Certificate in Supervisory Management

ITOL

INSTITUTE OF TRAINING & OCCUPATIONAL LEARNING

ITOL
PO BOX 1969
Liverpool L69 3HP
T: 0845 475 1969

Home Study Certificate
in Supervisory Management

Section 1. Self-Awareness

Section 2. Effective Communication

Section 3. Time & Stress Management

Section 4 Essential Skills; – Mind Mapping

Section 5 Essential Skills – Building the Team

iTOL

INSTITUTE OF TRAINING &
OCCUPATIONAL LEARNING

Section 1. Self-Awareness

Introduction
What makes a good manager
Developing through feedback
Beliefs and Values
Understanding your motivation
Work/Life balance
Developing emotional competence
Self-Development
Getting support
Personal development plan
Creating change

iTOL
INSTITUTE OF TRAINING &
OCCUPATIONAL LEARNING

Introduction

Most of the workbooks in this series focus on the external world of management enabling new managers to develop skills in managing people, finances, projects and services. This workbook is a little different as it focuses primarily on how you manage and develop yourself in your role as a manager, developing an awareness of your internal world. This is based on the belief that who you are as a person very much affects the way you act as a manager and that in order to improve the way we manage others we must firstly learn to manage ourselves.

This workbook aims to develop your capacities for self-management and self-development in particular to help you:

- Develop self-awareness
- Identify values held by you and your organization, and how to deal with mismatches
- Understand your motivation and how this influences your expectations and behaviour
- Evaluate your work/life balance and any steps needed to improve this
- Understand a framework of emotional competence and steps to becoming more emotionally aware, and to manage emotions in yourself and others
- Develop your capacity for learning from experience and for self-development
- Identify your support needs and networks and how to improve these
- Carry out a SWOT analysis on your potential as a new manager and use this as the basis for forming a Personal Development Plan
- Identify how you can encourage change in others

iTOL
INSTITUTE OF TRAINING & OCCUPATIONAL LEARNING

What makes a Good Manager?

Let's begin by looking at what makes a good manager. Most people agree that there are a number of ingredients to this including:

- Personal qualities – these are attributes or 'personal competences' like self-awareness, self-belief, self-management, the capacity to learn, personal integrity.

- Inter-personal abilities – this covers everything associated with being 'good with people' such as sensitivity, listening, expressing oneself well.

- Knowledge – this is knowing **about** things - for example your organization's history and policies, technical expertise in fields such as mental health, housing, equalities legislation.

- Skills – this is knowing **how to do** things (sometimes called 'functional competences') such as interviewing, budgeting, planning, report writing, giving feedback.
- Environment – this is about your organizational environment and how far it supports you as a manager with appropriate culture and systems. For example, in order for you to perform well financially as a manager your organization needs to have good budgeting and monitoring systems.

This workbook focuses on helping you to identify and develop **personal qualities** starting with self-awareness, a prerequisite for managing yourself or others.

Developing Self-Awareness

Before reading further carry out the first exercise in your 'Exercise Book'

So what makes an aware person?

An aware person is someone who knows her or his self and is sensitive to the subtleties of human interaction, thus reducing the potential for misunderstanding and the likelihood of positive relationships. Self- awareness is about

- understanding your underlying values, beliefs and perceptions
- knowing your strengths, weaknesses and limitations
- being aware of your emotions and the way all these influence your behaviour and interactions with others.

Self-awareness is about accepting yourself through appreciating your strengths whilst also having ideas about how you want to develop further.

Example 1:

Aisha was the only child in her family to live with grandparents for a number of years. She realizes that as a result of this she can easily feel left out and has strong 'belonging' needs. The positive side of this is that, as a manager, she places a lot of emphasis on creating a strong and supportive team. The negative side is that she can easily feel excluded if the

INSTITUTE OF TRAINING &
OCCUPATIONAL LEARNING

team goes ahead and does things without her. Being aware of this aspect of herself means Aisha notices her feelings, and reflects on these before deciding what action to take. Usually she does nothing - she recognizes the problem as hers and doesn't want to stop the team making independent decisions simply to meet her inclusion needs. She also makes sure her need for belonging is met by spending sufficient time with her own peer group.

