



## **THE INSTITUTION OF FIRE ENGINEERS**

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### **LEADERSHIP AND MANAGEMENT**

This resource has been prepared by members of the IFE Examinations Committee to assist candidates preparing for the following examinations:

- IFE Level 3 Diploma in Fire Science and Fire Safety (VRQ), Unit 5 – Leadership Management
- IFE Level 4 Certificate in Fire Science and Fire Safety (HL), Unit 5 – Leadership Management

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## **THE IMPORTANCE OF EFFECTIVE LEADERSHIP AND MANAGEMENT**

As well as assisting examination candidates, this resource also aims to be a 'good practice' guide that will help readers develop their leadership and managerial skills and therefore, be of value to readers throughout their career.

One of the ways of assessing the importance of effective leadership and management is to look at what can happen when these elements are absent and learn lessons from failure. When organisations fail, common factors can be found. These are set out in the table below.

### **CAUSES OF ORGANISATIONAL FAILURE**

- Poor quality leadership or an absence of leadership.
- Being inward looking and not keeping up with developments elsewhere or adopting new ideas and modern practices.
- Poor organisational structures.
- Poor decision making and decision-making processes.
- Decisions made on the basis of inaccurate or out of date information.
- Lack of effective links between plans, compounded by weak prioritisation.
- Action plans not being prioritised or effectively resourced.
- Inadequate systems and processes, such as performance management.
- Lack of clarity in roles, responsibilities and activities creating poor accountability.
- Poor performance, unprofessional practice and/or misconduct going unchecked.
- Failure to ensure appropriate numbers of competent staff, through inadequate procedures for recruitment and retention.
- Failure to ensure that correct and up-to-date policies, procedures and guidelines were in place.
- Where policies and procedures were in place, failure to ensure that they were understood by staff and adhered to.
- Poor working relationships and dysfunctional behaviours.
- Flawed and misunderstood guidelines and protocols between differing agencies.
- An insular organisational culture and poor focus on community and user needs.
- Inadequate contingency plans or risk management strategies to deal with worst-case scenarios.
- The lack of an effective communications strategy to counteract myth and misunderstanding.

The above factors can prevent the achievement of an organisation's purpose and cause many other problems.

### **THE PURPOSE OF AN ORGANISATION**

Every organisation has a purpose, which is the reason it exists and why it was set up. However, over time the purpose may change for example, as well as fighting fires, Fire and Rescue Services have extended their role to include prevention and protection.

The purpose of an organisation is derived from the needs and preferences of customers and other stakeholders whether internal or external and it is met by the collective efforts of employees. 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 Frameworks.

## **VISION AND MISSION**

An organisation's purpose is often set out in more detail in a Vision or Mission Statement. These statements paint a picture of a situation that staff can aspire to and sets out what the organisation is about and what it stands for. If the vision and mission change this may mean that the organisation as a whole may also need to change. Without a purpose and vision an organisation is adrift and all aspects suffer.

Some organisations involve staff in the development of the organisational mission and values. For example, in March 2009, Strathclyde Fire and Rescue Service undertook a major consultation exercise and as a result produced a set of values. These values include pride, professionalism, respect, integrity, dedication and excellence.

Set out below are examples of two Vision/Mission Statements, one from the private sector (Microsoft Corporation) and one from the public sector (Northern Ireland Fire and Rescue Service).

### **MICROSOFT CORPORATION**

*Our mission is to enable people and businesses throughout the world to realize their full potential. Since the company was founded in 1975, we have worked to achieve this mission by creating technology that transforms the way people work, play, and communicate. We develop and market software, services, hardware, and solutions that we believe deliver new opportunities, greater convenience, and enhanced value to people's lives. We do business throughout the world and have offices in more than 100 countries.*

*We generate revenue by developing, manufacturing, licensing, and supporting a wide range of software products and services for many different types of computing devices. Our software products and services include operating systems for servers, personal computers, and intelligent devices; server applications for distributed computing environments; information worker productivity applications; business solutions applications; high-performance computing applications; software development tools; and video games. We provide consulting and product and solution support services, and we train and certify computer system integrators and developers. We also design and sell hardware including the Xbox 360 video game console, the Zune digital music and entertainment device, and peripherals. Online offerings and information are delivered through Bing, Windows Live, Office Live, our MSN portals and channels, and the Microsoft Online Services platform which includes offerings for businesses such as Microsoft Dynamics CRM Online, Exchange Hosted Services, Exchange Online, and SharePoint Online. We enable the delivery of online advertising across our broad range of digital media properties and on Bing through our proprietary adCenter platform.*

*We also conduct research and develop advanced technologies for future software products and services. We believe that delivering breakthrough innovation and high-value solutions through our integrated software platform is the key to meeting our customers' needs and to our future growth. We believe that we will continue to lay the foundation for long-term growth by delivering new products and services, creating new opportunities for partners, improving customer satisfaction, and improving our internal processes. Our focus is to build on this foundation through ongoing innovation in our integrated software platforms; by delivering compelling value propositions to customers; by responding effectively to customer and partner needs; and by continuing to emphasize the importance of product excellence, business efficacy, and accountability.*

**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:**

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

## **STRATEGIES**

The mission, values and vision are then developed into strategies and are usually set out in the form of a Strategic or Corporate Plan.

Strategies are declarations of intent. They define the overall long-term direction in which the organisation is going in order to achieve its mission. At corporate level they are a means of expressing the vision of top management about where they want to be in the longer term, broadly how they want to get there and what specific goals need to be achieved. They enable an organisation to identify the amount and type of resources which will be required, allow plans to be developed and provide the basis for performance management.

Top level strategies provide the framework for departmental strategies. Once an organisation has identified its corporate objectives, it can develop policies which set out how it intends to achieve these. Policy statements usually indicate what it will and will not do examples include: diversity will be valued; bullying and harassment will not be tolerated; everyone has a responsibility to take reasonable care of their own health and safety etc.

## **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 and is used to help an organisation understand the favourable and unfavourable factors which can affect it.

In a SWOT analysis, strengths and weaknesses are internal factors while opportunities and threats are external factors to be found in the environment in which the organisation operates. The analysis can be applied to the whole organisation as illustrated in the table below, or to a particular aspect of the organisation or objective.

<b>Helpful</b>	<b>Harmful</b>
<p><b>Strengths:</b> these are the aspects of an organisation that are helpful to achieving the strategic objectives. Examples include:</p> <ul style="list-style-type: none"> <li>• Specialist expertise which other organisations do not possess, i.e. fire and rescue skills.</li> <li>• Creativity and imagination of staff.</li> <li>• A new product or service.</li> <li>• Location of the organisation in relation to its customers or its operational requirements.</li> <li>• Service delivery systems.</li> <li>• Quality processes and procedures.</li> <li>• Experience of community work and working with difficult to reach communities.</li> <li>• Ability to work with other organisations to tackle major issues.</li> </ul>	<p><b>Weaknesses:</b> are aspects of the organisation that are harmful to achieving the strategic objectives. Examples include:</p> <ul style="list-style-type: none"> <li>• Lack of a particular expertise.</li> <li>• Staff turnover.</li> <li>• Short-term funding.</li> <li>• Organisational infrastructure.</li> <li>• Reliance on services which are provided by others.</li> <li>• Wrong type and amount of physical resources.</li> <li>• Location of the organisation and the service delivery systems.</li> <li>• Poor quality goods or services.</li> <li>• Poor working relationships, both internally and externally.</li> <li>• Ineffective managers.</li> <li>• Damaged reputation.</li> <li>• Negative organisational culture eg blame culture.</li> <li>• Cash-flow problems.</li> <li>• Success leading to complacency which prevents an organisation looking at new ways of doing things.</li> </ul>
<p><b>Opportunities:</b> these are external conditions that are helpful to achieving the strategic objectives. Examples include:</p> <ul style="list-style-type: none"> <li>• The opportunity to develop a new service.</li> <li>• The opportunity for additional funding.</li> <li>• Income generation opportunities.</li> <li>• Mergers and strategic partnerships.</li> </ul>	<p><b>Threats:</b> these are external conditions which could have a negative impact on the achievement of strategic objectives. Examples include:</p> <ul style="list-style-type: none"> <li>• A new competitor who provides similar services.</li> <li>• Reducing market for a particular product or service.</li> <li>• Future funding not secured or likely to be reduced.</li> <li>• The private sector seeing a business opportunity within the public sector.</li> <li>• Attitude of the Government towards the organisation.</li> </ul>

### Benefits of SWOT Analysis

Using a SWOT analysis enables the senior managers in an organisation to look at how they can:

- use and capitalise on each strength.
- improve each weakness.
- exploit and benefit from each opportunity.
- mitigate each threat.

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

The SWOT analysis enables an organisation to consider all aspects of its operation and position (including style, structure, systems staff, skills and culture) and may identify the need for major changes and re-structuring of the organisation.

## **FROM CORPORATE PLANS TO INDIVIDUAL PLANS**

The vision/mission and strategies are then developed into an overall Corporate or Strategic Plan for the organisation. The Corporate/Strategic Plan is used to shape and set priorities and goals, focus energy and resources, ensure that employees are working towards common goals and to adjust the direction of the organisation in a changing environment. For the UK Fire and Rescue Services, their Integrated Risk Management Plans are a major part of their Corporate Plan.

### **Objectives**

#### **Corporate level objectives**

Corporate level objectives, (top management level) are based on the organisation's 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 organisation 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.

The corporate level objectives usually set out the long term aims of the organisation, establish policies, set out decision-making systems, identify the key competences needed, identify customers and key stakeholders, the services to be provided, what success will look like and performance management monitoring systems. They tend to consist of statements of intent rather than containing detailed objectives.

In order to achieve corporate level objectives, each objective must be allocated to specific senior managers and departments.

With a private sector organisation, expectations mainly come from shareholders, and therefore the primary objectives may prioritise a return on investment (RoI).

#### **Examples of private sector organisation top level objectives:**

- stay profitable.
- develop new products and services to stay ahead of competitors.
- grow and expand market share.

Many of these objectives can be found in the Microsoft Corporation Mission Statement.

With a public service organisation, expectations may come from local or national politicians and will often be laid down in major policy documents such as the National Framework 2012. This includes public services which do not make a profit but serve their communities prioritising public safety. Within the public sector the prioritising of objectives, enables funds to be directed to front line services at the times of reductions in government grants.

#### **Examples of Fire and Rescue Service top level objectives:**

- 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 local heritage.
- provide a safe, healthy, competent and representative workforce.

- support the wider agenda of community cohesion.
- provide better value for money services.

### **Department level objectives**

Departmental level objectives are related to the contribution which a specific department is expected to make to the high level corporate objectives and the targets to be achieved. Plans for different parts of the organisation usually identify:

- the services provided.
- the market environment.
- customers and stakeholders.
- how Departments will achieve three year strategic plan targets.
- time scales for individual aspects of the Plan and how actions will be implemented.
- resource requirements in terms of staff, skills, equipment, technology, buildings and identifying when resources will be required.
- links with the strategic plan and corporate themes.
- what quality means to the Department.
- how performance will be measured.

Departmental plans can be regarded as being part of the operational aspect of an organisation. The departmental objectives will reflect the type of organisation i.e. public or private and type of industry.

### **Team level objectives**

First-line managers are often responsible for implementing a specific part of their Departmental Plan through the effective performance of their team.

Team level objectives are specifically related to the purpose of a team and what it is expected to achieve. Again these will depend upon the type of organisation and the type of industry it operates within. Team level objectives are very often set out in Team Work Plans.

### **Team Work Plans:**

- clarify the work/objectives to be completed by the Team and individual employees.
- show how the work of the team contributes to the vision and objectives of the organisation.
- enable individuals/teams to have a clear understanding of how they 'fit' into the organisation.
- enable individuals/teams to understand how their targets/objectives link to the overall priorities of the organisation.
- help to motivate teams and individuals to complete the work they have been allocated and to request any additional support/resources to aid completion.
- provide relevant objectives for the team.
- ensure work is allocated on a fair basis taking account of skills, knowledge and understanding, experience and workloads.
- explain any changes which are to be introduced and how they are to be introduced.
- enable plans for specific tasks to be developed.
- enable SMART objectives to be set and communicated.
- help line managers to monitor the progress and quality of the work of the team against the standard expected and to identify unacceptable or poor performance within the team.
- help line/team managers to recognise successful completion of significant pieces of work or work objectives and to review and update plans of work.
- enable the prioritising of objectives to make best use of time.
- enable a manager to identify the resources which will be needed.
- form the basis of team briefings.

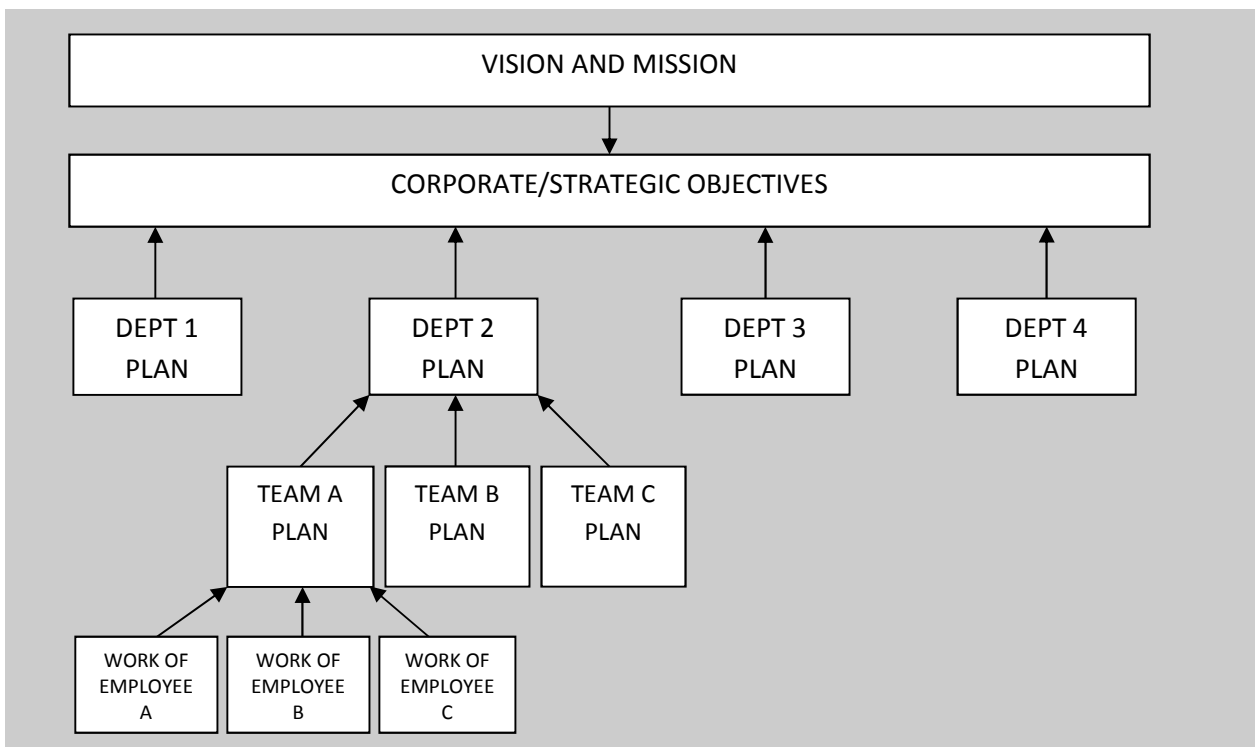


- recognise that progress never lies in solitary contributions.
- identify when and how reviews will be carried out.

### Individual level objectives

Objectives for individual employees are often based on: team work plans, the tasks which make up an employee's job role, what they are expected to achieve and how they contribute to the team, department and organisational 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.

The diagram below shows how the work of individual employees contributes to the achievement of team plans, how team plans contribute to the achievement of departmental plans and how departmental plans contribute to the achievement of the organisation's corporate/strategic objectives which are based on the vision and mission.



### Effective Plans

The achievement of objectives usually requires a plan and, regardless of the type of organisation, all plans have some similarities in that the following questions need to be answered:

- 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 be needed?
- Who will be responsible for what?
- How will you decide if you are being effective?
- How will the plan be communicated to relevant staff?

## Features of a good plan

For a plan to be effective, its purpose, the defined objectives on which it is based and its relationship to other organisational plans must be clearly identified and it must be suitable for the level at which it will operate ie strategic/corporate, departmental, team or cross-organisational. The plan should:

- take the organisation from where it is now to where it wants to be in the future.
- take account of all available information from both internal sources and external organisations.
- identify resources needed and ensure that resources, staff numbers, staff skills, information, equipment and buildings are used to best effect.
- clearly identify roles, responsibilities and communication channels, so that everyone is clear about what they need to do and the relevant staff are consulted and their views taken into account.
- prioritise actions to be taken but be flexible so it can be adapted to changes in circumstances, particularly important if the plan is over a number of years.
- take account of any health and safety issues so that any hazards are identified, risk assessed, and ways of avoiding risk are put in place.
- take into account the needs of different stakeholders, who will be affected by or who could affect the success of the plan. Plans which involve other organisations can be more difficult to achieve than internal plans.
- reflect the standards to which the organisation needs to operate such as legislation, technical standards and agreements.
- set realistic timescales related to the complexity of the plan and identify review periods.
- set out evaluation processes so that lessons are learnt for future reference.
- result in the identification of clear implementation aims and objectives and SMART targets.
- be risk assessed so the potential effects of failure are identified and mitigated.

## **PERFORMANCE MANAGEMENT**

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.

The 'building blocks of effective performance management are:

- **A vision to stretch and motivate the organisation**
- **A set of performance measures and targets**
- **Ownership of the targets**
- **Performance Review**
- **Motivation to encourage and support staff**

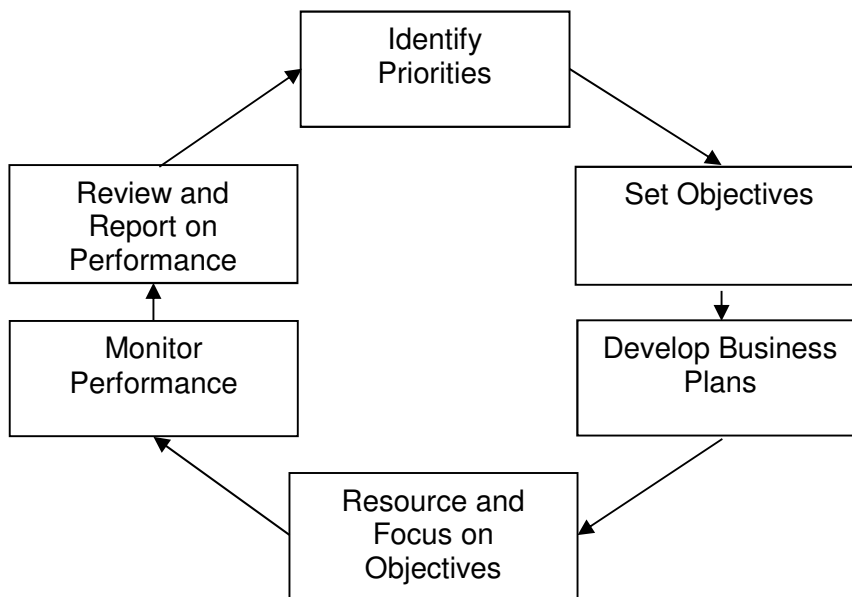
Performance management is a means of getting better results from the organisation, teams and individuals by managing performance within an agreed framework of goals and standards. It covers many different aspects of an organisation and involves:

- knowing what priorities you should be focusing on. For example, a Fire and Rescue Service may want to reduce the number of deaths and injuries caused by fires in the home while a private sector organisation may want to increase market share.
- having clear objectives and targets that focus on priorities. A Fire and Rescue Service may want to achieve a 5% reduction in deaths and injuries while the private sector organisation may want to increase market share by 10%.

- developing plans to achieve the objectives. A Fire and Rescue Service may need staff to work with different community groups and other agencies while a private sector organisation may need a major advertising campaign.
- allocating resources in terms of money, buildings, equipment and staff skills.
- measuring actual performance against agreed targets, to identify if Plans are 'on track'.
- identifying performance problems and remedying them. This may be by improving the performance of staff, or reviewing objectives and targets if they prove to be too ambitious or inappropriate.

The process is identified in the diagram below:

### PERFORMANCE MANAGEMENT FRAMEWORK/CYCLE



In many organisations, staff are the most important resource and performance management enables everyone to understand what needs to be achieved. One of the roles of a first-line manager is to explain to their team members what is expected of them both as a team member and as an individual.

### Main Features of Performance Management

Performance management is about the actions which people take to achieve their priorities, including the use of resources, such as buildings, equipment, information, money and mitigation of risks.

In a good organisational climate, management places emphasis on improving performance, using the knowledge, skills, abilities and competences of staff.

Managers set challenging but realistic goals, give regular feedback and make sure that performance measures are adequate and clear. Managers continually review the performance of staff, letting them know what doing a good job means, often through use of job descriptions, induction and informal supervision and guidance. Performance management is therefore a continual process. Individual employees are given plenty of opportunity to take part in the goal-setting and planning process.

Performance management is an approach to managing and developing people and is focused on three things:

- how managers and team leaders work effectively with those around them.
- how individuals work with their managers and with their teams.
- how individuals can be developed to improve their knowledge, skills and expertise and their levels of competence and performance.

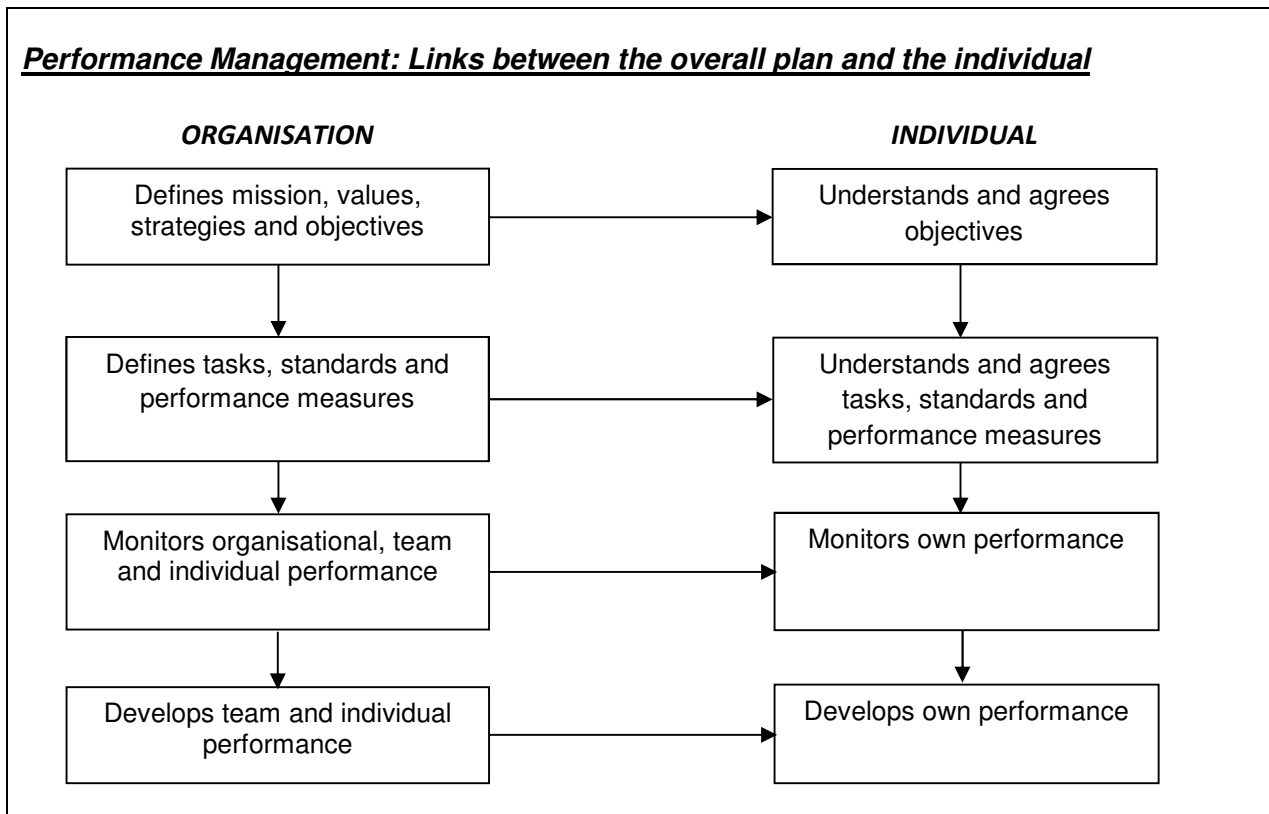
Staff motivation and training and development are therefore important.

### **Performance Management**

Good performance management will:

- achieve sustainable improvements.
- promote the concept of continuous improvement.
- act as a lever for change.
- enable expectations to be defined, so that employees know what doing a good job means.
- enable employees and their work to be evaluated both informally and formally.
- increase the motivation and commitment of employees, by enabling them to recognise how they contribute to the achievement of organisational objectives.
- encourage employees to accept responsibility for their own learning.
- 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.
- enable individuals to agree improvement plans and methods of implementing them with their managers, jointly reviewing training and development needs and agreeing on how they should be satisfied.
- assist in empowering people – giving people more scope to take responsibility for and exercise control over their work, providing the opportunity to contribute to the development of team plans and put forward ideas and suggestions.
- enable the setting of SMART targets.
- identify the resources needed to meet organisational objectives.
- enable organisational, team and individual plans to be developed.
- identify the information and data collection systems needed to monitor whether targets are being met and identify organisational risks.
- encourage employees to uphold core organisational values.
- enable an organisation in the private sector to maintain a competitive edge.

## **Performance Management: Links between the overall plan and the individual**



### **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 and role within the organisation.
  - the reporting structure which shows 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.
- individual instructions.
- team briefings.
- providing constructive suggestions as well as advice and guidance on the best ways of meeting targets.
- guidance given on a regular basis, which allows a continuous assessment of the employee's progress, identifying any problems early in the process and enabling them to be dealt with well ahead of any formal disciplinary action.

- giving feedback during day to day staff management activities. The value of effective feedback lies in the fact that it:
  - is focused on specific behaviour and not on personal issues.
  - provides a continuous assessment of the employee.
  - is related to actions which the person can do something about.
  - is well timed.
  - ensures that the employee knows just what the supervisor is referring to.
  - is focused on and encourages improvement.
  - recognises success as well as areas for development.
  - clarifies the position and the next steps.
  - leaves the employee feeling helped and supported.
  - results in a joint plan of action.
  - develops trust.
  - suggests remedies rather than focusing on faults.
  - recognises the feelings of the person receiving the feedback.
- explaining policies and procedures, which set out how tasks are to be carried out and how staff are expected to behave towards one another.
- using regular guidance and informal appraisal to provide employees with information on how well they are contributing to the aims of the organisation.

All of the above contribute to the informal appraisal of an employee, which can then be 'fed into' formal appraisal processes. Taking responsibility, for the work of others is the factor which differentiates a manager from other staff. A good manager does not avoid giving guidance to staff.

### **Responsibilities and Relationships**

Within every organisation, each member of staff has particular responsibilities, based on plans, which they must meet. Different levels of staff within organisations tend to have different types of responsibilities. These are illustrated below and will be the basis of both informal and formal appraisal.

#### **Responsibilities of top-level (senior) managers**

- Have extensive knowledge of management roles and skills.
- Understand the situation in which the organisation is operating.
- Be very aware of external factors such as markets and Government Policy.
- Building relationships with others, very often involving senior staff in other organisations.
- Make strategic decisions about the long-term future of the organisation.
- Providing a vision for the future.
- Briefing the organisation.
- Identify the need for major organisational changes and re-structuring.
- Use detailed information and data for decision making.
- Control budgets for very large amounts of money (millions rather than thousands) and identify and mitigate corporate risks.
- Be responsible for the operation of a number of different parts of an organisation and lead and manage departmental heads.
- Work in cooperation with other senior managers and other partners.
- Achieve synergy and develop the culture of the organisation.
- Meet any occupational standards laid down by the industry/organisation.

#### **Responsibilities of middle (departmental) managers**

- Have a specialised understanding of a specific part of the organisation.
- Lead and manage the staff in their department and promote Health and Safety.
- Carry out the decisions made by top-level management.

- Set performance targets to meet organisational 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 and other partners.
- Control a department budget.
- Achieving objectives by working through others.
- Meet any occupational standards laid down by the industry/organisation.

### **Responsibilities of junior managers and first-line supervisors**

(These staff directly supervise front-line staff in an organisation or basic grade staff)

- Build teams and encourage commitment and creativity.
- Motivate team members to perform in the workplace.
- Manage conflict in the workplace.
- Induct new staff into the workplace.
- Follow organisational and departmental procedures and policies.
- Plan day to day work efficiently.
- Manage and promote Health and Safety at Work.
- Work with costs and budgets.
- Work to meet performance objectives.
- Break departmental targets down to team and individual staff targets.
- Briefing the team on objectives and plans.
- Provide information to the departmental manager.
- Manage the efficient use of materials.
- Manage the effective use of equipment.
- Meet any occupational standards laid down by the industry/organisation.

### **Responsibilities of front-line staff**

- Do not have any supervisory responsibilities.
- Work to the requirements of their job description and the guidance and instructions of their supervisor.
- Meet any occupational standards laid down by the industry/organisation.
- Individual employees can also contribute towards the achievement of objectives by:
  - Being a good team player.
  - Working cooperatively with other employees.
  - Contributing to team discussions.
  - Developing new skills and abilities.
  - Accepting change.
  - Being willing to try new ways of doing things.
  - Challenging existing systems and procedures.
  - Putting new ideas forward.
  - Help with the training of new staff.

In one way or another every employee can be seen as a leader.

### **Personal Effectiveness**

All types of managerial roles involve staff having to balance a number of competing demands. There are a number of ways in which managers can seek to ensure that they make the best use of their time, so as to maximise their contribution to the achievement of organisational objectives.

## **Personal effectiveness tools and techniques include:**

- being clear about the responsibilities attached to the role and the limitations of power and decision making.
- being clear about the objectives and targets of the team, so that resources, staff time and skills are not wasted.
- understanding the wider aims and purpose of the organisation so they can contribute, both as an individual and manager.
- prioritising tasks and drawing up a personal work plan; the work plan should be reviewed on a regular basis so that it remains relevant.
- keeping time logs to ensure that time and energy are not wasted on trivia or non- productive work, which does not contribute to the achievement of organisational objectives.
- understanding role requirements, expected standards of performance and limits of authority, to prevent unnecessary work being undertaken or decisions being made which cannot be implemented.
- identifying internal and external sources of help.
- understanding the organisational structure and information flows.
- being a good role model in terms of Health and Safety so that staff follow correct procedures and time does not have to be spent investigating accidents and/or near misses.
- avoiding the need for 'troubleshooting' by:
  - identifying recurrent problems so that solutions can be found.
  - preventing tensions developing within teams or quickly resolving those which do develop.
  - delegating effectively.
  - team building so that work groups operate well together.
  - ensuring that their team members know what is expected of them and the timescales for the completion of tasks.
  - ensuring that staff have the necessary skills to complete tasks.
  - ensuring that staff have the correct, right quantity and right quality of resources.
  - dealing with poor performance effectively.
  - promoting a positive attitude to change.
  - promoting the need for continuous improvement.
  - providing clear feedback to team members, so they know what corrective action is needed and when.
- continuing professional development to ensure that own skills levels are maintained and developed so that new tasks can be quickly learnt.
- formulating personal development plans to meet gaps between actual and required skills.
- encouraging creativity within teams so that team members identify and develop solutions to problems and helping staff learn from mistakes.
- developing a good relationship with their line manager and appreciating the pressure under which their supervisor works. The provision of effective feedback to a line manager involves:
  - identifying a convenient time.
  - preparing for the meeting.
  - arriving early.
  - understanding the challenges being faced by their line manager.
  - understanding what makes the line manager 'tick'.
  - being clear about the issue to be discussed and not trying to deal with a number of different issues.
  - if the issue is a complicated one, preparing a summary of the main points.
  - linking any ideas to the needs of the organisation.
  - providing solutions as well as raising problems, if possible giving a choice of options.
  - remaining polite and courteous.
  - sticking to the time scale.
  - identifying ways to improve the working relationships.
  - a similar approach can be used in providing feedback to colleagues both internal and external to the organisation.



