



# NEWS

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## The 3 Es that make a difference in the Public Sector

**What** is the secret that enables some organisations to make significant steps to bring about change and achieve visible performance improvement? How do individuals seem to manage to make a real difference? How can change be seen through successfully? These are critical questions for those seeking to make a difference in public service delivery.

We have recently completed research for The Chartered Institute of Personnel and Development (CIPD) and Centre for Management and Policy Studies (CMPS), that shows how real progress can be made. The secret lies in three people 'E's: energising, enabling and empowering. The research showed us that these are needed to make a difference in the quality and delivery of public services. The organisations studied achieved a real focus on outcomes, successfully engaged service users, released the potential of their people and changed HR systems and processes to release organisational potential.

The six public sector organisations were:

- The Court Service
- Inland Revenue e-HR Team
- National Blood Service
- Selly Park Technology College, Birmingham
- Lewisham Youth Offending Team
- West Mercia Constabulary



Each organisation faced its own challenges and confronted these differently, but common themes emerged. The research confirmed the often held view that the role of those in

leadership positions cannot be understated. The management teams we studied set direction by leading the goal setting process personally or established mechanisms for others to address organisation wide issues. They modelled the future by demonstrating the organisation's values, actively engaging in the service improvement programmes and showing the way. Finally, they recognised others' success by being generous in acknowledging what they achieved, giving praise and rewarding results. *Continues over...*

### Energise People by:

- Creating an energising goal to crystallise the commitment of people in the organisation
- Leading from the front by showing integrity and establishing trust

### Enable People by:

- Invigorating the top team by strengthening its leadership capability
- Building a culture of empowerment by opening the door to ideas from people across the organisation
- Working within the community the organisation serves to forge understanding and clarify expectations

### Empower People by:

- Forging teams by releasing people's energy so they make it happen
- Aligning HR processes and practices to create greater latent capability
- Navigating the change journey by seizing chances and adapting the approach

## editor's message

**Welcome** to the first issue of our new format newsletter, DP News.

Our theme is Leadership in the Public Sector; that essential quality that can transform the performance of a team, a school, or an operational division, by engaging the efforts of everybody involved.

We've included articles which shed light on how good leadership can make a difference to public sector organisations, along with the insights of Sir Michael Wilshaw.

Until recently, Sir Michael was the Head of St. Bonaventure's School in East London. He was Head for over 15 years and transformed it from one of the worst performing inner city schools to one of the top performing 'Beacon' state schools in the country. His Ten Commandments of Effective Leadership are featured on page 4.

We hope you enjoy this and future issues of DP News. Please get in touch to give your comments and suggestions.

*Continued from front page...*

So what are the people management lessons of the case study experience?

First: authentic leadership demonstrated through real listening, practical engagement and giving space to others.

Second: getting people to work together to develop an energising goal that is about real outcomes and gives meaning to their public service motivation.

Third: creating a human resources and management climate to build people's capability and then release it.

Finally, resulting from the first three: building a can do, positive and flexible culture where everyone can contribute and achieve.

This is the secret of the 3 Es.

# Coaching

The heart of excellence in effectively managing people

**We** all aspire to be good managers and be instrumental in developing others' management skills. But where do you start when there is so much to learn and so many skills to grasp? In our experience individuals that display charismatic leadership and demonstrate outstanding management capability often have the ability to empower. They are able to develop trust and empathy; motivate and energise individual commitment to deliver results and develop and release maximum potential through strong coaching skills.

There is also a common theme that runs through the results of countless organisational needs analyses, organisational effective manager surveys and 360° feedback processes - 'We need our managers to be better coaches'.

So why do we not ensure that the skill of coaching is a pre-requisite in all managers' toolkits? What is coaching and how can we capture all its benefits?

## What is Coaching?

Coaching aims to identify and release enhanced performance and learning abilities in people. In essence, the coach should be the catalyst that enables the coachee to identify, understand and act on their own development needs. But the coach should also 'be there' when



needed, to encourage and support the coachee to achieve these aspirations.

## What skills does a Coach need?

Ability to develop and maintain good relationships

Questioning techniques that get to the heart of the development need

Empowering the individual to take responsibility

Encouraging and developing self-awareness so that learning can take place

Understanding different coaching styles to suit an assortment of people and situations

Identifying and understanding individual skills and motivations

Offering constructive feedback



We are planning to hold a seminar for clients early in 2004. Possible topics include:

**Strategic role of HR** - how using the balanced scorecard can help the HR function and add value to the

organisation.

**Leadership development** - based on our successful programmes, practitioners will describe how we have developed leadership skills.

**Leading virtual teams** - based on the outcome of research, we will describe the factors that help to manage teams effectively at a distance.

Please let us know your preferences or suggestions for other seminar topics.

➤ Email: [mailbox@the-dp.co.uk](mailto:mailbox@the-dp.co.uk)

# Coaching Style

Approaches to meet both the needs of the individual and the situation



**The** coach's style is critical in order to meet the needs of the individual and the situation. The following approaches have been identified as successful, effective coaching techniques.