It's difficult to understand or manage other people if we are not able to understand or manage ourselves. Self-awareness means we can see our own part in the dynamics of human relationships and social systems – in one to one, group and organization-wide situations.

Insight into ourselves enables us to develop insight into others and therefore increases potential for good leadership and people management. However it's important to realize that insight into others is about taking time to find out about their values, beliefs, strengths, weaknesses, feelings etc and not assuming that they think or feel the same way we do. That way difference and diversity is recognized and honoured.

Example2:

Jeff always felt pushed around by his two older brothers and has learnt to fight to get his own way in his family. He still finds it difficult to be challenged – his instant reaction is to feel defensive and hold his own position. Mike, a new staff member, tells Jeff that he sometimes feels afraid to make suggestions in case Jeff responds aggressively. At first Jeff tells Mike he doesn't mind a good argument and welcomes people standing up to him. Mike isn't happy with this, he dislikes raised voices and finds it hard to assert himself – his past experience has taught him to fear conflict and value harmony. Through talking about their different values and attitudes both Jeff and Mike agree to adjust their behaviour – Jeff to tone down his reactions and listen more, Mike to speak up more assertively. By taking the time to raise their own and each others' awareness of their differences Jeff and Mike are able to develop a more satisfying working relationship.

How can you develop self-awareness?

As you can see from the two examples above we can develop self-awareness through a process of reflection, feedback from others and experimenting with doing things in new ways. This workbook aims to begin that process for you, and to suggest ways in which you can continue to develop self-awareness as part of everyday life.

You can start by making it an **intention** to become more self-aware. Say to yourself, or jot down in your learning journal 'I intend to become more self-aware'.   Note techniques for developing self-awareness as you go through this workbook and at the end select the strategies that you think will work best for you.

iTOL
INSTITUTE OF TRAINING & OCCUPATIONAL LEARNING

Capabilities and applications

Strengths, skills and preferences

SELF-AWARENESS

Development activities, new strategies

Areas for development or weaknesses

Developing Through Feedback

One way we can become more aware is through feedback from others. This enables us to see ourselves as other see us, which can either confirm or disconfirm the way we see ourselves.

A framework to demonstrate this is the Johari window, developed by Joseph Luft and Harrington Ingham. The window consists of four areas

- The open area which is that part of ourselves that is both known to us and revealed to other people
- The hidden area which is the part of us we know but choose not to reveal to other people
- The blind area which covers those things other people can see in us but we are not aware of ourselves
- The unknown area which is neither known to us nor to other people but which influences our behaviour

When we first meet people we may reveal little of ourselves so the open area may be relatively small. As we get to know people and reveal more about ourselves the open area grows and the hidden area becomes smaller. In order to increase the open area further it's necessary to reduce the blind area. We can do this by seeking and accepting feedback from other people. As the open area grows and the hidden and blind areas reduce it's likely that the unknown area will reduce as we become increasingly self-aware. You can see from this that reducing the blind and unknown areas increases our potential for personal growth and development.

