briefed and are clear about what is expected of them
- Staff are given sufficient time to settle in
- Staff are given the resources they need
- At the end of the period of delegation staff are given feedback
- Staff are thanked.

- Staff feel able to approach their manager for guidance.

Unsuccessful Delegation happens when

- The delegation is poorly planned'
- Staff are not properly briefed
- Staff are not given the resources they need to carry out the tasks
- Staff do not have the right skills or experience, particularly if the work is very complex or highly technical.

Why delegation might not be used

- Manager being reluctant to lose control
- Manager unable to see the need to delegate
- Manager afraid that someone may do the job better
- Staff not having the right skills to carry out higher level responsibilities
- Complexity of work involved
- Work which needs to be carried out by highly skilled and experienced staff.
- The organisation does not have tradition of delegation and it is not therefore part of the culture of the organisation.

Effective communication

The management and supervision also includes the need for effective communications This requires manager to be aware of the barriers to good communication, (jargon, noise, emotional state, distrust, wrong channel and location) have a positive approach, be aware of body language and tone of voice, provide information in the most effective way, provide information clearly to staff and make sure that they have understood what is being asked of them.

It is also very important for communication to be 'two way', and employees should not only have to listen, but always have a chance, and be encouraged to ask questions, discuss, express own ideas and put their ideas forward. Employee's views should always be received with courtesy. Employees should feel able to approach their manager and discuss problems with them. Team members should be encouraged to share information, so that best practice can be identified

In many organisations, senior managers will often try to meet all new staff to welcome them and make them feel very much part of the organisation and someone who wants to contribute to the success of the organisation. It is also important for organisations to seek and respect the views of service users and other stakeholders.

Effective Presentations

Managers are very often required to make presentations in terms of providing information to senior managers, submitting proposals, informing and briefing staff and providing information to external organisations and partners. Given below are the factors which should be taken into account.

- Analyse Your Audience
- Set Your Goal for the presentation.

- Identify where the presentation is to be given and if this will present any particular problems.
- Identify how much time is available
- Do Your Homework
- Plan the Parts of Your Presentation
- Allow time for questions
- Identify ways to maintain the audience's attention.
- Identify if training and visual aids will help and if so what these should be.
- Decide how much audience participation there can be
- Plan Your Format and Delivery
- Identify ways to check that the 'message' has been understood

Lack of effective communication may lead to:

- Staff not understanding what they are being asked to do so errors occur
- Frustration, low morale and lack of job satisfaction for employees.
- Lack of information resulting in slow or poor decisions
- Decrease in employees' performance
- Decrease in the effectiveness of the organizations, particularly where there is a waste of resources or a poor service being provided to customers
- Poor relationships with colleagues, partner organisations and other stakeholders

WHAT MAKES A GOOD LEADER?

Leadership involves the process of influencing others to achieve goals.

Many writers have attempted to define what makes a good leader. Writers such as Beverly Alimo Metcalfe and Kouzes and Posner have identified the characteristics of what they call Transformational Leadership. These are set out below.

Transformational Leaders:

- Encourage staff to come up with new ideas
- New ways of working
- Encourage experimentation/innovation
- Are prepared to take judicious risks
- Create Vision about the future which staff can 'buy into'
- Realise that they cannot achieve the vision on their own so enlist the support and involvement of others.
- Encourage collaboration, co-operation; team building and delegate decision making.
- Ensure that planning and review processes are in place

- Gain the respect and trust of others.
- Demonstrate integrity so that people believe what they say.
- Realise that achieving the vision is exhausting and at times frustrating.
- Maintain morale by recognising and celebrating others' achievement
- Demonstrate that they believe in and value their staff.
- Praise loudly and shout softly

Other writers have also identified the factors below as being important:

Team building

- Helping people understand they are greater collectively than individually
- Understanding that collaboration means better decisions
- Encouraging staff to appreciate each other
- Recognising the different skills which people have
- Providing clear goals
- Providing a shared sense of achievement
- Understanding that building effective teams takes and time and effort
- Getting the right balance between the task (getting the job done) and the team (giving a sense of satisfaction)
- Valuing diversity.

Showing Genuine Concern

- Sensitivity to individuals' needs and aspirations
- Using an understanding of what motivates individuals, to achieve goals
- Sustaining individuals' efforts by demonstrating a genuine interest in them and what they do
- A recognition of the importance of maintaining staff morale
- The communication of positive expectations of what individuals can achieve
- Achieving a fair balance between caring for staff and meeting the needs of the department/organisation.
- Encouraging genuine praise for individuals' achievements.
- Displaying a strong sense of loyalty and commitment to staff

Enabling

- Empowering individuals, by trusting them to take decisions/initiatives on important matters.
- Empowering individuals, by encouraging them to use discretion in how they perform their job.
- Encouraging individuals to take on leadership responsibilities whenever the situation allows.
- Encouraging individuals to develop by taking on increased responsibilities,
- Encouraging the involvement of individuals in the process of setting their objectives.

Being Accessible

- The approachability of staff at all levels, rather than an emphasis on status.
- Making staff feel able to discuss problems with their line manager
- Promoting face to face, rather than indirect communication.
- The accessibility to staff of managers at all levels.

Encouraging Change

- A climate in which individuals are encouraged to think about how they can improve the organisation/department, and/or the service provided.
- A climate of encouraging individuals to think of wholly new approaches/solutions to problems they encounter.
- Encouraging staff to think strategically rather than in the short term.
- Encouraging individuals to question traditional ways of doing their jobs.
- Flexibility, rather than rigid and rule-bound behaviour.
- Encouraging staff to question the way in which the organisation operates.

Developing a Learning Organization

- Develops a shared vision which everyone can 'sign up to'
- Has an open culture which promotes trust.
- Provide continuous learning opportunities for all employees, not just a favoured few

- Encourages staff to learn together and share ideas and best practice across departmental and organisational boundaries.
- Links individual performance to the objectives of the organisation
- Enables staff to respond to change and not be afraid of change
- Is committed to continuous improvement
- Promotes creativity by encouraging all staff to come forward with new ideas and remain competitive
- Is always aware of the social, technical, political, legal and social environment in which the organisation operates and any changes taking place and so is better placed to respond to external pressures
- Have excellent knowledge management structures, to enable the creation, acquisition, dissemination, and implementation of knowledge throughout the organization.

Leadership styles

The term 'leadership style' is used to describe the way in which a manager within an organisation, relates to staff and a number of different styles have been identified, by writers on the subject. The style which is chosen can have a great influence on how well or how badly a manager does his job and the respect, or otherwise which staff have for him. Think about your own manager, can you identify their particular style and how do you 'rate' them as a manager.

Sometimes the style a manager uses has to vary depending on the situation in which they find themselves and an understanding of the different styles is therefore important.

Autocratic Leadership

The style is characterised by a leader who exerts high levels of power over staff. People are given few opportunities to contribute ideas and suggestions and often staff can resent this and it stifles creativity, development of good team spirit and prevents staff using the benefit of their experience. However it can be an appropriate style for very routine jobs or where there are a large number of new and inexperienced staff, who need to be closely supervised until they become more proficient.

As a permanent leadership style it can lead to high levels of absenteeism and staff turnover

Bureaucratic Leadership

This style describes leaders who work "by the book"; ensure that their staff rigidly follow procedures. Whilst it is an appropriate style for work involving

serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling), in other work situations it can demoralise staff because of the inflexibility and prevent the organisation from adapting to new circumstances

Charismatic Leadership

One of the main features of charismatic leaders is their personality which can create great enthusiasm amongst staff. However because their style is routed in their personality, and the commitment which staff have to them, an organisations can find itself in great difficulties if they leave.

There is a view that such leaders believe more in themselves than their team(s)

Democratic Leadership or Participative Leadership

Whilst this type of leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This increases job satisfaction because staff feel involved, team members know 'what's going on,' and people's skills are developed. As. Employees and team members feel in control of their own destiny, they are often motivated to work hard by more than just a financial reward.

Participation takes time, so this style can lead to things happening more slowly than an autocratic approach, but often the end result will be better. As a style it can produce the best results where team working is essential, and where quality is more critical than speed to market or productivity.

Laissez-Faire Leadership (also sometimes known as Country Club Leadership)

This French phrase means "leave it be". It is used to describe a leader who leaves his or her colleagues to get on with their work. As a style it can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. It is a style often found with teams where the members are very experienced and skilled self-starters. However it can also refer to situations where managers are not exerting sufficient control and as a style is likely to be less successful with teams consisting of new and inexperienced staff

People-Oriented Leadership

With this type of leadership the emphasis is on organizing, supporting and developing the people in the leader's team. It is a participative style and as such tends to lead to good teamwork and creativity amongst team members. But if taken to extremes, it can lead to failure to achieve the team's goals.

In practice, most leaders use both task-oriented and people-oriented styles of leadership.

Task-Oriented Leadership

Task-oriented leaders only focus on getting the job done, and can be quite autocratic. They precisely define the work required, putting structures in place, to plan, organize and monitor. Unfortunately they sometimes spare little thought for the

well-being of their teams. The style therefore has the same disadvantages as Autocratic Leaders. However the approach can be beneficial with inexperienced staff who have to work to very tight deadlines, where there is no room for error.

Transactional Leadership

This style of leaders is based on the belief starts that team members agree to obey their leader totally when they take a job on. The “transaction” is (usually) that the organization pays staff in return for their effort and compliance. This also means that the leader has the right to “punish” team members if their work fails meet the pre-determined standard.

Team members often find their may be little they can do to improve their job satisfaction. Sometimes they have some control over the work through productivity incentives. As a leadership style it has serious limitations where knowledge-based or creative work, is involved.

Transformational Leadership (See also the information on what makes a Good Leader?)

This style is one where a leader inspires his or her team with a shared vision of the future. Transformational leaders are highly visible, and place great emphasis on communicating with staff. They don't always lead from the front, as they tend to delegate responsibility amongst their teams. While they have great enthusiasm, they often need to be supported by “detail people”.

Both transactional and transformational leadership are both needed within an organisation The transactional leaders ensuring that routine work is done reliably, the transformational leaders looking after initiatives that will add new value to the organisation and in the private sector, help ensure its survival

Servant Leadership

This is a concept which was developed by Robert Greenleaf in the 1970s Unlike leadership approaches with a top-down hierarchical style, servant leadership instead emphasizes collaboration, trust, empathy, and the ethical use of power. A Servant Leader is a servant first, making the conscious decision to lead in order to better serve others, not to increase their own power. The objective is to enhance the growth of individuals in the organization so that they become wiser, freer, more autonomous, better team members and feel a greater sense of involvement with the organization.

The characteristics of Servant Leaders are that they

- devote themselves to serving the needs of organization members.
- focus on meeting the needs of those they lead.
- develop employees to bring out the best in them.
- coach others and encourage their self expression.
- facilitate personal growth in all who work with them.
- Attempt to unleash the energy and intelligence of others
- Are skilled communicators
- listen and build a sense of team spirit.
- Are self aware

- See an organisation in terms of a system where the whole should be greater than the sum of the parts

As a leadership style it is said to be effective because the needs of staff are of such importance that they reach their full potential and hence perform at their very best because they are respected, valued and motivated. It is a style which is at the complete opposite end of the scale to Autocratic leadership. However other writers believe that the accent on serving means that no leadership is actually being provided because the emphasis on individual employees can lead to the needs of the whole organization being ignored.

Principle-centred Leadership

A major writer on this style of leadership is Stephen Covey, who believes that building trust is the fundamental basis of effective relationships and that principle centred leadership and power must have trust at their origin.