The **GROW** approach enables coaches to provide a structured approach for the coachee to assist in identifying **Goals**; ensuring the goals are **Realistic**; enabling the coachee to seek the right **Opportunities** to achieve their goals and finally have the **Will** and motivation to make it happen

**Appreciative Inquiry** is a more complex approach that the coach may use when the individual may be lacking in self-esteem or confidence. This is an invaluable approach to rebuild self respect and self worth by exploring what strengths the coachee has and what they have done well in the past to see how this can be transferred to current needs and requirements

There are other potential approaches, but all involve a clear need to:

1. Know who you are coaching
2. Know what the issue is that needs to be developed
3. Select the right approach to achieve the best outcomes

Being a good coach is a skill that can be learned and performed to great effect and with good results. If you would

like to find out more about the coaching programmes on offer by The Development Partnership, please contact us and we will be happy to assist in developing this crucial management skill.

## Coaching Conclusions

You need to understand your own preferred style of manager/coach, adapt this and be flexible to meet the needs of the individual you are coaching.

Skilled questioning techniques will develop the coachee's self-awareness, personal responsibility for action and commitment to personal growth.

You can learn these skills through experience and observing good role models.

You can also gain accelerated development through attending a good coaching programme that explores your personal style and helps you to understand how best to adapt this style to the needs of others.

Finally, practising and developing the skills of a coach by welcoming constructive feedback from others. This heightens and develops your personal awareness about what works well and what could be improved.

## DP FOCUS...

### Amanda Maclean



Amanda is enjoying her work as an Executive Coach and is keen to build on her skills in this area. She has an interest in the psychology of effective performance and has recently attended a course on the use of Neuro Linguistic Programming (NLP) in coaching. She is supplementing this with a Diploma

in Performance Coaching. Contact Amanda if you would like to know more about the use of Executive coaching to enhance performance.

### David Vere



David Vere has had an interesting year; writing the The Chartered Institute of Personnel and Development (CIPD) report on what it takes to achieve successful change. He has also led the Scottish Executive's 'Getting the Best from People' programme. David has just waved goodbye to his eldest daughter, Nadia, who

has gone to study at Cardiff University. For his next challenge, he has signed up for the Clipper around the world yacht race in 2006.

# 10 Commandments of Effective Leadership

Sir Michael Wilshaw's Top 10



1. Develop your vision with your team and add your own personal beliefs and values
2. Your top team must share your vision and values
3. Engage people in the process of delivering the vision. Never forget that they can make it happen or stop it in its tracks
4. Keep one eye on the detail and one on your long-term goals
5. Confront the difficult issues - don't let them fester
6. Be prepared to change your style over time. Stick to your principles but be flexible on how to achieve your goals
7. Major change needs time, support and encouragement
8. Be visible. Do the 'playground' duty to stay in touch with the pulse of the school
9. Be open about your working practices
10. Good management flows from good leadership



## Website

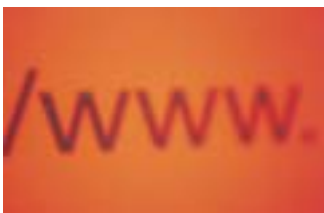
### New site to be launched

The Development Partnership website is currently being redesigned and will be up very soon.

The new website will have updated information about our full range of products and services. The News page will

keep you informed of the latest developments and projects at the Partnership and have all issues of DP News available in PDF. There will also be a Viewpoint section containing the latest White Papers on management issues, which will be available to download.

We are also planning a Development Zone for the site, which will be password protected and enable clients and associates to access development information, tools and resources.



## DP FOCUS...

### Lindsay Beaton



Lindsay continues to juggle her heavy work commitments with chairing the Lewisham Young Women's Project and being on the board of a Housing Association. Both of these ventures add to the insights she brings to her work. Lindsay has been discovering the joys of her new allotment.

However, following a minor accident (whilst sober, she'd like to add) she had to delay any attempts to dig for victory, due to a broken bone in her foot.

### David Wilson



David finished drafting the DFID's Guidelines on Managing Institutional Reform and Change with Lindsay. He has invested more time in personal development in the shape of an Open University course on the Humanities. "It's fascinating reading about the origins of the French Revolution, studying the art of Mark Rothko

and understanding the revolutionary design of the colosseum". David is also mentoring a young business person through the Prince's Trust.

# Development Centres

Questions to consider when planning and running a Development Centre



**We** have run a large number of development centres since we set up in business in 1992. Some centres have been purely for development; others with an element of assessment to inform workforce planning. We have also run centres purely for assessment i.e. to select new recruits or people for promotion.