The Johari Window
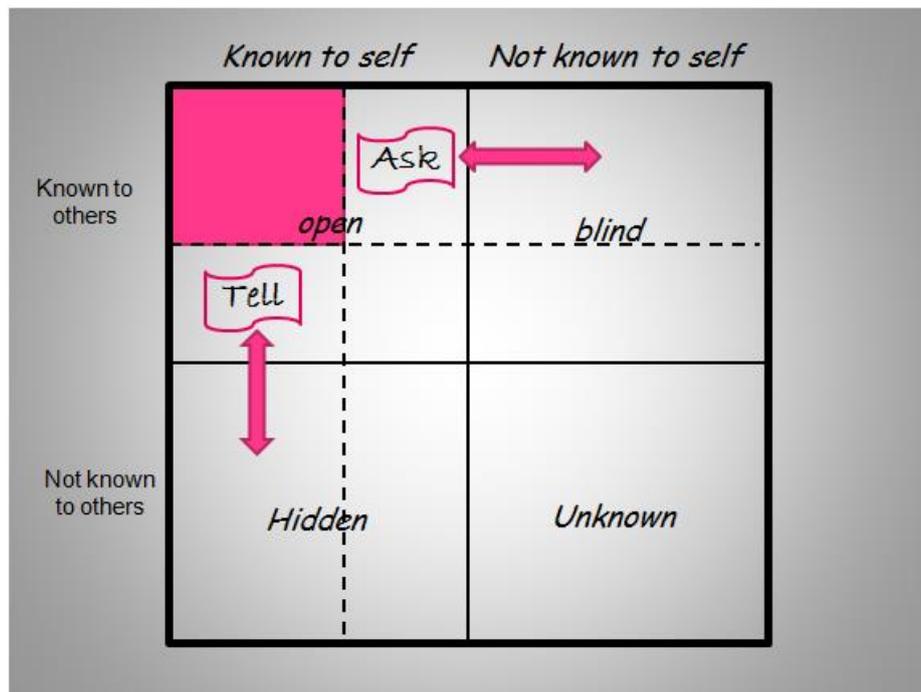
The dotted line shows the potential for the open area to grow as hidden areas and blind areas are reduced, revealing aspects of the unknown area.

To get useful feedback from others you need to consider:

- What you want to get feedback on. Be as specific as possible here. You are more likely to get useful information if you ask someone for feedback on, for example, how they observe you behaving towards your staff than simply saying 'what sort of manager am I?'

- Consider who to ask – do you want the views of your manager, colleagues, staff you manage, others? You could ask for several views if you want an all round, or 360o feedback.

- Think about timing. Sometimes you'll want to ask for feedback after an event, 'how did you think I dealt with that difficult discussion in the meeting?' Often it's useful to give advance notice 'could you give me feedback on my presentation, particularly how I come across?' which enables the other person to make a more conscious appraisal.

- Ask for feedback to be detailed, specific, and about observations rather than interpretations – it's not very helpful to be told 'your presentation was great'. More detail such as 'your presentation was well structured, your voice was clear, you held people's interest. I thought you could have summarized at the end to bring home the key points' really helps your future development.

- When receiving feedback don't immediately make judgments. Hearing others views of us can feel uncomfortable, particularly if it's not very flattering, or challenges our views of ourselves. Allow it to sink in, consider what's been said, then you can decide whether to accept it, reject it, or ask for further feedback from other people.

Beliefs and Values

Beliefs can also be called mindsets, constructs, preconceptions, stereotypes, ideas and so on. They indicate the parameters in which you view the world, what is possible, what the limits and constraints are, what you expect to happen, how you think things work.

Our beliefs influence our values and attitudes and the way we perceive and judge the world. They can be both self-limiting and self-empowering. Many of our beliefs – the way we are conditioned to see the world – operate below the level of consciousness. The question here is whether you are going to be victim or master of your beliefs. Change often requires new mindsets or beliefs, these tend to develop over a longer period of time than new knowledge or skills, which can be relatively easy to acquire.

Our beliefs underpin our values. So, for example, a belief that people are basically trustworthy may lead us to value openness and honesty. Similarly an underlying belief that people are untrustworthy will lead us to value control over others. Of course most people don't consciously say they distrust others, and may be unaware of this themselves, but it can be inferred from their actions. Beliefs underpin our values and attitudes, which in turn determine our behaviour.

iTOL
INSTITUTE OF TRAINING &
OCCUPATIONAL LEARNING

Under every action we take lies a value which informs or directs that act – the 'why' of doing things a certain way. Sometimes we are aware of what our values are, having come to them through a process of rational decision making. Other times they are more instinctive or about following 'gut reaction'.

Some examples of beliefs and values are:

Belief: I am a capable and competent person, <u>Values</u>: challenge, self-responsibility

Belief: I am not good enough, <u>Values</u>: security, support

Belief: We're here to make a difference, <u>Values</u>: task accomplishment, achievement

Belief: Relationship is the most important thing, <u>Values</u>: harmony, openness.

Before reading any further reflect on your own values with exercise 2 in your 'Exercise Book'.