The key principles of this leadership style are; trust in others, trustworthiness as a person, empowerment of teams and individuals and being able to align the three previous principles with other external principles.

These principles operate at personal, interpersonal, managerial and organizational levels.

With principle centred leadership, power is invited, not forced and is created when employees believe their leaders are honourable. Perceiving a leader as being honourable, allows employees to trust them, be inspired and committed to the goals set out by the leader.

Characteristics of principle centred leaders.

1. They are committed to continually learning, through reflecting on their experiences, developing new skills, competences and interests, reading, training and taking into account the views of other. This can perhaps be seen as a commitment to CPD
2. They are service orientated, seeing life as a mission to do good rather than just a career; they therefore have a strong sense of responsibility to service and making a contribution and are committed to effective teamwork. They think of others and need to serve
3. They radiate positive energy, by being positive and optimistic, displaying cheerfulness and good humour in the face of adversity and difficult situations
4. They believe in people and their unfilled potential and do not over react to criticism, carry grudges or stereotype people and are always willing to nurture talent in others.
5. They recognise the importance of work life balance, keeping up to date with developments in the world, being active intellectually and socially, have an open communication style and do not subscribe to being workaholics. They have the ability to laugh at themselves.

6. They see life as an adventure and are prepared to operate outside their comfort zones by being creative, courageous and resourceful. They are interested in people and are good listeners, but are not interested in becoming someone's disciple. They feel 'happy' with themselves and look forward to new experiences.
7. They believe in the importance of synergy and the whole being greater than the sum of the parts. They build upon their strengths and compensate for weaknesses by using the strengths of other. They are happy to share power, do not believe in close supervision and are good at solving conflict situations.
8. They believe in the importance of the self renewal of the 4 aspects of human personality. The physical, mental, emotional and spiritual, they use physical exercise; maintain mental and intellectual powers through, reading, writing and problem-solving. They have empathy for others and believe in the importance of spirituality and the use of prayer, meditation and contemplation.

Steps for developing a principle centred leadership stance include:

- Reflecting upon yourself as a person and as a leader
- Having clearly defined principles
- Thinking about how your values impact on your life, work choices and decisions
- Making sure that your values and principles are not at odds
- Having clear standards and areas where you would not be willing to compromise
- Identifying your code of ethics
- Having clear beliefs about social justice and equity

Principled centred leadership, like servant leadership is seen as being suitable within religious orders and situations where staff have worked together over a period of time. However it is heavily rooted in the development of trust which can take years rather than months and requires the sort of freedom of action which is not found in all organisations

Situational Leadership-situation influences style

A good leader will switch instinctively between styles according to the people and work involved. This is referred to as "situational leadership".

It is based on the fact that there is no one "right" way to lead or manage that suits all situations. At any point in time the most effective approach will depend on a number of factors

- The skill levels and experience of the team.
- The work involved (routine/ new / creative).
- The organizational environment (stable/ conservative, traditional, radically changing, fighting for survival, adventurous).
- The preferred style of the manager

ACHIEVING SYNERGY

Part of role of leaders and managers is to ensure that all aspects of an organisation work together to enable strategies to be achieved and to ensure that the culture of the organisation is right. Synergy has been described as the situation ‘ where the whole is greater than the sum of the parts The information below sets out the common factors found in all organisations, which are the structure, style, systems, staff, skills and culture These need to work effectively together if an organisation is going to be successful. Some will be the remit of more senior managers, however first line managers also have a role to play in helping all the different aspects to work together.

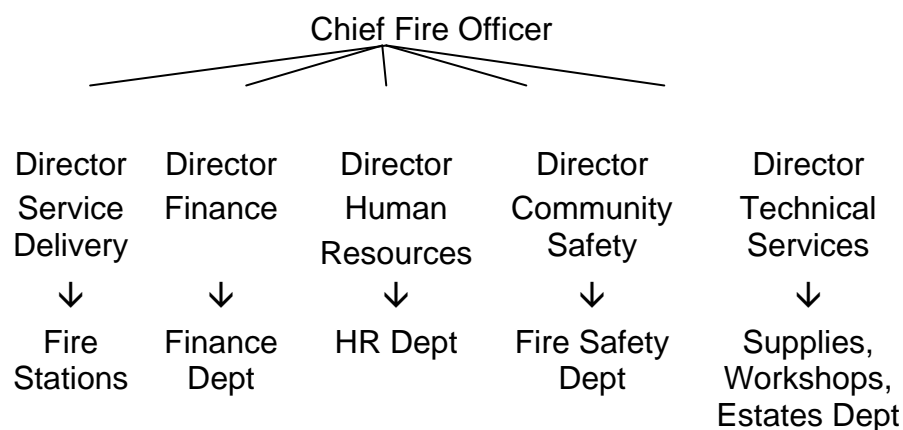
Structure: How the organisation divides up its various activities into departments, functions, units and jobs. The organisational structure is the skeleton of the organisation; it is normally set out in an organisational chart and identifies:

- ◇ The number of different departments/units
- ◇ Type of work performed in each reporting arrangements in terms of who reports to who
- ◇ Number of levels of management
- ◇ Span of control of managers – how many
- ◇ Departments/staff they are responsible for
- ◇ Where different types of decisions are made

Given below are some examples of the most common organisational structures, which are functional, geographical, product and matrix.

Functional Management

This term describes the structuring of an organisation into Departments or Units on the basis of the work carried out by staff. Given below is an example of a Functional Management Structure



Unless an organisation is very small it is usually broken up into different functions so that staff who are doing similar sorts of work, are working together in a specific part of the organisation, Sometimes this is in a technical function such as finance or human resource management. Many UK Fire and Rescue Service have Community

Safety Departments and Transport Departments. In the private sector it is often common to find Research and Development Departments and Marketing Departments. Think about the structure of your own organisation.

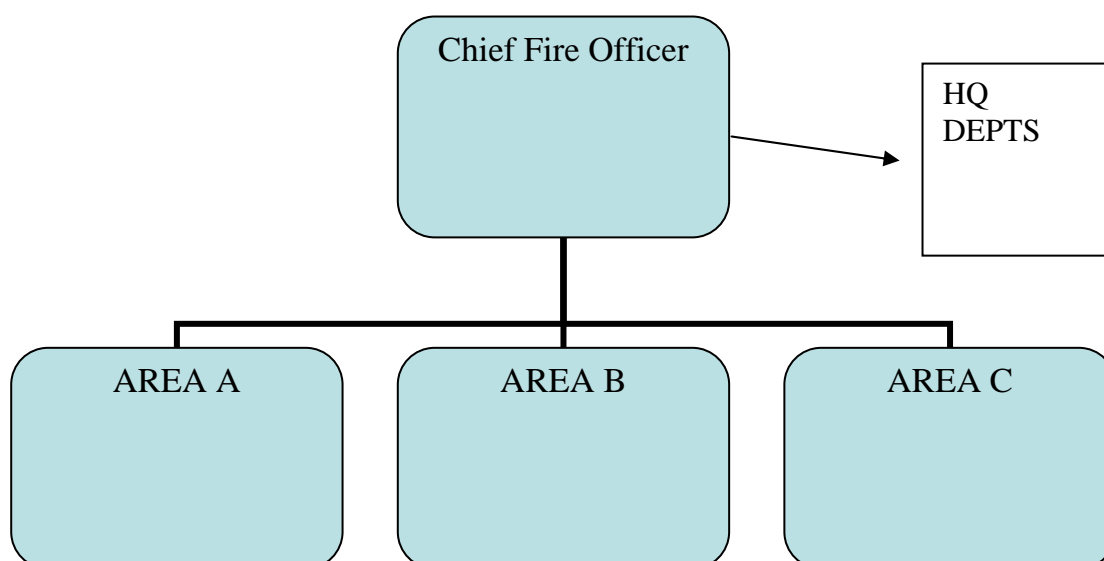
Within functional departments, communications usually happen within the Department. If information or project work is needed from another department, a request is transmitted up to the department head, who communicates the request to the other department head.

Functional Departments are sometimes described as 'silo' because staff can concentrate solely on their own particular needs and fail to see the 'big picture' of the whole organisation and the effect decisions taken in their particular area can have on other parts of the organisation. To avoid this, functional heads need to work with colleagues, to ensure that there is good coordination.

As an example of a Functional Department, set out below is a description of the type of work often carried out within a Human Resources Department.

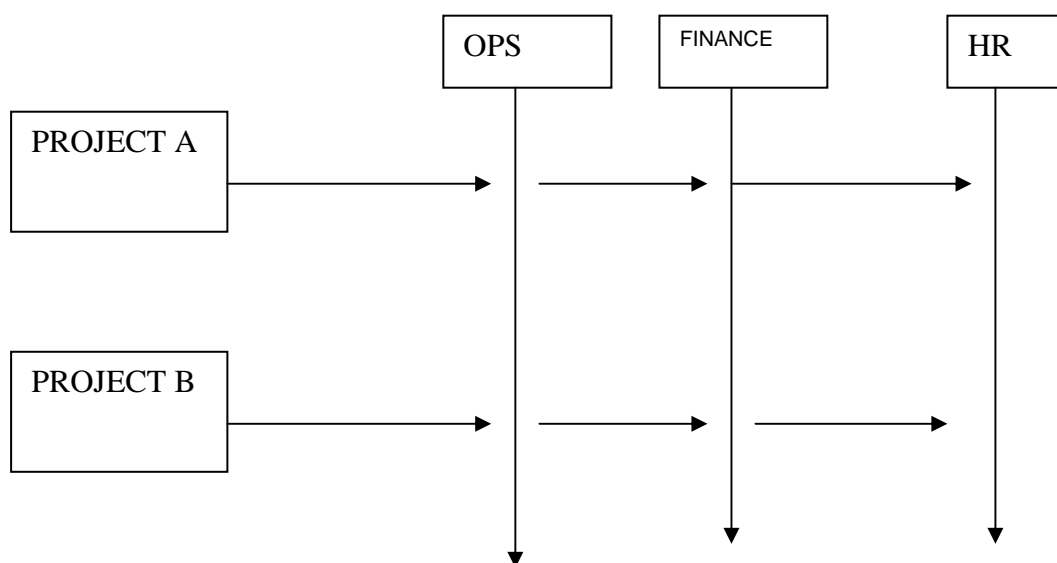
- Workforce planning to ensure that the organization has the right number of suitable staff.
- Recruitment (sometimes separated into attraction and selection)
- Induction
- Training and development
- Personnel administration
- Wages and Salaries Administration
- Pension Administration
- Employee benefits administration
- Performance Appraisal-policy
- Development of Personnel Policies e.g. equal opportunities, discipline and grievance, bullying and harassment, performance appraisal

Some organizations also operate on a **geographical structure** with a senior manager being responsible for a particular area of operation. Many UK Fire and Rescue Services operate on the basis of Areas which are often based on the boundaries of the Local Authority Areas they serve. The Diagram on the next page illustrates a Geographical Structure



Whilst other organizations, operate on the basis of divisions, based on particular **products or service**. In hospitals, there will different Chains of Command for Doctors, Nurses and Support Services such as Radiology and Physiotherapy.

Where an organization is involved in major projects a **matrix** type of organization is often found. This is illustrated in the Diagram below



Staff will be allocated to a project on the basis of their particular skill and will be responsible to both their normal line manager, but also the Project Manager. This type of structure brings together the skills needed to complete a task, but it does mean that staff have two bosses, so good communication and coordination is needed. Does this ever happen in your organization?

How would you describe the structure in your organisation, is it functional, geographical, product or matrix.