- clearly identifying information needs and those of 'customers' to prevent frustration and time wasting.
- setting SMART targets rather than unachievable and ultimately frustrating goals.
- taking account of guidance from their line manager and the outcomes of 360 degree appraisals.
- clearly identifying information needs so the time is not wasted on studying irrelevant information.
- making decisions on the basis of sound information rather than 'guess work'.
- ensuring that effective plans are developed.
- using the appropriate leadership style.
- listening to both positive and negative feedback from colleagues
- identifying own stress levels and ways these can be reduced.
- providing feedback to colleagues, both inside and outside the organisation in a diplomatic manner, so that time is not lost having to repair relationships.

### **Formal Staff Appraisal Schemes**

Performance review and the provision of guidance to staff should be an ongoing process, (sometimes described as informal appraisal). Many organisations have formal appraisal schemes (one to one or 360 degree feedback) which provide an opportunity for additional discussions between manager and employee. The success or otherwise is very much dependent on the interpersonal skills of the manager and the culture of the organisation.

### **Role of 'One to One' Appraisal**

- Enables a manager to reinforce information and guidance given during day to day supervision.
- 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.
- Reminds employees of the importance of their own contribution to organisational objectives.
- Identifies the current performance of an employee, including strengths and weaknesses.
- Provides guidance to help employees improve.
- The actual appraisal meeting can aid motivation through the setting of SMART objectives and the provision of positive feedback within a formal setting.
- Enables managers to identify if employees are interested in promotion or expanding their skill levels in another part of the organisation.
- Enables the identification of training and development needs in terms of the meeting of individual, team, department and organisational objectives.
- 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, such as stress, family problems, job related problems and allows employees to discuss their perception of their 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.

### **Features of an effective 'one to one' appraisal interview include:**

- careful preparation by both manager and employee.
- the manager ensuring that the necessary data is available so there is no 'guess work'. This should include notes taken at the previous appraisal and any changes which have occurred to the job of the employee, such as new duties.
- a clear structure to achieve productive discussions and the productive use of time.
- the creation of a supportive atmosphere by the manager, no interruptions and a comfortable and quiet room. The manager should also remember the importance of body language, tone of voice and the words used.
- good and positive feedback and praise is given where appropriate.

- encouragement of self-appraisal on the part of the employee who should 'do most of the talking'.
- no surprises or criticism, which have not been raised earlier as part of the day to day supervision. If there are, it would suggest that the manager has not been doing his/her job properly.
- an understanding that any issues raised are based on work performance and not on personalities.
- joint analyses of what went well or not so well and why?
- use by the manager of good interpersonal skills, listening, body language, sensitivity and being open to criticism.
- a means of identifying an agreed way forward is approved.
- documentation is completed in line with agreed procedures.

### **Staff appraisal - an employee should feel:**

- they were treated with respect.
- the procedure was fair and transparent.
- the objectives set were fair.
- the meeting helped the employee identify what they need to achieve.
- that good feedback was given.
- supported by the manager who offered to provide guidance if problems were encountered.
- the atmosphere is friendly and helpful and the manager has an interest in their future.
- achievements during the year were recognised.
- any criticisms were based on fact and not opinion.
- plenty of opportunities were given to discuss work problems.
- comments made were fair.
- motivated after the meeting.
- a clear plan of action was agreed.
- that the action plan would lead to improvements.
- that their training and development needs were discussed and agreed.

### **360 degree appraisal**

One to one staff appraisal schemes have some limitations as the employee only receives feedback from their line manager. However, staff in managerial posts may need to be appraised over a range of competencies. 360 degree feedback is designed to provide a broader view, because employees are rated on their performance by people who know something about them and their work. This enables the employee to gain a thorough understanding of their impact within the organisation.

Employees complete their own self-assessment which is compared against feedback from their colleagues, subordinates, 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. It is usual for 8-10 people to complete questionnaires. This multi-source approach can give insight into how different groups see an employee and their performance and provides areas for discussion with their line manager.

The type of aspects of an employee in a managerial position that could be assessed include:

- leadership skills
- are they a team player?
- do they have good communication interpersonal and organisational skills?
- are they decisive, adaptable and focused?
- do they display energy and enthusiasm?
- do they motivate?

- can they deal with complexity?
- are they flexible and able to adapt to new situations?
- do they ensure that performance targets are achievable and/or achieved?

In some organisations a questionnaire is used to gather the information.

**Successful introduction of the scheme is dependent on:**

- the process applying to all managers, even the 'top team'.
- the benefits being clearly explained to staff.
- training being provided to all those who will be involved.
- a commitment that the outcomes will be used to develop staff.
- the questions to be used are viewed as being fair and cover significant aspects of a manager's competences.
- no one feels threatened by the process. This may need the feedback to be anonymous or for an independent facilitator to explain the result to the employee.
- a culture which is free from back-stabbing/blame.
- the questionnaires are easy to complete and the processing does not outweigh the benefits.
- the manager seeing those contributing as being respected and credible and relevant to their job.
- the receiver being given time to consider the responses and reflecting upon them.
- the competencies being measured relating to the purpose, mission and strategic direction of the organisation.
- those commenting knowing how their comments will be used.

**The advantages of 360 degree appraisal include:**

- employees gaining much better self-awareness by learning how their colleagues and others perceive them.
- helping employees see their 'blind spots' - things which others know about them which they did not know.
- discovering a 'blind spot' can be valuable in relating to people in the future.
- providing a broad picture of the employee's strengths and weaknesses.
- providing information on the quality of relationship.
- helping senior managers to assess their staff and identify ways in which they can help.
- 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 being said. Constructive criticism is more easily accepted and more likely to result in real changes in behaviour.
- identifying a development need if similar comments are received from a range of people.
- helping employees become aware of the importance of developing a range of competencies so that they, as managers, can be successful now and in the future.
- providing an improved training needs analysis and better targeting of training resources.
- helping employees understand how their behaviour influences their individual performance and how this impacts on the smooth running of the organisation. This helps them to appreciate the effect of their daily routines and actions.
- improving communication within the organisation by encouraging a more open culture where giving and receiving constructive feedback is the norm.
- helping an organisation to identify employees with the potential for promotion.

**Disadvantages of 360 degree feedback include:**

- that the feedback given may not always be honest or frank; for example, subordinates may feel unsure about making comments unless the organisation has a very open culture and customers and other stakeholders may not wish to become involved in the process.
- being an emotional 'roller-coaster ride' for some participants.

- finding giving or receiving feedback stressful which reduces the benefits.
- the process becoming very bureaucratic if a number of feedback reports need to be analysed and collated. In some organisations up to 8-10 people can be involved in the process.
- those providing comments wishing to change their mind.
- organisational politics and in-fighting can influence responses.
- unlikely success in organisations where 'blame cultures' exist or where managers are 'jockeying' for promotion.
- commitment from a wide range of people, not all of whom may be 'inside' the organisation.
- the need for training those providing comments.
- the process being time consuming.
- that all comments received need to be analysed and turned into a report by someone.
- being very costly if software is needed to manage the process.

### **Poor Performance**

Part of a manager's role is to monitor the performance of staff throughout 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.

### **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 needed to do the job.
- the employee possessing insufficient skills.
- external factor(s) beyond the control of the employee eg poor materials and decisions being made in other parts of the organisation.
- the employee being provided with incomplete or incorrect information so that the 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 eg is a poor team player where team work is important or has an unfriendly attitude towards customers.
- a lack of recognition for good work which leads to a lack of motivation.
- the employee having personal problems which are affecting their work.

### **Actions a manager can take to deal with poor performance:**

- Act as soon as the problem becomes evident. Failure to act quickly may lead other staff to believe that mediocre or under-performance is acceptable.
- Explain to the employee, why and how their performance is unsatisfactory.
- If appropriate, undertake confidential informal counselling with the employee to identify causes of the problems which are contributing to the under-performance.
- 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 and provision of additional experience. Welfare support can also be provided if personal problems are involved, via counselling (see below).

- Agree a performance improvement plan and timescale.
- If the poor performance is due to conflict, bullying and/or harassment then the manager needs to take the necessary action to resolve the situation.
- Where the employee's attitude is the problem, the manager needs to explain the effect this is having to the employee, team and organisation.
- Whatever 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 if their own particular management style has in any way contributed to the situation and reflect on how they can use this information. If the manager has failed to provide proper training, information, support and resources, then they may well be the reason for the poor performance.

Where poor performance continues to be a problem, then it may be necessary to take more formal action using the organisation's Disciplinary Procedure. Someone who persistently performs poorly, places additional pressures on other staff, and they have a right to expect that action will be taken.

### **Counselling**

Some organisations 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 by providing a supportive atmosphere that helps someone find their own solutions to problems by putting them into perspective.

#### **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 and/or anxiety.
- relationship issues.

### **Discipline**

The majority of staff in practically all organisations understand that they are expected to behave in a certain way. It is part of the role of supervisors and managers to provide guidance to staff as part of their day to day work and to encourage them to meet the required standards of work and conduct. A quiet word is often all that is required to improve the performance or attitude of an employee.

Where problems continue it may be necessary for a manager to use the formal disciplinary procedure. Actions which tends to lead to discipline are such things as continuing poor performance, absenteeism, conflict with other staff, disobeying the line manager, bullying and harassment and conduct which affects the 'good name' of the organisation.

In some countries, legislation sets out the rights of employees where action is to be taken by employers. The law usually expects there to be a disciplinary procedure in place, which has clear stages.

**An example of a disciplinary procedure follows:**

## **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 applies 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 timescale.

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.

**The main features of a good disciplinary procedure are:**

- It follows good practice guidelines laid down in employment law.
- It shows leadership in letting staff know how they should be contributing towards the operation of the organisation.
- It provides a clear 'pathway' for managers to follow.
- It enables problems which arise and which it has not been possible to overcome with guidance from the line manager to be dealt with fairly and consistently.
- It demonstrates to the organisation that persistent poor performance or gross misconduct will be taken seriously.
- It is written down and staff are made aware of its existence so have access to guidance on conduct.
- It provides a speedy way of dealing with disciplinary problems.

- It should make clear who has what powers.
- Confidentiality must be maintained throughout the process
- A staged approach ensures that no employee is dismissed for a first offence unless this is gross misconduct.
- It has progressive stages so that disciplinary action is consistent with the offence. The first two stages being geared to achieving improvements.
- It demonstrates a consistent approach and therefore fairness.
- It should ensure that employees are made aware of why disciplinary action was taken against them.
- It should ensure that cases are fully investigated so that judgements are based on clear evidence. Investigations should:
  - be confined to the facts.
  - ensure that the person carrying out the investigation is impartial and only acting within the limits of their authority.
  - ensure the investigator searches for all relevant evidence.
  - take statements from colleagues and customers should be taken where relevant.
  - ensure records are kept.
  - explain to the employee that an investigatory meeting is not a disciplinary hearing.
  - ensure, if possible, that the investigator keeps the allegations being investigated confidential.
  - ask open questions, to avoid implying that the employee being investigated is guilty.
  - give relevant documents such as witness statements to the employee being investigated.
  - ensure that the outcome of the investigation, is used to determine if a disciplinary hearing should be held.
- It should let employees state their case and be accompanied by a trade union representative or colleague so that they feel supported.
- It 'spells out' timescales for improvement so that the employee is aware of the action they have to take and what the next stage will be if there is no improvement.
- A written record of shortcomings is provided for future reference.
- It should ensure that there is a right of appeal.
- Employees should only be suspended where:
  - working relationships have broken down.
  - evidence might be tampered with.
  - where an allegation is serious and might be classified as gross misconduct.
- Where an employee is suspended, they should be informed that suspension is not assumption of guilt.

### **Targets/Performance Measures**

The development of standards of performance, the setting of targets, comparing results against the standards and targets and using the feedback, allows an organisation to monitor the implementation of the strategic, departmental and team plans. This may highlight that all is well and that staff should be praised *or* identify the need for corrective action. This may result in new performance standards and targets being set where it becomes obvious that the original targets were not appropriate.

### **Characteristics of effective targets:**

- Demanding and related to performance improvement ie reduction in fires.
- 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.
- 'Owned' by specific senior managers so they don't get overlooked.

- Cascaded, so that the whole organisation understands the links between targets and where responsibility lies for improvement.
- Relevant to what the organisation is aiming to achieve.
- 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.
- 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.
- **SMART**-see table below.

Targets need to be <b>SMART</b>	
<b>Specific</b>	not vague and should be easily understood by staff; relates to the organisation's objectives, key performance indicators (KPIs) and areas where improvements in performance are needed.
<b>Measurable</b>	capable of being subject to some form of analysis, which will result in the production of meaningful information which can be used by managers.
<b>Achievable</b>	not over-ambitious as this can lead to frustration and lack of motivation; (Looking at past performance data can help to identify the rate of improvement which is likely to be possible.)
<b>Realistic/Relevant</b>	must be seen as relevant to the achievement of objectives and not 'Pie in the sky.' (Setting realistic targets means being fair on the people who will have to reach them and should relate only to performance improvements that staff can actually influence.)
<b>Time bound</b>	to be achieved within a set period of time. An individual's progress towards a goal will be more rapid if they have a clear sense of the deadlines against which progress will be assessed.

**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.

**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. Organisations therefore set up various types of recording systems, and use Management Information Systems to convert various types of data into information.

The information which managers need comes from a combination of Record Systems and Management Information Systems.

**Records**

Much of the data used with Management Information Systems will come from organisational records. 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 including their job title, 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 good quality information depends 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 wrong decisions being made.

The sort of records that need to be maintained will depend very much upon 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 in a Fire Station will need to record the location and type of incidents they attended. It is important that staff understand the importance of records and provide information in the correct way to prevent 'garbage in - garbage out' occurring.

A wide range of information will also help to ensure that effective performance management takes place, ie strategic plans, objectives, risks, which could prevent the achievement of objectives, targets, monitoring information, team plans, work allocated to teams and individuals, responsibilities of individual employees, counselling, quality standards, health and safety records, disciplinary action, appraisals, staff training and development needs, decisions made, debriefing information, budgets, use of materials, improvement ideas from staff.

### **Effective records can help a manager to:**

- make decisions based on fact rather than 'guesswork'.
- identify performance targets, monitor performance and take remedial action.
- 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.
- use the outcomes of staff appraisal to identify training needs.
- comply with legislation.
- be aware of Health and Safety issues.
- identify risks and '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.
- accessible and readily available.
- effectively linked to specific processes and policies.
- confidential with regard to personal details.
- valid and actually measure what it says it does.
- credible, with the source of the information having credibility.
- adaptable, so that it can cater for future developments and changes.
- economical in its introduction, use and maintenance.

- compliant with any relevant legislation.
- comprehensive, covering all relevant activities.

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

- Storage - whether the records will be kept manually, computerised, or in some combination of systems. Even though nowadays many records are computerised, many organisations still use a wide variety of paper-based systems. In some cases, this is because of the cost of transferring them onto a computer or, in other cases, because a paper-based 'back up' system is required in case of computer failure.
- Location - where the records are going to be located (how much space will be required for secure storage).
- Forms - how the design of documents affects the type of system, and vice versa.
- Accessibility - which staff should have access to which records?
- Security - procedures to comply, with both organisational security and data protection requirements.

**Reviewing the records system**

As with any system, record systems should be reviewed from time to time to check their effectiveness. Any review should include the users and operators of the system as they will know the strengths and weaknesses.

**The main questions to ask in any review might include:**

- Does it provide the answers required quickly and accurately?
- What has been the failure rate?
- 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?

**Management Information Systems (MIS)**

To ensure that objectives are being met and that targets are on track, many organisations set up control systems which:

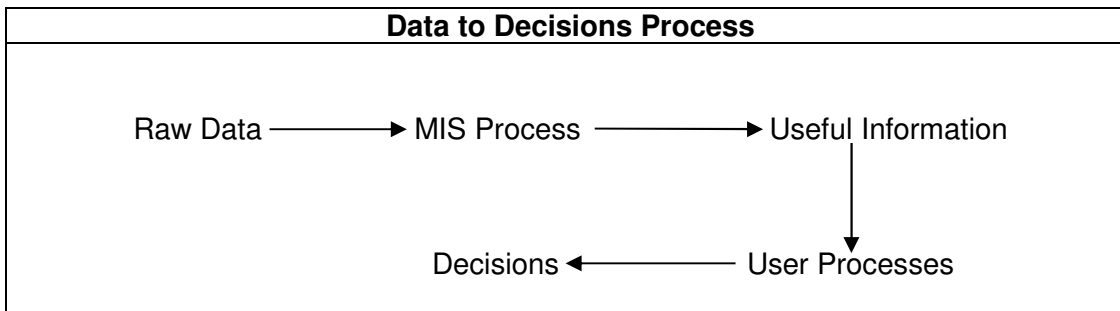
- identify the required standards of performance, such as the reduction in the number of fires, or reduction in the number of faulty items being produced.
- measures actual performance against the standard.
- compares the actual performance with the intended performance.
- identifies where and if corrective action is needed eg better raw materials, better maintenance of equipment, more staff training, the need for new and different skills, and the need for a better motivated workforce.

All of these activities are based on data. Data is the basic facts and figures of operational life which are stored on manual or computer systems eg incident statistics, staffing levels, hours worked, budgets and invoice values. When data is sorted and assembled into relevant groupings, it becomes information. Data is information which has been analysed, summarised and interpreted for the benefit of the potential user (manager).

**A Management Information System** is a technical, computer-based system which converts data from internal and external sources into information and then communicates that information, in an appropriate form, to managers at all levels to enable them to make timely and effective

decisions for planning, directing and controlling the activities for which they are responsible. The effective measurement of performance is heavily dependent on the relevance, timeliness and accuracy of information.

The diagram below shows the process for converting data into decisions.



Organisations need to ensure that their information systems will be able to produce the right data in the right format, otherwise accurate measurement would be impossible and performance may not be measured against the appropriate standard.

**A Management Information System should be:**

- **focused**
  - Why is the information being collected and will it provide useful feedback? It is important to understand who will use information, and how and why they will use it. Staff collecting data need to be able to see the end result.
  - 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 is “none” then there is no reason to collect the information)
  
- **appropriate**
  - Do stakeholders receive the performance information they need? Otherwise incorrect decisions may be made or no decisions at all.
  - Can variance be quickly identified and notified to the appropriate manager?
  - Is the 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 to the organisation?
  - What is the actual cost to the organisation of the performance information? (Including the burden of form filling and time spent reviewing the information).

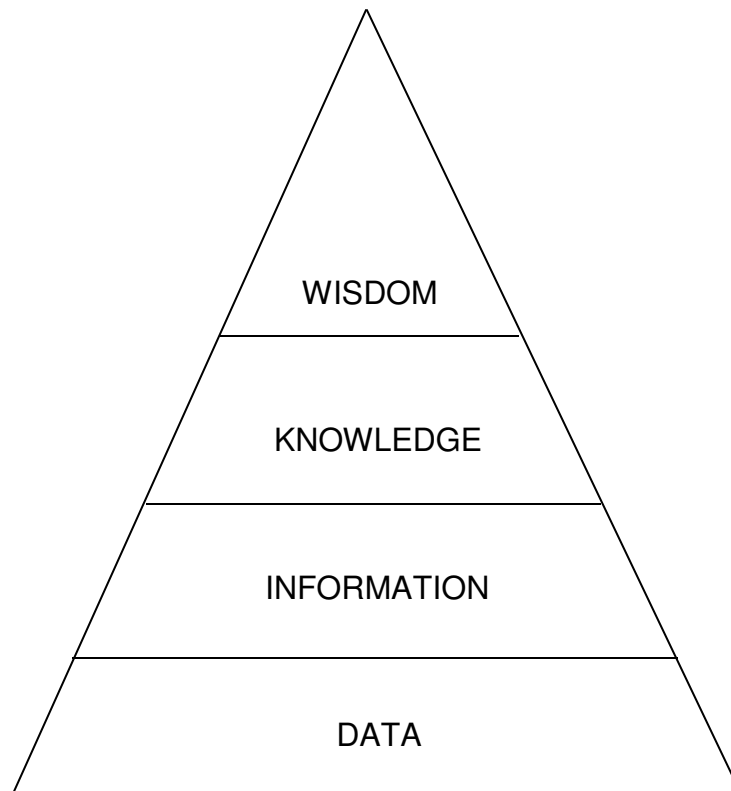
The table below shows the way in which effective management information systems contribute to organisational effectiveness.

<b><u>MIS contribution to organisational effectiveness</u></b>
<b>Control Systems</b> can monitor the organisation's activities against targets and objectives and report on them, eg performance and productivity and 'flag up' potential problem areas and risks.
<b>Database Systems</b> can process and store information which can be drawn upon as an organisational memory bank.
<b>Enquiry Systems</b> , based on either internal or external databases, can carry out investigations into the performance of departments, products, etc to assess effectiveness.
<b>Decision Support Systems</b> provide computer-based facilities for conducting analyses, simulations etc. This enables decisions to be based on facts rather than assumptions.
<b>Operational/Incident Systems</b> enable the type and number of incidents to be identified, the need for preventive action and Health and Safety issues to be identified and operational efficiency to be assessed. It also enables experience from debriefings to be utilised.
<b>Personnel Systems</b> allow an organisation to assess pay rates, ensure that staffing levels are correct, identify staff issues such as high turnover and absenteeism, identify training and development needs and Health and Safety issues.
<b>Financial Systems</b> allow an organisation to monitor budgets to ensure there is no overspending, analyse costs for various activities and compile profit forecasts and cash flow projections.
<b>Marketing/Sales Systems</b> enable the profitability of products and services to be identified, customers to be analysed, selling prices to be decided and orders to be tracked.

### **Knowledge Management**

Some organisations try to bring all the different ways in which they collect information together into 'knowledge management' systems. These are concerned both with the stock of information within an organisation and also the flow of information around the organisation, so that knowledge is moved from those who have it to those who need it. 'Knowledge Management' systems provide staff with the specific information they need in a particular role and also enable information to be shared. They usually need the use of information technology to ensure that information is as current as possible. Part of the idea of knowledge management is that organisations possess a wealth of knowledge which often lies 'untapped' in the heads of its employees, sometimes known as 'know how' or expertise.

The core elements of knowledge management are data, information, knowledge and wisdom as shown in the diagram below:



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 (eg as words or numbers, in electronic or paper form, as text, image, audio or video). It may be structured (eg records and documents) or unstructured (eg carried in the heads of individuals). 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 and tacit knowledge:**

### **Explicit knowledge**

This 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, 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. In many instances it can be processed and analysed. It can therefore be regarded as organisational knowledge and contributes to performance management and effective decision making.

### **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 which

contributes to the demonstration of competence. This knowledge may not be written down anywhere– it has just been learned from experience.

### **The focus on knowledge management in relation to tacit knowledge involves:**

- empowering 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.

### **The sharing of both types of knowledge is important and helps to ensure:**

- effective performance monitoring that aims to identify ways to improve organisational effectiveness and develop more effective ways of working.
- effective decision making as decisions and policies are based on objective information.
- mitigation of corporate risk by, for example, the identification of training and development needs and health and safety issues.
- empowerment of teams and individuals that improves performance and aids motivation.
- sharing of good practice within and across organisations.
- encouragement of creativity, for example, via staff suggestion schemes.
- lessons are learnt from unusual situations.

### **De-briefing**

In emergency services, a valuable way of combining both explicit and tacit knowledge is the 'hot' and 'cold' de-briefing system following incidents as this can identify:

- the support needs of personnel.
- trends which seem to be developing and the implications for future service delivery.
- the need to review procedures or change procedures.
- improvements and the actions needed to introduce these.
- trends which might promote research.
- feedback which other agencies may find helpful.
- meritorious action.

(See also the article entitled Open Minded, details of which are given in the IFE Bibliography).

### **Information sharing**

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. The effective sharing of knowledge across organisations helps to meet shared targets and develop good working relationships.

### **Knowledge management system**

Many organisations set up specific knowledge management systems, such as:

- an intranet which provides a library of information and knowledge which can be accessed by staff.
- data warehouses that hold information from a variety of sources.

- a network or 'communities of interest' to enable staff with particular expertise to share information.
- mapping out sources of expertise and letting staff know who they can call upon for help.
- using email to rapidly move information around the organisation and encourage collaboration.
- using decision support systems that combine analysis and modelling to help with major strategic decisions.

**Decision Making**

The importance of information is that it aids effective decision making, for example, when resolving a problem or working out how to deal with a new situation.

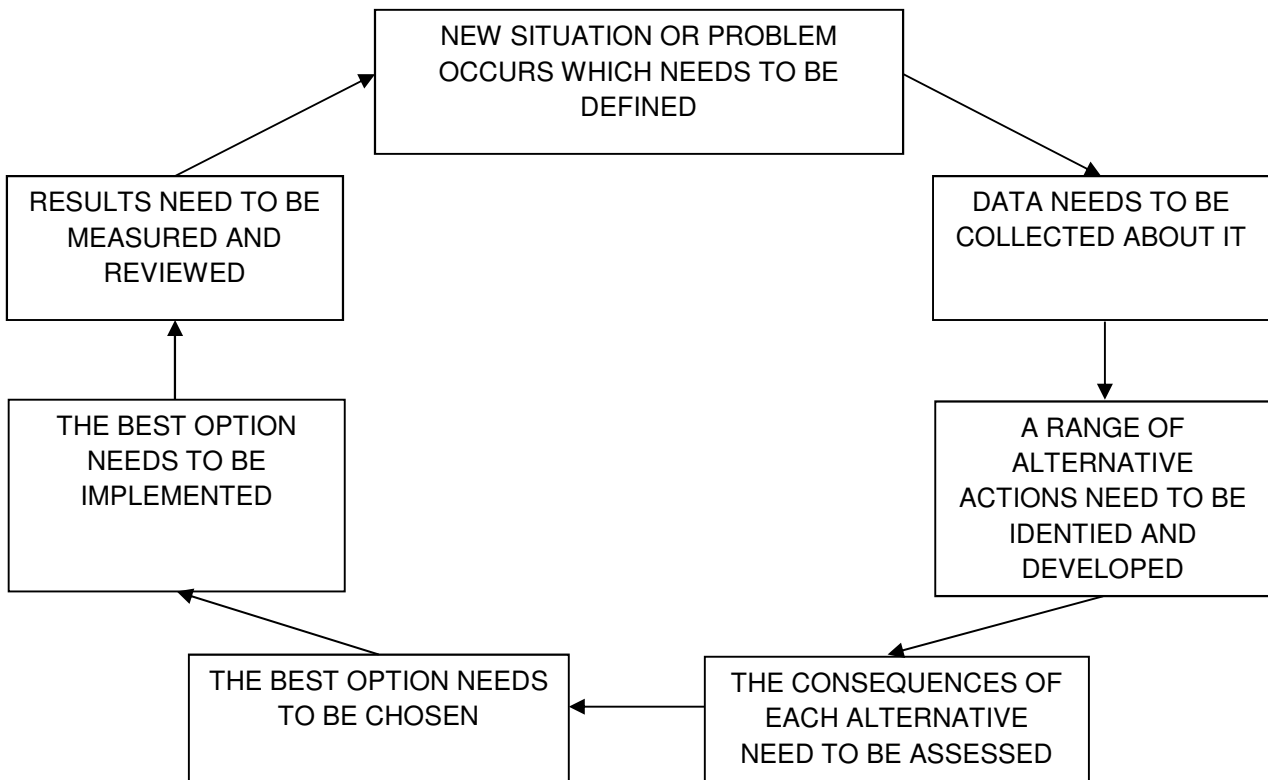
Organisational decisions are taken at strategic, departmental, and team level. Managers and supervisors in all organisations will at some stage be involved with decision making. In Fire and Rescue Services, some decisions will also involve dealing with operational incidents.

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 that 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**

The diagram below sets out the main stages in decision making.



- Recognising a new situation or problem. This involves asking the right questions so that the situation to be tackled is clearly stated.
- Collecting data which is relevant so that the information is focused and the right staff are consulted and their views and expertise is obtained.

- Developing a range of alternative solutions to ensure that they are technically feasible, financially viable and acceptable to the major players involved. As part of the process techniques such as brainstorming can be used.
- Assess the consequences of introducing each of the alternatives, taking these into account as well as any 'knock on' effects of each of the potential solutions.
- Selecting the best alternative option, which best meets the circumstances.
- Implementing the solution, which will require careful planning, ensuring that all relevant staff are briefed and that work plans are produced.
- Measure the results, through the use of target setting and monitoring arrangements. This allows a review to take place and the success of the solution or otherwise to be assessed. If it is not working as intended, then alternative approaches can be considered. Learning from mistakes can be a valuable aspect of organisational learning. Some solutions can be assessed fairly quickly, with others such as culture or attitude change being assessed over years rather than months.

Well-researched decisions are easier to make and 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 have often not recognised all the factors and can therefore end up causing, rather than solving, problems. Very few parts of an organisation work in isolation.

### **Organisational Risk Management**

As part of the process of having effective plans to meet organisational objectives, many organisations also attempt to manage risks.

Risk has been defined risk as "the uncertainty that surrounds future events and outcomes." It is the likelihood and impact of an event which has the potential to prevent the achievement of organisational objectives.

Risk Management can be described as "a systematic approach to setting the best course of action under uncertainty, by identifying, understanding, acting on and communicating risk issues".

### **Organisational Risk Management helps Fire and Rescue Services to:**

- recognise and address important risks.
- make decisions about how to handle these risks.
- monitor progress in managing these risks.
- learn how to make improvements in dealing with risk.
- increase the benefits and decrease the costs for uncertain activities.

### **Identifying risks**

Identifying and acknowledging a risk is the first step toward managing it. Often, risks are classified using the following headings:

- *Human health and safety* – related to the consequences of an organisation having demotivated and dissatisfied staff, insufficient staff with the right skill level and processes which have health and safety implications.
- *Environmental resources* – organisations need to be aware of processes which could damage the environment in some way and need to identify these so that they can be mitigated.
- *Property, buildings, or other assets* – related to organisations having insufficient physical assets such as buildings and equipment to be able to operate effectively. Buildings and



equipment such as emergency vehicles and protective equipment also need to be effectively maintained and at times replaced.