Values can come from our needs – for example one manager's need to be liked may mean she values social over task behaviour. This may translate into prioritizing relationships with staff through supervision, informal chat etc. Another manager's need for achievement may mean he values task over social behaviour, so will emphasise achieving goals and targets.

Sometimes we say we value one thing but our actions do not match this, revealing different values in practice. This is sometimes expressed as *espoused values* versus *values- in-action.* This mismatch can also occur in organizations where a set of values may be formally adopted perhaps as part of the mission statement, but what actually happens in practice says something different about values, and more about the real organizational culture. Culture can be described as 'the way things are done around here' – much of which involves customs and practices that have slowly evolved over time, not through conscious choice but without awareness.

To think about different organizational cultures consider walking into two different fast food outlets – a McDonalds and a family run burger bar. What would be different and what would tell you about that difference?

You might say that McDonalds feels corporate (uniformity of dress, service, language, products, service etc), maybe impersonal, maybe efficient (food arrives fast, to standard required etc). The family run business might be described as friendly (more personal talk), chaotic (orders can take a long time when busy), flexible (doing different combinations) etc. Here we have two organizations offering the same sort of product and service but with very different cultures.

Example 3

Jill works for a large mental health charity, which states in its values statement:
'We strive to create a healthy and positive work environment where people feel supported, encouraged to be creative, and to realize their potential.'
Although everyone 'signs up' to this aspiration, in practice a new performance management system is quite prescriptive leaving staff with little flexibility in determining how they carry out their work. The new system emphasizes performance monitoring more highly than support and development, and training priorities are geared towards meeting regulations rather than developmental training. So the culture of the organization is becoming one of control and accountability despite the values statement.

We always have to make sure our systems, actions and behaviours support values rather than undermine them if we are really committed to them.
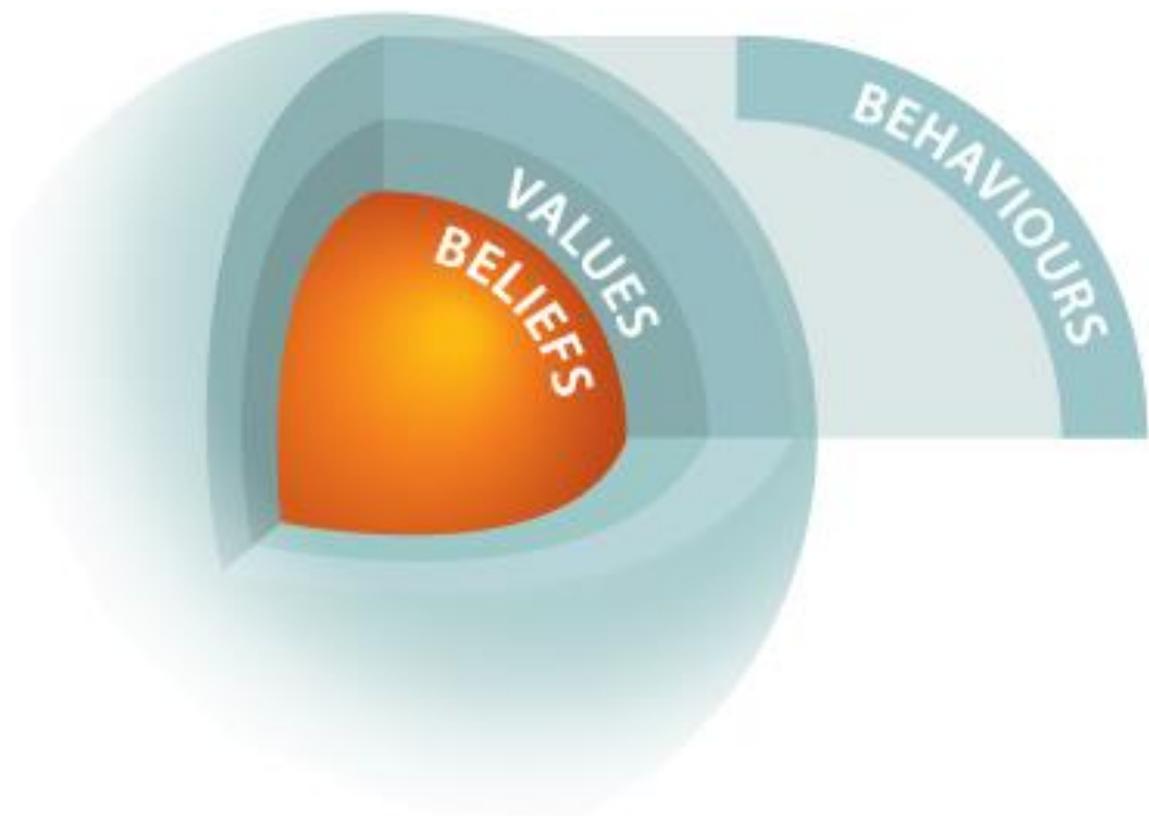
Do exercise 3.