The **Chain of Command and organizational structure charts** also set out Reporting Relationships so that staff are clear about who their boss is. In doing so they also set out lines of communication which need to be followed. This helps to ensure that information reaches the right person in the organisation and that staff are aware of whom to approach if they encounter problems and who is responsible for providing them with guidance so that they are not being supervised by a whole range of people, all with slightly different approaches and their time is not 'high jacked' by managers in different parts of the organisation. Where this does happen, it can mean that staff do not have the time to carry out their actual job.

Think about the structure of your organisation and the levels at which different types of decisions are made.

Centralised and Decentralised Organisation

Decentralization is the transfer of authority and power in planning, management and decision making from higher to lower levels of organizational control.

In a centralised organisation a few senior managers will retain the major responsibilities and powers. However in a decentralised organisations responsibility for specific decisions will be spread across various levels of management. An example of a decentralised structure is the supermarket chain. Each store of has a manager who can make certain decisions concerning their store. The store manager is responsible to a regional manager

Decentralisation provides the opportunity for staff at all levels to make a grater contribution to the way in which the organisation is run.

Organisations may also decide that a combination of centralisation and decentralisation is effective. For example functions such as Human Resources and Purchasing may be centralised to save costs

The Table below sets out the advantages of Centralisation and Decentralisation

Advantages of Centralisation

- Senior managers have greater control over the organisation, so it is less likely to become a collection of separate parts
- Standardised procedures and service provision can results in cost savings.
- Decisions can be made to benefit the organisations as a whole, rather than individual departments
- The organisation benefits from the decision making of experienced senior managers.
- In uncertain times strong direction and leadership may be needed

Advantages of Decentralisation

- Senior managers have time to concentrate on the most important decisions.
- Empowerment can increase motivation and Job satisfaction. In addition, different geographical areas may have different needs and customers needs cannot be met by a 'one size fits all approach'
- People at all parts of the organisation have a greater understanding of the environment they work in and the people (customers and colleagues) that they interact with. This knowledge skills and experience can enable them to make more effective decisions than senior managers who are a long way from the 'front line'
- Empowerment will enable departments and employees to respond faster to changes and new challenges.
- Empowerment makes it easier for people to accept the need to change.

The importance of having an effective organisational structure lies in what the effect of a poor structure can be.

A poor organisational structure usually results in;

- Staff being unclear about their roles, so decision making is slow
- Lack of coordination. and the sharing of ideas
- Poor communication leading to mistakes
- Duplication of tasks
- Tasks being overlooked
- Different Departments failing to work together
- Money and staff time being wasted.

Style: How staff behave towards each other and how people are managed e.g. informal or formal, use of official names, single status. The style found in Fire and Rescue Services is influenced by the fact that they are a rank based, uniformed, disciplined organisation.

Systems: All the various processes, methods and procedures for getting work done – including corporate information and monitoring systems. For example in a Fire and Rescue Service there will need to be a system for recording fires and incidents, community safety activities and staff development. (See also the Section on Management Information and Record Keeping)

Staff: The size and composition of the workforce. Making sure there are enough staff to cope with the workload. Many Fire and Rescue Services now have a much wider variety of staff than say 10 years ago. Due in part to much greater emphasis on Community Safety and Performance Management

Skills: The existing stock of skill and know-how within the workforce, and what skills will be needed in the future.

Ensuring that the organisation has the right skills mix involves:

- ◇ Using job description and employee specification to recruit the right people
- ◇ Developing the skills of staff by the means listed below, which can also be valuable motivators.
 - Training and development based on the needs of the organisation and provided through the most effective methods.
 - Job rotation – so that staff gain the experience of a range of jobs
 - Job enlargement which develops people by increasing the range of their responsibilities.
 - Job enrichment where staff are offered more challenging roles.
 - Encouraging Continuous Professional Development

Culture

The structure, style, systems, staff and skills together make the culture of the organisation. Culture is sometimes described as 'the way we do things round here'. The recent crisis in the UK Banking industry has been seen by many as the result of a culture of greed within many Banks. One of the roles of Leaders and Managers is to develop a culture which meets the needs of the organisation and which values diversity and equality and fairness. A positive culture depends on people having a sense of direction; enthusiasm for change; a feeling of autonomy and personal responsibility for the results of their work; commitment to the organisation and team; and a feeling of being challenged, recognised, valued and rewarded. All of these aspects of a positive climate can be developed by first line managers.

Given below are examples of two descriptions of cultures. One which needed to change, the other which meets the needs of the organisation.

CO-OPERATIVE INSURANCE SOCIETY; the culture was male dominated, hierarchical and status conscious - "Men had to wear their jackets when they moved between floors, and sometimes had to ask for permission to remove them in meetings. Female staff couldn't wear high heels in the boardroom as they might damage the carpet. And instead of using first names, everyone referred to each other as 'Mr' – or, very occasionally, 'Mrs'. Chairs with arms, different-coloured furniture, metal bins, the quality of floor covering and the number of windows in an office all denoted status, and executives had their own suite and dining facilities in the rarefied atmosphere of the 23rd floor. The prevailing leadership style was described as bullying, coercive and dominated by the cult of personality.

W L GORE - CORPORATE CULTURE

W L Gore who are the manufacturers of Gortex has a corporate culture which is very different to that found in many other organisations. They encourage hands-on innovation, involving those closest to a project in decision making. This means that teams organise around opportunities and leaders emerge. The founder, Bill Gore created a flat lattice organisation. As a result there are neither chains of command nor pre-determined channels of communication. Staff communicate directly with each other and are accountable to fellow members of the multi-disciplined teams.

Associates (not employees) are hired for general work areas. With the guidance of their sponsors (not bosses) and a growing understanding of opportunities and team within the organisation combines freedom with co-operation and autonomy with synergy. Everyone has the opportunity to earn the credibility to define and drive projects. Sponsors help associates chart a course in the organisation that will offer personal fulfilment whilst maximising their contribution to the enterprise. Leaders may be appointed, but are defined by 'followership.' Leaders often emerge naturally by demonstrating special knowledge, skill, or experience that advances a business objective.

The Associates follow four basic guiding principles articulated by Bill Gore:

Fairness to each other and everyone with whom they come in contact; Freedom to encourage, help, and allow other associates to grow in knowledge, skill, and scope of responsibility; The ability to make one's own commitments and keep them; Consultation with other associates before undertaking actions that could impact the reputation of the company

CHANGE MANAGEMENT

One role of leaders is to ensure that the organisation changes to 'keep up with the times' and continuous to meet the needs of customers and other stakeholders, who are influenced by and can influence the organisation.

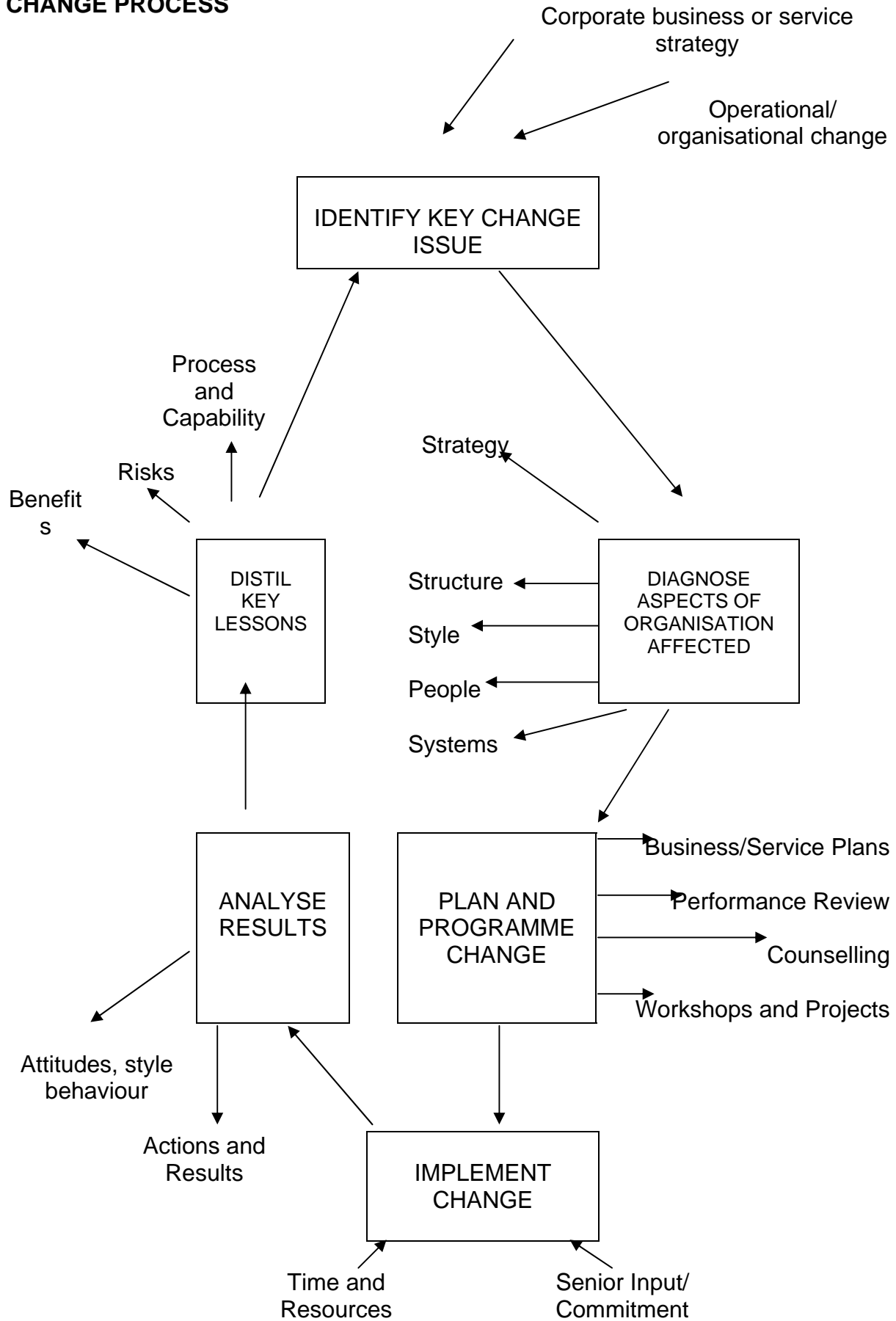
Managers at all levels often find themselves being responsible for implementing specific parts of major organisational changes.

The effective implement of change involves;

- Managers being aware of changes in the past which were successful and unsuccessful
- Ensuring that an effective implementation plan is developed and the good project planning rules will be followed
- Ensuring that there are all the resources needed to introduce the changes
- Recognising which aspects of the changes are likely to be the most contentious
- Manager listening sympathetically to the concerns of staff and understanding their fears
- Reassuring staff that retraining opportunities will be available
- Involving employees in key decisions
- Empowering staff to make decisions
- Reassuring staff that the changes will be evaluated and reviewed after introduction
- Ensuring that effective communication systems are in place to keep staff up to date and prevent rumours developing and that there is regular briefings so that staff are kept up to date with the progress of the changes
- Managers reflecting on the change process so that lessons can be learned for the future

The diagram on the next page illustrates the ***Change Process*** and shows the factors which influence the need for change and the factors which need to be taken into account in introducing change

CHANGE PROCESS



MOTIVATION

MANAGEMENT THEORIES ABOUT MOTIVATING STAFF

People Management in one form or another has been around for a long time.

- ◇ Around 1100 BC, the Chinese practised four management functions – planning, organising and staffing, leading, and controlling.
- ◇ Between 350 and 400 BC, the Greeks recognised management as a separate art and advocated a scientific approach to work.
- ◇ The Romans decentralised the management of their vast empire both before and after the birth of Christ.
- ◇ During medieval times, the Venetians standardised production through the use of an assembly line, building warehouses and using an inventory system to monitor the contents.