- *Financial* – all organisations need funds to operate and so effective budget management and monitoring is important as is the prevention of fraud and ensuring that value for money is achieved when purchasing goods and equipment many of which can involve high cost contracts and long term commitments.
- *Political and reputational* – public sector organisations operate within a political context and the support of politicians is important. Loss of reputation can occur if the organisation fails to fulfil its function or act unlawfully or immorally. For example lack of commitment to equality and diversity can affect how an organisation is viewed by the public and potential employees.
- *Technological* – most organisations nowadays are highly dependent on the use of information technology which needs to be maintained, developed and protected from the negative action of staff.
- *Operational (organisational interruption, liability)* – all organisations have process, procedures and tasks which need to be efficient and effective. For example, Fire Services have to be able to deal with a wide range of emergency situations and preventative activities. Many of which may require the cooperation of other organisations.

## **Risk management and decision making**

Risk management is critical to effective decision making. As part of setting priorities and objectives, organisations need to understand what could happen to prevent them from achieving their aims and how they will deal with such an eventuality should it arise. Even well-run organisations experience fires, floods, malign intent, an episode of poor judgement or simply changes in the external environment that mean that a chosen course is no longer feasible or appropriate.

### **Risk management entails asking the following questions:**

- What is the risk here? (risk identification).
- What will happen to desired outcomes? (risk evaluation – impact).
- How likely is the event to happen? (risk evaluation – probability).
- Does the benefit outweigh the risk? (risk/benefit analysis).
- Can we do anything to reduce the risk? (risk reduction).
- Has anything happened which alters the risk? (risk monitoring).
- What plans can we put in place in case the event should happen? (contingency/service continuity planning).
- What insurance can we buy to mitigate the risk or can we contract out this risk? (risk transfer).
- What financial provisions should we hold for the primary or residual risk? (risk funding).

## **Risk register**

An important part of risk management is the use of a risk register.

The purpose of a risk register is to ensure that risk assessments are linked to the strategic objectives of the organisation. It is a management tool that enables an organisation to identify a comprehensive risk profile. It provides a structure for collating information about risks that helps an organisation make decisions about how the risks should be treated.

The risk register should be used to inform the decision making process and ideally all decisions and the resultant procedures and processes need to implement the decision or affected by the decision should result in a reduction of risk. The risk register has to be regarded as a living document.

Risk registers tend to contain the information listed below and can operate at process, project, section, unit, department and organisational levels.

### Contents of a risk register

- Risk number (unique within register) - so that in future it can be easily identified from amongst all the information in the risk register.
- Risk type - the type will influence the mitigating actions required.
- Author (who raised it) - this also identifies the level or the part of the organisation which could be affected by the risk.
- Date identified - this shows how long the risk has existed and whether it needs to be reviewed to determine if it still exists.
- Date last updated - this is to ensure that risks are being reviewed on a regular basis.
- Description - this will identify which part of the organisation should be responsible for the management of the risk.
- Likelihood of the risk occurring - if there is a high likelihood, then more attention needs to be given to the risk.
- Interdependencies with other sources of risk - some risks will have a knock-on effect which could result in more than one part or aspect of an organisation being affected.
- Expected impact and potential consequences - this will help the organisation assess how many problems could be caused to the organisation if the risk is not mitigated.
- Bearer of risk - this will help the organisation assess if the risk could be transferred ie by insurance or the outsourcing of some aspects of the organisation.
- Counter-measures - actions which have been taken to mitigate the risk, these should be reviewed on a regular basis to ensure that they remain current.

### Risk rating

Risk registers can also be used as the basis for risk rating - this is the assessment of the severity of risk and the probability of it occurring given the controls which are in place.

#### The classification of occurrence is often:

CERTAIN
HIGHLY LIKELY
LIKELY
POSSIBLE
REMOTE

#### The consequences are often categorised as:

CATASTROPHIC
MAJOR
MODERATE
MINOR
INSIGNIFICANT

### Integrated Risk Management Plans

UK Fire and Rescue Services are required to produce Integrated Risk Management Plans that identify the risk of incidents in their area. This information influences the deployment of resources across prevention, protection and response activities.

## **Community Risk Register**

UK Local Authorities are required to compile and maintain a Community Risk Register as well as one relating specifically to the Authority.

### **Risk assessment in relation to operational incidents**

All organisations will have operational risks that are particular to the industry in which they operate. In Fire and Rescue Services, effective risk assessment is an important aspect of the role of incident commanders and involves:

- being aware of the extent of individual responsibility and when more senior staff need to be informed.
- identifying risks to staff and the community.
- obtaining information from all available sources.
- ensuring that any action is lawful.
- determining the involvement of other agencies.
- confirming the roles of staff.
- checking the accuracy of information.
- identifying and implementing priority actions.
- formulating a plan which takes account of all available information.
- adjusting the plan as necessary.
- obtaining technical advice if required.
- providing information to other agencies.
- ensuring that relevant people are kept informed.
- exercising caution in providing information to the press and media.

### **Financial Management**

All organisations need money to operate; for example, staff need paying, supplies and equipment need to be purchased. Therefore effective budgetary control is an important part of an organisation's strategic planning process.

In most organisations, leaders, managers and supervisors all have a responsibility for financial management. Senior managers in a large organisation may be responsible for very large sums of money. Supervisors will have a more limited responsibility. However the principles of good financial management are the same at all levels within an organisation.

### **Budget**

A major aspect of financial management is a budget. A budget is basically 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 eg the money set aside to maintain equipment or employee staff.

In very large organisations the budget is usually allocated over departments. Heads of Departments may then split the budget up over particular teams or groups. This is called Devolved Financial Management. This approach is often used by organisations because it gives greater ownership of financial matters to staff, makes staff more aware of costs and allows decisions to be made at the lowest possible level, thus using the expertise of staff.

### **Forecasting**

Setting the overall budget involves budget forecasting so that any situations which could affect the organisation are taken into account. These include:

- current costs.
- any likely increase in staff costs and materials.
- any major organisation changes which are planned.
- the expected level of income/profit. In the public sector a reduction in government grants may mean that the overall budget will need to be reduced and ways of saving money identified.

Effective forecasting helps an organisation meet the challenges it faces.

### **Types of expenditure**

Budgets tend to identify two types of expenditure: revenue and capital expenditure.

**Revenue costs:** these type of costs relate to the day to day running of an organisation.

**Capital expenditure:** this type of expenditure relates to major projects which will be expensive and require an investment such as new buildings, fleets of vehicles, replacement of all breathing apparatus, new IT systems.

### **Features of an effective budget**

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

### **Budgetary control**

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 that could lead to overspending.

### **Advantages of budgeting and budgetary control**

- Effective means of controlling the use of financial resources.
- Makes managers accountable for the public funds they use and shows that money is being wisely spent.
- Allows trends to be seen over a number of years which might signal the need to review budgets.
- Allows senior managers to compare the performance of different parts of the organisations and, in the public sector, comparisons can also be made against other public bodies.
- Allows the costs of projects to be monitored against estimates so that the actual costs, as the work progresses, 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 and 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 of an organisation can affect another. For example, the purchase of new equipment may mean that the training budget will have to be spent on running courses so that employees are able to use the new equipment.
- Defines areas of responsibility.
- Enables remedial action to be taken if overspending looks likely.
- Helps an organisation to decide how to allocate money to capital schemes – this can be very costly.

### **Strategic Plan/Budget Planning**

Budget planning needs to be linked to the strategic plan for the following reasons:

- The strategic plan sets the direction for the organisation.
- The objectives from the strategic plan will identify priorities for the allocation of resources.
- Budget planning has to be seen as part of the process of implementing corporate, department and team plans.
- Budget planning has to be seen as part of the process, geared to achieving organisational objectives.
- Allows budget monitoring to take place against the background of organisational objectives.
- Strategic planning identifies new activities which need to be financed.
- Enables the organisation to assess if money needs to be moved around the organisation to meet objectives or if parts of the organisation need to be reduced in size.
- Budget planning is part of the role of managers who work to targets derived from the strategic plan.
- Linking strategic and budget planning is a way of assessing the competence of managers.
- Enables financial management information needs to be identified.
- Ensures that financial management is flexible enough to allow for change.
- Allows devolved financial management to be focused on meeting organisational objectives.
- Identifies the links between different departments and how the achievement of the objectives in one department may affect other parts of the organisation.
- Can prevent conflict as staff can see the reason for budget allocation
- Specifically for the public sector, it can justify the use of public money as spending is seen to be in the light of the objectives of the organisation and the achievement of goals and targets.

### **Problems which can occur with budgeting and budgetary control**

- Inaccurate 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 the poaching of other managers' resources can occur.
- Conflict can occur between departments over the allocation of the budget, particularly where one department's budget is being cut and another department's is being increased.
- It is difficult to reconcile personal/individual and corporate goals.
- Waste can occur if managers adopt the "we had better spend it or we will lose it" view. This is sometimes coupled with "empire building" in order to enhance the status of a department.
- In some countries a system called '*participatory budgeting*' is used, whereby community groups are allowed to allocate a small percentage of the total budget against competing priorities. This is a fairly new development; however it means that managers can be responsible for expenditure on projects over which they have no control.

## **Participatory budgeting**

Participatory budgeting is an initiative found in some public services which enables local communities to become directly involved in making decisions on what should be the spending priorities for public services. It allows an area or community to participate in the allocation of particular parts of a budget, for example a fire service, police service or other public body.

The local residents meet to discuss debate and vote on spending proposals from a range of options. The aim of this approach is to increase transparency in the use of public funds and also to increase the understanding by communities that not everything can be funded.

### **Benefits of participatory budgeting**

- It gives the public a say on how money should be spent and increases the participation of the public.
- It gives people a feeling of ownership of public money and how it is used.
- It can enable 'hard to reach' groups to feel included.
- It allows public services to engage with more people.
- It can produce better targeting of public funds to solve problems.
- It can provide more cost effective services.
- It enables local knowledge to be used to make the best use of funds.
- It enables a debate to take place about spending priorities.
- It can result in stronger community leadership.
- Local ownership of decisions can ensure that selected projects deliver and people feel a greater commitment to them.
- It can mean that work to address any deprivation and exclusion is better targeted.
- It can encourage local communities to work more closely with public services and in doing so develop better relationships which can be built on to promote prevention of problems.

## **Quality Assurance Systems**

The achievement of corporate objectives 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.

### **Benefits of quality assurance systems include:**

- the removal of activities which don't have value.
- reducing waste by doing things right first time so there are zero defects.
- reducing the knock-on effect of problems across the organisation.
- examining critical processes on a regular basis.
- removing potential tensions between staff which could impact on the end product.
- improving staff morale by giving a sense of pride and removing frustrations.
- that Quality is seen as the responsibility of everyone.
- improving 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.

## **PROJECT MANAGEMENT/PROJECT PLANNING**

Project management is often used as part of the process of achieving organisational objectives.

Project management involves planning, organising, securing and managing resources to bring about the successful completion of specific project goals and objectives. Responsibility for bringing a project successfully to fruition is the responsibility of a Project Manager.

Successful project management needs a combination of hard and soft skills. The hard skills relate to processes, techniques and tools of planning, organising, monitoring and controlling, (which are often IT based) and the soft skills relate to the motivation of the staff in the project team, effective communications and partnership working.

### **Definition of a Project**

A project is an activity that has a beginning and an end and is carried out to achieve a particular purpose, to set a quality level, within given time constraints and a specific budget. Example of products include: introduction of a Quality Management System; implementation of major restructuring plans; development and introduction of new products and services etc.

### **Role of a Project Manager**

- Ensure that senior management is committed to the project and that the project has a sponsor at the 'top team' level, who has overall responsibility for the project, to whom progress reports will be submitted and who will be the champion of the project.
- Make sure that the purpose of the project is clearly defined otherwise time and money may be spent on the wrong things.
- Identify who will be the internal and/or external customers.
- Establish what they are and are not responsible for and the limits of authority.
- Produce a project plan which:
  - sets out the entire project.
  - identifies the objective of the Project, for example a new service, restructuring, replacement of breathing apparatus.
  - breaks down the whole project into stages and ensures that there are separate plans for each stage and for the activities included in each stage.
  - identifies different types of resources which will be needed and when they will be needed to prevent 'hold ups'
  - set milestones so progress can be measured and the project kept to time and cost limits.
  - specifies the quality controls to be used.
  - identifies the risks to the organisation of any part of the project failing. These risks could be financial, political, reputational, environmental or operational.
  - evaluation process to be carried out at the end of the Project.
- Monitor the project budget to prevent over spending.
- Identify information needs and how these will be met. In some instances staff outside the project team may be involved for example through secondment.
- Obtain the goods, materials and other resources which will be needed.
- Troubleshoot and solve any problems which might arise.
- Recruit team members based on skill requirements.
- Liaise with the line manager of team members where a cross-departmental team is involved. (See information on a Matrix Structure).
- Identify any specialist training that the team may need and use involvement in the project to provide development opportunities.
- Ensure that each team member is clear about their role and areas of responsibility, is kept well briefed and is given the opportunity to contribute their knowledge, experience and opinions.

- Monitor the performance of team members.
- Encourage and motivate team members.
- Keep everyone who could be affected by the project informed.
- Evaluation of the Project. This could involve checking end results against the original objectives, inviting comments from stakeholders and looking at problems which occurred and how they were solved.
- Debrief the team at the end of the project, so that everyone can benefit from the lessons learned and recognise how the project has contributed to their individual development.
- Ensure that handover arrangements have been taken into account at the end of the life of the project.

### **Outcomes of Performance Management**

The appraising of staff, setting of targets, establishment of information and records system, effective decision making, risk management 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, an organisation's purpose 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 eg shape, design, ease of use, reliability, after sales service.

If an organisation is providing services eg 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.

### **Differences between Products and Services**

- 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 ie 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.

### **Differences between Public Services and Private Services**

- 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, rather than shareholders, will often set out what they expect from public services. Examples being the National Framework 2008-11, and the Equality and Diversity Strategy.
- 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.

## **LEADERSHIP AND MANAGEMENT**

Leadership is the process of influencing the behaviour of staff to achieve results. For the majority of organisations, the main resource involved in achieving the purpose and mission and providing quality goods and services are its people. Even with a robotic production line, a human hand is 'pushing the buttons'.

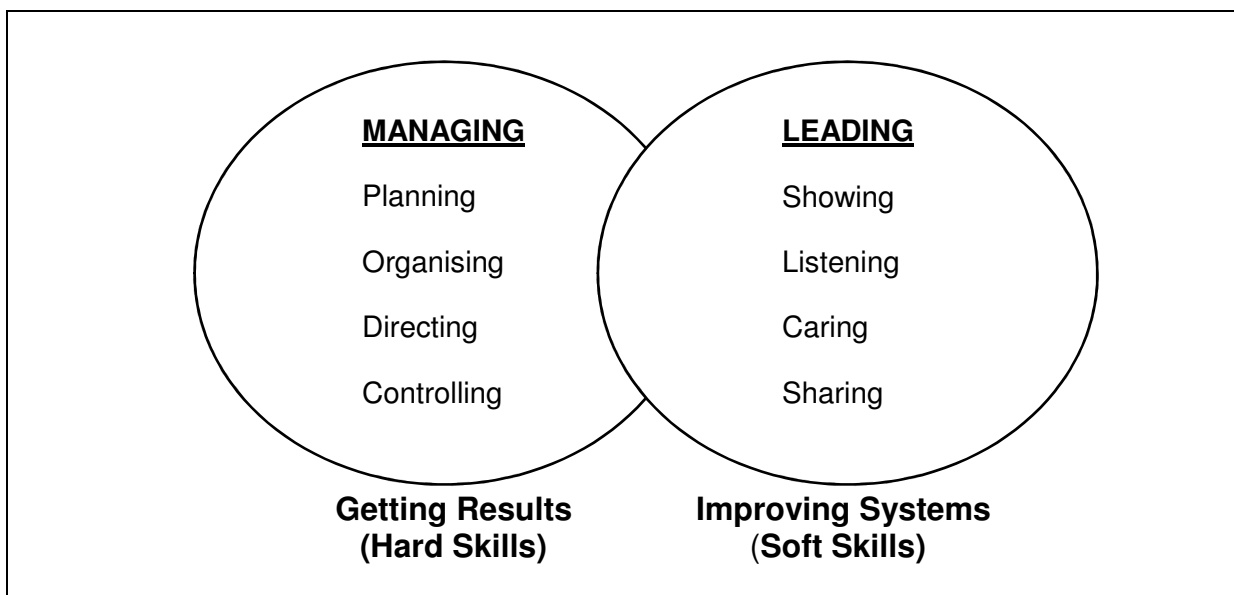
Effective staff management and leadership are therefore particularly important and the way in which staff are led, managed and motivated will be a major influence on how successful an organisation is. They are important parts of the role of a first line manager.

### **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 controlling. However, over time, the definition of Leadership has broadened as the diagram below 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 Manager's role within an organisation.

### **Job activities of managers**

**Planning:** Before any action is taken, a plan needs to be made and planning is an activity concerned with making decisions about end result and involves:

- identifying how objectives and targets will be met. At the highest level, this will take place after a SWOT or PESTLE analysis.
- having effective plans in place for their area of work. These could be long term in the case of strategic plans or short term in relation to team plans. (There is nothing like a bad plan to disintegrate a team, lower enthusiasm and frustrate team members).
- identifying how their team will meet targets.
- identifying the skill and physical resources which will be needed.
- allocating budgets to activities.
- reviewing progress against targets and taking remedial action if necessary.
- identifying solutions to technical problems.
- where change is to be introduced, having effective plans in place which identify the parts of the organisation affected and allocating resources to ensure smooth implementation.
- budgetary control and monitoring.
- ensuring that health and safety is taken into account.
- meeting occupational standards.
- maintaining own skill levels.
- maintaining physical resources/equipment to prevent down time.

**Organising:** This involves putting people and other resources in place to make things happen and involves:

- determining what activities are needed for the achievement of plans.
- ensuring that effective procedures and work instructions are in place for staff to follow.
- ensuring that all staff have the equipment, information, skills and training to do the job.
- training of staff - every manager is involved in some way with the process of training.
- senior managers writing policies and rules; other managers writing methods and procedures; while others serve as instructors.
- effective meetings and appraisal interviews.
- making effective use of their own time.
- allocating responsibility to staff.
- delegating effectively.
- ensuring accurate records are in place to aid decision making.
- being able to make operational decisions.
- using resources to respond to new situations or problems.

**Controlling:** This involves measuring results and comparing the actual outcomes with the results which were intended and involves:

- establishing standards of performance, evaluating and measuring results using statistical information and comparing them with the results which were intended.
- identifying the type of record systems needed.
- taking corrective action when needed.

- controlling daily activities, but not too tightly.
- budgetary control to ensure that overspending does not occur.
- team briefings and controlling the work of staff.
- using reporting procedures so that the organisation has accurate data which can be turned into information.
- making sure that staff and resources come together at the right time.
- knowing schedules of work to be completed, especially when part(s) of a process involve other departments or organisations.
- mitigation of organisational risk.

**Planning, Organising and Controlling** are often regarded as the 'hard skills' of management.

**Direct Supervision:** All Managers are responsible for the work of others and 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. Direct Supervision therefore involves a combination of 'hard' and 'soft' skills.

If an employee is part of the frontline staff, 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 organisation. First line managers are the people responsible for those who do not manage others. As the first line manager is the first part of an organisation's management system with which an employee comes into contact, they have a very influential role and can be an important role model or otherwise.

Middle managers will be responsible for supervising the work of first line managers and senior managers will be responsible for supervising the work of departmental managers. Middle and senior managers are therefore some distance from front line staff and they therefore have to ensure that they provide a good role model and 'set the tone' for those below them in the organisational hierarchy to follow.

### **Effective allocation of work**

Whatever the level of the manager within the organisation, the effective allocation of work to teams involves:

- discussing the allocation of workload with staff and letting them make recommendations on how the workload should be allocated.
- ensuring that a thorough brief is given to the employees in particular the parameters in which they have authority. A useful pneumonic to use when going through the brief is SMEAC.
  - Situation - What is the issue that needs working on?
  - Mission - What needs to be done in order to achieve the desired outcome?
  - Execution – How is the desired outcome going to be achieved?
  - Ask Questions – Has the employee got any questions regarding the brief?
  - Confirm - Ensure that the employee is clear about the work that is allocated and confirm understanding.
- ensuring that the work allocated is within the employees' ability range; if the work allocated is of a technical nature then they should be competent within that particular area of expertise. Managers should also balance the experience of the employee against the allocated task.
- ensuring that the work allocated is in line with departmental plans which in turn are dictated by the overall strategic objectives of the organisation.
- ensuring that the work allocated is *SMART* – Specific, Measurable, Achievable, Realistic and Time Orientated.
- the manager having a complete grasp of the current workload of employees and the team.
- balancing current workload against the amount and type of work which is to be allocated.
- prioritising workload if there are competing demands on the employee and team.

- giving feedback at regular intervals so that team members know if they are meeting the required standard.
- checking timescales at set points and adjusting the priorities if necessary.
- conducting a stress assessment should the employee/team show signs of suffering from the excess workload.
- letting staff know if any changes occur.
- considering how the work allocated could be used as a development opportunity for the employee/team. This maybe when the employee has professed an interest in progressing within the organisation or the manager has identified the person as having the necessary attributes. The manager could then mentor the employee through the work allocated so that the person could pick up a similar level of work on future occasions without the need for the same level of supervision.

### **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.

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 because it can provide a developmental opportunity and help prepare them for more senior roles.

However a good manager does not delegate unpopular or unpleasant tasks.

### **Factors which influence delegation**

- The degree to which a manager is under pressure as a result of the volume of work and or complexity of work.
- The need to spend more time communicating with staff.
- 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 and this should be part of their career planning.
- 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.
- The number of staff the manager is responsible for.
- The perceived benefits of enabling decisions to be taken as close to the point of impact as possible eg devolved budgets.
- The need to develop a junior manager's skills in decision making and help them to understand the potential consequences of their actions.
- Will the responsibilities broaden the scope of a job and bring greater satisfaction?

### **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.
- the manager is willing to delegate the responsibility and the necessary authority.
- staff are properly briefed (in writing if helpful) and are clear why they are being asked to carry out the work, the work tasks being delegated, what is expected of them in terms of performance standards, the level of authority which they will have and timescales.
- staff are clear about the extent of their decision-making powers.
- staff are given sufficient time to settle in and feel able to approach their manager for guidance.
- early mistakes are regarded as learning points rather than poor performance.

- staff are given the resources they need.
- staff report back on a regular basis to their line manager so that additional guidance can be given as needed.
- at the end of the period of delegation, staff are given feedback.
- staff are thanked.
- staff are encouraged to reflect on the experience they have gained.
- staff see the opportunity as contributing towards their development.

#### **Unsuccessful delegation happens when:**

- the delegation is poorly planned.
- staff are not properly briefed and are therefore unsure about what they are meant to do.
- 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.
- staff do not feel able to approach their manager for help and advice.
- unpleasant tasks, which should remain with the manager, are delegated.
- the organisation does not see delegation as a valuable development tool for staff who are interested in promotion.

#### **Why delegation might not be used:**

- Manager is reluctant to lose control.
- Manager is 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 needs to be carried out by highly skilled and experienced staff.
- Cost to the organisation if 'things go wrong'.
- The organisation does not have a tradition of delegation and it is not therefore part of the culture of the organisation.

### **Effective Communication**

Communication is essential for the effective functioning of every part of an organisation.

Communication is the sharing of information between two or more individuals or groups to reach a common understanding and involves the creation, transmission, interpretation and use of information. It can be verbal, written and visual. *Verbal* communication can provide immediate information and allow for discussion and clarification, *written* communication is best where a permanent record or semi-permanent record is needed and *visual* communication can provide complex information in the form of diagrams or short sharp messages in the form of posters.

Management and supervision includes the need for effective communications. Managers need to decide the best method of communication to meet the needs of the circumstances. When providing verbal information, managers need to have a positive approach, be aware of body language and tone of voice.

Organisations with good communication channels tend to be more successful than those which do not.

The best form of communication is one that incorporates feedback, to show that the message has been received and understood. Employees and colleagues should not only have the opportunity to listen, but should always have a chance to ask questions, discuss, express their own views and put their ideas forward.

Employees' views should always be received with courtesy and they should feel able to approach their managers and colleagues to discuss problems with them. Team members and departments should be encouraged to share information, so that best practice can be identified. It is also important for organisations to seek and respect the views of service users and other stakeholders.

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.

Where partnership arrangements are in place, the ability to communicate clearly and effectively with a range of people can be very important.

Effective communications help staff accept change, feel committed to the organisation and develop trust. However, these are very much dependent upon staff feeling they have a voice and it is valued.

### **Chain of Command**

A chain of command sets 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. Where the chain of command is not clear, staff could receive conflicting information and time could be 'high jacked' by managers in different parts of the organisation leading to confusion and to taking staff away from the activities of their actual job.

See also information on Organisational Structure and Culture

### **Team Briefings**

In many organisations, team briefings are a major communication channel between managers and their team members. Team briefings are a regular and systematic process that ensures communication takes place between management and employees. The objective is to make sure that every employee knows and understands what they and others are doing in the organisation and why.

The process involves managers and their team getting together on a regular basis, for example, for about 30 minutes, in a formal setting, on a weekly basis to discuss issues and exchange information relevant to their work and the wider organisation. Everyone has the opportunity to discuss specific job-related matters with members of their team.

### **Effective Team Briefings**

Team briefings can take place at different levels within an organisation ranging from a team leader briefing their group to a senior manager briefing the whole organisation. Effective team briefings:

- allow the standardisation of information which can ensure that staff at all levels receive consistent information on corporate and local issues relevant to them.
- provide a channel for explaining financial, commercial and strategic issues.
- enable managers and team leaders to provide technical information to staff or pass on information from higher up the organisation.
- enable managers to explain 'customer' requirements.
- enable managers to share the what, why, how, when and who.
- enable a manager to identify the expected work and behaviour standards.
- enable a manager to explain what needs to be done and why it needs to be done.
- identify recording systems which must be used.

- ensure that staff have received and understand the information that has been communicated.
- enable staff to contribute by asking questions, obtaining additional information and putting forward suggestions.
- can be used as a channel for letting staff know about the rules and procedures that they need to follow and the deadlines that they have to work to.
- let staff know the monitoring system which will be used and the frequency of reviews.
- give feedback on performance, discuss performance data and any shortfalls in team performance.
- enable problems to be discussed.
- enables any change to work routines, team objectives, targets or new requirements to be discussed.
- in addition, team briefings can:
  - help to develop a shared sense of mission, vision and collective aims.
  - help create a 'can-do' culture and build a committed and high-performing workforce focused on achieving organisational goals and objectives.
  - improve working relationships:
    - allow a manager to give praise and say 'thank you' for a job well done
    - allow teams to get together regularly to develop team spirit, talk about team goals, successes and failures.
  - be an important part of building a team - 'Getting the team together' reinforces the working relationships in particular the manager – employee relationship and develops the manager's leadership qualities.

Team briefings in some organisations are known as 'toolbox talks' and successful team briefing sessions are very similar to those involved in giving effective presentations.

### **Effective presentations**

Managers are very often required to make formal presentations in terms of providing information to team members, colleagues and senior managers. Presentations can involve, submitting proposals, informing and briefing staff and providing information to external organisations and partners. Factors which should be taken into account include:

- the purpose of the presentation.
- key points to be put across.
- what they want those listening to 'take away' from the presentation.
- the audience and their current level of understanding and ways in which they prefer to receive information.
- the goals of the presentation.
- the barriers to communication.
- the need to be enthusiastic.
- consideration of where the presentation is to be given and any particular problems this may present.
- the time which is available and the amount of information to be imparted.
- the need to be well-prepared and knowledgeable about the subject matter, particularly if explaining organisational policies which need to be shared with staff.
- an overall plan for the format and delivery (ie telling the audience what they will hear, telling them and telling them again).
- points to be put across are in a logical sequence and so are not 'lost'.
- ensuring that the information will clearly link to the purpose.
- plans for the different parts of the presentation.
- allowing time for questions.
- ways to maintain the audience's attention.
- deciding if training and visual aids will help and if so what these should be.
- deciding if hand-outs would be beneficial.

- deciding on how much audience participation is needed.
- consideration of whether humour can help the audience relax and aid a receptive response.
- a need to check that information has been understood by asking questions, listening to the questions being asked and checking that in the workplace the right actions are being taken.
- a need to thank people for attending and listening.

### **Barriers to effective communications**

Managers also need to be aware of the barriers to good communication. Barriers include:

- jargon and/or acronyms which are not understood by everyone.
- noise and other physical distractions which can result in information being misheard or misread.
- language barriers where organisations contain people (or are communicating with external partners) who speak different languages.
- emotional state of the receiver, especially if there are poor working relationships.
- distrust, if the receiver has reason to mistrust the sender/ grapevine rumours.
- employees perceiving that communication is always 'one way' and that they do not have the opportunity to express their views or give feedback.
- using the wrong channel and location. This can occur when information is given verbally, which would have been better written down.
- mistaken meanings where the sender and receiver are at cross purposes.
- the receiver being unable to understand the information because it is too complex.
- information overload so that there is too much information to 'take in' effectively.
- over-cohesive teams who do not interact with other workers.
- a lack of clarity when the sender is not fully sure of what they are trying to achieve.
- faulty presentations where the information is over-complicated.
- incompatible viewpoints, where people see the world differently and therefore attach different meanings to words.
- deception which occurs when people tell lies or feel uncomfortable about giving negative or unpopular information.
- a lack of communication channels which can be found where an organisation does not have effective managerial or technical systems in place.
- too long a chain of command where information has to pass through a number of different levels and there is therefore the possibility of distortion and 'Chinese whispers'.
- no opportunity for feedback so that there is no way of checking that information has been effectively received and areas which are unclear questioned.
- a workplace culture that does not recognise the importance of effective communications.
- managers being unwilling to share information on the grounds of rivalry.
- poor partnership working and departmental or organisational 'silos'.

### **Lack of effective communication may lead to:**

- staff not understanding what they are being asked to do so errors occur.
- the 'Grapevine' becoming the communication system within the organisation.
- frustration, conflict, low morale and lack of job satisfaction for employees.
- a lack of information resulting in slow and/or poor decisions and/or problems not being solved.
- a decrease in employee commitment, enthusiasm and performance.
- a decrease in the effectiveness of the organisation, particularly where there is a waste of human and physical resources or poor service being provided.
- useful knowledge which employees could provide remaining 'untapped'.
- poor relationships with colleagues, partner organisations and other stakeholders.



## Overcoming barriers to effective communication

Overcoming barriers to communications requires there to be a range of mechanisms in place to ensure that information 'moves' around an organisation, down the organisation from managers to staff, up the organisation from staff to managers and laterally across the organisation (and, in many cases, across different organisations).