We have summarised some key questions that we know must be addressed thoroughly and carefully if development centres are to meet the organisation's and the individuals' expectations:

1. What is the purpose of the development centre? Many of your later decisions on design will stem from this purpose. Is it purely to support individuals' development? Or is it also to provide information to help the organisation make decisions about individuals' careers and succession planning?
2. How will you decide who attends? Will it be by open access? Restricted by grade? Require line managers' support? Will you select who attends? If so, what process will you use: competence based application form, psychometric tests etc?
3. How will you communicate the existence and purpose of the centre? Will there be any areas of scepticism to target and overcome?
4. Which behaviours and competencies do you want participants to demonstrate? Most competence frameworks are too long to assess every element at a development centre and some behaviours are not easily demonstrated over the short term of a centre.
5. Will you use off-the-shelf exercises? Or tailor-made? Or a mixture?
6. Who will provide feedback during and after the centre? In-house staff or external facilitators? How will you identify internal observers? Will they need training in the appropriate skills?
7. Have you given enough thought to the practicalities? You will need a venue with rooms for small and large group exercises and somewhere to keep all the paperwork. Will you provide PCs for written work? Do you need professional role-players?
8. How will the development centre integrate into other HR activities, both ongoing e.g. appraisal and one-off e.g. fast-stream development programmes, secondments?
9. How will you ensure that the learning points and development plans from the centre are implemented? How will you get line managers to support the process?
10. How will you evaluate the impact and value of the development centre? You will need to establish your benchmark for evaluation before you launch the centres.

## DP Focus...

### Helen Curtis



Helen is our feedback administrator, responsible for the smooth running of our web based 360° feedback system. Helen is the key contact for those

clients introducing the feedback programme into their organisation. For details of the latest research we have done on the effectiveness of our 360° system, see our update feature on page 6. Helen passed her motorbike test in the summer and is now happily riding her Ducati Monster 900. You have been warned!

### Shirley Shine

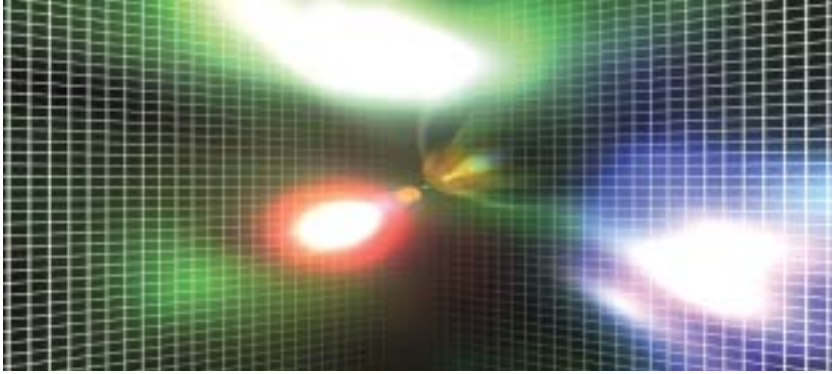
Shirley manages our office and is often the first point of contact for our clients. This year Shirley has helped introduce new IT software and systems. She has



recently been to Stresa on Lake Maggiore in Italy. "The scenery was breathtaking and the weather perfect". Whilst there she took the train across the border into Switzerland, passing through small villages high up in the mountains. She says the views from the train were unbelievable.

# Highlights

The year's main highlights



The main highlights for the Development Partnership over the last year, have been:

Julia Duncan joined as the fifth partner.

David Vere and Lindsay wrote the CIPD report: 'Delivering public services; Engaging and energising people'.

David Wilson and Lindsay completed the guidelines on 'Managing Institutional Reform and Change' for the Department for International Development. In partnership with the University of Birmingham, they are now training DFID advisers world wide.

We won our first significant piece of work for the NHS and are evaluating

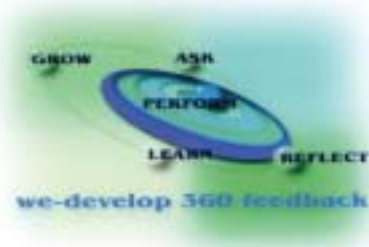
the implementation of their leadership qualities framework.

Julia and David Vere have delivered a major coaching programme as part of the Scottish Executive's 'Getting the Best from People' programme.

We launched a programme of development centres for the Land Registry to help identify and develop talent for key senior posts in the agency.

Amanda successfully completed her Masters' degree in Occupational Psychology.

Siemens Communications sign up for DP's web based 360 degree reporting system.



## DP Update

### Impact of 360 Degree Feedback

Amanda has continued her interest in evidence-based practice by researching the effectiveness of 360° feedback as a tool for catalysing behaviour change. She carried out a study which was based on the assumption that participation in a 360° feedback process would lead to positive behavioural change. She was

also keen to identify whether certain development actions increased the likelihood of the change occurring.

She was pleased to identify a clear improvement in performance levels overall for the group participating in the study, confirming the value of the 360° feedback process as a key

## Get In Touch >>

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## DP Focus...

### Julia Duncan



Julia has had a busy first year as new Partner and has been involved in the development and implementation of the Office of Fair Trading's organisational needs analysis. She has helped launch a highly successful coaching

skills programme into the Scottish Executive's Senior Civil Service as part of their 'Changing to Deliver' initiative. Julia also continues to work as the senior HR advisor to Advanta, a private sector global agricultural business based in the Netherlands.

When home, Julia enjoys time with her young family, crabbing off the Cornish coast and horse-riding across the wonderful countryside that a home in Cornwall offers.

development tool. The study enabled Amanda to identify which development activities increase the likelihood of behavioural change occurring. These will be the subject of a forthcoming article for individuals and teams wanting to improve their effectiveness, which will outline how to increase their chances of success.