Since the late 19th century a number of ideas about the management and motivation of staff have developed. Many of these were rooted in the development of mass production techniques.

Systematic Management – attempted to use procedures and processes to achieve co-ordinated efforts. The idea was to get over the problems which managers faced in the 19th century with increased demands, large number of workers, customers, inventories, cost control, keeping records and accounts.

The following rule is an example of a systematic management.

'No smoking or spirituous liquors shall be allowed in the factory under any pretence whatsoever. It is also forbidden to carry into the factory, nuts, fruits, etc., books or papers during the hours of work...'

Scientific Management (Taylor, Garth, Frank and Lillian Gilbreth)

Taylor identified 4 principles of scientific management:

- 1 Management should develop a scientific approach for each element of an individual's work to replace rule-of-thumb guidelines.
- 2 Management should scientifically select, train, teach and develop each worker so that the right person has the right job.
- 3 Management should co-operate with workers to ensure that the job matches plans and principles.
- 4 Management should ensure an equal division of work and responsibility between managers and workers.

Scientific management is associated with:

- Time and Motion studies
- Identifying one 'best method'
- Standardisation of tools
- Identifying a 'standard' worker in terms of size, strength, staying power
- Performance related pay

Scientific management did dramatically improve production and efficiency in manufacturing, but ignores human factors.

Administrative Management (Henry Fayol, Chester Barnard, Mary Parker-Follet)
Fayol a French mining engineer and executive identified 5 functions and 14 principles of management.

Five functions:

Planning
Organising
Commanding
Co-ordinating
Controlling

14 Principles:

- 1 *Division of work* – divide work into specialised tasks and assign responsibilities to specific individuals.
- 2 *Authority* – delegate authority along with responsibility.
- 3 *Discipline* – make expectations clear.
- 4 *Unity of command* – each employee should be assigned to only one supervisor.
- 5 *Unity of direction* – employees' efforts focused on achieving organisational objectives.
- 6 *Subordination of individual interest to the general interest* – the general interest must predominate.
- 7 *Remuneration* – reward efforts that support the organisation's direction.
- 8 *Centralisation* – determine the relative importance of superior and subordinate roles.
- 9 *Scalar chain* – keep communications within the chain of command.
- 10 *Order* – order jobs and material so they support the organisation's direction.
- 11 *Equity* – fairness and order enhance employee commitment.
- 12 *Stability and tenure of personnel* - promote employee loyalty and longevity.
- 13 *Initiative* – encourage employees to act on their own in support of the organisation's direction.
- 14 *Esprit de corps* – promote a unity of interests between employees and management.

Human Relations (Mayo/Maslow)

The main thrust of human relation theories in relation to motivation is how psychological and social processes interact with the work situation to influence performance.

The Hawthorne Studies – Elton Mayo

In 1924 the Western Electric Company near Chicago decided to call in Elton Mayo, a professor at Harvard University, to study human behaviour. The company had already installed the systems of Taylor and Gilbreth, but the results were below expectations. Apparently productivity depended upon other factors that remained unknown.

The investigation was designed to test the effect of various factors on productivity by altering working conditions. Two equal-sized groups (A and B) of female operatives were formed and studied by Elton Mayo and his colleagues over a number of years. Lighting intensity was increased with group A and, as expected, output increased in sympathy. For no apparent reason, group B also increased its output, although the lighting was unchanged. The lighting was returned to its original intensity in group A and output increased further instead of falling back in sympathy.

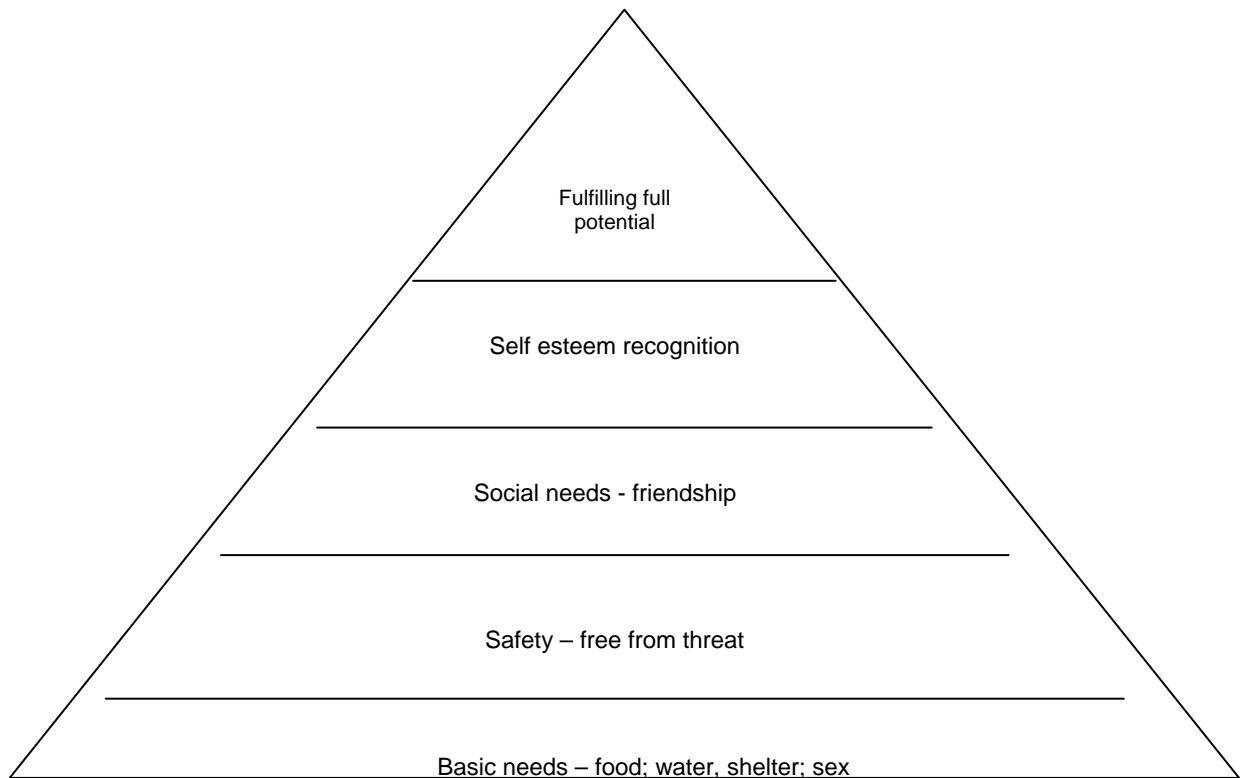
In view of this unusual result, a whole series of experiments were conducted over a period of five years. Two voluntary female groups were formed and observed by the research workers who worked closely with the operations. All changes, which were made regularly every few weeks, were communicated to the operatives who had the opportunity of commenting, asking for additional information, seeking advice, and airing any grievances.

This particular series of investigations was carried out in the relay assembly test room at the Hawthorne plant. Communication was ideal as information was allowed to flow freely in both directions. The supervisor had frequent conferences with the women, their views were requested and in some cases they were allowed to veto a proposal. The women had complete freedom to voice their thoughts and to decide their own working conditions.

A happy working group developed. The women worked freely and confidently with very little anxiety. A supervisory relationship was established which allowed them to feel a new sense of responsibility for their work. On the social side they seemed glad to be together in outside activities and enjoyed themselves through a sense of group solidarity which reflected itself in both the social and work environment. The studies provided evidence to prove that factors other than pay and working conditions have a significant effect on output. This was the first major study of people at work or in human relations raised important questions and many lessons were learned.

Maslow's Hierarchy of Need

Maslow was much influenced by the Hawthorne Studies and in 1943 he put forward what has become a widely accepted theory on the subject. He maintained the process of satisfying human needs is continuous: as soon as one need is satisfied another one takes its place. This implies that needs form a hierarchy of importance and when one need is satisfied it no longer acts as a sustained, effective motivator. Maslow subdivided needs into the following groups which are in ascending order of importance, commencing at the lowest level.



The above diagram is known as a ***Hierarchy of Needs***. This theory says that a happy worker is a productive worker and stressed employee welfare, motivation and communication.

The table below shows the relevance of the different needs in the workplace

<i>NEED</i>	<i>RELEVANCE IN THE WORKPLACE</i>
Physical need	Working conditions and pay systems
Safety need	Knowing who your 'boss' is, knowing what your job is, job security
Social need	Good communications, being part of a team
Esteem need	Being recognised, thanked and trusted
Fulfilling full potential(self actualisation)	Being able to develop new skills and fulfil potential, CPD, being able to meet new challenges

Hertzberg's Theory of Motivation

Hertzberg identified factors which can cause staff to be dissatisfied with their organisation, these include, pay rate, company policies and physical working conditions. He called these hygiene factors and managers need to be aware of these as dissatisfaction can cause conflict.

However he also identified that the 'hygiene factors' do not actually motivate staff to 'go the extra mile'. Job satisfaction he believed came from the job itself and the need for well designed jobs which provide a challenge, a sense of achievement and recognition.

Organisational behaviour (McGregor, Argyris, Likert)

Organisational behaviour emphasised the development of the organisation's human resources to achieve individual and organisational goals.

- Douglas McGregor's Theory X and Theory Y. According to McGregor, Theory X managers assume workers are lazy and irresponsible and require constant supervision and external motivation to achieve organisational goals. Theory Y managers assume employees want to work and can direct and control themselves. McGregor advocated a Theory Y perspective suggesting that managers who encourage participation and allow opportunities for individual challenge and initiative would achieve superior performance.
- Chris Argyris recommended greater autonomy and enriched jobs for workers.

HOW TO MOTIVATE STAFF

Staff motivation is an important part of the role of any manager. The success of all organisations depends on maintaining the interest and commitment of staff and encouraging them to 'go the extra mile'. Various writers have identified important factors in motivating employees. Some of these are set out below

Be motivated yourself:

Genuine enthusiasm and commitment is contagious. When you're having difficulty motivating other people, check that the real problem is not your own lack of motivation. If you don't want to do something, why should anyone else?

Give them a challenge:

People are motivated by a challenge – first for the struggle, and second for the achievement. It is important that a challenge has both elements. No-one wants all struggle and no achievement – or vice versa. In an organisation, this means setting targets that are steep but attainable through real commitment.

Treat them with respect:

A human being's fundamental emotional requirements are love, attention and respect. Demonstrating to people that you like them, are interested in them and value their time, thinking and efforts is the bedrock of motivation. Once you have established these, you can motivate people to do almost anything.

Listen to them:

The shortcut to giving people love, attention and respect is to listen to them. There is no point in always having your door open if your mouth is always open too. Shut up and listen to what other people have to say. Listening is a faster way of getting people to do something than telling them to do it. It also allows a manager to benefit from the experience of staff. Some organisations use staff surveys to gauge the views of employees and test the state of staff morale

Help them learn:

People like learning to do new things and will generally volunteer for new experiences if they think there is something valuable to be learnt. Creating an environment where people can learn as much as they can handle is hugely motivating. Conversely, boredom is a real and dangerous enemy to a motivated workforce.

Welcome difficulty:

More people want an interesting life rather than an easy one. Solving complex and difficult problems is intensely stimulating for many people. That doesn't mean you have to make your business deliberately complex and difficult, but it does mean you should acknowledge difficulties and encourage people to view them as a chance to do things differently and learn something new in the process.