### Downwards communication

This is concerned with the flow of information from senior manager, manager and supervisors to staff at all level within an organisation. Downwards communication can be achieved by:

- staff meetings and team briefings.
- one-to-one conversations to provide advice and guidance.
- briefing notes to reinforce the message.
- staff meetings.
- organisation-wide communication systems, such as:
  - Bulletins: Bulletins can give immediate information and can be posted on notice boards. To be effective they must be produced regularly and distributed quickly. Bulletins are usually popular and widely read by employees.
  - Staff newsletters: Newsletters may be organisation-wide or sector-specific and can be used where discussion and frequently asked questions can be used to deal with the more immediate concerns of employees. They also allow the managerial viewpoint to be explained in a jargon-free way and enable views and opinions of staff to be included.
  - Notice boards: A responsible person must be appointed to oversee them and remove out of date information and ensure that they are not abused. They are a good method of downwards communication that works well if kept up to date. As a traditional method of communication, they are easily understood by staff and help to keep part-time staff and those who are not on email informed. They are good for information which does not quickly go out of date such as monthly performance reports, health and safety information etc.
  - Intranet/web based systems/e-mail: These offer an efficient and speedy means of communication although it is dependent upon employees having access to computer based systems. It is important to note that the meaning of communications can often be misconstrued due to its impersonal nature. This method can provide information about organisational developments such as planned changes, new equipment and information which staff need in their day to day work, such as new procedures or vital health and safety information and contribute to effective knowledge management. They can also be used for two-way communications where they include discussion boards and staff suggestions.
  - House Magazines: Magazines can help to keep employees informed about the organisation and are useful for public relations purposes. They can promote organisational values and enable good work to be praised in a formal way. However, the contents can quickly go out of date in a very dynamic environment.
  - Procedures Manuals, such as Service Orders, which set out instructions for dealing with situations. They can be perceived as impersonal and lacking meaning, particularly if issues of concern to employees are dealt with in this way.
  - Senior Manager briefing sessions. Briefings can be used for a range of purposes such as providing reports on how well the organisation is performing or explaining the need for major restructuring. They can provide visible leadership during difficult times, offer the opportunity for question and answer sessions, particularly where complex information is involved which is difficult to explain without face-to-face contact. They may also increase staff understanding, the development of trust and can be used to gauge staff attitudes to changes, allowing staff to raise concerns. This type of downward communication is particularly important when major changes are planned.

## **Benefits of downward communication**

- Some methods enable information to be quickly shared around an organisation.
- Specially made DVDs can be a cost effective method of getting across personal messages i.e from the Chief Executive or Chief Fire Officer.
- Enable staff to be kept informed about developments in the organisation such as planned change, performance standards, human resource policies, changes to work routines, performance information, new equipment, new staff joining, training and development opportunities, vacancies and staff retiring.
- Can make staff feel greater commitment to the organisation by the creation of 'a family atmosphere'.
- Provide information which staff need in their day to day work.
- Provide vital health and safety information.
- Enables praise to be given for good work.
- Procedures manuals contribute to consistency by letting staff know how they should act in various situations providing instructions and guidelines.
- Some methods provide the opportunity for two way communication.

## **Upward communication**

This is concerned with the flow of information from staff to managers at various levels. It can be achieved by a number of methods including:

- joint consultative committees which consult staff on issues.
- trade union representatives expressing the views of trade union members.
- attitude surveys that seek employee views through the use of questionnaires, which are then analysed to give information about the views of the workforce over certain issues. Surveys tend to cover areas such as the organisation, the job, the boss, teamwork and how well staff feel informed and valued.
- being part of knowledge management and/or 'Community of Interest'
- staff suggestion schemes which allow ideas to be put forward.
- team briefings carried out by the line manager or led by a team member.
- grievance procedures which allow dissatisfaction to be aired and resolved.
- focus groups where staff are able to express their views and put forward ideas. Focus groups give staff an opportunity to use their experience and be involved in decision making. They are often used to develop organisational improvement ideas given by staff and can overcome some of the problems inherent in downwards communications where some of the methods can leave staff feeling 'talked at'. Where new situations and problem areas arise, a focus group can be used to 'brainstorm' the issues and put forward improvement ideas.
- quality teams, where staff doing similar work meet to develop improvement ideas.
- articles submitted to in house journals and/or magazines.
- intranet discussion boards.
- question and answer sessions with senior managers.
- brainstorming exercises to look at problem areas and new situations.
- incident debriefings to learn from practical situations and improve procedures.
- staff feeling they can raise work-related issues with their line manager without being penalised in some way.

## **Benefits of upwards communication**

- Can be an important aspect of giving staff 'a voice' to enable them to contribute to decision making and feeling empowered.
- Overcomes some of the problems inherent in downwards communication where some of the methods can leave staff 'feeling talked at'.

- 'Have your say' programmes which often make use of intranets, enable employees to question senior managers about plans and policies.
- Enable managers and staff to exchange views and for staff to raise concerns.
- Enable staff to put forward improvement ideas and for their experience to be 'tapped' into.
- Can gauge staff attitudes which may encourage managers to reflect on their motivational skills.

### **Lateral communication**

This is concerned with the flow of information across the organisation and can be achieved via:

- interdepartmental committees, special committees and co-coordinating committees.
- project groups bringing together staff from different departments or different organisations.
- interdepartmental team building exercises.

### **Benefits of lateral communication**

- Can be effective in promoting a better understanding of issues and problems between departments and prevent 'silo mentality'.
- Can promote good partnership working and help problem solving by bringing together staff with different skills.
- Can ensure that the information needs and services required by colleagues are clearly identified.
- Can be an important part of developing a good working relationship with external organisations, when managers at the same level exchange information.

### **What Makes a Good Leader?**

Leadership involves the process of influencing others to achieve goals and ensuring that all parts of the organisation work in harmony. Leadership takes place at different levels within an organisation.

The importance of leadership can be seen by what can happen when good leadership is absent. As shown at the beginning of this book, failing organisations very often have the same characteristics.

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:

### **Characteristics of transformational leaders**

- Have a visible commitment to excellence, by setting high standards for themselves and others.
- Combine humility with self-confidence.
- Understand that they cannot achieve things without the cooperation of others.
- Enthusiasm and they encourage staff to come up with new ideas.
- Promote new ways of working.
- Encourage experimentation/innovation.
- Are prepared to take judicious risks.
- Create a 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 and team building whilst delegating 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 the achievements of others.
- Demonstrate that they believe in and value their staff.
- Praise loudly and shout softly.
- Being demanding and fair, accepting that leadership is not being popular and liked by others all of the time.
- Having the ability as an individual to learn, change and grow.

### **Other important qualities**

#### **Team building skills**

- 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 time and effort.
- Getting the right balance between the task (getting the job done) and the team (giving a sense of satisfaction).
- With new teams, setting the tone for others to follow, so that the right culture is developed.
- Valuing diversity.

#### **Showing concern**

- Sensitivity to individuals' needs and aspirations.
- Warmth, humanity and taking seriously the welfare of others.
- Using an understanding of what motivates individuals to achieve goals.
- Sustaining individuals' efforts by demonstrating a genuine interest in them and what they do.
- Recognising 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 make decisions and take initiative.
- 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.
- Ensuring that individuals have the authority, resources and skills which are needed.
- Enabling individuals to continuously improve the services they provide.
- Enabling others to become transformational leaders.

#### **Being accessible**

- Making staff feel able to discuss problems with their line manager.

- Promoting face-to-face rather than indirect communication.
- Emphasising the accessibility of managers at all levels.
- Welcoming feedback on their own performance.

### **Commitment to the development of good Employee Relations** (see page 111)

#### **Emotionally intelligent**

- Being aware of the effect their behaviour can have on others, and controlling negative moods and emotions.
- Understanding that they can be a negative or positive role model for those below them who may 'boss watch' and mimic behaviour.
- Behaving consistently and remembering that calmness can increase confidence in others.
- Understanding that people respond better to warmth than to people who come across as being 'cold' and impassive.
- Understanding that at times they may have to conceal their own concerns and fears to avoid affecting moral.
- Understanding that at times they will have to make unpopular decisions.
- Having the humility to be able to take responsibility for their mistakes.
- Understanding that hypocrisy is incompatible with humility.
- Being confident so that this confidence will 'rub off' on others.
- Exercising self-control, thinking before acting and not 'flying off the handle'.
- Being able to judge the emotional state of others and act accordingly.
- Having good social skills and the ability to establish rapport with others and build partnerships and networks.
- Understanding the value of team work and having the ability to resolve conflict.
- Being able to understand power relationships and internal and external politics.
- Being able to understand their own limitations and use the strengths of others.
- Using humour to relieve tension.

#### **Encouraging the acceptance of change**

- Developing a climate in which individuals are encouraged to think about how they can improve the organisation/department and/or the service provided.
- Encouraging individuals to think of 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 culture/learning organisation**

- Develops a shared vision which everyone can 'sign up to'.
- Understands that a learning culture cannot be built overnight.
- Thinks about the skills the organisation will need to face up to challenges.
- Promotes an open culture which promotes trust.
- Provides a supportive learning environment.
- Provides continuous learning opportunities for all employees not just a favoured few.
- Encourages staff to continually develop their knowledge, skills and abilities.
- Encourages staff to make use of learning opportunities which occur during their day to day work.
- Encourages managers to guide staff through work challenges and give feedback.
- Encourages managers to give staff time to reflect upon their work.
- Empowers staff and encourages them to express their views.

- Encourages staff to learn together, solve problems and share ideas/best practice across departmental and organisational boundaries.
- Links individual performance to the objectives of the organisation.
- Enables staff to respond to change, not be afraid of change and be prepared to take on new roles.
- Is committed to continuous improvement and staff are encouraged to reflect on existing practices, suggest better ways of doing things and collaborate with colleagues.
- Encourages staff to question and challenge existing procedures and policies especially if they create rather than solve problems.
- Promotes creativity by encouraging all staff to come forward with new ideas and remain competitive.
- Is always aware of the political, economical, social, technical, environmental and legal factors in which the organisation operates as well as any changes taking place so it is better placed to respond to external pressures.
- Ensures that there are excellent knowledge management structures, to enable the creation, acquisition, dissemination and implementation of knowledge throughout the organisation.
- Encourages managers to be positive role models.
- Encourages the sharing of information and best practice.
- Ensures that procedures aid efficiency rather than producing unnecessary problem.
- Learns from past experience by reviewing success and failure.
- Is not afraid to allow staff to experiment with different ways of doing things.
- Recognises the importance of knowledge management and the sharing of information around the organisation.

### Leadership Styles/Types

Leadership is about influencing the behaviour of others and the terms 'leadership style' and 'leadership type' are used to describe the way in which a manager relates to staff. A number of different styles have been identified by writers on the subject.

Organisational leadership involves the motivation of staff to enable them to contribute to the success or otherwise of an organisation. The style which is chosen, can have a great influence on how well or how badly a manager does their job and the respect, or otherwise, which staff have for them. 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. Much of the success of a manager is routed on them using the right style.

### **Decision making style**

The table below identifies a range of styles in relation to decision making.

<b>Leadership Style</b> →	<b>Tells</b>	<b>Sells</b>	<b>Explains</b>	<b>Offers</b>	<b>Consults</b>	<b>Shares</b>	<b>Delegates</b>
<b>Leadership Approach</b> →	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 decisions.	Gives info, defines limits, staff decide.	Decisions by staff, within organisational limits.

The more a leader moves to the right of the continuum, the more people share in the decisions which affect their working lives and the more they are motivated to carry them out.

## **Autocratic leadership**

This style is characterised by a leader who exerts high levels of power over staff. People are given few opportunities to contribute ideas, suggestions and often feel they are not valued and therefore resent this. It results in a stifling of creativity, development of poor team spirit, reduces motivation 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; it can also be appropriate in dynamic situations where the opportunities for discussion or debate are limited. As a permanent leadership style it can lead to high levels of absenteeism and staff turnover and the development of a vicious circle of control, resentment, lowered effort and a requirement for more control.

## **Bureaucratic leadership**

This style describes leaders who work “by the book”, ensuring 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 can prevent the organisation from adapting to new circumstances. As a management style it leaves no space for the manager and their staff to consider new ideas and better ways of doing things and because ‘rules’ have to be followed, decision making can be slow and cause frustration to staff.

## **Charismatic leadership**

One of the main features of charismatic leaders is that their personality can create great enthusiasm amongst staff. However, because their style is rooted in their personality, the commitment which staff have to an organisation can be undermined if they leave. There is a view that such leaders believe more in themselves than their team(s).

Charismatic leaders can also find it difficult to work with managers in other organisations and for many public services where partnership working is important.

## **Democratic leadership or participative leadership**

Whilst this type of leader will make the final decision, they invite 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 harder.

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. However, it can cause problems where there is too wide a range of options and no clear way of reaching a decision and some staff may take advantage and let others do their work for them.

## **Laissez-Faire leadership (sometimes known as Country Club leadership)**

This French phrase means “leave it be”. It is used to describe a leader who leaves their colleagues to get on with their work. This style can be effective if the leader monitors what is being achieved and communicates this back to the team regularly. It is a style often found with teams where the members are very experienced and skilled self-starters. However, this style is least successful in situations where managers are not exerting sufficient control and/or where staff are new and

inexperienced. There is also a danger that the manager does not provide adequate guidance for staff, who can then feel 'lost' and therefore not meet objectives and targets.

### **People-Oriented leadership**

With this type of leadership, the emphasis is on organising, 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. However, 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 focus only on getting the job done and can be quite autocratic. They precisely define the work required, putting structures in place to plan, organise and monitor. Unfortunately, they sometimes spare little thought for the well-being of their teams. This style, therefore, has the same disadvantages as seen with 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 leadership is based on the belief that team members agree to obey their leader totally when they take a job on. The "transaction" is (usually) that the organisation 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 to meet the pre-determined standard. Team members often find there 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, transactional leadership has serious limitations where knowledge-based or creative work is involved. It can, however, be an appropriate style where specific targets or standards have to be met within a given timescale eg productivity targets.

### **Transformational leadership** (See also 'What Makes a Good Leader' page number 51)

This style is one where a leader inspires his/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".

Transformational leadership is seen by many as the ideal style because it encourages collaboration, cooperation, team building, empowerment, creativity, innovation, trust and respect.

Both transactional and transformational leadership are needed within an organisation. The transactional leaders ensure that routine work is completed reliably while the transformational leaders look 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 emphasises 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 organisation so that they



become wiser, freer, more autonomous, better team members and feel a greater sense of involvement with the organisation. Characteristics of this type of leader include:

- devoting themselves to serving the needs of organisation members.
- focusing on meeting the needs of those they lead.
- developing employees to bring out the best in them.
- coaching others and encourage their self-expression.
- facilitating personal growth in all who work with them.
- attempting to unleash the energy and intelligence of others.
- being skilled communicators.
- listening and building a sense of team spirit.
- being self aware.
- seeing 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 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 - the emphasis on individual employees can lead to the needs of the whole organisation 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 organisational 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.

### **The eight 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 others. 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 humoured 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 others. 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 four aspects of human personality - the physical, mental, emotional and spiritual. They use physical exercise and 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 style 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.

Principle-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. The situation may be influenced by:

- the purpose of the organisation.
- the organisation's strengths and weaknesses.
- the organisation's structure.
- the organisation's systems.
- the number and types of staff.
- the skill levels of staff.
- the culture of the organisation.

At any point in time the most effective approach will depend on the above factors and so leadership has to be adaptive.

**Factors influencing situational leadership**

- The skill levels and experience of the team.
- The work involved (routine/new /creative).

- The organisational environment (stable/conservative, traditional, radically changing, fighting for survival, adventurous).
- The preferred style of the manager.

Many writers have also identified that a leader needs to combine vision, with ability to 'get things done'. The precise balance between the two depends on the requirements of the organisation.

### **Achieving Synergy**

Part of the 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 common factors found in all organisations are the structure, style, systems, staff, skills and culture. These need to work effectively together if an organisation is going to be successful. Some factors will fall into 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.

## **ORGANISATION STRUCTURE AND CULTURE**

### **Structure**

There is no one best way of designing an organisation. The best design for a structure depends on the type of product/service, the size of the organisation and the technologies used. Reviews of a structure often result from problems occurring and/or a SWOT analysis.

### **Design of the structure**

The design of the structure needs to be based on the strategy of the organisation, should result from a detailed analysis (not 'top of the head ideas') and take into account:

- how work should be organised.
- the need to be task orientated and focused.
- the need to group activities together logically. However, there is no one best model.
- the need to provide for cooperation between different parts of the organisation.
- the need for flexibility so that new situations can be responded to.
- the need to ensure that there is good communication across different parts of the organisation.

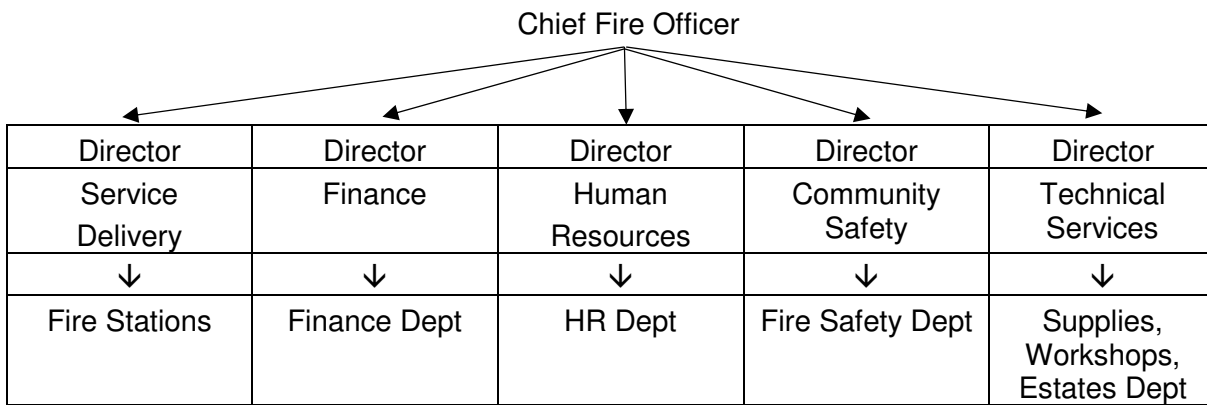
The structure shows how the organisation divides up its various activities into departments, functions, units and jobs. The organisational structure is the skeleton of the organisation; it is normally set out in an **organisational chart** which identifies:

- the number of different departments/units.
- the type of work performed in each reporting arrangement in terms of who reports to whom.
- the number of levels of management.
- the 'span of control' of managers – how many staff they will be responsible for.
- the departments/staff they are responsible for.
- where different types of decisions are made.

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

### **Functional structure**

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 Resources. 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. Some functions will be responsible for the actual provision of products or services, others, such as Finance and HR, will provide support to other departments.

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 then communicates the request to the other department head. Functional Departments are sometimes described as ‘silos’ or ‘fortresses’ because staff can concentrate solely on their own particular needs and fail to see the ‘big picture’ of the whole organisation and the effect that 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.

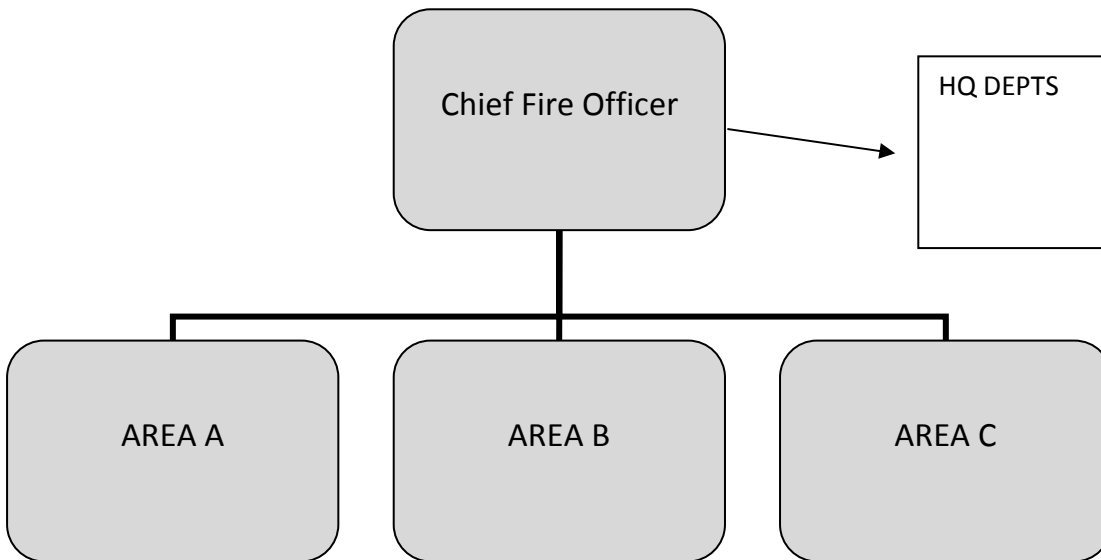
Given below is an example of a functional department and the type of work it carries out.

**Human Resources Department.**

- Workforce planning to ensure that the organisation 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.
- Advising and supporting line managers with personnel issues.
- Development of personnel policies eg Equal opportunities, Discipline and Grievance, Bullying and Harassment, Performance Appraisal.

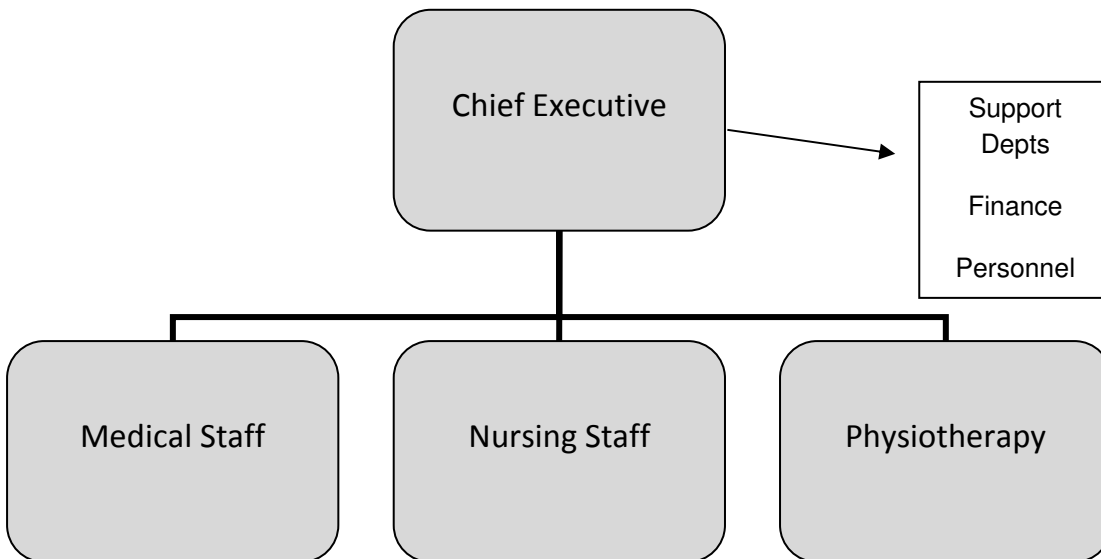
**Geographical structure**

Some organisations 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 below illustrates a Geographical Structure.



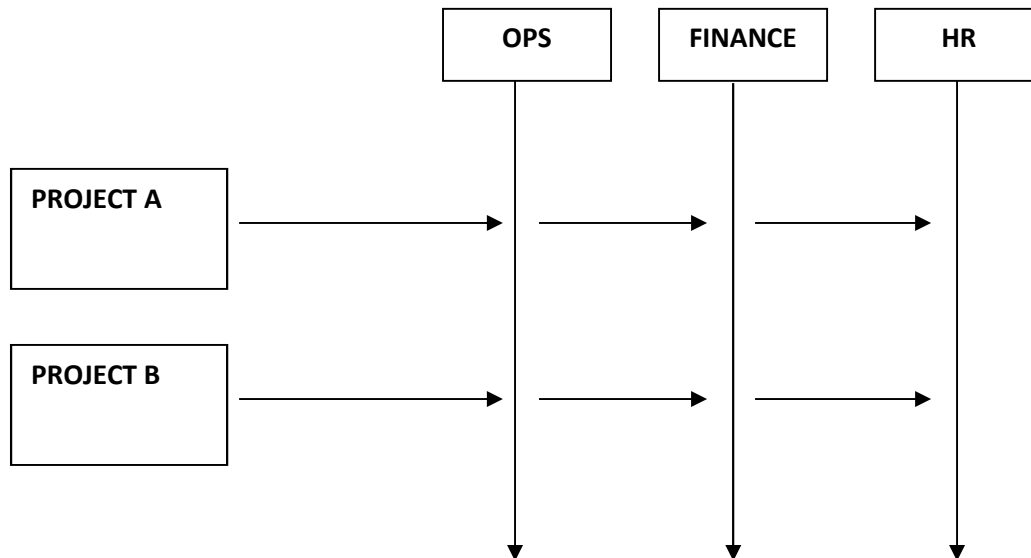
**Product structure**

Some organisations operate on the basis of divisions, based on particular products or services. In hospitals, there will be different chains of command for doctors, nurses and support services such as radiology and physiotherapy.



## Matrix structure

Where an organisation is involved in major projects, a matrix type of organisation is often found. This type of structure combines both lateral and vertical lines of communication. 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 and 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.

Good personal relationships are an important part of an effective matrix structure, as employees have two bosses, their line manager and the project manager, and therefore tensions can arise.

## Centralised and de-centralised organisation

De-centralisation is the transfer of authority and power for planning and decision making from higher to lower levels of organisational control.

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

De-centralisation provides the opportunity for staff at all levels to make a greater contribution to the way in which the organisation is run.

Organisations may also decide that a combination of centralisation and de-centralisation 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 de-centralisation.

Advantages of Centralisation	Advantages of De-centralisation
<ul style="list-style-type: none"> <li>Senior managers have greater control over the organisation so it is less likely to become a collection of separate parts.</li> </ul>	<ul style="list-style-type: none"> <li>Senior managers have time to concentrate on the most important decisions.</li> </ul>
<ul style="list-style-type: none"> <li>Standardised procedures and service provision can result in budgetary control and cost savings.</li> <li>Ensures consistency of treatment for customers and stakeholders and prevents parochial attitudes amongst staff.</li> </ul>	<ul style="list-style-type: none"> <li>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'.</li> <li>This can provide a way of training junior managers.</li> </ul>
<ul style="list-style-type: none"> <li>Decisions can be made to benefit the organisation as a whole, rather than individual departments.</li> <li>An organisation-wide rather than a purely local view is possible which can prevent the development of a silo mentality.</li> </ul>	<ul style="list-style-type: none"> <li>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'.</li> </ul>
<ul style="list-style-type: none"> <li>The organisation benefits from the decision making of experienced senior managers.</li> </ul>	<ul style="list-style-type: none"> <li>Empowerment will enable departments and employees to respond faster to changes and new challenges.</li> </ul>
<ul style="list-style-type: none"> <li>In uncertain times strong direction and leadership may be needed.</li> </ul>	<ul style="list-style-type: none"> <li>Empowerment makes it easier for people to accept the need to change.</li> </ul>

The importance of having an effective organisational structure is illustrated by the effects of a poor structure.

### 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.
- friction occurring between staff.
- staff becoming frustrated.
- recurring problems not being solved.

### Style

The style of an organisation is reflected in the way that staff behave towards each other and how people are managed eg formal or informal, use of official names, single status etc. The style found in Fire and Rescue Services is influenced by the fact that these services are a rank-based, uniformed, disciplined organisation. In other types of organisation, such as an advertising agency, the style may be much more informal.

### Systems

The various processes, methods and procedures for getting work done are the systems of an organisation. For example, in a Fire and Rescue Service there will need to be systems for

recording fires and incidents, risks and accidents, community safety activities and staff development. Systems and processes need to contribute to the achievement of organisational goals. (See also the Section on Management Information page 24.)

## **Staff**

This term describes the size and composition of the workforce. 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. Organisations must make sure there are enough people to cope with the workload.

## **Skills**

The term “skills” refers to the existing stock of skill and know-how within the workforce, and what skills will be needed in the future. It is important to regularly assess the skills of employees to ensure they meet organisational need.

### **Role of leader in relation to skills**

- Ensuring that the organisation has the right skills mix.
- Ensuring that there is effective workforce planning.
- Using job description and employee specification to recruit the right people.
- Developing the skills of staff, which can also be valuable motivators, through:
  - 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 Continuing 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 development of an organisational culture is very much influenced by the senior managers and the way in which they behave. For example, are mistakes seen as a learning opportunity or an opportunity to blame and admonish staff. Are staff seen as a valuable source of new ideas or are they expected to be ‘seen and not heard’.

Culture affects all processes, decision making, and the trust commitment and productivity of staff. A ‘toxic’ culture leads to low performance, low morale and high levels of staff turnover.

Public corporate scandals are often found to be rooted in a poor organisational culture which is sometimes described as the ‘organisational climate’.

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.

Given below are examples of two descriptions of cultures, one which needed to change and 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.*

### **High performance culture**

The ideal culture for any organisation is a high performance one, where high levels of performance are a way of life. It is developed by employers to enable employees to fulfil their full potential. This type of culture develops where the following features are found:

- commitment to providing quality goods and services and meeting the needs of customers.
- ways of identifying quality standards.
- strong leadership which promotes performance improvement at all levels of the organisation.
- commitment to continuous improvement.
- capacity of staff is developed through learning at all levels of the organisation.
- clear goals and targets.
- enthusiasm for change amongst staff at all levels.
- commitment to Equality and Diversity.
- development of managers to ensure that the organisation has a strong managerial capability.
- flexible working practices, such as flexible working and team briefings.

- managers who promote a positive attitude and work to achieve a committed and motivated workforce.
- effective performance management processes.
- managers working to develop trust with employees.
- staff clearly knowing what is expected of them.
- people having a sense of direction.
- staff being able to see the contribution they make.
- an emphasis on teamwork.
- staff participation and involvement.
- a feeling of autonomy and personal responsibility for the results of their work.
- commitment to the organisation and team.
- commitment to the customers of the organisation.
- staff feeling that they have a worthwhile job, which enables them to use their skills.
- staff feeling challenged, recognised, valued and rewarded.
- staff being given the opportunity to develop.
- engagement with staff through top-down and bottom-up communication processes.
- the working environment makes staff feel capable, strong and confident.
- the importance of succession planning is recognised.

Many of these aspects of a positive climate can be developed by first-line managers.

## **CHANGE MANAGEMENT**

To change something is to vary, alter or modify an existing way of doing things and within organisations can relate to:

- strategies.
- culture.
- objectives.
- structures.
- processes.
- procedures.
- technology.
- jobs.
- staff.

Change can affect the whole organisation for example where a major restructuring is involved or it may affect only particular parts of an organisation where new working arrangements need to be introduced.

One role of leaders is to ensure that the organisation changes to 'keep up with the times' and continues to meet the needs of customers and other stakeholders who are influenced by, and can influence, the organisation. Failing to see the need for change can put the most prestigious organisations in danger and, in some cases, change becomes necessary because an organisation has been identified as failing.

The need for change can be stimulated by a range of issues including: SWOT analysis, PESTLE analysis including new technology and/or amended legislation, views of stakeholders and customers, new management teams, major organisational failures or budget reductions.

Good managers and leaders should always seek improvements and organisational development but at the same time need to avoid change for change's sake or to feed their ego. Managers at all levels often find themselves being responsible for implementing specific parts of major organisational changes.

Ultimately the goal of change is to improve the organisation and its outputs. Examples of reasons for change include:

- to change a culture which is out of date.
- to make greater use of technology.
- to reduce costs.
- to improve income.
- to solve problems.
- to seize opportunities.
- to change information flows.
- to ensure work is geared to the strategic plan.

Change will involve a technical side (hard) and a people side (soft). Project management is often used as part of the change process.