What can you do if you feel unhappy about your organizations values, or how you perceive these to be demonstrated in practice?

It's worth talking to someone about your views and feelings, perhaps taking this to supervision with your line manager. Another tack would be to ask for a discussion on this at a team meeting where your colleagues could add their views. It's important to go beyond just complaining if you want to create change.

This could include

- Discussing some of the questions above as a team.
- Identifying the issues fully, giving concrete examples as evidence to back up opinion.
- Agreeing to make changes to improve practice in areas within your control.
- Making recommendations to higher management concerning issues outside your control.

Understanding Your Motivation

Understanding your motivation for doing your job will help you identify what is important to you at work, and how this influences your expectations and behaviour.

Exercise 4

You may have on your list things like 'pay rise' or working hours. If so, they are more likely to be in your de-motivators list. Research has shown that these and other factors relating to working terms and conditions tend to cause dissatisfaction when they are not right, rather than satisfaction when they are right. On the whole people tend to feel motivated when they receive praise or recognition from others, achieve something they value, can act autonomously, rise to challenges etc.

Most of us feel motivated when our needs are being met, and de-motivated when they are not. One theory of motivation is that of Abraham Maslow, a humanistic psychologist who developed a hierarchy of needs arguing that until our 'lower order' needs are satisfied we're not able to progress to higher order needs.

One of the problems with generalized theory is that it may not make sufficient allowances for human differences. Although Maslow's theory is useful to a point people may also be different in how strongly some needs are felt.

Maslow's hierarchy of needs is shown below, adapted to work-based rather than more general life conditions.

Figure 2: Maslow's Hierarchy of Needs

Turn to your 'Exercise Book' and attempt exercise 5

Some people may find they are very motivated by feeling part of a team, feeling liked by others (having their social needs met), others feel more motivated by achieving goals, receiving recognition (esteem needs) and others by taking on new projects, feeling challenged, working autonomously (self-fulfilment needs).

Motivation and needs will also vary according to the time you have been in your current job and are linked to your stage of development. As a new manager your safety needs might be quite high as you establish new routines and get to grips with the demands of the job.

 As you become more settled you may feel more concerned with feeling part of your new team of peers and feeling part of the organization – finding your voice in meetings, seeking opportunities to work with others. Eventually you may become more concerned with taking on special projects, being delegated to more by your manager, being on working parties, as esteem and self-actualization needs kick in.

In reality of course your development may not be as smooth as this. Your needs may move backwards and forwards as new factors come into play – for example a major change like restructuring job roles might bring feelings of insecurity which will threaten your safety needs. In which case you may find things that motivated you previously will not matter much until that is resolved.

Moment of Reflection:

- What have you learnt about your own motivation and what you need to feel motivated?
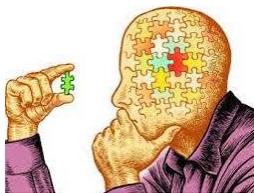
- What is your current level of motivation like?

- Do you need to do anything to feel more motivate?

- How can understanding your own motivational needs and fluctuations help you to understand and manage other people?

iTOL

INSTITUTE OF TRAINING &
OCCUPATIONAL LEARNING