Encourage teamwork:

People need to be loyal to the organisation and proud to belong to it. In most roles, they need to be able to cooperate with others in order to get the job done. Managers should make sure they resolve conflicts quickly and foster co-operation between individuals.

Be clear:

People rarely give their best when they are not sure what they are expected to do. It is important to make sure that employees know exactly what is expected of them and how they can contribute to the organisation's goals. Policies, procedures and lines of authority should also be clear.

Provide job satisfaction by:

- Having well designed jobs
 - ◇ Form a coherent whole
 - ◇ Make a significant contribution to the completion of the product or service
 - ◇ Provide variety of pace, method, location and skills
 - ◇ provide feedback of an employee's performance
 - ◇ Allow for some control in the timing, sequence and pace of work efforts
 - ◇ Include some responsibility of outcomes
 - ◇ Provide opportunities for learning and problem solving (within the individual's competence)
 - ◇ Be seen as leading towards some sort of desirable future
- Using job enrichment and job rotation

Recognition:

The most important part of reward and recognition is the recognition. A very public thank you is worth more in motivational terms than a very private cheque. Similarly,

not thanking someone for their contribution can do more damage than action criticism. Sharing credit is the fastest way to build credit.

Raise the bar:

Work, like life, is one thing after another. The trick to both is to make sure you're not doing the same thing over and over again. Demonstrating to people that they are constantly learning and developing is a good way of keeping them engaged and also of keeping them in the organisation. .This requires setting new, more interesting and more difficult challenges. Fortunately, there's no shortage of these in any organisation.

Demonstrate the need for staff to achieve a work/life balance by making them aware of family friendly policies such as;

- parental leave
- paternity leave
- scheme of time off for emergencies
- job sharing
- term-time working
- career breaks
- working at or from home during normal working hours
- ability to change from full to part-time hours on a permanent or temporary basis
- workplace or other nursery provision
- help with child-care costs
- flexi-time

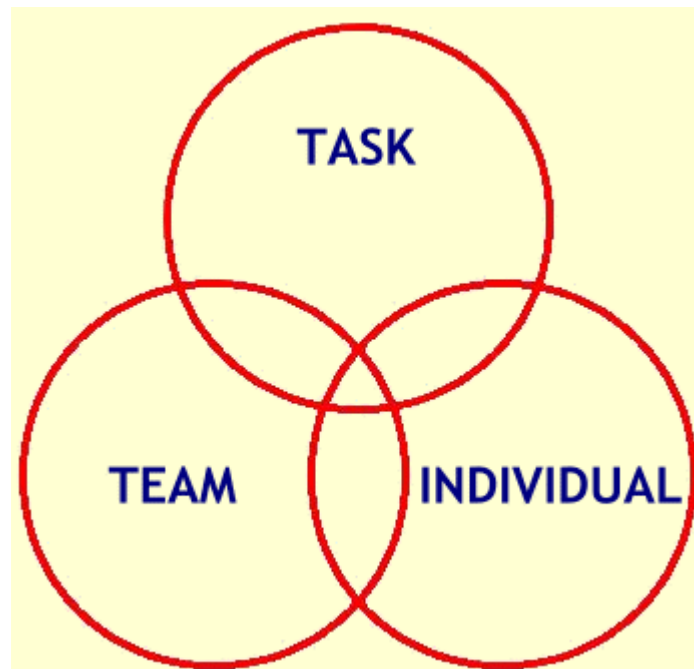
(These also demonstrate a commitment to equality and diversity)

Task, Team and Group Needs

An important factor in motivating staff can be the balancing of task, team and group needs. The basic work unit of most organizations is the team, which is led by a manager or team leader and consists of individual employees.

Some writers like John Adair have identified that Managers and Leaders in organizations have to do 3 things

1. Make sure the task is completed
2. Build and maintain effective teams
3. Develop individual employees



At any time, the emphasis on each circle may vary, according to circumstances. However they are all interdependent and so the leader must watch all three.

Managers need to be able to balance, task, team and individual needs to be truly successful.

A Task (measured in days and weeks) is a logical grouping of actions to achieve a goal. Most tasks need to be carried out by a team because they cannot be accomplished by a single employee.

Team needs have to be met, otherwise the task will suffer and the individual employees will not be satisfied.

If an individual employees needs are not met, then the team will suffer and performance of the task will be adversely affected.

Leadership in relation to Task, Team and Individual involves:

- Defining the task so staff know what is required and Using SMART goals (Specific, Measurable, Achievable, Realistic and Time-Constrained) to set a clear objectives
- Planning: Making sure that more than one solution to a problem or situation is identified and making sure there are plans for contingencies and that plans are tested
- Team briefings to create the right atmosphere, foster teamwork and motivate each individual.

- Good control systems, effective delegation and monitoring to get maximum results from minimum resources.
- Evaluating the performance of the organization, managers, teams and individual employees
- Motivating staff
- Organizing themselves, their team and their organization.
- Setting a good example: and being a role model for others

Task Needs.

These have to be in place if the task is going to be completed.

- A series of coordinated actions
- Information,
- Progress,
- Resources, such as raw materials.
- People, who have the right competences and attitude.

Team Members needs

These have to be in place if the team is going to be successful

- Direction and guidance from their manager
- A manager who has good team building skills.
- Clear team objectives
- Clear standards
- The opportunity to put forward improvement ideas
- Clear information about what the task actually is.
- A clear plan
- Knowing what resources are available
- Information to do their work effectively
- Real-time information (so decisions are timely and relate directly to what they are doing)
- A To-Do list of all their actions.
- To be notified of any changes that are likely to affect them
- Knowing how they contribute to the overall organisation and departmental objectives

Individual Needs

These have to be in place for the employee to feel motivated

- A sense of personal achievement from what they do and the contribution it makes
- A well designed and challenging Job which stretches them
- Opportunity to develop new skills
- A working environment which is free from conflict
- Feeling that they are fairly treated.
- Recognition for ' a job well done'

- Control of areas of work for which they are accountable
- Feels that they are progressing in terms of experience and ability

Getting it wrong

Low staff motivation is often found where one or more of the following are found:

Low Productivity

Low productivity can be the result of one or more of the following:

- Believing other employees in other departments have an easier life.
- Decisions seeming wrong or unnecessary.
- Lack of standards, or standards which don't suit the situation
- Little opportunity for personal development
- Lack of opportunity to make decisions affecting work
- Too many Chiefs and not enough Indians
- Unnecessary paperwork

Poor organisational design:

- Staff are not sure who their boss is and vice versa
- Managers cherry-pick what work they want to do
- There is no logic to the structure
- Poor or non-existent liaison arrangements between different parts of the organisation

Poor Delegation:

- Managers and supervisors suffering from work overload
- There seems to be no time for solving problems and analysing the causes
- Managers either don't delegate or delegate the wrong things
- Staff are poorly briefed about what is expected so often 'get it wrong'
- Staff are not given sufficient time or resources

- There is no feedback or any word of thanks

Poor Communication

- Essential information always seems to be missing in emergencies
- Conflicting reports arrive from various parts of the organisation
- There is an overactive and unreliable grapevine
- Information received is often incomplete and inaccurate

Excessive Conflict

- Employees behave in an aggressive manner beyond normal expectations
- There are conflicting goals that are not aligned with objectives
- Back stabbing and blame and accepted way to deal with situation
- Managers are seen to be working *against* each other

Poor Co-ordination

- There is a lack of teamwork
- Individuals are working in isolation or out of step with each other
- No opportunities for staff to meet and discuss problems
- Managers reluctant to discuss problems
- The organisation seems to operate like a 'headless chicken'

Weak Control

- No clearly defined work programmes and directives
- Everyone is at cross-purposes – there are no well-defined priorities

TRAINING AND DEVELOPMENT

Part of the role of a manager is to be aware of the training and development needs of staff. As indicated earlier, giving staff the chance to learn new skills and develop as individuals can be an important motivator. The purpose of training is to help employees maintain and develop existing skills or gain new skills. Training relates to particular skills which are needed within an organisation for it to operate successfully.

The Training Needs of an organisation will depend upon the type of organisation, i.e. private or public sector, and the type of product or services provided by the organisation.

Training needs are normally determined by a training needs analysis

Training provision should be based on the accurate identification of learning needs.

A Training Needs Analysis is designed to help an organisation identify the precise areas where training is required. It can be undertaken at different levels within an organisation, the organisation as a whole, for a specific Department or area of work, for an individual.

A Training Needs analysis takes into account;

- The skills/knowledge /competences needed by staff for them to carry out the job (normally new employees will have only been appointed if they have the necessary skills. However in Fire and Rescue Services, new recruits will need to be taught a whole range of skills and develop team spirit)
- The equipment, tools, machinery or software they use.
- Their competency (skill) level in relation to tools, machinery or software
- Health and Safety issues can arise where;
 - Insufficient training schemes are in place to address necessary staff training;
 - Operation of plant is carried out incorrectly due to poor staff skills
 - Maintenance of plant is carried out incorrectly due to poor staff skills
 - Staff are unable to recognize hazardous situations;
 - Incompetent staff operate hazardous processes;
- What training was provided for each competence level across each skill?
- When and where training was previously provided
- Proof /evidence of their competence level(s)
- Results of staff appraisal interviews
- Any major changes which are to be introduced which will have a 'knock on effect to staff and their jobs. This can involve identifying
 - The skills needed to carry out the new job/role
 - The employees existing skills
 - The gap between the existing skills and those now needed
- The organizations Induction Policy.

Benefits of identifying and meeting training needs

- Unless the right staff, with the right skills, are present, an organization may struggle to implement strategies and achieve targets.
- Enables training needs to be prioritized, based on the needs of the organization
- Proper Induction can help a new starter settle in more quickly and become aware of policies and procedures and 'the way we do things around here'
- Well-planned training can be an effective retention strategy
- Providing effective training for staff can have an immediate impact on the services to customers, the attitude of staff, and prepare and help an organisation prepare for future changes.

- Ensure that staff are aware of Health and Safety factors
- Recognising that each employee has different styles of learning, can help ensure that the most effective type of training is provided, thus making best use of the available funds.

Planning of training sessions

Staff who are managers or front line supervisors are often required to provide training to the staff within their Team. This will involve;

- Identifying the objectives of the training so that staff know what they will be able to achieve at the end of it
- Identifying the best way of providing the training, can it be done as part of the employees job in the workplace (on the job) training. In a Fire and Rescue Service this could be via Drills, giving guidance during the course of an incident, incident debriefing, or delegating work tasks. Much training takes place this way. However sometimes a formal course might be better
- Ensuring that the required resources will be available
- Planning the content of a training session
- Selecting and using appropriate training methods
- Deciding if training sessions can be improved by the use of appropriate Training Aids
- Actually running the session
- Gaining feedback and reviewing.

Staff Development

Managers in all types of organisations have the responsibility for developing the abilities of their staff to enable them to achieve both greater job satisfaction and also to be able to take on more demanding roles and if they wish seek promotion. Managers can do this by;

- Setting a good example by promoting the benefits of learning and CPD
- Encouraging employees to reflect on what they have learned
- Explaining how learning fits into the appraisal system
- Encouraging the development of a learning plan
- Helping colleagues to set SMART objectives
- Helping colleagues identify current skill level and identify gaps
- Working with colleagues to identify and prioritise learning needs
- Helping colleagues identify their preferred learning style
- Helping colleagues to identify suitable learning activities
- Giving feedback to staff on learning activities
- Making time to support colleagues and providing 'on the job' learning opportunities
- Making resources available
- Providing opportunities for staff to develop new skills, through effective delegation, and project work and undertaking new 'one off tasks'

CONTINUING PROFESSIONAL DEVELOPMENT (see also the information on CPD on the IFE website)

Being a Manager or Team Leaders is an important role, which needs knowledge skills and abilities. It is therefore important to remember that the concept of continuing professional development, which is part and parcel of being a professional.