### **The effective implementation of change involves:**

- managers being aware of changes in the past which were successful and unsuccessful.
- managers being aware of the causes of resistance to change which include;
  - staff being suspicious of things which will upset or alter their established routines, working methods, wage levels, locations and/or terms of employment.
  - fears of job losses.
  - life becoming more difficult or inconvenient.
  - fears about the future, because change brings uncertainty.
  - possible reduction in status or 'perks'.
  - threats to existing relationships.
  - de-skilling of existing jobs.
  - staff feeling that they do not have the necessary skills for new roles.
- ensuring that an effective implementation plan is developed and good project planning rules will be followed.
- ensuring that all the resources needed to introduce the changes are available.
- recognising which aspects of the changes are likely to be the most contentious.
- managers 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.
- ensuring that there are regular briefings, so that staff are kept up to date with the progress of the changes.
- senior managers holding briefing meetings where major organisational change is involved. Visible leadership is a must during difficult times.
- managers reflecting on the change process so that lessons can be learned for the future - the response to change can help a manager assess their own skills.

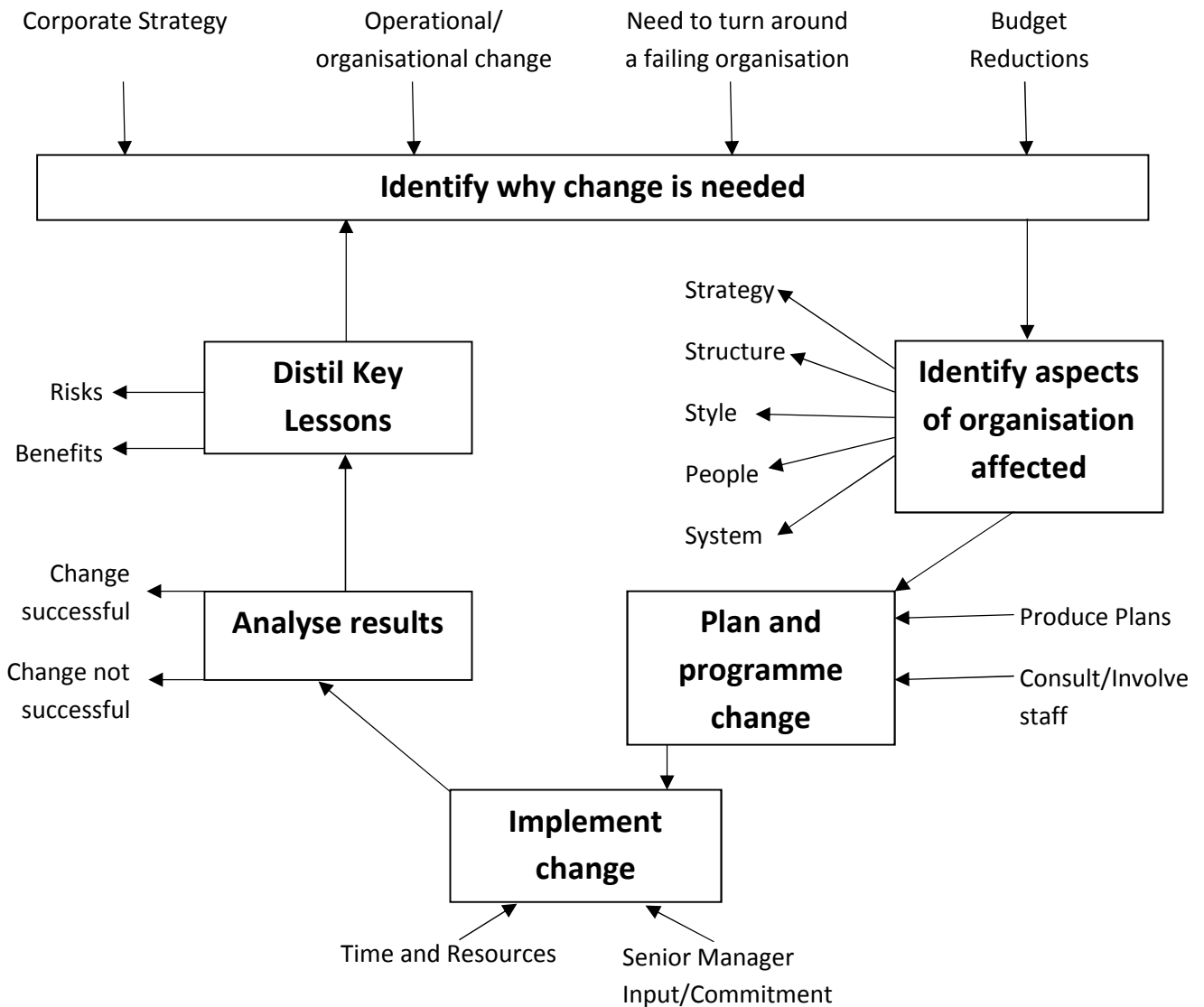
### **Change tends to fail when:**

- employees do not understand the need for change.
- it is seen as just another management 'fad'.
- there is too much change so that there is an atmosphere of instability.
- the changes are similar to previous unsuccessful initiatives.
- there is a lack of effective planning and preparation.
- the 'knock-on' effect has not been taken into account. Change begets change.
- managers use the wrong leadership style and alienate staff.

- staff are not given the opportunity to contribute to the process.
- there are poor communication systems within the organisation.
- the culture of the organisation does not encourage the acceptance of change.
- employees lack the necessary skills to cope with their new roles.
- training for new roles is inadequate
- insufficient resources or time are allocated. Cultural change can take up to 5 years

The following diagram 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. The main interest in the subject began with the development of mass production systems and during the 20<sup>th</sup> century the importance of motivating employees came to be recognised as being important to the success of organisations.

## **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, (scientific management) 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.

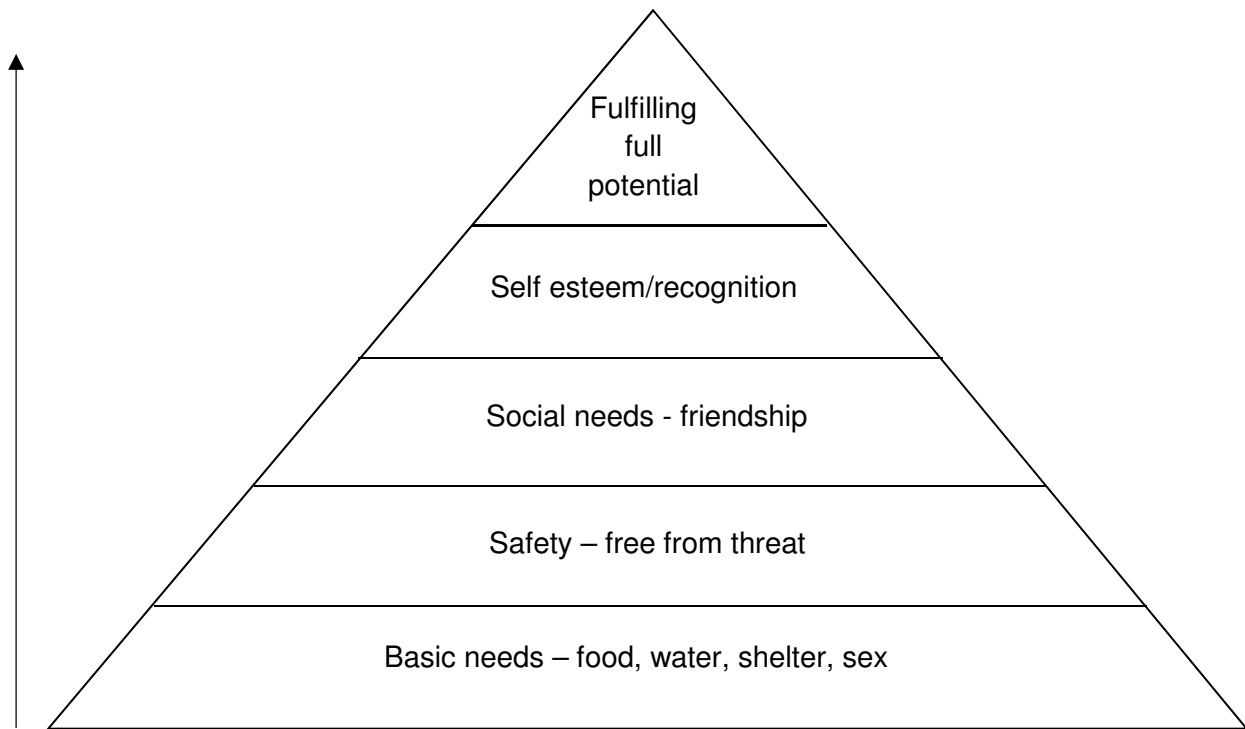
In view of this unusual result, a whole series of experiments were conducted over a period of five years. Two voluntary female groups were formed and observed by the research workers who worked closely with the operations. All changes, which were made regularly every few weeks, were communicated to the 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. It raised important questions and many lessons were learnt which could be applied by managers in trying to 'get the best' out of their staff.

## **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 it stressed employee welfare, motivation and communication. The hierarchy also reminds managers that as one level of need is fulfilled, the employee may move to the next level and then develops other needs. However, staff can move up and down the hierarchy according to their own circumstances.

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

Need	Relevance in the workplace
Physical need	Working conditions - such as ventilation, clean toilet facilities, adequate breaks, pay systems.
Safety need	Knowing who your 'boss' is. Knowing what your job is. Knowing that information about you will be treated with confidence. Job security. Feeling that Health and Safety is regarded as a priority.
Social need	Good communications. Being part of a team.
Esteem need	Being recognised, empowered, thanked and trusted. Having a job which provides job satisfaction. Feeling able to put ideas forward and suggestions to improve working practices. Being consulted about changes which are being planned. Being able to contribute to the way change is implemented. Being treated with dignity and respect.
Fulfilling full potential (self actualisation)	Being able to develop new skills and fulfil potential, CPD, being able to meet new challenges. Being supported to be the best you can be. Being given training and development opportunities. Higher level work/responsibility being delegated.

## **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.

Hertzberg 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.

## **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, on the other hand, have a different view of staff and believe that employees:

- want to work.
- can direct and control themselves.
- are interested in contributing to the achievement of organisational objectives.
- can learn if the conditions are right.
- accept and seek responsibility.
- have the capacity to be imaginative and creative.

McGregor advocated a Theory Y perspective, suggesting that managers who encourage participation and allow opportunities for individual challenge and initiative would achieve superior performance. He also suggested that unless the right management style is used employees will not achieve their full potential. He saw it being the role of a manager, to develop the conditions under which staff can achieve their self-fulfilment needs.

## **How to motivate staff and build effective teams**

Staff motivation is an important part of the role of any manager. Senior managers, middle managers, junior managers and supervisors are all the line manager for members of staff and for most, if not all employees, the most important aspect of their working life is their immediate line manager. The main reason for people deciding to leave an organisation is often a poor relationship with their immediate supervisor.

It is important that line managers at all levels reflect on the extent to which they have inspired and energised employees under their care and the extent to which their words and actions have developed or destroyed confidence and self-belief.

The success of all organisations depends on maintaining the interest and commitment of staff and encouraging them to 'go the extra mile'. The ability to motivate has to be developed and managers need to reflect on the success of different approaches. Various writers have produced guidance for managers on motivating employees and for achieving 'employee engagement' (where staff feel positive about their job, know where their job 'fits in', want to make things better, respect and support colleagues, can see the 'bigger picture', feel appreciated by their boss, trust their boss, feel listened to and are prepared to 'go the extra mile').

## **Ways to motivate staff**

**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?

**Provide a vision:** staff need a vision of the future which they can 'buy into' and need to be able to see how they contribute to organisational, departmental and team objectives. Be seen to support organisational values, by 'walking the walk and talking the talk'.

**Give Staff 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. challenge can also be provided by **empowering staff**, by ensuring that they have a meaningful job, have some control over their work, are involved in the setting of team objectives and the development of team work plans, are encouraged to make suggestions on the allocation of work or improvements, given responsibility for making some decisions on the use of their time and resources, and by using delegation to broaden their experience. Challenge can enable staff to develop a 'can do' attitude.

**Ensure that staff have the right resources:** Staff need to be provided with sufficient resources to enable them to complete tasks otherwise frustrations and tensions can arise.

**Be centred on people and relationships:** Staff need to feel that they are viewed as being important and can see that working cooperatively with others is an important part of their working life. Managers should take time to find out what the aspirations of their staff are and help them to achieve these. The manager needs to be in touch with the staff they are responsible for managing and this in turn develops the loyalty of their staff.

**Treat staff with respect:** A human being's fundamental emotional requirements are love, attention and respect. Be seen to support the organisation's commitment to equality and diversity. Demonstrate to people that you like them, are interested in them and value their time, thinking and efforts. Once you have established these, you can motivate people to do almost anything. Respect also means accepting that staff have the right to their own opinions as long as these do not adversely impact on other employees

**Listen to staff:** 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 one or more of the following: staff surveys to gauge the views of employees and test the state of staff morale, communication methods which allow staff to provide feedback and focus groups to use staff knowledge. Listening helps to demonstrate respect, build trust, understand what is important to staff by helping a manager ask the right questions which in turn can help resolve disputes.

**Help staff 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.

**Encourage staff to welcome difficulty:** Most 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. 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 is usually no shortage of these in any organisation.

**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 motivate staff, resolve conflicts quickly, avoid micro management so staff can learn from their mistakes, encourage staff to voice their opinions, provide the resources needed to 'do the job', foster co-operation between individuals, provide their team with clear objectives, encourage the sharing of ideas, and the appreciation of the work and roles of other team members.

**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. They also need information on the effectiveness of their performance. Policies, procedures and lines of authority should also be clear.

**Provide job satisfaction:** By having well designed jobs which:

- are seen by employees as a whole job rather than just undertaking a limited number of tasks.
- have definite goals and targets.
- make a significant contribution to the completion of the product or service.
- provide variety of pace, method, location and skills.
- have variety and limited repetition.
- let the employee have responsibility for their own work and for the equipment and raw materials they use.
- provide feedback on an employee's performance.
- allow for some control in the timing, sequence and pace of work efforts.
- include some responsibility for outcomes.
- provide opportunities for learning and problem solving (within the individual's competence).
- provides contact with other employees.
- are seen as leading towards some sort of desirable future.

**Use job enrichment:** This can be achieved by providing staff with a broader range of activities to carry out, having fewer controls over them, granting extra authority and decision making powers, providing them with information, granting specific responsibilities so that they can develop additional skills and complete a whole piece of work rather than just one part and have increased accountability for the work they produce.

**Use job rotation:** This is so that staff are not constantly carrying out the same tasks but are able to develop a broader range of skills.

**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 constructive criticism. Sharing credit is the fastest way to build credit.

Offering regular positive feedback, even for small tasks, is one of the best ways to build relationships with staff. See also:

**Develop trust – See Trust and Confidentiality on page 108.**

**Maintain good employee relations – See Employee Relations on page 111.**

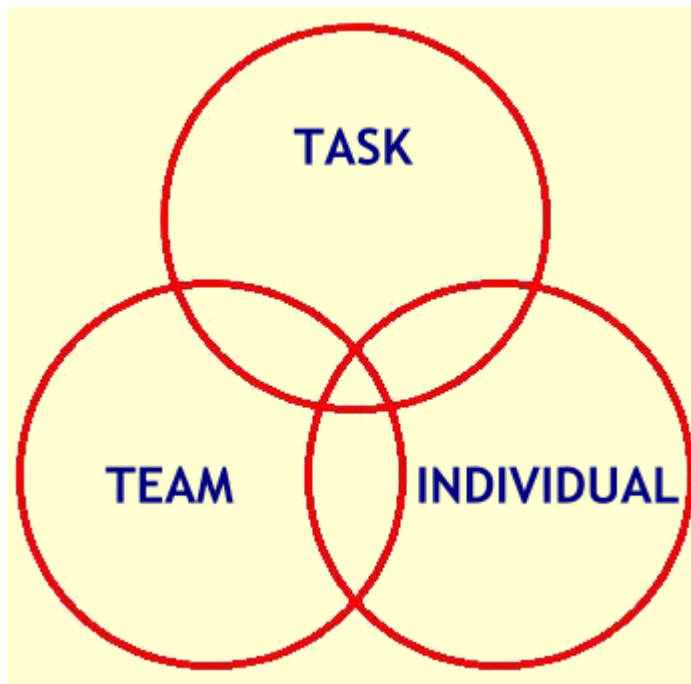
**Appreciate the need for a work/life balance – See Work/Life balance on page 113.**

**Be committed to equality and diversity – See Equality and Diversity on page 113.**

### **Task, Team and Group Needs**

An important factor in motivating staff can be the balancing of task, team and group needs, which are interlinked as the diagram below shows.

## THE THREE CIRCLES



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 as they are constantly interacting with each other and a change in one can affect the other two.

The basic work unit of most organisations is the team, which is led by a manager or team leader and consists of individual employees. Teams are used in situations where the work which needs to be done, cannot all be carried out by an individual. With a team, members often have specific tasks, such as a fire crew on an incident ground.

Some writers like John Adair have identified that managers and leaders in organisations have to do three things ie:

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

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 employee's 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 the individual involves:**

- defining the task so that individuals know what is required and using SMART goals (Specific, Measurable, Achievable, Realistic and Time-Constrained) to set clear objectives.
- allocating work effectively.

- providing feedback which is clear and objective and allows staff to respond appropriately.
- planning and making sure that more than one solution to a problem or situation is identified
- 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.
- allowing the team to take some responsibility for work allocation and problem solving.
- good control systems, effective delegation and monitoring to get maximum results from minimum resources.
- evaluating the performance of the organisation's managers, teams and individual employees.
- motivating staff and spending time working with the team.
- understanding health and safety issues and the importance of well-being at work.
- organising themselves, their team and their organisation.
- setting a good example and being a role model for others.

### **Task needs**

These have to be accommodated if the task is going to be completed and consist of:

- a series of coordinated actions.
- information.
- progress.
- resources, such as raw materials and people, who have the right competences and attitude.

### **Needs of team members**

These needs have to be accommodated if the team is going to be successful and include:

- direction, guidance and advice from the manager.
- a manager who has good team building skills.
- clear individual and 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.

### **Good team work requires:**

- a well motivated manager.
- a manager who appreciates that with a new team they will set the tone.
- team building on the part of the manager to:
  - promote a better understanding of each team member's role.
  - promote a better understanding of the role and function of the team.
  - promote a better understanding of how the work of the team relates to the rest of the organisation.
  - improve the ability of the team to work with other departments, sections and groups in the organisation.
  - improve the interpersonal and communication skills of team members.
  - give team members a greater understanding of how the behaviour of individual members can affect the operation of the team.
  - promote the need for team members to support and trust each other.

- to help team members develop more effective ways of working together.
- show how conflict can be used constructively in problem solving and planning.
- a good friendly and relaxed atmosphere where team members cooperate, support and respect each other.
- team members see themselves as connected to the rest of the organisation.
- well managed change.
- clear team tasks.
- clear team roles.
- team members are given the opportunity to reflect on their work so they do not see the same approach as being relevant to all situations.
- team members with opposing views are not discounted.
- teams are encouraged to develop external networks to bring in new ideas.
- clear remit so that members are clear what is outside of their area of work and so they do not trespass on the work of other teams.
- team members taking pride in their work.
- clear procedures.
- the right size of team.
- clear objectives and goals and a feeling of a shared purpose.
- the opportunity to reflect on the task to be completed.
- the opportunity for team members to take advantage of training/development.
- managers sharing the leadership role within the team.
- manager standing back and giving the team the space to make its own decisions.
- regular briefings on past performance, current progress and plans for the future by the manager, combined with a high level of consultation of team members.
- flexibility on the part of team members.
- high level of participation.
- easy access to Information.
- high level of commitment to achieving objectives.
- respect and support for colleagues.
- a willingness to deal with conflict constructively.
- a free exchange of ideas.
- an emphasis on team members examining their progress and looking for ways to improve.
- working across team boundaries and good relationships with other parts of the organisation.
- encouragement given to staff to develop networks.
- rules for making decisions, sharing information and resolving conflict, have been agreed.
- healthy competition with other teams doing similar work, to help maintain cohesion and team spirit.
- staff working to achieve organisational objectives.

### **Benefits of good teamwork**

- Allows an organisation to achieve something that an individual working alone cannot; for example, the way that teamwork operates on the fire ground or at an incident.
- Improved morale as staff feel they have some control over their work.
- Greater flexibility as work can be shared across team members and staff absences will not hold up the work flow.
- Increased innovation through the generation of ideas.
- Tasks can be completed much more quickly.
- Increased job satisfaction from being part of a successful team.
- Individuals feel supported when part of an effective team and less likely to feel the stresses and strains of the working day.
- Improved productivity and performance.
- Better problem solving as each person brings along their own ideas.
- Team members learn from each other.

## Individual needs

These recognise that much of working life is spent being part of a team of one sort or another. The factors below 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.
- recognition of their individual needs.
- a well designed and challenging job which stretches them.
- an opportunity to develop new skills.
- a working environment which is free from conflict.
- feeling that they are part of the team and treated fairly.
- recognition for 'a job well done'.
- control of areas of work for which they are accountable.
- a feeling that they are progressing in terms of experience and ability.
- help and support from their manager.

One way in which managers can assess the effectiveness of their leadership, motivational and interpersonal skills is by reflecting upon how motivated their team members are.

## Employee engagement

Research has found that employee engagement tends to be found where staff:

- know what is expected of them.
- have the tools and equipment to do the job.
- have the chance to do what they do best each day.
- regularly receive recognition and praise.
- believe that their line manager cares about them.
- are given the opportunity to develop.
- feel that their opinion counts and is respected.
- feel that their job is important and they understand the Mission and Value of the organisation.
- feel that work colleagues are committed to producing quality goods or services.
- have a friend at work.
- have a line manager that discusses their progress with them.
- are given the opportunity to learn.

## Getting it Wrong

Getting it wrong can have serious consequences for an organisation, lowering productivity and preventing employee engagement and employee commitment to the vision and strategic objectives. This is why effective leadership and management are so critical for success.

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

- **Low productivity**
  - Staff believe that employees in other departments have an easier life.
  - Staff perceive there is unfairness.
  - Bullying and harassment which goes unchecked.
  - Staff not feeling valued.
  - Staff believe that decisions are wrong or unnecessary.
  - There is a lack of standards or standards which don't suit the situation.
  - There is little opportunity for personal development.
  - There is a lack of opportunity to make decisions affecting work.
  - There are "too many bosses and not enough workers".
  - There is unnecessary paperwork.

- Staff have too many priorities so that none of them are achieved.
- Too many unproductive meetings.
- **Poor organisational design**
  - Staff are not sure who their boss is and vice versa.
  - Managers 'cherry-picking' 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 are 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.
  - Micromanagement with the manager always 'looking over the employees shoulder' and interfering.
- **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.
  - Poor, little or no performance feedback.
- **Excessive conflict (see also section on Conflict Management page 105)**
  - Employees behave in an aggressive manner beyond normal expectations.
  - There are conflicting goals that are not aligned with objectives.
  - Back-stabbing and blame are an accepted way to deal with problems and mistakes.
  - Managers are seen to be working against each other.
- **Poor co-ordination:**
  - There is a tense atmosphere.
  - There has been a lack of team building on the part of the manager.
  - The size of the team is too large.
  - There are constant changes of team members.
  - Manager feels the need to dominate rather than encourage participation.
  - One or two people tend to dominate discussions.
  - Staff are unsure about what they are meant to be achieving.
  - Staff do not listen to each other.
  - A blame culture.
  - Some staff 'opting out' and leaving others to do the work.
  - Little flexibility in the way people work.
  - Team works to its own standards rather than those actually required.
  - Frequent disagreements.
  - Team members 'pick on' each other.
  - Decisions are not made jointly.
  - Unresolved conflict is present.
  - The team is not able to reflect on its progress or actions.
  - Ideas are not shared for fear of criticism or ridicule.
  - Individuals are working in isolation or out of step with each other.
  - Team goals at odds with those of the organisation.
  - 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.
- Tolerance of poor performance.

## **TRAINING AND DEVELOPMENT**

Training and development is concerned with ensuring that an organisation has the knowledgeable, skilled and engaged workforce that it needs. It involves enabling employees and team members to acquire knowledge and skills, to achieve specific improvements.

People learn in many different ways, from colleagues, from being a team member, from discussions with their manager, from people outside the organisation, by carrying out new tasks. Part of the role of a manager is to be aware of the training and development needs of their staff and, in part, identify how they might develop new skills and competences. Giving staff the opportunity to learn new skills can be an important motivator.

### **Training**

Training relates to particular skills which are needed within an organisation for it to operate successfully and may be concerned with the organisation as a whole, or with specific departments, teams or individuals. It tends to be geared to meeting an immediate rather than future need.

### **Development**

Development is more concerned with enabling individuals to grow in knowledge, skills and experience in order to be of greater potential use to the organisation at some later date. It is broader in scope than training and is career-oriented rather than job-oriented. It tends to contribute to personal growth as much as it does to securing future resources for the organisation. It helps to ensure that organisations have a pool of suitably qualified staff who can move up the career ladder.

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.

### **Learning**

Learning is the process of acquiring knowledge, skills and attitudes and can take place by a number of different means and involves behaviour changing through experience. This can be by having a new skill or being able to see situations in a different light. Managers can help staff to enjoy positive learning experiences.

### **Managers can promote staff development 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.

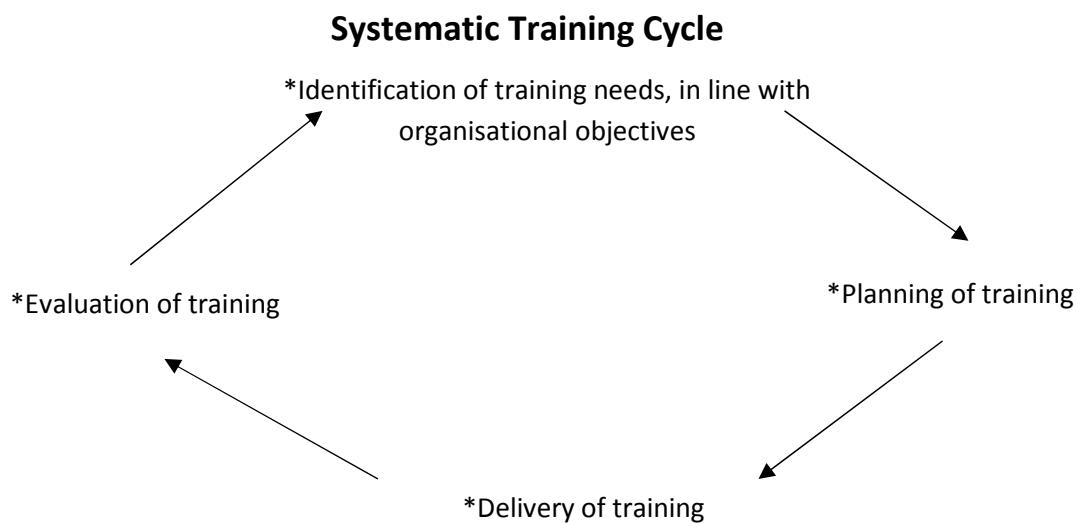
- making time to support colleagues and providing 'on the job' learning opportunities.
- making resources available.
- providing opportunities for staff to develop new skills, through delegation and project work and undertaking new 'one off tasks'.

### Systematic Training and Development Cycle

This is often used by organisations as the process for meeting the training and development needs of staff.

The diagram that follows sets out the stages in the systematic training cycle. The asterisks indicate that the stages may be carried out by line managers or specialist training staff based in training and development departments.

The cycle can involve a mixture of informal and formal training and development activities.



### Training Needs Analysis

A Training Needs Analysis is used to identify training and development needs.

Training and development requirements should be based on the needs of the organisation and the achievement of strategic objectives. They will be influenced by the type of organisation ie private or public sector and the type of product or services provided.

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 eg the organisation as a whole, for a specific department or area of work, for a team and/or for an individual.

#### A Training Needs Analysis takes into account:

- Organisational policies such as the Individual Personal Development System and the strategic plans of the organisation.
- Guidance documents such as role maps.
- The knock on effect from changes in legislation.
- 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 as well as developing team spirit).



- Staff changing jobs.
- The need for critical skill levels to be maintained.
- The equipment, tools, machinery or software they use.
- Introduction of new equipment and procedures.
- In emergency services, feedback from operational incidents can highlight training needs.
- Health and Safety issues which 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 recognise hazardous situations.
  - incompetent staff, who operate hazardous processes.
  - new risks and hazards have been identified.
  - accident and near misses statistics highlight a problem.
  - new safety problems have been identified.
- What training was previously provided for each competence level across each skill?
- When and where training was previously provided.
- 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 skills needed to develop a new service for the organisation to take on a new area of work.
  - the employees existing skills.
  - the gap between the existing skills and those now needed.
- The organisation's Induction Policy.
- The wishes of an employee to develop and learn new skills or gain experience.

### **Planning of training sessions**

Managers and front line supervisors are often required to provide training to the staff within their team or to provide information to specialist training staff. Training can be related to manual skills, IT skills, team building, management skills, interpersonal skills, organisational procedures, new equipment, new fire-fighting and incident techniques and induction. The effective planning of training sessions will take into account the factors below:

- The programme or event has the support of top management.
- The training will contribute to the achievement of organisational objectives.
- The event or programme is based on a thorough evaluation of learning needs.
- Objectives are clearly identified so staff know what they will be able to achieve at the end of it.
- Key learning points are clearly identified for each part of the training.
- The learning activities and exercises to be used as part of the training programme.
- The outcome of the training will be staff acquiring skills they can use in the workplace.
- Standards are set for the delivery of the event or programme.
- Success criteria and methods of measuring success have been established
- The best way of providing the training is identified. This may be, 'on the job' or 'off the job', 'in house' or using external training providers.
- The time needed to carry out the training ie one day or five days etc.
- The number of employees who require the training at the same time.
- A blend of learning and development methods are used – informal and formal – that are appropriate for the established needs of those taking part.
- The responsibilities for planning and delivering the programme or event have been clarified.
- Those responsible for the learning activity are well qualified in whatever role they are expected to play.
- The required resources will be available.
- The content of a training session is carefully planned.

- Appropriate training methods are selected and used.
- Use of appropriate training aids is considered.
- The programme can be implemented effectively as planned, within budget and in accordance with designed standards.
- Feedback and review arrangements are identified so that the training can be evaluated on the basis of:
  - whether those attended felt that they had developed new skills.
  - the affect that the training had in the actual work situation.

## **Training Methods**

There are many methods that can be used as part of the training and development of staff, which can be used singly or in combination to provide blended learning, some of which are detailed below.