- Professionals understand and accept the need for a lifetime of learning
- Professionals understand the importance of being a good role to other members of staff
- CPD process involves identifying present knowledge, skill and abilities and strengths and weaknesses
- Being a professional carries a responsibilities for being up to date, and a capability for sound judgement
- Having accepted responsibility of learning, the next step is to manage that responsibility
- Individuals first need to do some analysis, thinking about what they want to achieve. They need to determine whether they are undertaking CPD for advancement, or to keep themselves up to date. They need to consider the needs of their employers, or prospective employers, and identify any know developments with which they need to be familiar.
- The best development will be derived from a properly structured personal development plan, designed for the individual.
- **Plan could include:**
 - ◇ Courses leading to formal qualifications, including distance learning
 - ◇ The Integrated Personal Development System
 - ◇ Preparing articles on relevant subjects for publication
 - ◇ Attending relevant seminars or conferences, including those organised by local branches of the Institution.
 - ◇ Lecturing
 - ◇ Reading professional journals and books
 - ◇ Attending meetings of technical committees or working party meetings of a professional nature, i.e. National Standards, Governmental advisory work, or representing a relevant institution.
 - ◇ Organised visits to sites or buildings which demonstrate or illustrate fire engineering processes or protection systems.

- ◇ Observation and analysis of events in the course of work and reflection on their significance (although it is difficult to ascribe a time to such activity)

ENCOURAGING CREATIVITY AND NEW IDEAS

Training and developing employees can help them look at various aspects of their work in new ways and the generation of new ideas is one way in which organizations can be prepared for what the future holds. It is therefore important to develop a workplace in which staff can come forward with ideas to improve. Everybody is capable of having a good idea, and first line managers have an important role in encouraging their team members to put forward suggestions

Organizations which are good at encouraging employees tend to be those where there is a learning culture in which there is;

- An acceptance and embracing of change.
- A commitment to continuous improvement.
- A trained workforce which has responsibility for making decisions.
- Time for staff to think about their work and discuss new ideas with staff.
- A no blame culture, where mistakes are reflected upon so that 'lessons can be learnt'
- Emphasis on helping staff adapt to change and new roles
- Emphasis on excellent customer service
- Ways in which staff can put new ideas forward

In organizations which are poor at encouraging new ideas, some of the phrases below are likely to be used whenever someone comes up with a new idea.

- ❖ We tried that before.
- ❖ Sounds like it will cost too much.
 - ❖ We are too busy to do that.
 - ❖ We don't have the time.
 - ❖ It's too radical a change.
- ❖ It's against the rules/policies/procedures
 - ❖ The union will object
 - ❖ It's not realistic
 - ❖ That's not our problem.
 - ❖ I don't like the idea.
- ❖ I'm not saying you're wrong but...
- ❖ You're two years ahead of your time.
 - ❖ Now's not the right time.
 - ❖ Doesn't sound very practical
 - ❖ It needs more thought
 - ❖ Not that again.
 - ❖ Where'd you dig that one up?
- ❖ We did alright without it before.
 - ❖ It's never been tried.
- ❖ Let's put that one on the back burner for now.
 - ❖ Can't teach old dog new tricks.
 - ❖ It won't work here
 - ❖ I don't see the connection.
 - ❖ Let's all sleep on it.

- ❖ It can't be done.
- ❖ It's too much trouble to change.
 - ❖ It won't pay for itself.
 - ❖ It's impossible.
- ❖ We've always done it this way.

WORKING WITH OTHERS

To be successful Fire and Rescue Services as well as other types of organisations, have to ensure that staff from different parts of the organisation can work effectively together in internal partnerships and that where needed, staff can work effectively with staff from other organisations—much Community Safety work involves different types of public sector organisation working together to tackle common problems. Major civil emergencies also require good cooperation between different agencies.

If successful, partnerships, be, they internal or external partnerships can;

Respond to complex situations which require the skills and resources of more than one organisation e.g., major disasters

Can help Fire and Rescue Services, work to tackle difficult social issues.

Build on the strengths of organisations allowing them to pool resources, avoid duplication, and maximise impact.

Help to save money.

Fill service gaps and increase access to services for under-served groups.

Provide opportunities to look at problems in different ways.

Help meet Government targets.

Attract new resources and use them efficiently.

What are the Barriers to Effective Partnership Working?

Research has shown that there are a number of reasons why some partnerships have not been successful, they include:

- Departments working as 'silos' so there is little contact between staff.
- Rivalry between different departments
- Previous failed attempts.
- Different organisational/ departmental cultures.
- Varying expectations of partners.
- Lack of senior management commitment.
- Poor information exchange within and outside the partnership.

Creating a Successful Partnership

The steps involved in setting up a partnership are similar to those involved at the beginning of any new project or activity. Unfortunately many partnerships in their hurry for impact and results ignore the importance of establishing the right environment for the partners to work well together.

This process for creating a successful partnership involves; regular communication, creating a culture of trust and respect, senior managers providing opportunities for managers to meet together and work together on joint projects, encouraging the

active participation of all the partners. In the early stages it is usually better to start with some smaller achievable tasks until the partnership matures.

One way in which good relationships can be developed and maintained is for work colleagues to be seen in the light of customers. As customers, their needs can be identified and met and as suppliers it is important that they are provided with clear information on requirements.

Quick Start Up Checklist; The following list of points should be considered when setting up a partnership;

- Agree a shared, clear vision that defines the purpose of the partnership.
- Create opportunities for partners to get to know each other.
- Define the roles and responsibilities of each partner.
- Set up a structure for communication within and outside the partnership.
- Obtain the appropriate level of support and commitment from each partner.
- Establish a clear decision making structure
- Determine what resources each partner has available for the partnership.
- Define some clear tasks which have tangible outcomes.
- Design a monitoring plan.

Meetings

Working with others both within an organisation and with external partners and trade unions usually involves the holding of meetings. A meeting may be held to formulate and strategic, departmental or unit plan, try to resolve a difficult situation. , share information, Obtain the views a range of people, obtain the views of service users, discuss a new project, enable a group of staff to put their views forward, and develop successful working relationships with outside organisations.

However if meetings are not well planned they can be very time consuming a frustrating for all concerned.

An effective meeting has the following characteristics.

- Procedural items/arrangements enable a meeting to be conducted in an organised and productive manner
- Terms of reference so that discussions are focused and decisions specific
- Agenda so that the areas to be discussed are known
- Minutes so that decisions and discussions are recorded for action and future reference
- Methods of discussing items. In some meetings there may be a very formal structure with motions addressed through the Chair. In others the style may be more relaxed
- Staff who attend being well briefed, up to speed and able to make any necessary decisions
- A Chair person to run the meeting and control discussions

The Chair person has a critical role in making a meeting successful and in this respect their role involves,

- Ensuring that the objectives of the meeting are met

- Overseeing the Preparation of the Agenda
- Providing any necessary reports which are to be discussed
- Ensuring that the relevant people are involved
- Ensuring there is a quorum, were there is a formal protocol involved
- Arranging for the meeting to be minuted
- Ensuring that everyone is given the opportunity to speak and control order
- Summing discussions
- Ensuring that decisions are recorded
- Ensuring that venue, timing , equipment and refreshments are suitable

HEALTH AND SAFETY AT WORK.

Within all types of organisations, the management of Health and Safety is an important part of the day to day operation of all organisations. The management of health and safety is a process which needs to be lead and directed by senior management. Seniors management have a direct impact on the attitudes and behaviours of their managers. It is essential that senior management demonstrate that health and safety is a key priority of their business.

In order to achieve this it is necessary to:

- Ensure that health and safety is established as a key business priority
- Ensure senior management commitment to legal compliance is visible, i.e. demonstrated to employees
- Involve senior management in operational monitoring of performance standards
- Develop a trusting relationship with staff
- Encourage co-operation between management and workers
- Provide resources for managers (time, money and trained staff) to implement, maintain and manage health and safety performance
- Measure senior management on their achievement of key performance indicators

Many countries have legislation which set out the responsibilities of employers and employees.

Employer's duties

To prevent workplace injuries and ill health employers are expected to;

- Ensure that they provide and maintain a safe workplace which uses safe plant and equipment
- Prevent risks from use of any equipment, substance and from exposure to harmful substances, noise and vibration
- Ensure there is no improper conduct or behaviour which is likely to put the safety, health and welfare of employees at risk
- Ensure that instruction and training is provided to employees on health and safety
- Ensure that protective clothing and equipment is provided to employees
- Ensure that employees are not subject to workplace stress caused by excessive workloads, bullying or harassment.
- Ensure the appointing a competent person as the organization's Safety Officer

Employees' duties

To prevent workplace injuries and ill health employers are expected to;

- Take reasonable care to protect the health and safety of themselves and of other people in the workplace
- Make sure they do not engage in improper behaviour that will endanger themselves or others
- Make sure they are not under the influence of drink or drugs in the workplace
- Undergo any reasonable medical or other assessment if requested to do so by the employer
- Report any defects in the place of work or equipment which might be a danger to health and safety

Risk assessment and safety statement

As part of ensuring the Health and Safety of employees, employers should carry out a risk assessment for the workplace identify any hazards present in the workplace, assess the risks from such hazards and identify the steps to be taken to deal with any risks. A Hazard is something with the potential to cause harm. Hazard may be physical, chemical, biological, ergonomic or psychological.

. Examples of Hazards

- Water on a staircase is a hazard, because you could slip on it, fall and hurt yourself.
- Loud noise is a hazard because it can cause hearing loss.
- Breathing in asbestos dust is a hazard because it can cause cancer

A risk is the likelihood that a hazard will actually cause its adverse effects, together with a measure of the effect. Once identified and organization can assess the likelihood of a risk and give it a rating. If the risks seems highly likely, then ways of removing it or reducing it can be identified.

Where Health and Safety legislation is in place The ALARP principle of risks is expected to be applies, **ALARP** stands for "**as low as reasonably practicable**", For a risk to be ALARP it must be possible to demonstrate that the cost involved in reducing the risk further would be grossly disproportionate to the benefit gained. The ALARP principle arises from the fact that infinite time, effort and money could be spent on the attempt of reducing a risk to zero

Risk Assessment involves a number of steps

Step 1

Identify the hazards

Step 2

Decide who might be harmed and how

Step 3

Evaluate the risks and decide on precautions

Step 4

Record the findings and implement them

Step 5

Review the assessment and update if necessary

The employer should also prepare a safety statement which is based on the risk assessment. The statement should also contain the details of people in the workforce who are responsible for safety issues. Employees should be given access to this statement and employers should review it on a regular basis.

Safe Person Concept. An important part of Health and Safety, particularly within organizations such as Fire and Rescue Services, is the Safe Concept

The principle of the concept is that, in view of the unpredictable and hazardous nature of the fire ground environment, support systems should be developed to ensure the safety of individuals whilst still enabling them to react flexibly to unforeseen or changing situations. Support systems encompass: safe systems of work; training; equipment; information; personal protective equipment; These together result in a 'safe person' rather than a safe working environment, which with operational incidents it could be impossible to provide. A Safe person will follow safe practices whereby they rather than the environment control risks.

Protective equipment and measures

The employer should tell employees about any risks which require the wearing of protective equipment. The employer should provide protective equipment (such as protective clothing, headgear, footwear, eyewear, gloves) together with training on how to use it, where necessary. The protective equipment should be provided free of charge to employees.

An employee should take reasonable care for his/her own safety and to use any protective equipment supplied.

Reporting accidents

All accidents or 'near misses' in the workplace should be reported to the employer, who should record the details of the incident and use the information to improve workplace practices.

A near miss is an unplanned event that did not result in injury, illness, or damage - but had the potential to do so. Only a fortunate break in the chain of events prevented an injury, fatality or damage. So it is important they are recorded and investigated. Although human error is commonly an initiating event, a faulty process or system invariably permits or compounds the harm, and should be the focus of improvement.

Ways in which managers can encourage a positive attitude to health and safety.

- Set a good example
- Make sure staff are aware of their responsibilities
- Be seen to take action where staff are behaving irresponsibly.
- Give praise and reward for good practice
- Make sure staff have the right equipment and know how to use it safely
- Train staff in the correct techniques and procedures.
- Try to ensure that safety equipment is comfortable to wear
- Keep staff aware of any changes to safety procedures

Work related stress

Originally Health and Safety issues were seen purely in terms of physical injuries, however work related stress is now also seen as a Health and Safety issue which managers need to be aware of

Well-designed, organized and managed work helps to maintain and promote individual health and well-being. But where there has been insufficient attention to job design, work organization and management work related stress can occur. Work-related stress is the process that arises where work demands of various types and combinations exceed the person's capacity and capability to cope. It is a significant cause of illness and disease and is known to be linked with high levels of sickness absence, staff turnover and other indicators of organizational underperformance - including human error.

As part of the process of preventing work related stress. Managers need to take the following factors into account

- The Demands of the job; such as workload, work patterns and the work environment.
- How much say or control the person has in the way they do their work.
- Support including encouragement, line management, team building and resources provided by the organization.
- Relationships' ways in which conflict and unacceptable behavior are dealt with
- Role' staff understanding what their role is and not having conflicting roles.
- Change' how organizational change is communicated and managed

Causes of work related stress

- people having no control or influence over the demands placed upon them
- lack of a clear job description or chain of command
- job insecurity or poor career prospects
- temporary work and fixed term contracts
- poor leadership
- cuts budgets leading to increased workloads
- pressure piling up and being prolonged
- long hours
- no recognition for good job performance
- no opportunity to voice complaints
- heavy responsibilities with no authority or decision making attached to them
- no opportunity to use personal talents or abilities
- inadequate time to complete tasks
- fear/blame culture
- Harassment and bullying in the form of intimidating, malicious or insulting behaviour.
- unpleasant or hazardous working conditions

DEALING WITH DIFFICULT PEOPLE

Despite all the theories about leadership, management and motivation it's important to remember that:

- People cannot be controlled or treated like physical elements (chemicals, etc)
- Individual variations are extensive
- Behaviour differs according to the internal and external environment

Problem Employees

- Blame other people and things for their mistakes
- Back-stab, ridicule and gossip
- Are whiny and moody
- Won't take responsibility
- Get angry quickly
- Do as little as possible to get by
- Get defensive when you offer a suggestion
- Continually bicker with each other
- Break the rules
- Verbally attack when pushed into a corner
- Ring in sick, arrive late, wander in long after their lunch break is over
- Slam doors, roll their eyes and kick waste-paper baskets

During Work there are some things which supervisors can do to retain their sanity:

- Demonstrate that you do not feel intimidated by their behaviour
- To avoid angry scenes, always stand back from any situation and deliberately pause before speaking. Direct confrontations never seem to succeed
- Do not be enticed into arguments that serve no purpose. In other words, do not allow others to induce stressful situations.

CONFLICT MANAGEMENT.

As well as dealing with difficult people, managers and team leaders can also find themselves having to deal with conflict. Conflict is defined as any workplace disagreement that disrupts the flow of work.

Given the multitude of personality types present in any workplace, and the range of internal and external pressures that exist, it is no surprise that conflict exists.

When conflict isn't dealt with it festers, it creates bad feelings, it escalates, it gets blown out of proportion, and it creates gossip and rumour. When conflict isn't dealt with it takes on a life of its own. The way it is handled by Managers and Team Leaders can have an important

effect. If it is handled well then the problem is solved. If it is handled badly, then it can have a negative effect on working relationships for a long time.

Signs of conflict

- Negativity and Arguing.
- Incessant Gossiping and Backstabbing
- Direct Personality Clashes.
- Workplace Disputes & Interpersonal Conflicts.
- Bullying and harassment.
- Disrespect for the team and for customers and service users
- Misunderstandings and miscommunication
- Lack of professionalism
- Lack of accountability
- Unaccountable and Excessive Absenteeism.
- Racism, Bias and Prejudice.
- Reduced Motivation.
- Fewer people volunteer to take on new tasks
- Poor employee input at team meetings or briefings
- People start to making derogatory remarks towards each other
- Reduction in productivity.
- Sickness absence increases

Causes of Conflict

- Personality clashes/warring egos
- Stress
- Heavy workloads/inadequate resources
- Poor leadership
- Lack of honesty and openness
- Poor line management
- Lack of role clarity
- Lack of clarity about accountability
- Clash of values
- Poor selection/pairing of teams
- Poor performance management
- Bullying/harassment
- Perceived discrimination

Poorly managed conflicts have a cost attached to them:

- Potential for losing customers and good employees.
- Valuable time having to be spent resolving issues instead of ensuring that goals and targets are met.
- Conflict kills creativity and innovation.
- Having to work in a toxic atmosphere can lead to demotivation and stress

- Not surprisingly, conflict reduces team effort

What can managers do to address conflict at work?

- Don't ignore the signs; the more quickly it is dealt with the more quickly it is resolved.
- If helpful, use policies and procedures such as the grievance procedure.
- Clearly set out expected standards of behaviour and be a role model
- Never involve yourself in Whining or Gossiping.
- Make sure that you communicate with staff on regular basis. As a manager you are more likely to be able to interpret the behaviour of your employees if you have regular channels for open communication and consultation.
- By listening to the views of your employees at an early stage – before issues become potential problems – you can gauge future reaction to proposed changes. Employee participation can allow disputes to be solved at an early stage.
- Try to create a climate of openness and trust .If an employee feels able to approach you at an early stage, then problems can often
- Always explain the relative importance of organisational priorities.
- Share your thinking and rationale with your teams at every opportunity
- Provide a strong model of being a good internal partner.
- Be aware the 'crunch points' around which heated feelings gather in their teams and organisations
- Sometimes a problem may be split into several small problems that are easier to solve.
- Try to improve time management techniques so that staff feel less stressed.
- Analyse obvious stressful events and attempt to rearrange, reduce or eliminate the causes
- Remember the priorities and so avoid crises
- Accept the inevitable parts of the job that cannot be changed, but change those parts that are flexible and may be causing problems.
- Areas of uncertainty tend to increase stress, so concentrate on investigating these areas to avoid or reduce them.
- Try to be optimistic and confident; try. These attitudes lower stress and people appreciate them.
- Recognise that one size does not fit all. Different circumstances warrant different approaches

- Remember that every conflict presents an opportunity for positive change

Mediation

An independent third party or mediator can sometimes help resolve conflict.

Mediation is a process where the mediator tries to help people involved in dispute to reach agreement.

Mediation is can be used:

- where there is conflict involving colleagues of a similar job or grade, or between a line manager and their staff
- to help to rebuild relationships after a formal dispute has been resolved
- to address a wide range of conflict issues such as relationship breakdown, personality clashes, grievance situations communication problems, bullying and harassment.

Mediation is not usually successful if it is

- used as a first resort
- seen by a manager as a way to avoid their managerial responsibilities

Conflict between line managers and their staff, can arise where staff have a lack of trust in their line manager. One way in which trust can be developed is for managers to allocate work fairly, deal with poor performance in a calm and professional manner and demonstrate a respect for confidentiality;

Demonstrating respect for confidentiality is important because it

- Reassures staff that sensitive personal information will not be revealed
- Makes staff they can approach their manager to discuss any work problems, without the discussions being revealed to other members of staff
- Shows legislation with regard to Data Protection is respected
- Reassures staff that the results of any disciplinary action taken against an employee will not become 'common knowledge amongst other staff
- Reassures staff that the contents of private discussions will not be revealed to other staff and that personal problems with respect will be treated
- Shows staff that the importance of treating employees with dignity is recognised.
- Shows staff that line managers set a good example by not revealing 'trade secrets' to rival organisations.
- Reassures staff that documents containing personal information will not left where other staff can read them

- Reassures staff that discussions about personal and performance issues will take place in private and without interruption
- Reassures staff that Computer screens showing personal or disciplinary details will not be left on public view

GRIEVANCE PROCEDURES

Most organizations have systems in place to allow employees to raise issues which concern them. The value of a grievance procedure is that it;

- Can be a way of clearing up tensions and conflicts.
- Allows an employee to raise issues of concern with the management of an organisation
- Provides a route for the solving of problems about which staff feel strongly
- Allows issues to be aired rather than fester and cause conflict
- Recognises that problems are a fact of organisation life
- Reassures staff they do not need to suffer in silence
- They can result in improvements in the organisation and in relationships
- Can identify crunch points within an organisation
- Provides a clear process and timescale for issues to be raised
- A good human resource management practice

Grievance procedures usually have different stages each with their own timescale. The aim however is to resolve the situation as quickly and as fairly as possible.

There are usually 3 stages.

- Informal Stage-employee raise grievance with immediate line manager
- Formal Stage-the grievance is submitted in writing and there is a timescale for a written reply
- Appeal stage the grievance is considered by the next level of management, a hearing has to be held within a specific period of time and a decision has to be provided within a specific period of time.

At all stages it is normal for an employee to be able to call upon the help of a friend or Trade Union representative.

It is always important that records are kept in relation to a grievance, such as the nature of the grievance, the different stages used, the decisions reached, details of any meeting and the outcome.

INVESTIGATING AND REPORTING.

Carrying out investigations

Most managers at some stage in their career will be called upon to carry out an investigation of some sort. For example a complaint received for a member of the public or customer, a disciplinary investigation, a grievance which could not be resolved at earlier stages, and health and safety investigations, to find out why a negative situation has occurred.

The purpose of any type of investigation is to establish facts which can then be used as the basis for making a decision

Whatever the type of investigation a manager needs to

Identify the scope of the investigation

Identify those who can provide relevant information

Identify relevant records

Identify sources of specialist advice

Use open questions when eliciting information rather than ones which just require a 'yes or no' answer.

Keep people informed

Follow organisational procedures

Act within the limits of authority

Report writing

After the carrying out of any type of investigation a report needs to be written and the main purpose of a report is to provide information so that others can make a decision or take action,

Reports can vary in length; however it is always helpful to have a good structure so that the reader is led through the information

Before preparing a report, it is important to clarify what information is required, and how much detail the person requesting the report needs.

Use words familiar to your reader and avoid jargon (which is specialised or pretentious language). If you introduce any new terms define them for your reader.

The format for the presentation of information is;

Front Page giving the Title and the Author(s)

Table of Contents

Summary

The purpose of the report

Scope (what issues are covered and what issues are not covered)

Important results and findings

Major conclusions and recommendations

Introduction

What is the report about?
Why it is being written?
Any background information relevant to the report
Scope (what will and will not be covered)

Conclusions

Related to the original purpose of the report

A clear summary of the main points

Outlines the findings of the research

Recommendations

Should be written in descending order of importance

Emerge from the conclusions

What is to be done by whom and when and how

REPORT WRITING CHECK LIST

Is the report free of spelling mistakes?

Is all the information relevant?

Has all the necessary information been included?