### **On the job training methods**

<b>Type of Training</b>	<b>Advantages and Disadvantages</b>
<p><b>On the job instruction/ experiential learning</b></p> <p>This is sometimes referred to as “sitting next to Nellie.” This takes place within the actual workplace and is directly related to the actual job. It can be carried out by a line manager, team leader or another employee. Some organisations develop trainers in the workplace to train and assess the acquisition of skills, knowledge and understanding so that the process is structured and appropriate to the needs of the employee and employer.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Understanding can be developed gradually over a period of time.</li> <li>• The employee learns at his/her own pace.</li> <li>• Experienced colleagues can be used as trainers.</li> <li>• Self-directed learning where people learn and retain more information if they find things out for themselves.</li> <li>• Staff can reflect on what they have learnt and immediately apply it; they can understand its relevance in practical terms</li> <li>• Mistakes can be quickly spotted and remedial action taken by the trainer.</li> <li>• Can develop good relationships between the supervisor and team member.</li> <li>• Can include planned experiences to enable staff to acquire the necessary skills.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• May not be properly structured therefore ineffective and wasting resources ie time.</li> <li>• Depends on the commitment of the line manager.</li> <li>• Depends on the skill of the person doing the training.</li> <li>• Poor habits can be picked up from the trainer.</li> <li>• The instruction may not be in line with company policy.</li> <li>• Noise and pressure of work can be a distraction.</li> <li>• Inconsistency of approach if a number of different staff are involved in the training and therefore provide differing training/methods.</li> </ul>
<p><b>Secondment</b></p> <p>The employee undertakes a different role in another part of the organisation.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Allows an employee to gain new experiences and skills.</li> <li>• Can create new interest in the work carried out by others</li> <li>• Enables an employee to learn how to work with a different group of staff.</li> <li>• Employees can be given prior guidance as to what they are expected to learn, to encourage them to find things out for themselves.</li> <li>• Progress can be checked to ensure that the secondment is meaningful.</li> <li>• Could involve undertaking higher level duties and enable the employee to develop knowledge and understanding and/or skills needed for a supervisory/managerial role.</li> </ul>

	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Length of secondment may be insufficient to allow the employee to fully develop new skills.</li> <li>• Employee may fail if not properly prepared, trained or supervised during the initial stages.</li> <li>• Can be difficult to organise as they can cause disruption within teams and departments.</li> </ul>
<p><b>Project</b></p> <p>A specific problem or opportunity for the organisation is worked on by an individual or team.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Can generate a high level of commitment.</li> <li>• Utilises an employee's problem solving skills.</li> <li>• Uses a 'real life' situation.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Complexity of the project may outweigh the learning opportunity.</li> <li>• Staff may find that the complexity of the problem is beyond their skill levels.</li> <li>• Disappointment may result if the 'solution' is not accepted.</li> </ul>
<p><b>Brainstorming</b></p> <p>A group is asked to suggest ways of dealing with a problem or issue and none of the suggestions are criticised.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Good way of involving staff who can see how their suggestions contribute to the solving of an actual problem and the making of decisions.</li> <li>• Encourages creativity.</li> <li>• One idea can spark off other ideas.</li> <li>• Can encourage staff to think about different ways of doing things.</li> <li>• Enables the employee's knowledge and experience to be used.</li> <li>• Encourages participation as all ideas tend to be recorded.</li> <li>• Can be carried out as part of a team briefing session.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Needs a participative management style.</li> <li>• Will only work well where there is good team spirit.</li> <li>• Staff may be reluctant to put ideas forward.</li> <li>• Can become unfocused.</li> <li>• Staff may find it hard to think 'outside' their existing experience.</li> <li>• If not well facilitated, staff can feel afraid of ridicule and criticism.</li> </ul>

### Off the Job training - internal

Type of Training	Advantages and Disadvantages
<p><b>In-house Lectures and Talks</b></p> <p>These tend to cover a specific subject area or topic.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Useful for putting across factual information in a logical manner.</li> <li>• Can stimulate discussion and the generation of ideas after the lecture.</li> <li>• Allow information to be given to a number of staff at the same time.</li> <li>• Can be enhanced with the use of handouts and visual aids.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Depends heavily on the qualities of the speaker.</li> <li>• Usually only 20% of what is heard is remembered.</li> <li>• May be little opportunity for audience participation.</li> <li>• Some subject matter may be very complex and difficult for staff to follow.</li> <li>• Amount of time staff can concentrate is limited.</li> <li>• Communication is 'one way'.</li> <li>• Whether or not learning has taken place can be difficult to gauge.</li> </ul>
<p><b>Group Discussions</b></p> <p>A group of staff consider a particular topic away from the actual work situation.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Useful for generating ideas.</li> <li>• Allows everyone to be involved.</li> <li>• Enables staff to learn from others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Help staff see other points of view.</li> <li>• Can be part of a team briefing.</li> <li>• People tend to feel happier in small groups.</li> <li>• Helps staff learn how to 'speak up'.</li> <li>• Gives all staff a chance to join in.</li> <li>• Enables staff to ask direct questions.</li> <li>• Enables a manager to check understanding.</li> <li>• Managers can let other staff lead the discussion and this provides additional learning opportunities.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Requires good leadership.</li> <li>• Manager or particular individuals may dominate.</li> <li>• Staff may not have the confidence to join in.</li> <li>• Discussions may get 'side tracked'.</li> </ul>
<p><b>Role Playing</b></p> <p>Staff take the role of different characters in a particular situation and are given feedback on their performance and assessment of the situation being considered. The sessions are usually carried out by a qualified trainer and role playing exercises are also often used as part of training courses.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Provides practice in dealing with face to face situations such as counselling, giving feedback, selection interviews, raising issues of poor performance, formal appraisal interviews, grievances, running meetings.</li> <li>• Useful for developing social skills/soft skills.</li> <li>• Develops skills in dealing with situations where emotions are involved.</li> <li>• Can help develop confidence.</li> <li>• Can help staff to see a situation from a number of different 'angles' thereby increasing perception.</li> <li>• Role reversal can increase understanding of the complexities of situations.</li> <li>• Can help to develop analytical and problem solving skills.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• May not seem real and therefore may not be seen as relevant.</li> <li>• Requires very careful organisation.</li> <li>• Insufficient information can lead to inappropriate results so very clear.</li> <li>• Definition of the problem is needed.</li> <li>• Needs specially qualified staff to run the sessions.</li> <li>• Staff may not take it seriously.</li> <li>• Staff may not be able to think beyond their preconceptions and prejudices.</li> <li>• If recording of the role play is involved, staff may feel embarrassed.</li> <li>• Giving tactful feedback can be difficult.</li> </ul>
<p><b>Self developed learning</b></p>	<p>See notes on CPD and Personal Development Plans</p>
<p><b>Instruction</b></p> <p>A trainer uses a plan for teaching a skill which consists of telling, showing, explaining and demonstrating. The learner imitates the instructor until the required level of performance is reached.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• A number of staff can receive instruction at the same time.</li> <li>• Skill being learnt is very job-related and is required quickly.</li> <li>• Good for teaching tasks which can be broken down into sequences where direct instruction is required such as running out and connecting fire hoses.</li> <li>• A safe way of learning key practical skills.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• One size fits all approach.</li> <li>• Trainer cannot always work at the speed of the slowest learner.</li> <li>• The slowest learners may feel embarrassed.</li> </ul>
<p><b>Action Learning</b></p> <p>This is used to train managers to deal with real problems</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Develops skills in dealing with real life situations.</li> <li>• Develops skills in working in collaboration with other managers.</li> </ul>

<p>and usually involves bringing together a group of 4-5 managers who have to solve a work-related problem by working together. Solving the problem is based on use of a project plan, setting objectives, planning resource usage, initiating action and monitoring progress.</p>	<p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Can be time consuming.</li> <li>• Dependent on the group being able to work together.</li> </ul>
<p><b>Case Studies</b></p> <p>Involves the description of an event/set of circumstances which can be analysed to identify the root cause of the problem, thus enabling solutions to be found.</p> <p>May be used in the development of learners to familiarise them with a set of circumstances that they have not experienced eg to train managers/team leaders but may also be a safe and effective way of preparing people to work in high risk situations.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Promotes the exchange of ideas and considerations of different viewpoints, particularly when used with group discussions.</li> <li>• Demonstrates that the causes of problems may be complex and that simple solutions may not always be applicable.</li> <li>• Enables an employee to look at higher level problems and consider how they would deal with them.</li> <li>• Can develop problem-analysis and problem-solving skills.</li> <li>• Enables the application of skills and knowledge to an unfamiliar scenario in a controlled manner.</li> <li>• Can be useful in training managers and supervisors.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• May seem to be too theoretical to be relevant.</li> <li>• May not seem relevant to the learner's particular situation.</li> <li>• If examined in a group situation, some learners can be more dominant a group situation and not allow others to fully express their ideas/views.</li> </ul>
<p><b><u>e-learning</u></b></p> <p>This is delivery of learning via technology such as computers or mobile applications. It includes simulation exercises in relation to operational incidents and driver training.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Can be delivered by a variety of methods including in house intranets, CDs, DVDs, websites.</li> <li>• Information can be provided in 'bite-sized chunks', customised to meet individual learning need and target specific subjects.</li> <li>• Can be delivered/supported by an in-house trainer.</li> <li>• Can be structured to meet organisational needs and processes.</li> <li>• Provides the opportunity for learners to access learning materials at their own pace, so can be beneficial for those who have erratic schedules or shift patterns.</li> <li>• Can be used in the workplace to supplement in-house training.</li> <li>• Allows managers to check learning activity/assessment of learning if web or intranet based.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Not good for soft skills such as team building/communications.</li> <li>• Can be costly in terms of IT equipment/support, learning packages.</li> <li>• Learning packages can quickly go out of date therefore learners can be learning incorrect or inaccurate information.</li> <li>• Staff may lose motivation if they are using electronic learning packages without support, particularly if they encounter difficulties with equipment or learning materials.</li> <li>• Lack of engagement with other learners may not suit everyone, leading to problems with maintaining motivation.</li> <li>• Some staff may find it less satisfying than experiential learning as it can seem removed from real life situations.</li> <li>• Prevents face to face discussions which can help staff learn and develop.</li> </ul>

## Off the job external training

Type of Training	Advantages and Disadvantages
<p><b>College courses leading to a qualification</b></p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Can lead to a qualification.</li> <li>• Organisation is seen as supporting staff.</li> <li>• Can bring specialist skills into the organisation.</li> <li>• Increases the skill level within the organisation.</li> <li>• Provides a pool of staff capable of progressing within the organisation.</li> <li>• Can increase the reputation of the organisation.</li> <li>• Can support the career development ambitions of staff.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• Organisations are faced with the risk that employees may make use of their qualification by moving to a competitor before making any further contribution to the business unless a financial penalty is involved.</li> <li>• The pay-off in developmental courses is medium to long-term rather than immediate.</li> <li>• Can represent a significant commitment on the part of the organisation.</li> <li>• The time the employee is away from the workplace and the effect on workload.</li> <li>• Selection process needed to choose the staff who will attend to ensure fairness.</li> <li>• Jealousy of other staff.</li> </ul>
<p><b>Short college courses</b></p> <p>A course can provide a few hours or a few days of instruction and/or practice opportunities in closely specified skills, such as how to conduct a selection interview.</p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Supplement in-house learning.</li> <li>• Independent of internal policies.</li> <li>• Allows greater use of training methods.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• May be 'packaged' based and not fully meet the needs of the organisation.</li> <li>• May seem remote from the reality of the workplace, so staff are not able to apply the knowledge gained.</li> </ul>
<p><b>Bought-in training from a commercial training provider</b></p>	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Organisational needs will be given a high priority.</li> <li>• Can fill gaps in company training.</li> <li>• Wide range of training methods are available.</li> <li>• Can be developed in conjunction with in-house training staff.</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>• May be very expensive.</li> <li>• May rely heavily on pre-set 'packages'.</li> </ul>

At the end of the course, whether it was organised internally or arranged by an external provider, the organisation can expect to see some noticeable improvement in the way knowledge or skill is applied in the workplace. The course should be appropriate for the trainee and they should be capable of benefiting from the training. If these conditions are not met then no effective training will have taken place.

Some courses are not designed with specific skills or knowledge in mind. These are the more broadly developmental courses that key employees are sent on to widen their horizons, increase their self-confidence and improve their ability to think in strategic terms. What takes place is development rather than training.

## **Learning Styles**

Some people have a preferred way of processing information and acquiring new knowledge, skills, abilities and competences. Being aware of the different styles can assist a manager in providing the most effective learning and development opportunities as managers recognise the characteristics of each style, the ways in which staff like to learn and therefore the training opportunities which can be used most effectively. There are many packages available on the internet which people can use to assess their preferred style.

### **Active style**

This type of learner tends to be flexible, open minded, enjoys new situations and the challenges they bring. They like to 'have a go' but might take unnecessary risks and are not always well prepared so in some situations would need careful monitoring. They like to work with other activists.

In terms of training and development activities, they respond well to action learning, job rotation, discussions in small groups, delegation, role play, projects, experiential learning in a new and challenging situation and training others. They are less happy in lectures and seminars, instruction sessions, looking at theoretical concepts and analysing data.

### **Pragmatic style**

This type of learner is practical, well-organised, able to set goals and likes to test things out in practice to see if they work. They must be able to see the purpose of what they are being asked to do, enjoy tackling real-life problems but are not very interested in theories. They like to know how things will work in the real world. They prefer to work with 'hands on' experts and tend to be task rather than people-orientated.

In terms of training and development activities, they look for a clear link between learning and development and their job. They respond well to action learning, discussion of work-related problems, being involved in drawing up action plans, being coached and mentored by their line manager, instruction sessions, problem-solving workshops and project work. They are less happy with theoretical exercises, open-ended discussions, situations where there are no clear guidelines and being taught by someone whom they feel does not understand the world in which they work.

### **Theoretical style**

This type of learner likes to be stretched, is rational, objective with a disciplined approach and enjoys working with hard facts within a clear structure. They like to gather data and consider what it means. They like to think through problems in a logical way, dislike ambiguity, or having to work in situations where subjectivity may be present and they are good at asking probing questions.

In terms of training and development activities, they respond well to role play exercises where there is a right answer, listening to lectures, working on their own to solve a problem and self-study/self-directed learning, projects, instructional videos, e-learning and case studies where many factors have to be taken into account. They are less happy in situations where decisions have to be made without policy guidance, emotional factors have to be taken into account and they are thrown in at the deep end and have to cope with uncertainty.

### **Reflective style**

This type of learner is thorough and methodical, good at listening as well as the analysis and assimilation of information. They like to stand back and have time to examine all aspects of a situation before coming to a conclusion, do not like to be rushed and prefer to be able to take a

cautious approach. They are good at 'soft' situations where not everything is based on 'hard' facts and are able to see a situation from a number of perspectives. They are able to consider what an experience means in terms of their own job and how it might apply to other situations.

In terms of training and development activities, they respond well to lectures and presentations, observing rather than taking part in role play exercises, instructional DVDs, discussion groups, reflecting on learning experiences, self-study/self-directed learning, reading, training related to new concepts and ideas as well as working in situations where they have time to reflect upon what they have learnt. Unlike active learners they do not like being thrown in at the deep end or having to think on their feet.

### **Visual learners**

This style of learner best absorbs information from visual sources such as diagrams and powerpoint presentations.

### **Auditory learner**

This style of learner best absorbs information by listening and so responds well to lectures and discussions.

### **Tactile learners**

This style of learner best absorbs information by actually doing a task and getting the feel of equipment etc.

## **Evaluation of Learning Events**

### **The success or otherwise of a learning event can be assessed by:**

- How well the programme was organised and managed.
- How those who attended the course felt about it. Did they feel that they developed new skills or abilities?
- What effect the training has had in the actual work situation. Did staff develop the right skills and attitude, for example if the training was related to improving poor performance, has the performance actually improved.

### **Benefits of identifying and meeting training and development needs**

- Unless the right staff with the right skills are present, an organisation may struggle to implement strategies and achieve targets.
- Enables training requirements to be prioritised and the most effective ways of providing the training to be identified.
- Gives the organisation, department, team and individual a broader skill-set and improves organisational flexibility.
- Improvements in day to day performance of the individual, team and organisation.
- Team training can improve cohesion and the commitment of staff.
- Well planned induction programmes can help a new starter settle in more quickly, gain a favourable impression of the organisation, become an effective employee in the shortest possible time, become aware of the geography of the workplace, be introduced to team colleagues and become aware of policies and procedures and 'the way we do things around here'.
- Well-planned training can be an effective retention strategy.
- Gives staff a sense of achievement and lets them know that their career aspirations are being recognised and can increase their commitment to the organisation.



- Helps staff cope with organisational change because they understand the reasons it is required.
- Enables staff to develop skills needed for new situation.
- Provides managers with increased management and leadership skills.
- Providing effective training for staff can have an immediate impact on the services to customers, the attitude of staff, prepare and help an organisation prepare for future changes.
- Improves organisational flexibility by extending the skill range available.
- Providing higher levels of service to the public in terms of operational response, investigation of fires and incidents, preventative advice, partnership working and ensuring that Fire Safety legislation is adhered to.
- Ensures that staff are aware of Health and Safety factors.
- Contributes towards the development of Learning Organisation/Learning Culture, in which there is systematic problem solving and decision making, experimentation, learning from past experiences, both positive and negative, learning from other organisations and knowledge sharing across the organisation.
- Is an important part of developing a learning culture in which the importance of learning as a means of improving organisational performance is recognised by staff at all levels in an organisation from top managers who provide resources, managers who see the training and development of staff as being an important part of their role and staff who readily and enthusiastically respond to training and development opportunities.
- Can attract high quality employees.
- Provides line managers with the skills need to manage, motivate and develop employees.
- Contributes to succession planning by creating within the organisation, a supply of suitably qualified and experienced staff through ensuring that managers at all levels gain the right experience. Some organisations use competency frameworks, to identify the skills needed at each level of management.
- Minimises training costs as skill levels are maintained at the right level.
- Enables an organisation to meet future challenges, no organisation ever stands still as its environment is always changing in one way or another.
- Enables an organisation to attract high quality employees, who want to work for an organisation with a good track record of training and developing staff, which has clear learning and development strategies.

### **Manager's Role in relation to Training and Development**

**A manager's role in relation to training and development encompasses:**

- ***Influencing and supporting*** staff to think about taking responsibility for their training and development and identifying their particular learning style.
- ***Administrative role*** in terms of keeping records of training undertaken and when refresher courses are needed, undertaking of the training skills analysis.
- ***Training role*** in terms of giving practical instruction to staff, involving planning, preparing and delivering and where possible taking into account the different learning styles.
- ***Organising role*** in terms of the planning of training events.
- ***Decision making role*** in terms of when and which staff are to be given access to training based on the needs of the organisation and taking into account the organisation's equality and diversity policies.
- ***Overseeing role*** where training is being organised by a specialist training department or being delivered by a commercial organisation.
- ***Facilitator role*** in terms of bringing together the skills of their team so that staff can learn from each other and in identifying development opportunities for their staff.

## **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

Being a manager or team leader is an important role and individuals need to have appropriate knowledge, skills and abilities. It is therefore important that they are committed to the concept of continuing professional development; which is part and parcel of being a professional.

### **Importance of CPD**

- Professionals understand and accept the need for a lifetime of learning and the identification of new skills which may be required.
- The CPD process involves identifying present knowledge, skills and abilities as well as strengths and weaknesses.
- CPD enables a professional to maintain their existing knowledge and skill levels, which could decline or go out of date if not continually refreshed.
- Being a professional carries a responsibility for being up to date and having a capability for sound judgement so that the best possible advice is always provided.
- Commitment to CPD demonstrates a commitment to professionalism, to the organisation, manager, stakeholders and customers.
- CPD helps individuals keep informed about specific initiatives within their sector.
- CPD helps people to identify gaps between their level of understanding and their current role.
- CPD encourages individuals to take responsibility for their own learning.
- CPD can be integrated with the needs of the organisation.
- CPD enables a manager to be a good role model to their team members and contribute to the development of a learning organisation.
- CPD provides the basis for Personal Development Plans.

### **Personal Development Plans (PDP)**

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 new developments with which they need to be familiar. The best development will be derived from a plan designed for the individual.

### **Role of a Personal Development Plan**

- Promote learning and help to provide people with the knowledge and portfolio of transferable skills that will help to progress their careers.
- Provides a structured approach. The four stages in preparing a PDP are *assess current position, set goals, plan action and implement*.
- Sets out the actions people propose to take to learn and to develop themselves.
- Enables an employee to review what they have learned and what they have achieved.
- Demonstrates that someone accepts the responsibility for their own learning and does not expect to be 'spoon fed'. Individuals are primarily responsible for progressing their plan and for ensuring that they play their part in implementing it.
- Provides an outline of the activities which need to be undertaken to fill a gap in knowledge, competency and skills.
- Enables staff to undertake development activities which are consistent with the plan.
- Can be a means of identifying and agreeing improvement needs with a line manager.
- Can enable a line manager to assist subordinates by providing encouragement, guidance, support, training opportunities and information.
- Enables the setting of SMART objectives.
- Can assist the performance management process by enabling staff to improve their contribution to the achievement of corporate objectives.

- Enables staff to consider their values, career and personal goals relating these to their professional development.
- Can be created as an outcome of a development or assessment centre.
- Can help an employee show a new manager their training and development history and current plans.
- Can be reviewed and amended as new skills are developed or circumstances change ie a new job or promotion.
- Is self-directed learning where an employee learns by finding things out for themselves and so they are more likely to learn and retain what they have learned.

**A Personal Development Plan could include:**

- courses leading to formal qualifications including distance learning.
- short courses covering particular topics.
- the Integrated Personal Development System.
- learning new skills within the workplace.
- devising a Personal Development Plan with the line manager.
- using the outcome of staff appraisal interviews.
- using 360 degree feedback.
- preparing articles on relevant subjects for publication.
- attending relevant seminars or conferences, including those organised by local branches of the Institution of Fire Engineers (IFE).
- attending or providing lectures.
- reading professional journals and books.
- attending meetings of technical committees or working party meetings of a professional nature, ie 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).
- experience gained through secondments and undertaking tasks delegated by their manager or involvement in special projects.
- voluntary work such as being a school governor or helping to run a charity.
- Learning from others through discussion, observation of a more experienced member of the team, feedback from others or researching a particular subject.

Many organisations place emphasis on continuous professional development on the basis that it improves the contribution which an individual can make to the organisation, improves the overall performance of the organisation, helps staff develop themselves and helps others. They often see this as part of their system for appraising staff. In some instances it is connected to monetary rewards.

**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 organisations 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 and feel able to challenge and question existing procedures. 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.

## Creative Organisations

**Organisations which are good at encouraging employees tend to be those where there is a learning culture in which there is:**

- an acceptance and embracement of change.
- an emphasis on helping staff see 'the bigger picture' and being aware of the environment in which the organisation operates.
- a recognition of the importance of all members of staff and not just those in managerial positions. Frontline staff can often be early detectors of opportunities and threats.
- an emphasis on managers being positive role models and using an appropriate leadership style.
- a commitment to continuous improvement.
- a trained workforce which has responsibility for making decisions and therefore feels empowered.
- use of effective delegation to develop employee skills.
- an open culture in which discussion and feedback is encouraged.
- motivated employees who feel that their ideas are listened to.
- staff being encouraged to look at and try out best practice from other parts of the organisation or even other organisations.
- time for staff to think about their work and discuss new ideas with other staff.
- a willingness to try out new ways of doing things.
- praising of staff and the celebration of success.
- a no blame culture, where mistakes are reflected upon so that 'lessons can be learnt'. This is particularly important in safety critical organisations.
- emphasis on helping staff adapt to change and new roles.
- emphasis on excellent customer service.
- acceptance that managers 'do not have the monopoly on brains and ideas'.
- a way in which staff can put new ideas forward.
- a tradition of employee participation eg worker directors, works councils, consultative committees, quality circles, team briefings and focus groups.

## **Discouraging creativity and innovation**

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

<ul style="list-style-type: none"><li>• We tried that before.</li><li>• Sounds like it will cost too much.</li><li>• We are too busy to do that.</li><li>• We don't have the time.</li><li>• It's too radical a change.</li><li>• It's against the rules/policies/ procedures.</li><li>• The union will object.</li><li>• Its not realistic.</li><li>• That's not our problem.</li><li>• I don't like the idea.</li><li>• I'm not saying you're wrong but...</li><li>• You're two years ahead of your time.</li><li>• Now's not the right time.</li><li>• It's impossible.</li></ul>	<ul style="list-style-type: none"><li>• Doesn't sound very practical.</li><li>• It needs more thought.</li><li>• Not that again.</li><li>• Where'd you dig that one up?</li><li>• We did alright without it before.</li><li>• It's never been tried.</li><li>• Let's put that one on the back burner for now.</li><li>• Can't teach an old dog new tricks.</li><li>• It won't work here.</li><li>• I don't see the connection.</li><li>• Let's all sleep on it.</li><li>• It can't be done.</li><li>• It's too much trouble to change.</li><li>• It won't pay for itself.</li><li>• We've always done it this way.</li></ul>
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## **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 organisations working together to tackle common problems. Major civil emergencies also require good cooperation between different agencies.

### **Benefits of Effective Partnerships**

If successful, partnerships, whether internal or external, can:

- respond to complex operational situations which require the skills and resources of more than one organisation eg major disasters
- help Fire and Rescue Services respond to difficult social issues and identify solutions and preventative measures.
- help to develop community engagement skills and the ability to make contact with 'hard to reach' groups.
- build on the strengths of organisations allowing them to pool resources, avoid duplication and maximise impact.
- enable the sharing of expertise and the opportunity to learn from others and broaden organisational knowledge and mind sets.
- make individual organisations think about the effect that their strategies may have on other organisations.
- help to save money through ending duplication and providing services which only have limited impact.
- 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.
- help improve the reputation of an organisation with various stakeholders eg the public, other organisations and local and national politicians.
- help the successful completion of major internal projects, such as re-structuring exercises, implementation of new IT Systems, and introduction of new operational equipment. All of these will require a number of different departments working together.
- in the private sector, good relationships with suppliers may result in discounted prices.
- joint buying arrangements or shared services with other organisations may result in reduced costs for goods and services. In the UK, many Local Authorities share 'Back Office Services such as Financial Services, Human Resources, Information Technology and Legal Services and in some cases have joint Chief Executives.
- enable access to private sector funding. In the UK, many Fire and Rescue Services have replaced fire stations and equipment through the private sector, providing the facilities and then leasing them to a Fire Service.

### **Creating Successful Partnerships**

The steps involved in setting up a partnership are similar to those involved at the beginning of any new project or activity.

#### **Senior management commitment**

- Senior management commitment and recognition that a partnership cannot be built overnight.
- Staff time and resources being committed to the partnership, so that its importance is recognised.

- Senior managers providing opportunities for managers to meet together and work together on joint projects.
- Explaining the benefits to staff to help develop individual commitment.
- Being aware of previous failed attempts so that mistakes can be avoided.

### **Developing relationships**

- 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.
- Carrying out of joint exercises and debriefing in relation to operational situations.
- The carrying out of team building exercises to develop a culture of trust and mutual respect.
- Holding joint training and development sessions so that additional skills are developed as the partnership progresses.
- Recognising the different cultures which can exist across organisations and how these influence perceptions and thoughts.
- Setting up of cross functional teams within an organisations so that managers from different parts of the organisation learn to work together to prevent the development of 'silo' mentalities.
- Managers providing feedback to internal and external colleagues in an effective manner by:
  - remembering that the relationship is one of equals as there is no supervisory relationship and the approach needs to be one which does not jeopardise working relationships.
  - remembering that the other manager will want to protect his team from criticism as part of his relationship with them.
  - identifying a convenient time for discussions and keeping to the agreed timescale.
  - creating the right environment for discussions.
  - creating the right atmosphere so that discussions are constructive.
  - ensuring that the challenges being faced by the colleague are understood.
  - providing a written description of the problem with supporting evidence and arranging another meeting if the information is complex and needs to be studied and digested.
  - linking the problem to the needs of the organization/partnership, so that it is not seen as being personal.
  - defining the parameters of the problem and being clear about what improvements on their part would be helpful.
  - remaining polite and courteous during the discussions.
  - asking if own performance may be a contributory factor and how.
  - identifying possible solutions, which can be put forward during discussions.
  - using the discussions to review objectives, agree new plans and timescales.
  - using constructive discussions to:
    - ❖ develop inter/intra organizational team work and productive working relationships.
    - ❖ identify inefficiencies and solutions to improve productivity.
    - ❖ identify training and development solutions to improve performance.

### **Expectations and resources**

- Recognising the expectations of partners, identifying the information needs of all concerned.
- Agreeing a shared vision which defines the purpose of the partnership.
- Identifying the resources each partner will bring, so that other Organisations are not seen as being 'bankrolled' and to ensure that the partnership has adequate resources to operate.
- Colleagues being seen as customers and suppliers. As customers their needs can be identified and as suppliers it is important that they are provided with clear information on requirements that they need to meet.

### **Performance Management**

- Identifying the risks and ways in which these can be mitigated.
- Ensuring that clear targets and objectives have been set which meet the strategic objectives of all those involved.
- Agreeing the decision making process, and establishing clear processes and structures.

- Identifying ways which information can be shared and the systems which may need to be developed.
- Establishing a monitoring plan so that success or problems can be recognised.
- Jointly identifying problems and solutions so that all views across the partnership are taken into account.
- Ensuring that there is an agreed evaluation process, so that lessons can be learnt and problems resolved.

### **Communications**

- Developing good communications, and regular meetings and discussions.
- Making sure that everyone is clear about their role, and that partnership members are at the right level/rank.
- Ensuring that partners are consulted on organisational changes which could have effect on joint working relationships.
- Using new technologies such as video conferencing to keep staff in touch with each other.

### **Barriers to effective partnership working**

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

- departments working as 'silos' so there is little contact between staff.
- rivalry between different departments.
- previous failed attempts which have produced negative experiences.
- different organisational/departmental cultures. Partners having different philosophies. The public sector tends to see situations in terms of serving the public whilst the private sector sees situations in terms of maximising profits.
- varying expectations of partners.
- no clear boundaries being set between departments or external organisations, leading to rivalry, duplication and frustration.
- lack of senior management commitment.
- lack of time being made available to commit to the Partnership, particularly at operational/tactical level where the 'day job' still has to be done.
- lack of joint training both on major issues and the skills needed to operate within a partnership situation.
- targets and objectives which do not link in with the strategic objectives of all those involved.
- poor information exchange inside and outside the partnership.
- managers in one organisation failing to realise that their influence in another organisation or within different parts of the same organisation has to be achieved by diplomacy and negotiation.
- senior managers ignoring the importance of establishing the right environment for partners to work well together and the need for consistency of membership.
- organisational changes which affect partners being introduced without consultation.
- a charismatic leader in one organisation who can find it difficult to work with external partners who are unaffected or impressed by their strong personality.

### **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 a strategic, departmental or unit plan, try to resolve a difficult situation, reach decisions, review progress, identify learning points, for example a debriefing meeting, share information, obtain the views of a range of people, obtain the views of service users, discuss a new project, enable a group of staff to put their views forward, build relationships and develop successful working arrangements with outside organisations.

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

## Characteristics of effective meetings

Meetings which fulfil their purposes tend to have the characteristics listed below:

- A clear need for the meeting having been identified.
- Clear objectives have been identified and shared with participants.
- Procedural items/arrangements to enable a meeting to be conducted in an organised and productive manner.
- Terms of reference so that discussions are focused and decisions specific and those attending are clear what the meeting is about.
- The limits of any decision making powers having been clearly identified.
- An agenda has been developed and shared so that the areas to be discussed are known as well as the order in which they will be addressed and the person who will present each item.
- Minutes so that decisions and discussions are recorded for action and future reference.
- Methods of discussing items. In some meetings, particularly Committees, there may be a very formal structure with motions being addressed through the Chair, discussed and then voted upon. In others the style may be more relaxed.
- The right staff being invited to the meeting.
- Staff who will be attending:
  - understand their role.
  - know the limits of their decision making powers.
  - research the relevant information.
  - submit items within the required timescale.
  - contribute to discussions.
  - contribute ideas.
  - ask open questions and clarify information.
  - confirm the action they will need to take.
  - report back on any action they have taken.
- The agenda and papers for the meeting being provided well in advance, particularly if any detailed reports are involved. This enables those attending to be fully prepared.
- Appropriate timing.
- Suitable venue (in terms of space, lighting, temperature and seating) and provision of refreshments and equipment. With hot debriefings the location of the meeting must also be safe.
- System for ensuring that everyone is informed of the action they need to take and that this is followed up.
- Those attending listen to the views of others, ask for clarification, have a positive attitude, are willing to change their minds and focus on real issues and not on personal 'hobby horses'.
- ***A Chair to run the meeting and control discussions. The Chair has a critical role in making a meeting successful and in this respect needs to:***
  - ensure there is a quorum where there is a formal protocol involved.
  - explain the purpose of the meeting and terms of reference so that everyone is clear about why they are there.
  - ensure that the objectives of the meeting are met.
  - make good use of the time available.
  - introduce breaks if the discussions are complex or the meeting is going to be lengthy.
  - take into account who the participants are and the purpose of the meeting; if staff from outside a department or the organisation are attending they may need to be welcomed and introduced.
  - explain any procedures which are to be followed.
  - control the meeting so that the agenda is followed and people do not go off at a tangent.
  - discourage unhelpful arguments.



- ensure that everyone is given the opportunity to speak and that single individuals or groups do not dominate the discussions.
- encourage participation, the sharing of ideas and the asking of questions.
- use open-ended questions so that people have to say more than “yes” or “no”.
- be seen to be respecting everyone’s views. Body language and tone of voice can be important.
- avoid becoming a participant - this is not the role of the Chair.
- be sensitive to emotions, for example, during an incident de-briefing.
- ensure that decisions and action points are being recorded.
- summarise progress so that everyone is clear about the decisions being made.
- ensure that those attending are informed of any action they have to take.

Successful meetings enable a wide range of views to be taken into account, leading to better decision making. However, decision making tends to be slower and some managers may try to blame problems on committee decisions.

## **HEALTH AND SAFETY**

The management of health and safety is an important part of the day to day operation of all organisations. It therefore needs to be lead and directed by senior managers, who have a direct impact on the attitude and behaviour of their subordinates. It is essential that senior management demonstrates that health and safety is a key priority of their business.

### **Control of Occupational Health and Safety**

Control of occupational health and safety and problem prevention can be achieved by:

- clear procedures and policies.
- Health and Safety inspections which check for faults in systems, equipment, plant and machinery.
- recognition and elimination of hazards.
- separating employees from hazardous substances eg by personal protective equipment.
- changing processes and substances to remove risks.
- safe person concept.
- training workers how to avoid risks.
- properly maintaining plant and equipment.
- good housekeeping practices in relation to toxic substances such as proper storage and usage.
- regular recording and updating of risk register.
- taking into account the design and use of equipment, to avoid such things as employees developing back injuries and repetitive strain injuries.
- regular medical check-ups for staff that are at particular risks.
- analysing accident statistics to identify problem areas.
- introduction of occupational stress policies.

### **Showing health and safety is a key priority**

- Ensuring that health and safety is established as a key business priority.
- Stating that the safety of employees is paramount.
- Showing that safety takes precedence over expediency.
- Involving staff in the development and implementation of health and safety policies and procedures.
- Showing that health and safety legislation is complied with both in the spirit and letter of the law.

- Ensuring managers' commitment to legal compliance is visible, ie demonstrated to employees.
- Involving senior management in monitoring of performance standards.
- Developing a trusting relationship with staff.
- Encouraging co-operation between management and workers.
- Providing resources for managers (time, money and trained staff) to implement, maintain and manage health and safety performance.
- Measuring managers on their achievement of key performance indicators.

### **Health and safety legislation**

Many countries have legislation which set out the responsibilities of employers and employees and is also concerned with visitors to premises.

### **Employer's duties**

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

- have a clear Health and Safety policy which is brought to the attention of all staff.
- ensure that they provide and maintain a safe workplace which uses safe plant and equipment.
- ensure that there are systems in place to identify risks and hazards.
- ensure that there are systems in place to report accidents and near misses.
- 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.
- appoint a competent person as the organisation's Safety Officer.

### **Employees' duties**

To prevent workplace injuries and ill health, employees 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 to 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. Hazards may be physical, chemical, biological, ergonomic or psychological.

### **Examples of hazards and their possible consequences**

- Water on a staircase because staff could slip and injury themselves.
- Loud noise because it can cause hearing loss.
- Breathing in asbestos dust because it can cause cancer.
- Moving vehicles which could collide with people and or equipment.

- Failure to wear protective clothing which could lead to head injuries, burns, fractures, coming into contact with hazardous chemicals and radiation.
- Poorly stacked goods which could fall and injure staff.
- Poorly loaded equipment which could fall and injure staff.
- Working at heights which could lead to a serious fall.
- Moving parts on machinery which could trap limbs or clothing if not used correctly.
- Dealing with emergency situations such as fires, road collisions, which bring a wider range of different hazards.
- Fire appliances which are not properly maintained.
- Lifting and carrying goods in the incorrect manner which can lead to muscular damage.
- Poorly designed workstations which lead to eye sight and strain injuries.
- Excessive workloads which can lead to stress and lack of concentration.

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

### **Risk assessment involves a number of steps**

- Step 1: Identify the hazard.
- 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.

Risk Assessment often also involves a probability rating so that the highest and most likely risks are identified. A Risk Assessment should lead to action and a safety precedence sequence. 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.

### **ALARP principle**

Where Health and Safety legislation is in place, the ALARP principle of risks is expected to be applied. **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

### **Safety Precedence Procedure**

This encompasses:

- the elimination of hazards by the designing out of potential accidents through using alternatives and changing processes.
- substituting safer chemicals for highly toxic chemicals.
- using barriers to separate the workforce from the risk.
- introducing effective safety procedures such as limiting exposure and safe systems of work.
- using warning systems and signs.
- issuing protective clothing and equipment.

## **Safe Person Concept**

An important part of Health and Safety, particularly within organisations such as Fire and Rescue Services is the Safe Person 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 aim to result in a 'safe person' rather than a safe working environment – with operational incidents, it could be impossible to provide a safe working environment. A safe person will follow safe practices whereby they, rather than the environment, control risks.

## **Personal protective equipment (PPE) and measures**

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

## **Reporting accidents**

All accidents or 'near misses' in the workplace should be reported to the employer. The employer 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. It is important that near misses 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.

## **Accident prevention involves:**

- identifying why and how accidents occur and introducing corrective action.
- detailed investigation of very serious accidents.
- 'designing accidents out' of work routines.
- using safety equipment and clothing.
- carrying out risk assessments to eliminate risks.
- using accident statistics to identify trends.
- training and education.
- effective leadership.

## **Ways in which managers can encourage a positive attitude to health and safety:**

- Set a good example.
- Fully understand the organisations Health and Safety Policy and Procedures.
- Be seen to make health and safety a priority in terms of decision making.
- Have regular consultations with staff.
- Make sure staff are aware of their responsibilities.
- Consistently inform staff about safety issues.
- Be aware of the risks in their particular area of operation and take action to eliminate them.
- Identify emerging hazards and ensure that these are assessed.

- Ensure that correct procedures for the reporting of accidents and near misses are followed.
- Be seen to take action where staff are behaving irresponsibly eg not wearing personal protective clothing (PPE) or indulging in 'horseplay'.
- 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.
- Be seen to deal with bullying and harassment promptly.
- Make sure that the correct reporting procedures are followed.

### **Work-Related Stress**

Originally health and safety was 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, organised and managed work helps to maintain and promote individual health and well-being. However, where there has been insufficient attention to job design, work organisation and management, work-related stress can occur. Work-related stress is the process which 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 organisational underperformance - including human error.

### **Causes of work-related stress**

#### **Job insecurity caused by:**

Temporary work and fixed term contracts  
 Economic situation for the industry  
 Development of new technology  
 Political changes  
 Competition within the market place  
 Losing contracts

#### **Organisational Factors**

Lack of a clear job description or chain of command  
 Confused organisational structure  
 Badly managed change.  
 Poor career prospects and lack of development opportunities  
 Poor leadership.  
 No recognition for good job performance.  
 No opportunity to voice complaints.  
 Fear/blame culture.  
 Harassment and bullying in the form of intimidating, malicious or insulting behaviour  
 Conflict-ridden workplace.  
 Little or no recognition by management of work related stress  
 Poor communications  
 Staff feeling unvalued  
 Lack of feedback  
 Need for work/life balance not recognised

#### **Characteristics of the Job**

People having no control or influence over the demands placed upon them.  
 Pressure piling up and being prolonged.  
 Long hours.  
 Working Patterns  
 Heavy responsibilities with no authority or decision making attached to them.

No opportunity to use personal talents or abilities.  
Inadequate time to complete tasks.  
Unpleasant or hazardous working conditions.  
Cuts in budgets leading to increased workloads.  
Demands of the Job  
Lack of a degree of autonomy  
Role conflict  
Changes in skills required to do the job

**Poor/changing working relationships with:**

- superiors
- Colleagues
- own staff
- customers
- suppliers
- other outside bodies

**Preventing work-related stress**

Managers need to take the following factors into account:

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

**Managers can attempt to help employees suffering from work-related stress by:**

- not ignoring the problem.
- ensuring that staff are aware of:
  - what their job involves.
  - what their role is.
  - who is allowed to allocate work to them.
  - changing job responsibilities.
- examining the job to ensure that an employee is not overburdened.
- providing the scope for greater autonomy and control over work.
- setting and agreeing reasonable and achievable targets.
- ensuring that staff have the skills necessary to 'do the job'.
- making staff feel that they can discuss their problems with their line manager.
- encouraging staff to use counselling facilities, where these are provided.
- encouraging the organisation to provide flexible working arrangements.
- Stopping harassment and bullying.
- Dealing with conflict to improve the working environment.
- Improving physical working conditions.
- Encouraging the organisation to provide fitness programmes.
- Negotiating the transfer of the employee to another part of the organisation.
- Conducting return to work interviews so that possible problems can be identified.
- Providing time management training.
- Consulting staff about their patterns of work or any changes to them.
- Ensuring staff understand how their personal and team targets fit into team and departmental plans and priorities.
- Ensuring that staff do not have conflicting targets.
- Creating an atmosphere in which learning and development is encouraged.

- Encourage staff to develop new skills and help them undertake new challenges.
- Encouraging team members to support each other, share information and report incidents of bullying and harassment.
- Ensuring that staff have the right resources 'to do the job'.
- Ensuring that staff receive regular and constructive feedback.
- Holding regular team meetings and team briefings.
- Communicating effectively, especially where major changes are being implemented and let staff influence the proposals if possible.
- Make staff aware of any 'family friendly' policies.
- Being accessible and approachable.
- Ensuring that they themselves have the skills to support staff.

### **Health and Safety Audits**

Health and Safety Audits are carried out to ensure that the whole organisation is meeting its health and safety objectives. Audits examine policies, procedures and safety practices to determine whether they conform to planned arrangements, whether the arrangements are implemented effectively and whether they are suitable for the work carried out by the organisation.

#### **Examination of policies**

This aspect of the Audit assesses the extent to which policies:

- meet legislation.
- are supported by senior managers.
- are committed to by other managers, supervisors and team leaders.

#### **Examination of procedures**

This aspect of the audit assesses:

- the risk assessment processes to ensure that hazards are identified.
- how effectively procedures support the implementation of health and safety policies.
- whether procedures communicate the need for good health and safety practices.
- if accidents are investigated thoroughly.
- the use of data on health and safety to evaluate performance and initiate action.
- the emphasis on the need for safe practices.
- the extent to which health and safety considerations influence the design of working systems and the quality of materials.
- the provision of health and safety training, especially induction training and when working methods are changed or new equipment is introduced.
- the emphasis on having safe systems of work.
- the extent to which managers and others meet the standards which the organisation has set for itself.
- the review processes in place to ensure that procedures remain up to date.

#### **Examination of safety practices**

This aspect of the audit assesses:

- the extent to which health and safety practices across the organisation conform to regulations and legislation.
- how risk assessments are carried out and acted upon.
- Health and Safety objectives and performance targets and actual performance within the organisation.
- how accidents are investigated.

- what action is taken to prevent accidents/ illness reoccurring.
- the evidence to show the commitment of managers and supervisors.

## **PROBLEM EMPLOYEES**

Despite all the theories about leadership, management and motivation it is 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.

Therefore, on occasions, managers can find themselves having to deal with difficult employees who take pleasure in being negative and disruptive. However, other employees have the right to expect that unacceptable behaviour will be dealt with.

### **Characteristics of problem employees**

Problem employees tend to have the following traits:

- Blame other people and things for their mistakes.
- Back-stab, ridicule and gossip.
- Do not co-operate with work colleagues.
- Are condescending, discourteous to colleagues or ignore them.
- Are whiny and moody.
- Show a lack of interest in their work.
- Don't take responsibility.
- Get angry quickly or appear to be constantly angry.
- Constantly have a complaint against the organisation because of some perceived slight.
- Do as little as possible to get by.
- Grumble if asked to do anything extra.
- Become defensive when you offer a suggestion.
- Continually bicker with each other.
- Break the rules.
- Verbally attack when pushed into a corner.
- Give the impression that they are being 'put upon'.
- Ring in sick, arrive late and wander in long after their lunch break is over.
- Slam doors, roll their eyes and kick waste-paper baskets.

### **Dealing with difficult/problem employees**

The following factors have been found to be of help:

- Demonstrate that they do not feel intimidated by their behaviour.
- Do not ignore the problems caused as they will not just go away.
- Monitor the employee's behaviour over a period of time and make notes about their attitude and activities.
- Consider if they are actually doing the work they are employed to do.
- Calmly discuss the difficulties their behaviour is causing, identifying any shortfalls in expected standards of performance and/or behaviour.
- Summarise what they say back to them as this can help to give them a different perspective on a situation.
- If possible, identify the reason for the behaviour and discuss possible remedies.



- Avoid angry scenes, by always standing back from any situation and deliberately pausing before speaking. Direct confrontations never seem to succeed.
- Avoid being enticed into arguments that serve no purpose. In other words, do not allow others to induce stressful situations.
- Use Human Resource procedures where the employee is clearly flouting these.

## **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 (and can often be caused by difficult employees).

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 is not dealt with it festers, it creates bad feelings, it escalates, it gets blown out of proportion, and it creates gossip and rumour. When conflict is not 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 and interpersonal conflicts.
- Heated exchanges between staff – either between staff within the same team or between staff from different parts of the organisation.
- Bullying and harassment, evidenced by low morale, poor performance, absenteeism, high staff turnover, intra-team conflict, aggressive behaviour.
- Disrespect for the team and for customers.
- Clash of values, where each person sees the world from their own perspective.
- Poor selection/pairing of teams.
- Poor performance management.
- Bullying/harassment.
- Perceived discrimination and unfair treatment.
- Unresolved problems from the past - 'old sins cast long shadows'.
- Rivalry between departments or groups.
- Misunderstandings due to poor communication between people, often caused by the inability to articulate needs or poor listening skills.

### **Causes of conflict**

- Personality clashes/warring egos.
- Difficult/negative employees.
- 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 or unfair criticism by their line manager.
- Rivalry between departments or groups.
- Poor communications between departments, groups or individuals caused by inability to articulate needs and/or poor listening skills.

### **Cost of conflict**

- Potential for losing customers as the result of poor service and poor reputation.
- Potential for losing good employees who leave because they do not like the working atmosphere.
- Staff become less motivated, are not willing to take on extra tasks and do not contribute to discussions.
- Valuable time is lost in resolving issues and dealing with queries and complaints because people are not cooperating with each other which can affect the achievement of goals and targets.
- Conflict kills creativity and innovation.
- Decrease in trust and honesty – conflict is increased when members of staff make derogatory remarks towards each.
- Having to work in a toxic atmosphere can lead to demotivation and work-related stress.
- Increase in absenteeism can lead to the need to pay for additional hours or staff.
- Conflict reduces team effort.
- Conflict between colleagues can often result in bullying and harassment complaints and litigation claims.

### **What can managers do to address conflict at work?**

- Do not ignore the signs; the more quickly it is dealt with the more quickly it is resolved.
- Identify the causes so that appropriate action can be taken.
- Do not assume that the conflict is being caused deliberately. It may be due to fear, confusion or lack of motivation.
- Stay calm and professional.
- Let irate employees have their say and give them the opportunity to explain the issues/situation causing them to become angry or frustrated.
- If helpful, use policies and procedures such as the grievance procedure.
- Clearly set out expected standards of behaviour and be a role model.
- Maintain a professional approach, concentrating on issues rather than personalities – deal with the behaviour not the person.
- Never get involved in whining or gossiping.
- Deal with difficult employees effectively.
- Make sure that they communicate with staff on a regular basis. As a manager, they are more likely to be able to interpret the behaviour of employees if they have regular channels for open communication and consultation.
- Listen to the views of employees so that potential problems are identified at an early stage.
- Encourage employee participation so that disputes can be solved at an early stage.
- Try to create a climate of openness and trust. If an employee feels able to approach their manager at an early stage, then problems can often be solved.
- Remind staff of what the job entails, the expected standards of behaviour and explain the relative importance of organisational priorities.
- Make sure that staff have the necessary resources.
- Undertake team building exercises, so that everyone begins to gain the respect of their work colleagues. These may involve activities outside the working day.
- Share their thinking and rationale with their teams at every opportunity.

- Provide a strong model of being a good internal partner.
- Be aware of the 'crunch points' around which heated feelings gather in their teams and organisations.
- Demonstrate to staff that they are capable of dealing with problems.
- If helpful, 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 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.
- Concentrate on investigating areas of uncertainty, which can lead to stress and tensions and try to reduce these.
- Be optimistic and confident, as these attitudes 'rub off' on staff.
- Recognise that one size does not fit all. Different circumstances warrant different approaches.
- Remember that every conflict presents an opportunity for positive change, including the manager reflecting upon his/her own actions and approach.
- Act as good role model in setting the tone for how people respond to each other.
- Resolve conflict between two team members by:
  - identifying the situation.
  - finding out who is involved.
  - listening to the points of view of both parties.
  - evaluate what is said.
  - reach preliminary conclusions.
  - bring both parties together to discuss and defuse the situation and look for remedies.
  - do not allow either party to bring up past problems or anecdotal evidence, but make them stick to the facts.
  - explain that at the end of the day there is a job to be done.
  - use mediation if appropriate.

## **Mediation**

Some conflicts are so entrenched that they cannot be solved by the participants alone and in these circumstances an independent third party or a mediator can sometimes help resolve conflict. Mediation is a process where the mediator tries to help people involved in the dispute to reach agreement. It is an additional tool to deal with disagreements between individuals in the workplace and is a less formal approach than grievance, disciplinary and tribunal procedures. It seeks to provide a speedy solution to conflict and can be used at any stage of a disagreement. The process aims to provide a safe confidential space for those involved to find solutions acceptable to each side.

### **Mediation can be used:**

- where there is conflict involving colleagues on a similar job or grade.
- where there is conflict 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 for example, relationship breakdown, personality clashes, grievances, 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.
- a right or wrong decision that is needed for example in a bullying situation.
- one of the parties wants the situation to be formally investigated.
- one of the parties is suffering from severe stress.

## **Role of the Mediator**

- Identify the issues involved.
- Encourage communication so that everyone involved can begin to see how other people view the situation.
- Encourage people to understand different viewpoints.
- Identify the available alternatives to resolve the various issues in conflict.
- Discuss the options for resolution with all those concerned in the conflict.
- Work out the terms of an agreement acceptable to all.

## **Mediation Process**

- Each participant is given the opportunity to be heard, identify the causes of their conflict and explain their positions and perspectives as they relate to the underlying dispute.
- Each person then has an opportunity to reflect upon the other's viewpoint. The ultimate goal is to have each participant empathise with the other's perspective, even if only slightly.
- Staff involved are encouraged to explore the issues, feelings and concerns of all participants and re-build relationships using joint problem-solving.
- Staff involved are encouraged to understand and empathise with the feelings of those they are in conflict with. Empathy fosters trust, enlightens all the participants and is an essential element in achieving a lasting solution to the conflict.
- Participants are given insights into their own behaviour and that of others, leading to the opening up of opportunities for change.
- Communication is encouraged and the people involved are helped to find a solution that both sides feel is fair.
- Energy generated by workplace conflict is used in a positive way to move things on.

## **Benefits of Mediation**

- Can help to develop new ways of dealing with a dispute, so that the potential for further disputes is eliminated.
- Being a less formal process, those involved may feel less stressed and more amenable to compromise.
- Can help staff to create their own solutions.
- Saves time, expense and the distress of living with unresolved conflict.
- Can help to find positive solutions which are mutually acceptable.
- Enables working relationships to continue, improve and become more productive.
- Can help to re-build working relationships.
- Helps to reduce stress and sickness absence.
- Retains valuable staff.
- Develops a vastly improved working environment for everyone involved.
- People genuinely pool their resources and energies and work together to create a better future.
- Reduces or eliminates the costs of disputes caused by:
  - loss of productivity.
  - manager and staff time spent on formal grievance procedures.

## **TRUST AND CONFIDENTIALITY**

### **Trust**

One cause of conflict can be a lack of trust between employees and their managers. Many organisations recognise the importance of maintaining a climate of trust between staff and managers where staff feel that their manager can be relied on to be fair, open and clear about their expectations of employees. In such circumstances, employees are prepared to 'go the extra

mile'. Trusting environments lead to more innovation, problem solving and the sharing of knowledge.

Lack of trust jeopardises cooperation, prevents information sharing, stifles creativity, can make staff feel vulnerable, exploited or taken advantage of and may lead to high staff turnover.

### **Creating and maintaining trust**

Trust cannot be bought. Trust stems from the behaviour of managers and can therefore be developed and maintained by managers. It can also be destroyed if managers say one thing but do another. Some writers have identified that the foundations of trust are:

- Ability - the competence of the manager.
- Benevolence - concern for others.
- Integrity - fairness and honesty.
- Predictability - consistent behaviour.

### **Ability**

Managers should:

- display that they are competent and know what their job entails or demonstrate that they are acquiring the necessary skills and are willing to ask for help.
- know where the organisation is going and how it is going to get there.
- be prepared to admit mistakes and the learning which has taken place as the result of them.
- keep promises and commitments and should not promise what cannot be delivered.

### **Benevolence**

Managers should:

- discuss problems with staff in a timely manner and try to resolve problems without resorting to disciplinary action, by giving staff time and help to improve.
- use mistakes as a learning opportunity rather than as a reason for allocating blame.
- show empathy with the feelings, needs and motivation of team members.
- be supportive and loyal to their team members and not complain about them 'behind their back' - any issues should be raised directly with them.
- make time available to support, champion and protect their staff.
- be interested in developing their staff.
- treat staff with courtesy and respect, listening to their views.
- not make snap judgements but discuss problems with staff in a calm and discrete manner.
- provide specialist support to staff who may need it.
- recognise the training and development needs of all employees and not just a chosen few.
- praise and thank staff for a job well done.
- give staff credit for their work rather than accepting the credit themselves.
- try to resolve conflict which can affect teams and individuals.
- demonstrate trust in their staff by:
  - empowering them as much as possible on the basis that the person actually doing a job, is the one who knows the most about it.
  - involving staff in decisions which affect them.
  - discussing potential problems with staff and seeking their views.
  - delegating effectively, so that staff do not fear making mistakes.
  - using team briefings to allow staff to participate in decision making.
  - encouraging creativity and the putting forward of new ideas and be seen to positively respond to these.

## **Integrity**

Managers should:

- accept that a climate of trust is not something that will develop overnight.
- give employees an explanation of organisational decisions, even where it may be something the employee disagrees with.
- provide information in a timely manner.
- provide feedback to employees on organisational decisions which will affect their working day.
- ensure staff are aware of the performance targets which need to be met.
- let staff know the standards expected of them.
- ensure that staff are aware of expected standards of conduct.
- gather and check information about problems so that staff know that judgements are based on facts rather than subjective opinions.
- demonstrate a respect for confidentiality.
- show fairness in decision making.
- act fairly and be seen to use agreed human resource policies and procedures.
- ensure that less popular work is equally shared out.

## **Predictability**

Managers should:

- behave consistently on a day to day basis so that staff feel they can believe what they are being told.
- treat all employees consistently, showing neither favouritism nor a bias against any employee.

## **Confidentiality**

One way in which trust can be developed is for managers to demonstrate a respect for confidentiality. The importance of showing respect for confidentiality is that it:

- demonstrates to staff that they are entitled to expect that personal information will be regarded as being confidential.
- can promote trust between staff and their manager.
- reassures staff that sensitive personal information will not be revealed.
- makes staff feel they can approach their manager to discuss any work problems without the discussions being revealed to other members of staff.
- ensures that information is used only for the purpose for which it is given.
- shows that legislation with regard to Data Protection is respected.
- reassures staff that documents containing personal information will not be left where other staff can read them.
- reassures staff that information will be securely stored and 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 and that access is password controlled.
- 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 will be treated with respect.
- 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. In the private sector, it is important that everyone is aware of the importance

of confidentiality in relation to valuable information which could be helpful to a rival organisation. Industrial espionage can greatly affect the profitability and survival of a firm.

## **EMPLOYEE RELATIONS**

The term “employee relations” refers to an organisation’s efforts to manage relationships between employer and employee and describes the working atmosphere/climate in an organisation between staff and management. Employee relations are influenced by:

- the policies, procedures and practices of the organisation and that employees see them as being fair.
- the legal framework which has been laid down by the government of the country. Some national frameworks can be comprehensive whilst others are not.
- whether or not senior managers see staff as stakeholders in the organisation whose interests need to be protected as far as possible or whether they see staff as a necessary ‘evil’, to get work done.
- past history and if this includes strikes and hostilities.
- whether or not Human Resource policies are developed in conjunction with trade unions.
- whether or not contractual documents and major policies such as discipline, grievance and conditions of employment are readily available to staff.
- formal negotiating systems which may involve trade unions, representative bodies and joint consultative committees.
- the relationships/respect shown for trade unions and joint consultative committees.
- the ways in which employees are able to make their voice heard and views known. If the ways are effective then each employee can be an ambassador for, and protector of, the organisation’s reputation.
- the culture of the organisation. In a blame culture, the employee relations climate is unlikely to be a positive and productive one.
- the ways in which managers manage and treat their staff. If an autocratic style is always the norm, then this will adversely affect relationships. However, if staff are respected and seen as a valuable asset, then there is likely to be greater discussion and openness and bad behaviour at any level is challenged.
- the extent to which managers;
  - encourage staff to express their views.
  - induct new staff.
  - ensure staff members are given an Employee Handbook.
  - let staff know what is expected of them.
  - develop good teamwork.
  - provide staff with information.
  - regularly communicate with staff.
  - assist staff with developing personal development plans.
  - show respect for health and safety in organisations where the work can be dangerous.
- the extent to which processes and structures enable employees to contribute to decision making and have a ‘voice’. These can include:
  - upwards communication.
  - attitude surveys to see how staff feel about the organisation, their managers, the job and development opportunities.
  - staff suggestion schemes which enable employees to put forward improvement idea.
  - focus groups and quality circles.
  - team briefings where participation is encouraged.
  - ways in which creativity is encouraged.
  - discussions during appraisal interviews.
  - job design which provides some form of decision making.
  - discussion related to the health and safety procedures.
- managers’ acceptance of the importance of work/life balance.

- the extent to which managers and their staff trust each other.
- the extent to which managers provide staff with information about the role of the team and organisation as a whole.
- how well conflict is resolved or prevented.

## **HUMAN RESOURCES (HR) POLICIES AND PLANNING**

### **Human Resource (HR) Policies**

Human resource policies set out the way in which an organisation intends to manage its employees and in doing so they define the philosophy and values of the organisation.

HR policies provide guidance on how HR issues are to be dealt with and cover the following areas: HR planning, work-life balance, equal opportunity, bullying and harassment, health and safety, use of internet, employee training and development, promotion, redundancy, reward, substance abuse, recognition of trade unions, joint consultative arrangements, managing diversity, ethnicity monitoring, discipline, grievance, smoking etc

### **Role of HR Policies**

- Serve as reference points when Human Resource Management practices are being developed and when decisions are being made about people.
- Help to shape the corporate culture and define 'the way things are done around here'.
- Provide generalised guidance on the approach adopted by the organisation and therefore its employees concerning various aspects of employment.
- Help to ensure that when dealing with matters concerning people an approach in line with corporate values is adopted throughout the organisation.
- Formalised HR policies can be used in induction, team leader and management training to help participants understand the philosophies and values of the organisation and how they are expected to behave within that context.
- Provide the philosophy of the organisation and of its values and as guidelines in specific areas.
- They provide frameworks within which consistent decisions are made and promote equity in the way in which people are treated.
- They provide guidance on what managers should do in particular circumstances.
- Facilitate decentralisation and delegation so that line managers have a role.
- They are often developed in conjunction with trade unions, representative bodies and joint consultative committees and so represent the workforce contributing to policy development and are an important part of the development of good employee relations
- They define the philosophies and values of the organisation on how people should be treated, and from these are derived the principles upon which managers are expected to act when dealing with Human Resource matters.
- The overall policy defines how the organisation fulfils its social responsibilities for its employees and sets out its attitudes towards them. It is an expression of its values or beliefs about how people should be treated.
- Form the basis of procedures, such as Grievance, Discipline, Recruitment and Selection, which set out ways in which actions concerning staff will be carried out. They spell out what must be done and how to do it.

### **Values**

Human Resource policies need to be based on values including:

- treating staff fairly and equally.
- going beyond merely supporting the often minimal requirements of legislation.



- taking into account personal circumstances, such as the need to recognise work life balance (see below).
- promoting learning and development for everyone.
- an emphasis on performance management so that staff know what is expected of them and are given feedback in an appropriate way.
- recognising the importance of the quality of working life through well designed jobs, team work, lack of bullying and harassment, stress being recognised and safe, and where possible, pleasant working conditions being provided.
- a commitment to equality and diversity (see below).

## **Work-Life Balance**

The concept of work-life balance is based on people having a measure of control over when, where and how they work. It is achieved when an individual's right to a fulfilled life inside and outside paid work is accepted and respected.

### **Demonstrating a Commitment to Work-Life Balance**

Many organisations see it as important and beneficial to assist employees in achieving a balance between work and home life responsibilities and demonstrate this by:

- recognising that putting in place practices which promote work-life balance will benefit the organisation.
- recognising that individuals will often work best when they are able to balance work with other aspects of their lives.
- identifying the joint responsibilities of employer and employee so that workable solutions can be developed.
- developing appropriate policies which meet both the needs of the organisation and the individual.
- demonstrating leadership and ensuring that managers make their staff aware of the facilities available and react positively to requests.
- providing facilities such as:
  - increasing part-time opportunities for permanent staff.
  - permitting flexible working, such as home/remote working, term time only contracts.
  - making job sharing available.
  - enhancing training opportunities for potential managers.
  - developing awareness training for senior managers, emphasising the benefits of developing all staff.
  - introducing career breaks.
  - providing or paying for crèche facilities for employees.
  - ensuring that an individual's rights (eg training opportunities, promotion prospects, pensions, holidays etc) are not disadvantaged because the job holder is a part-time employee or has gaps in their service with the organisation.