Is the information organised so that it clearly and effectively conveys the message

Does research support the analysis?

Are the recommendations supported by facts?

Is all appropriate information referenced?

Is there consistency in the headings and format?

Is the report professionally presented?

RECRUITMENT AND SELECTION (PAPER 4 CANDIDATES ONLY)

Recruiting and selecting the right people is of paramount importance to the continued success of all organizations. Sometimes recruitment takes place as the result of workforce planning which has identified a number of staff likely to retire, the need for additional staff due to increases in workload, or new skills due to changes in the role of the organization, changes in technology.

It has been estimated that 80 per cent of staff turnover is caused by bad hiring decisions. It is also estimated that it costs one-third of a new employees salary to recruit them, when you take into account the money spent on recruitment, a manager's time, and training. Effective recruitment and selection procedures are therefore important for all organisations

An organizations Recruitment and Selection Policy should try to ensure, as far as possible, that the best people are recruited on merit and that the recruitment process is free from bias and discrimination.

The Recruitment process begins with the organisation identifying that a post needs to be filled and ends at the point at which application forms for the post have arrived at the organisation. Recruiting people to fill particular vacancies within an organisation can be done either internally by recruitment within, or externally by recruiting people from outside.

Selection consists of the processes involved in choosing from applicants a suitable candidate to fill a post

The advantages of filling a vacancy from within an organisation are;

1. Expensive advertising is not required and the person already knows how the organisation operates, should less training and induction, already knows the people they will be working with and there is less disruption caused
3. Internal promotion acts can encourage motivation and let's staff know they can progress.
4. The strengths and weaknesses of an existing employee have already been assessed. There is always some risk attached to employing an external candidate who may only be a good at interviews

The organisation may be able to restructure the workforce by examining if the resultant vacancy needs to be filled

Internal recruitment has some disadvantages in that

1. The person appointed may need to be replaced.
2. An internal candidate may be unable to view the organisation critically and so may not bring new ideas to the role.
3. Promotion may cause conflict if staff feel the wrong person has been appointed.

External recruitment

With external recruitment it is possible to draw upon a wider pool of talent, and it provides the opportunity to bring new ideas and experience into an organisation

The disadvantages are that it can be more costly and the person appointed may not prove to be 'up to the job' and their lack of actual skills could cause disruption within the team and organisation if they fail to meet individual, team and organisational objectives

Before a vacancy is actually advertised, it is always a good idea to decide if a post actually needs to be filled. All organisations change overtime and the same type of role may no longer be needed.

However if a post does need to be filled, either because the type of employee is still

needed or because it is a newly created post then it is then job analysis is a helpful way of describing the role and the responsibilities attached to it.

Job Analysis

The job analysis process identifies the key requirements. Of each job, by asking a number of questions;

Job title

Who the employees line manager is

What the employee is responsible for

The role and duties of the employee within the organisation.

Job analysis is used to;

1. Choose employees through the recruitment and selection process
2. Identify training requirements if particular in service training is required (normally a person with the right skills will be recruited so that they are already 'pre trained')
3. Identify the type of equipment and materials which are needed-particularly where it is a new post
5. Identify health and safety issues
6. Help in setting rates of pay

The information needed for Job analysis can be gathered, by direct observation of employees, interviewing job holders, from procedure and training manuals and from line managers.

Job description

A job description is a key process in the recruitment process as it lets potential employees know what the job involves

A job description sets out

Job title

Location of the post

Rate of pay

Working hours and details of any shift systems

What the employee is responsible for in terms of staff, budgets, targets and equipment

Role and duties of the employee within the organisation.

Any special working conditions, such as the need for any special clearances, such as checks on criminal records.

Employee Specification

For the right person to be selected the job description needs to be used to draw up a person specification. This is a document which sets out the knowledge, skills, abilities and competencies need for someone to successfully carry out the duties of the post.

Very often the employee specification contains essential requirements and desirable requirements. Essential criteria are those without which an appointee would be unable to adequately perform the job; Desirable criteria are those that may enable the candidate to perform better or require a shorter familiarization period.

Advertising

An advertisement is written from the job description and employee specification and should contain the following points:

- name of the organization
- title of vacancy
- salary
- brief details of the job
- key details of the person specification
- the necessity of a criminal records check, if required,
- duration of the appointment (if fixed term)
- how to obtain further particulars of the vacancies
- closing date for applications (sufficient time should be allowed to enable applicants to consider the further particulars and make their application)
- where known, date of interview
- the organizations commitment to equality and diversity

Short listing

Short listing takes place after the closing date for applications, by the assessment completed application forms against the Employee Specification to identify the candidates who appear to be the most suitable

At least two members of the interview panel, including the immediate line manager, should undertake the task of short listing. Where the panel has an external member, that person should take part in the short listing wherever practicable.

Interview arrangements

Letters or e-mails to short listed candidates should include:

- date, time and place of their interview
- how to find their way to the interview venue
- a request that they contact the author of the letter/message if they have any particular requirements
- if appropriate, details of any test or presentation they will be required to take or anything they should bring with them (e.g., examples of work)
- qualification certificates that are essential to the post

Ways of assessing the candidates particularly where practical skills are involved need to be identified. These could include;

Simulated work scenarios
Providing samples of previous work
Personality and intelligence tests
Real work simulations to test their abilities.

The structure of interviews needs to be decided in advance by determining who will chair the panel and what areas of questioning are needed to cover all the aspects of the employee specification. It can be helpful to decide the expected answers to questions.

The Chair of the Panel should ensure that questions unrelated to the post or of a discriminatory nature are not asked.

Interview questions consist of 2 types.

Closed questions which are used to obtain purely factual information about dates and post held, or where a 'yes or no' answer is all that is required.

Open questions are used to obtain information from candidates about the skills they possess. They consist of questions such as

Explain how you would handle this situation

What targets do you have to meet in your current role?

How would you describe your management style?

How would you create an effective team?

In many organizations it is standard practice to discuss the employee's sickness record with them.

To ensure that the process is fair to all candidates many organizations use a scoring system so that the post is offered to the person who gains the most marks through the information provided in their application form and in the interview.

Candidates also need to be given the opportunity to ask questions about the role and organizations.

The Panel decides upon who is the best candidate, however any offer of appointment is usually subject to qualification certificates having been verified and satisfactory references having been obtained. Appropriate referees are those who have direct experience of a candidate's work, education or training: preferably in a supervisory capacity and a reference must be obtained from the current or previous employer. When requesting references, it is helpful to seek information and confirm facts, such as length of employment, relationship of the applicant to the referee, job title, brief details of responsibilities, reasons for leaving, unauthorized absence, and attendance including sickness absence, performance, and any other relevant information. Referees need to be supplied with a copy of the job description and person specification of the post.

Once the successful candidate has been offered and accepted the post, it is polite to write to the unsuccessful candidates and thank them for their interest. Some organizations offer feedback on the interview.

In many organizations obtaining references, the checking of qualifications and making job offers is carried out by the Human Resources Department who tend to be experts in employment law. For example in some countries, special arrangements are made for disabled candidates, including making adjustments to the job role and location of the post.

An effective recruitment and selection process enhances the reputation of an organization. A process which is badly organized or appears to be unfair or discriminatory reduces the reputation of an organization. The main aspects of recruitment and selection are set out below in the form of a checklist.

Recruitment and Selection Checklist

- Preparation and Advertising
 - Review the need for the job
 - Review and revise the Job Description and Employee Specification
- Prepare the advert and advertise the post
- Prepare packs containing, the job description, employee specification and application form
- Send out information packs when requests are received.
- Select the members of the Interview Panel
- Plan the interview arrangements – devise interview questions, selection tests, presentation details etc; set date(s); book room
- Prepare the short listing form
- Shortlist
- Invite candidates for interview
- Conduct the interviews / selection tests / presentations etc
- Make the selection decision
- Notify successful candidate
- Complete any documents required by the Human Resources Department
- Write to unsuccessful candidates

JOB EVALUATION (PAPER 4 CANDIDATES ONLY)

Job evaluation is 'a method of determining on a systematic basis the relative importance of a number of different jobs'.¹ Job evaluation is often used when:

- determining pay and grading structures
- ensuring a fair and equal pay system
- comparing rates against the external market
- undergoing organizational development in times of change

Managers are very often involved in Job Evaluation exercises both in terms of keeping staff 'in the picture' and dealing with 'fall out' and in preparing information for the evaluation process

There are two main types of job evaluation: analytical schemes, where jobs are broken down into their core components, and non-analytical schemes, where jobs are viewed as a whole

Analytical schemes

These offer greater objectivity in assessment as the jobs are broken down in detail, and are the ones most often used by organizations. Examples of analytical schemes include Points Rating and Factor Comparison.

Points rating; this is the most commonly used method. The key elements of each job, which are known as 'factors', are identified by the organization and then broken down into components. Each factor is assessed separately and points allocated according to the level needed for the job. The more demanding the job, the higher the point's value. Factors usually assessed include:

Knowledge and Skills

People Management

Communication

Decision Making

Amount of supervision received

Financial responsibilities

Working Environment

Impact on the organization

Factor Comparison is similar to Points Rating, being based on an assessment of factors, though no points are allocated. Use of the Factor Comparison method is not as widespread as the Points Rating systems, because the use of points enables a large number of jobs to be ranked at one time.

Non-analytical schemes

These are less objective than analytical schemes, but are often simpler and cheaper to introduce. Job ranking is the simplest form of job evaluation. It involves putting the jobs in an organization in order of their importance, or the level of difficulty involved in performing them, or their value to the organization. Judgments are then made about the roles based on aspects such as the scope and impact of the job, decisions made, the complexity of tasks and the knowledge and skills needed. Once this analysis has been done, the jobs form a hierarchy which indicates the different levels, or ranks, within the organization.

Some organizations divide the ranks into grades, with the number of grades depending on the needs of the organization

Whenever a major job evaluation is to be undertaken it is important that staff are made aware and that in unionized environment trade unions are involved because'

- The process is often as important as the results and it must be seen to be fair.
- Staff often view the scheme as evaluating them as an individual rather than their role
- a large-scale evaluation may involve all roles in an organization
- it should be an ongoing process
- there needs to be some form of appeals process where a role is going to be downgraded, or where staff feel the evaluation was incorrect
- a complex scheme will need the drawing up of very detailed job descriptions

Guidance on answering examination questions can be found in the IFE Study Guide which is available on the IFE website

BIBLIOGRAPHY

A Handbook of Human Resource Management Practice (9 th Edition) Particularly the Sections on; Organisational Behaviour Performance Management Human Resource Development Involvement and Participation Communication Health and Safety	Michael Armstrong Published by Kogan Pope
Management Theory and Practice (6 TH Edition)	G.A. Cole Published by
The John Adair Handbook of Management and Leadership	Published by Thorogood 2005
Leadership and Management Booklet (free download-this document)	Members of the Examinations Committee
Fire and Rescue Service National Strategy 2008-2011 (Paper 6)	Published by the Department of Communities and Local Government
Fire and Rescue Service Equality and Diversity Strategy 2008-2018 (Paper 6)	Published by the Department of Communities and Local Government
Fire Risk Management	Published by the FPA
IFE Website, particularly the information on CPD	
Delivering Safer Communities. A Guide to Effective Partnership Working (Paper 6)	Published by the Department of Communities and Local Government
Fire and Rescue Service, Partnership Working Toolkit for Local Area Agreements. (Paper 6)	Published by the Department of Communities and Local Government
Equal Opportunities	Margaret Penton Published by IFE
An Introduction to Total Quality Management	Glenys Southworth Published by IFE