## **Equality and Diversity**

Equality and Diversity are important aspects of a Human Resources policy.

**Equal opportunities** - emphasises the structures, systems and measures of groups within society and within organisations. Equal opportunities are about addressing representation and balance and are about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. In many countries the concept is backed by legislation designed to address unfair discrimination based on membership of a particular group.

**Diversity** - is about recognising and valuing difference in the broadest sense. It is about creating a working culture and practices that recognise, respect, value and harness difference for the benefit of the organisation and individuals.

**Equality and diversity** are related to the actions and responsibilities of everyone - users of services, work colleagues, employees, people in other organisations and the public in general. It is the responsibility of every person to act in ways that support equality and diversity.

**Valuing and promoting equality and diversity** is central to the effectiveness of Fire and Rescue Services and their ability to protect the public through fire prevention, fire protection and emergency response.

### **Characteristics of organisations committed to Equality and Diversity**

- Strive in the workforce and in service provision to reflect the richness of diversity that exists in society and includes people of different abilities, ages, bodily appearances, classes, castes, creeds, cultures, genders, geographical localities, health, relationship, mental health, social and economic statuses, places of origin, political beliefs, race, religion, sexual orientation and those with and without responsibilities for dependents.
- Stress the importance of all staff and service users being treated with respect and dignity.
- Carry out Equality Impact Assessments to ensure that policies and procedures do not discriminate in any way.
- Strive to be seen as providing a service for all sections of the community and understanding the needs of different communities.
- Have processes in place to engage with different communities.
- Recognise which groups are particularly vulnerable to deaths caused by fires and promote fire prevention and safety.
- Provide targeted information to meet the needs of different communities.
- Work with hard to reach groups to prevent attacks on firefighters.
- Work with other agencies to improve services to all sections of the community.
- Use surveys and consultation exercises to measure performance.
- Be outward looking and learn from good practice used by other organisations.
- Ensure that managers are aware of their role in promoting equality and diversity.
- Emphasise the importance of treating everyone with dignity and respect and acknowledging others' different perspectives.
- Recognise that if equality and diversity are not an integral part of the culture of the organisation then discrimination may occur.
- Put in place policies and procedures to prevent discrimination, bullying and harassment and reinforce that this type of behaviour is seen as being unacceptable.
- Have open and transparent recruitment and promotion procedures.
- Ensure that the organisation has the required skills by recruiting from as wide a pool of potential applicants as possible.
- Recognise the need to counteract the effects of past discrimination and to abolish stereotyping.
- Set targets for the recruitment of staff from under-represented groups and use management information to monitor progress.
- Support the recruitment, promotion and development of under-represented groups in the work force by:
  - recognising which groups are under-represented.
  - finding out the reason for under representation.
  - finding out what the perceived barriers are.
  - meeting with people from under-represented groups to discuss possible concerns and misconceptions.
  - ensuring that under-represented groups form part of any general consultation processes.
  - demonstrating how respect for cultural issues are in place such as prayer room facilities.

- Recognise that they may have to take positive action to attract job applicants from under-represented groups. In the United Kingdom, many Fire and Rescue Services provide 'Taster Sessions' and 'Have a Go Days' for females and members of black and minority ethnic communities who could be interested in becoming firefighters. Some also provide information on fitness standards, so that people can work to achieving these prior to applying.
- Strive to ensure that all staff feel accepted, supported and valued.
- Emphasis on all staff achieving their full potential.
- Be prepared to make reasonable adjustment for disabled employees and potential employees who have a disability.
- Provide personal development opportunities in the form of secondments, special projects and other opportunities to undertake new challenges and extend experience in managerial roles where certain groups are underrepresented at managerial levels.
- Recognise the benefits of having a diverse workforce, which includes:
  - 'opening doors' for staff into different communities
  - improving relationships with communities and assisting with promoting fire prevention and health initiatives.
  - employees developing valuable skills in relation to working with a much wider group of people.
  - improved customer care and market place competition.
  - increased competitiveness through staff understanding the needs of different customers and markets.
  - the organisation being seen as complying with legislation where this is in place.
  - the organisation having a positive 'brand image'.
  - an enhanced corporate image and reputation through maintaining ethics and values.
  - the organisation being perceived as giving something 'back' to the community, which in turn increases its reputation.
  - respect from employees for those who they perceive as being different in some way.
  - different ideas, views and experiences being brought into the organisation.
  - a greater skills base and dissimilar mind sets enhancing flexibility, creativity and innovation.
  - the organisation being seen as an employer of choice to attract and retain talent.
  - creation of an inclusive culture, rather than one dominated by a particular group.
  - improved morale and motivation because staff feel part of the team, rather than the 'odd one out'.
  - reduced turnover and increased retention, because staff do not feel they have to be a 'clone' of the workforce majority.
  - reduced recruitment costs.
  - managers recognising the importance of being a positive role model.
  - improved knowledge and skills within managers which in turn creates increased confidence and the ability to resolve performance issues.
  - increased objectivity and removal of old fashioned perceptions of favouritism and 'jobs for the boys'.

## **Grievance procedure**

There can be few workplaces that can claim to have the perfect working environment and a workforce which is entirely happy. Every workplace has its problems.

A grievance is a complaint by an employee about his/her employer, relating to action taken or which is going to be taken, which affects them.

Most organisations have systems in place to allow employees to raise issues which concern them, including those related to workplace conflict.

**The value of a grievance procedure lies in the fact that it:**

- recognises that employees may have legitimate grievances which need to be responded to promptly and sympathetically.
- provides a route for informal resolution in the first instance with more formal proceedings if necessary.
- can be a way of clearing up tensions and conflicts.
- allows an employee to raise issues of concern with the management of an organisation.
- allows employees to explain what they would like to see happen to resolve the situation.
- 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 organisational life.
- reassures staff they do not need to suffer in silence.
- 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.
- represents good human resource management and employee relations practice in that it ensures consistency, transparency and fairness in the handling of problems.
- allows an employee to be supported by a friend or trade union representative.

## Stages

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 three stages:

- **Informal stage.** The employee raises a grievance with immediate line manager. At this stage the role of the manager is to:
  - listen to the facts being presented.
  - obtain the employee's side of the story.
  - ask questions to obtain clarification as staff may feel upset or emotional and may not always present things in a clear way.
  - summarise the problem so that it is clear.
  - check the situation with anyone else involved.
  - consider what action could be taken and what the consequences could be. The aim being to find a 'win-win' solution.
  - reply to employee who has submitted the grievance and record the facts and the decision taken for future reference.
- **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.

## Records

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.

## **Statement of Particulars**

The relationship between an employee and employer is a contractual one. The employee agrees to provide skills for which they are paid by the employer. In many countries, employment law requires employees to be given information about their main terms and conditions which sets out what an employee can expect and what an employer needs to provide.

The written statement shows that an employer is committed to good employee relations and ensuring there is a transparent, fair and consistent approach to employment matters.

### **Statements of Particulars tend to contain the following information:**

- Name of employer and employee.
- Starting date of employment.
- Commencement of continuous service.
- Title of the job the employee is expected to do.
- Rate of pay or how it will be calculated.
- How often the employee will be paid eg weekly or monthly.
- Hours of work.
- Holiday entitlement.
- Sick pay provisions, if any.
- Pension and Pension Schemes.
- The length of notice the employee must give or be given.
- Disciplinary rules.
- Training Policy.

## **Recruitment and Selection**

Recruiting and selecting the right people is of paramount importance to the continued success of all organisations. Sometimes recruitment takes place as the result of workforce planning whereby the organisation has identified a number of staff likely to retire or leave to achieve a better paid job or the need for additional staff due to increases in workload or the need for new skills due to changes in the role of the organisation/changes in the wider business environment, ie political, economic, social, technical, legal or environmental changes.

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 employee's salary to recruit them when the money spent on recruitment, a manager's time and training are taken into account. Effective recruitment and selection procedures are therefore important for all organisations.

However before a vacancy is actually advertised, it is always a good idea to evaluate whether or not the post actually needs to be filled and to determine whether or not a job description and person specification must be re-written due to changes required in the job role. All organisations change over time so the same type of role may no longer be needed.

The 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 policy should be geared to attracting and selecting staff that are most able to contribute to the achievement of organisational objectives.

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 either electronically or in paper form.

Selection consists of the stages and processes involved in choosing from the applicants a suitable candidate(s) to fill a post.

## **Job Analysis**

The recruitment process often begins with job analysis. The job analysis identifies the key requirements of a job:

- Job title.
- Who the employee's line manager is.
- What the employee is responsible for.
- The role and duties of the employee within the organisation.

### **Job Analysis is used to:**

- assist with the development of job descriptions and employee specifications based on the job description.
- identify training requirements where specific 'in house' training will be required (normally a person with the right skills will be recruited so that they are already 'pre-trained').
- identify the type of equipment and materials which are needed, particularly where it is a new post.
- identify health and safety issues.
- 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.

In developing a job description, the information from a job analysis exercise may also need to be combined with organisational requirements, such as being a team player, ability to develop productive working relationships with other organisations and good leadership and motivational skills.

## **Job Description**

The drawing up of a job description is a key element in the recruitment process as it lets potential employees know what the job involves and how it fits into the organisation.

### **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/Person Specification**

For the right person to be recruited and selected, the job description needs to be used to draw up an employee/person specification. This is a document which sets out the knowledge, skills, abilities and competencies needed for someone to successfully carry out the duties of the post. The following criteria are often used in drawing up an employee specification:

- Knowledge, Skills, Abilities and Competences. These might indicate the need for candidates to undertake tests as part of the selection process.

- Type of behaviour required which links to the core values of the organisation eg good team player, commitment to equality and diversity.
- Qualifications and training.
- Experience, which is relevant to the post.
- Special requirements such as unsocial hours.
- Specific requirements such as project management abilities.

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 familiarisation period.

The job description and employee specification enable an organisation to ensure that it has the right set of skills and also enables potential candidates to decide if they are 'right for the job'.

### **Application forms**

Many organisations use standard application forms which require candidates to provide the following information:

- Personal details.
- Education and qualifications.
- Specialist training.
- Employment history.
- Statement in support of the application based on the employee/person specification.
- Details of referees.

Nowadays, many application forms are made available online.

### **Internal versus external recruitment**

Recruiting people to fill particular vacancies can be done either internally by recruitment from within the organisation or externally by recruiting people from outside the organisation.

#### **Advantages of internal recruitment:**

- The person already knows the organisation, its culture and how the organisation operates and should therefore need less training and induction.
- Expensive advertising is not required.
- The employee already knows the people they will be working with.
- There is less disruption caused.
- Internal promotion can encourage motivation and shows staff that they can progress; many organisations have a policy of building leaders from within.
- 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 good at interviews.
- The organisation may be able to re-structure the workforce by examining if the resultant vacancy, caused by internal recruitment, needs to be filled.

#### **Disadvantages of internal recruitment:**

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

### **Advantages of external recruitment:**

- It is possible to draw upon a wider pool of talent.
- It provides the opportunity to bring new ideas and experience into an organisation.

### **Disadvantages of external recruitment:**

- It can be more costly.
- 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.

### **Advertising**

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

- Name of the organisation.
- Title of the vacancy.
- Salary.
- Brief details of the job.
- Key details of the person specification.
- The necessity for a criminal records check, if required.
- Duration of the appointment, if fixed term.
- How to obtain further particulars of the vacancy.
- 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 organisation's commitment to equality and diversity.

The advertisement needs to be placed in suitable outlets to have the most impact. These could be social media, professional networks, local newspapers, national newspapers, trade publications, internet, colleges and universities. In recent years, there has been an increase in online advertising and applications.

Many organisations send out information packs to those who respond to the job advertisement and these enable candidates to decide if they can fulfil the needs of the post and 'fit in' with the culture of the organisation.

An effective advertisement will, generate interest, attract potential candidates, create and maintain interest and prompt people to apply and be cost effective.

### **Short-Listing**

Short-listing takes place after the closing date for applications. It involves the assessment of completed application forms against the employee specification to identify the candidates who appear to be the most suitable.

Many interview panels sift candidates on the basis of the essential requirements and do not consider those who do not possess these. Those who meet the essential requirements can then be sifted on the basis of the desirable criteria to provide a short list.

The short-listing panel members should have been identified in advance with the interview date having been identified as this streamlines the process and reduces delays in the filling of the vacancy. Ideally the panel should have both male and female members. 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. A well constituted and trained panel will have knowledge of the skills needed and be able to ask searching questions to enable the best candidate to be chosen once all short-listed candidates have been interviewed.

Having an effective short-listing panel in place, which has the necessary skills, helps to ensure that only those who meet the needs of the employee specification go onto the interview stage.

## **References**

At this stage many organisations send for references for the short-listed candidates. Appropriate referees are those who have direct experience of a candidate's work, education or training, preferably in a supervisory capacity. A reference should 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, unauthorised 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.

## **Interview arrangements**

Letters or e-mails need to be sent to short-listed candidates and should include:

- the date, time and place of the interview.
- how to find the interview venue.
- a request for candidates to 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 (eg examples of work).
- a request that they bring evidence of their qualifications to the interview.

## **Interview structure**

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 also be helpful to decide the expected answers to questions to help with the selection of the best candidate.

## **Purpose of an interview**

The purpose of a selection interview is to obtain information about a candidate, which will give an indication of future performance in the role they have applied for in comparison with other candidates. The aim being to obtain information to decide the extent to which a candidate meets the requirements of the employee specification and how they will 'fit' into the organisation. The decision on the best candidate is taken at the end of interviews, when information on all candidates is available and not during an interview.

## **The interview process needs to provide the answer to three questions:**

1. Does the candidate have the right skills, knowledge, behaviours (competence) and experience necessary to do the job?
2. Is the candidate motivated to do the job?
3. Will the candidate 'fit' into the organisation?

### **A selection interview normally has five parts to it:**

1. Welcome and introduction.
2. Obtaining information about the candidate through a pre-planned list of questions which allow the analysis of skills, knowledge, behaviours and experience already gained. This enables interviewers to look for areas of strengths and weaknesses.
3. Ensuring that discriminatory questions are not asked.
4. Providing information to the candidate.
5. Answering questions put by the candidate.

### **Effective interviews have the following characteristics:**

- Held in an appropriate room and are free from interruptions.
- Well-planned and controlled by the chair of the panel with other members being clear about the selection criteria that are to be used to assess candidates, the information which needs to be obtained and the areas from the employee specification they are responsible for.
- Timetabled so that each candidate has an equal amount of time and not too many candidates are seen on the same day and time is left between interviews to enable panel members to write up notes.
- Structured so that there is logic and sequence to the asking of questions rather than a 'scatter gun' approach and all candidates are asked the same questions.
- Questions are planned in advance so panel members are not guessing what they should ask.
- Questions build on the information provided in the application form.
- Panel members have familiarised themselves with the contents of the employee specification in advance.
- Candidates are informed about the structure of the interview.
- Has the right atmosphere in which the candidate feels comfortable. This can often be achieved by initially asking general type questions.
- A good relationship is established with the candidate and is free from displays of personal prejudice by panel members.
- Covers all the necessary ground in terms of the information which is needed from the candidate and does not allow them to 'gloss over' the facts.
- Panel members avoid asking multiple questions in one sentence.
- Panel members listen to the answers provided by candidates so that a fair assessment can be made.
- Enables the candidate's strengths and weaknesses to be assessed.
- Ensures that questions are clear and unambiguous.
- Ensures that no discriminatory questions are asked.
- Obtains examples from the candidate of how they have used the required knowledge, skills and abilities.
- Is well controlled to prevent the candidate:
  - dominating the discussions.
  - following his/her own interests.
  - interrupting the interviewer.
  - spending too long over their replies.
  - repeating things they have already covered.
  - patronising the interviewer.
- Allows time for the candidate to ask questions and receive answers.
- The candidate is thanked for attending.
- Notes on the candidate are written up to enable a comparison of candidates when deciding on the best candidate from those interviewed. Some organisations use a scoring template based on the job description and employee specification.

## **Interview questions**

Interview questions consist of two types: closed questions and open questions.

**Closed questions:** these types of questions are used to obtain purely factual information about dates and post(s) held, or where a 'yes' or 'no' answer is all that is required eg:

- Can you drive?
- Did you work for Company A for ten years?
- Were you a supervisor for 12 years?

**Open questions:** these types of questions are often used to obtain information from candidates about the skills, knowledge and behaviours (competence) already achieved and how these have been applied in an existing job role and/or could be transferred to a new job. Examples of open questions include:

- How would you encourage your staff to meet team targets?
- How would you encourage your staff to put forward ideas?
- How do you currently monitor progress?
- What key skills do you use in your work?
- Describe a typical problem which you have had to resolve.
- 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?
- What new skills have you developed in your current job?
- Describe a project you have recently been involved in.
- Can you explain what you would do in the following situation, eg dealing with an employee who is performing poorly.
- Can you explain the gaps in your employment record? Why do you only seem to stay in a job for around 12 months?

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

Candidates also need to be given the opportunity to ask questions about the role and the organisation as this helps them decide if they would 'fit into' the organisation and whether or not to accept the job if it were offered to them.

## **Knowledge and skills needed by panel members**

- Ability to establish a good relationship with the candidate and put them at their ease. A good rapport will encourage candidates to speak freely and provide more information. Body language can also be important. Looking alert and interested is likely to achieve a better response than looking bored.
- Listening skills and giving feedback to the candidate eg summarising what is understood by their answers.
- Maintaining continuity so that there is logic to the interview and information is built up.
- Keeping control so that the candidate does not dominate the interview and ensuring that the candidate does not waffle.
- Taking notes to record the main points of the interview - some organisations use pre-prepared forms for panel members to complete.
- Closing the interview and explaining the next steps to the candidate.

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

## **Selection Tests**

Where candidates need particular skills, practical testing may be needed. Practical tests could include:

- simulated work scenarios such as role play.
- providing samples of previous work.
- personality and intelligence tests.
- real work simulations to test their abilities.

Some organisations also carry out a medical health check on short listed candidates to ensure that they are physically fit to meet the needs of the post.

## **Advantages of interviews as a method of selection**

Selection interviews enable panel members to:

- meet the candidates face to face and assess how well they will 'fit' into the organisation.
- ask probing questions about the candidate's experience.
- consider how the candidate's knowledge, skills, experience and competences meet the needs of the job.
- describe the job and the organisation to the candidate.
- give candidates the opportunity to ask questions about the organisation, terms of employment and training opportunities and assess the organisation, interviewer and the job.
- carry out a **competence based interview** where it is important that potential employees possess specific competences to enable them to meet the requirements of the role. Competences can be a particular practical, analytical or managerial skill such as decision making using information, interpersonal skills, staff motivation, budgetary control, managing resources such as materials and buildings, performance management, problem solving. In this situation, the panel members are able to:
  - ask a series of questions based on specific criteria related to the required competence.
  - collect evidence about relevant aspects of experience on the basis that past performance is a good indicator of future performance.
  - examine the results from practical skills tests.
  - ask candidates to explain how they dealt with, or would deal with, particular situations.

## **Disadvantages of interviews as a method of selection**

Interviews do not always produce the required results because:

- the performance of a candidate in an interview situation does not always give a reliable prediction of how they will perform in the actual job. Some people have good communication skills and are good at expressing themselves during interviews.
- the measurement of the same things across all candidates does not always produce reliable results.
- the choice of a candidate can be very much influenced by the views of the panel. One or more of the panel members may have a particular bias or make subjective rather than objective judgements.
- if panel members have poor interviewing skills, then the wrong candidate could be selected.
- if the interview is unstructured then the panel is unlikely to make the best decision.

## **Making a Decision**

To ensure that the process is fair to all candidates, many organisations use a scoring system so that the post is offered to the person who gains the most marks, taking into account their application form, interview and test results where applicable.

The panel members determine the best candidate. However, any offer of appointment is usually subject to qualification certificates having been verified and satisfactory references having been obtained. The conducting of properly organised interviews ensures that all aspects of a candidate are effectively assessed and also reflects upon the image of the organisation.

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 organisations offer feedback on the interview.

In many organisations, obtaining references, the checking of qualifications and making job offers is carried out by the Human Resources department. The HR department tends to include 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.

## **Effective Recruitment and Selection Processes**

An effective recruitment and selection process ensures that the most appropriate candidate is selected and enhances the reputation of an organisation. A process which is badly organised or appears to be unfair or discriminatory can result in the selection of the wrong candidate and reduces the reputation of an organisation. The effectiveness of the recruitment and selection procedure can be assessed by:

- the number of suitable candidates who submit an application.
- the performance of successful candidates once they are in post.
- the time taken to recruit appropriate candidates and the cost.
- retention rates ie how long people stay with the organisation once recruited.

The main aspects of recruitment and selection are set out below in the form of a checklist.

### **Recruitment and Selection Checklist**

- Review the need for the job.
- Review and revise the Job Description and Employee Specification.
- Review the rate of pay and conditions of service.
- Prepare the advertisement 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.
- Identify date(s) for short-listing to ensure that panel members are available.
- Plan the interview arrangements – devise interview questions, selection tests, presentation details and set date(s), book interview room.
- Prepare the short-listing form.
- Complete short-listing process.
- Invite candidates for interview.
- Request references.
- Conduct the interviews/selection tests/presentations etc.
- Make the selection decision and notify the successful candidate.
- Complete any documents required by the Human Resources department.
- Write to unsuccessful candidates.

## **Job Evaluation**

In any organisation there is general recognition that some jobs are worth more than others. Job evaluation is a method of determining, on a systematic basis, the relative importance of a number of different jobs which avoids prejudice and discrimination.

### **Job evaluation is used to:**

- assess jobs not individuals so that personalities are not taken into account.
- identify the relative value of jobs within an organisational structure.
- determine pay and grading structures by linking pay to the requirements of the job.
- help to identify the appropriate rate of pay for specific jobs.
- help to identify the need for more or less skilled workers.
- ensure a fair, transparent and equal pay system.
- compare rates against the external market.
- enable an organisation to meet the requirements of equal pay legislation.

Managers are very often involved in job evaluation exercises both in terms of keeping staff 'in the picture', 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 organisations. Examples of analytical schemes include Points Rating, Factor Comparison and Analytical Job Matching.

**Points rating:** this is the most commonly used method. The key elements of each job, which are known as 'factors', are identified by the organisation 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 value. After the worth of a job has been identified, the points can be converted into monetary value in terms of hourly rate or salary.

Factors assessed usually include:

- knowledge and skills – the level needed to perform a job satisfactorily.
- people management – the number and types of staff managed.
- communication – the range of people that the post-holder needs to communicate with eg staff, customers, politicians, employees of other organisations etc.
- decision making – complexity of thinking required and the types of decisions made.
- amount of supervision received/autonomy – is the post-holder closely supervised or do they have the freedom to shape their own work and that of their team.
- financial responsibilities – amount of budget the post-holder is responsible for and the limitations on their spending authority.
- working environment – the extent of any dangerous or unpleasant conditions.
- impact on the organisation – the position of the job within the structure and/or where it is a specialist role or a role which is one of many similar roles.
- physical demands of the job – whether strength and stamina are needed.

**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.

**Analytical Job Matching:** this method involves identifying a number of 'benchmark' roles, which are subject to detailed analysis, placing them in a particular pay band, and then comparing other jobs against them. For example if Job A is in Band 3 and Job B is a comparable job then it will also be placed in Band 3.

The advantage of analytical schemes is that each factor is considered before a value is applied and evaluators are given guidelines to help ensure consistency and fairness, but they can be expensive to operate.

### **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 organisation in order of their importance, or the level of difficulty involved in performing them, or their value to the organisation. Judgements are then made about the roles based on aspects such as the scope and impact of the job, the 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 organisation. It is a relatively simple method of job evaluation and easy to operate but does involve some degree of subjectivity and works best in organisations with a clear structure.

Some organisations divide the ranks into grades with the number of grades depending on the needs of the organisation. A simple example of ranking is the following:

- Executives
- Skilled workers
- Semi-skilled workers
- Unskilled workers

### **Job grading/classification**

The salary grades are identified first along with the broad characteristics of each grade. Benchmark jobs are selected for each grade with all other jobs being compared against the benchmark.

It is a simple system to operate but relies heavily on the credibility of the initial grades. It can be difficult to write all-inclusive descriptions of a grade and it can be difficult to use in complex organisations and those with a wide range of specialist posts.

### **Employee relations issues**

Whenever a major job evaluation is to be undertaken it is important that staff are made aware and that in unionised environments, 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 organisation.
- it should be an ongoing process.
- staff may not agree with the weighting allocated to different factors.
- it is not always easy to identify all of the factors that make up a job and staff may feel that important aspects have been ignored.
- where a role is going to be downgraded, or where staff feel the evaluation was incorrect, there needs to be some form of appeals process.
- a complex scheme will need very detailed job descriptions to be drawn up.

## **Human Resource Planning**

Human Resource Planning is concerned with having the right people with the right skills in the right place in order to implement organisational strategies and achieve organisational objectives. In the public sector many objectives will come about as the result of government policy; in the private sector objectives will be related to the need to survive and prosper within a competitive environment.

Sometimes a SWOT analysis of the employee situation is carried out.

Effective human resource planning involves the recruitment, retention and deployment of people and where necessary the dismissal of staff.

### **Successful human resource planning involves:**

- **a gap analysis covering:**

- the skills which the current workforce has.
- the kind and amount of staff and the skills needed to meet the future plans of the organisation. This may require more or less skills or more or less of certain types of employee.
- the gap between current skill levels and those which are required in the future.
- the time span over which people are required.

- **identifying ways of meeting the needs of the organisation including:**

- staff turnover within the organisation and, if this is too high, how can it be reduced eg:
  - What is the overall employment situation in the area?
  - Does the organisation have the right culture, good managers and leaders?
  - Does the organisation have family-friendly policies?
  - Are jobs well designed?
  - Are pay rates competitive? Can physical working conditions be improved?
  - Is the accident rate too high?
  - Is there a good induction process?
  - Is the age profile such that there is a large number of staff nearing retirement age?
  - Do rival organisations offer better pay and terms and conditions of employment?
  - Are there difficulties in recruiting particular types of staff that could be overcome by apprenticeships and training programmes?
- are there succession planning arrangements in place to ensure that staff are able to be promoted to more senior posts? The appraisal system can identify those with potential.
- guidance, encouragement and support given to staff to enable them to fulfil their potential within the organisation.
- career development arrangements and roles in the organisational structure, which enable staff to develop managerial skills. For example, promotion from within, visible career paths which enable people to move from front line posts to the top of the organisation.
- performance appraisal, lateral moves to gain additional experience, assessment centres, personal development planning, knowledge sharing and use of multidisciplinary teams.
- ways of meeting shortfalls internally for example, by providing staff with training to acquire new skills, promotion, use of overtime, increasing productivity, increasing flexibility, multitasking, redeployment etc.
- any plans to change the culture of the organisation which could result in staff with different attitudes, skills and beliefs being needed.
- any plans to restructure the organisation which could involve new areas of work, moving from a centralised to a decentralised structure, delayering, introduction of new technology.
- the time it could take staff to acquire the necessary skills.



- ways of meeting shortfalls externally by recruitment on either a temporary or permanent basis, use of consultants etc. External recruitment will be influenced by the demand for the required skills outside the organisation.
- how a mixture of internal and external solutions may be needed.
- turning around a failing organisation ie ways of reducing the size of the workforce if the organisation is contracting in size. These could include voluntary redundancy on the part of older staff, enforced redundancy or staff agreeing to reduce their hours of work.

The more complex the organisation, the more complex the human resource planning system will be.

All organisations operate in a dynamic environment and so human resource planning is usually a continuous process. Human resource planning has a major influence on the recruitment and selection of staff.

## **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, managers may need to respond to a complaint received from a member of the public or customer, a disciplinary investigation, a grievance which could not be resolved at earlier stages or health and safety investigations. Investigations can also be used to look at new ways of working or to examine work methods used by other organisations.

The purpose of any type of investigation is to establish facts which can then be used as the basis for making a decision. An investigation may also be used to identify ways to improve the organisation.

### **Whatever the type of investigation, a manager needs to:**

- identify the scope of the investigation ie what is to be investigated.
- identify the boundaries of the investigation and limits of power and responsibility.
- identify the timescale involved.
- familiarise themselves with background information and any confidential issues.
- identify those who can provide relevant information.
- arrange interviews to gather information.
- validate the information by consulting experts and checking policies and procedures.
- identify and read relevant records.
- identify sources of specialist advice such as HR staff, health and safety staff and technical experts.
- use open questions when eliciting information rather than ones which just require a 'yes or no' answer.
- keep people informed of the progress of the investigation and any expected delay - investigations can be a stressful situation for staff.
- ensure the confidentiality of information where sensitive situations are involved.
- identify and follow relevant organisational policies and procedures.
- act within the limits of authority.
- ensure that research is objective.
- ensure that information is provided in the required format.

### **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. It is important to use words familiar to the reader and avoid jargon (which is specialised or pretentious language). If any new terms are introduced, these should be defined for the reader.

**Format for the presentation of information:**

- Front page giving the title and the name of the author(s).
- Table of contents.
- Summary including:
  - 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 including:
  - What 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 and covering:
  - a clear summary of the main points.
  - an outline of the findings of the research and shows that the information used is valid and supports the conclusions.
  - a clear differentiation between fact and opinion.
  - an identification of potential ‘knock on’ effects on the organisation, where changes to policies are being considered.
- Recommendations should:
  - be written in descending order of importance.
  - emerge from the conclusions.
  - identify what is to be done, by whom, when and how.
  - facilitate decision making.

A checklist is shown below.

**Report writing checklist**

- 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?

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<p>Fire and Rescue Service - Partnership Working Toolkit for Local Area Agreements.</p>	<p>Published by the Department of Communities and Local Government</p>
<p>HSG 65 Successful Health and Safety Management  <a href="http://www.hse.gov.uk/pubns/priced/hsg65.pdf">http://www.hse.gov.uk/pubns/priced/hsg65.pdf</a></p>	<p>UK Health and Safety Executive</p>
<p>An Introduction to Total Quality Management</p>	<p>Glenys Southworth            Published by the IFE</p>
<p>Articles on Debriefs entitled 'Open Minded'</p>	<p>Dave Dowling            Published in the FRM Journal December 2010/January 2011 edition            Fire Prevention Association</p>

## IFE Study Guide

This is the end of the book and the Examination Team hope that you have found the contents useful.

Guidance on answering examination questions can be found in the IFE Study Guide which is available on the IFE website. However, **three** very important tips are:

- Read the question carefully.
- Remember that you will be being asked to apply knowledge to answer a question and not just a list of facts.
- Look at the marks allocated to the question and allocate your time and effort accordingly. For example, if the question is in 3 parts and the first part only carries 2 marks, then do not waste time by writing an answer that consists of 4 sides of A4.

Unit 5 Level 4 Candidates are also expected to show a higher level of analysis than those sitting the Unit 5 Level 3 combined syllabus paper.