Managing Your Teams Workbook

OFFICE FOR NATIONAL STATISTICS CENSUS 2021

census
2021

Office for **National Statistics**

Contents

Managing Your Teams

Introduction

The Office for National Statistics (ONS) created the Managing Your Team module to set Census 2021 Managers' up for success.

> ONS recognises all Census 2021 Managers' have a broad range of unique talents and experiences; this brings different styles of working, and preferred ways to plan, organise and mobilise their teams. ONS encourages you to practice and apply the various management tools and techniques in this workbook; using situational leadership to manage your operation effectively. This exciting opportunity will broaden your skill set, develop transferable skills that you can apply for many years to come.
>
> During your time with ONS, you will be learning new skills, and have an opportunity to develop yourself with the resources in this workbook. By doing so, this enables you to drive team engagement and navigate complexity. People tend to play to their strengths and learning new skills can feel uncomfortable at first. Remember, this is not about achieving perfection but making steady progress.

For the successful delivery of Census 2021, there will need to be a focus on the team's development, creating the conditions for your team members to succeed and how you ultimately support, coach and inspire your people.

Planning & Organisational Skills
- Planning, Organising, Resource & Control measures
- Strive for high performance

Leading, Motivating & Teamwork
- Leading by Example
- Does the Right Thing
- Delivers on promises
- FAST Objectives
- Cohesive Team

Conflict & Negotiation Skills
- Reducing Misunderstandings
- Manage Conflict
- Deal with difficult people

Win-Win Conversations & Solutions focussed
- Increases opportunity, growth & potential value
- Continuous improvement
- Celebrate Success

Communication Skills
- Build Trust
- Active Listening & Responsiveness
- Clarity & Accuracy
- Integrity of Management Information
- Effective Data Management
- Public Presentations

Leadership & Management Responsibilities & Skills

Coaching & Feedback
- Coaching
- Active Listening & Responsiveness
- Situational leadership
- Resilience & Wellbeing

Decision Making & Influencing Skills
- Think logically
- Analyse problems
- Persuade & Influence Others

Co-operative, Collaboration & Learning
- Working with people from different teams to promote collaboration & learning
- Growth Mindset

How to use this Workbook

5 Guiding Principles for Managing Yourself and Others

There are various tools and techniques in this workbook that might be familiar to you and some of the theory may be a new concept. There is a robust selection of management development topics to prepare you for operational readiness, supporting you in further establishing credibility with your team, ensuring you feel confident and competent managing a remote workforce and drawing on resilience to adapt and grow, following difficult situations.

The workbook is divided into each of the 5 Guiding Principles

- **Emotional Wellbeing**
- **Mindset**
- **Selfcare**
- **Future Focus**
- **Supportive Relationships**

The 5 Guiding Principles are built on the ONS Values

a. **Honesty** - being truthful and open
b. **Integrity** - putting the obligations of public service above your own personal interests
c. **Impartiality** - is acting solely according to the merits of the case (and serving equally well governments of different political persuasions)
d. **Objectivity** - is basing your advice and decisions on rigorous analysis of the evidence

EMOTIONAL WELLBEING	MINDSET	SELF-CARE	FUTURE FOCUS	SUPPORTIVE RELATIONSHIPS
Emotional Intelligence	Circle of Control	Self Management	FAST goals	Lead By Example
Emotion Regulation	Motivation	Self Compassion	Waypower & Willpower	Transaction Analysis
	Performing Under Pressure	Physical Health	5 Behaviours of Cohesive Team	Active Constructive Responding
	Perspective Check		Situational Leadership	GROW OFTEN
	Growth Mindset			Adult-Adult Feedback

Each of the management topics and models are referenced in the contents page, offering a blend of theory, discussion points, **Development Focus,** personal exercises and action planning.

The 5 Guiding Principles comprise of 4 modules; all of which will develop your leadership and management skills, organising and prioritising, the co-ordination of tasks, decision making, setting standards, coaching your team and being mindful of everyone's wellbeing.

Managing Yourself and the Operational Environment:

- Define your states of emotional intelligence and operate emotional regulation
- Recognise what motivates and inspires you
- Use planning and prioritisation techniques to effectively manage your workload
- Learn tools and techniques you can use to further build your personal and professional performance
- Develop a range of communication styles to assist with the analysis, response and reaction to challenging situations

Resilience & Wellbeing

- Define what is resilience is and understand why it is important
- Apply tools and techniques to build resilience in yourself and in others and how to apply these to your role

Managing Your Team:

- Define your leadership role and responsibilities in the 2021 census and how to successfully manage your part of the operation
- Identify tools and techniques that can help you motivate and inspire your team
- Improve your teams performance and help your team achieve collective goals and objectives
- Resolve issues and incidents effectually and to deadlines

Objectives
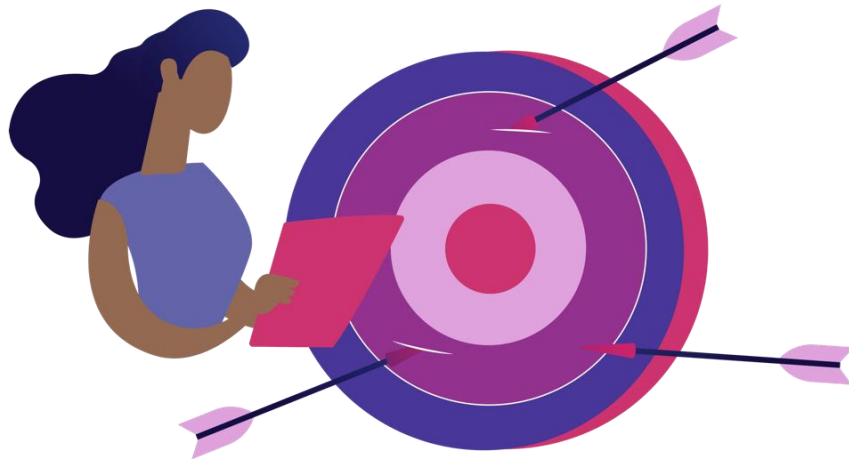
Engage with colleagues during the training session to ensure you are confident in your new role and have the opportunity for further self-development

Demonstrate the expected knowledge and skills that will enable you to manage your team's performance effectively when working in their roles

Identify the **5 Guiding Principles** so that you can utilise this knowledge to develop your teams to find positive solutions when faced with challenges

Plan and Organise your workload carefully to ensure that your team meet their work commitments to the required standards and timeframe

Enhance your management and leadership style by increasing your capabilities in effective communication by practicing work scenarios so that you can coach your team through all situations

Increase your abilities in public engagements skills and behaviours so that you are an ambassador for ONS and your team demonstrate the same high standards

Emotional Wellbeing
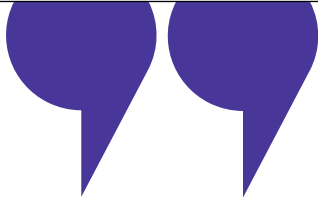
Emotional Intelligence is the ability to make emotions work for you, instead of against you.

Justin Bariso
2018

Studies on Emotional Intelligence have shown that it significantly enhances your personal and professional success. Psychologist and author of the best-selling book Emotional Intelligence, Daniel Goleman is seen as the leading expert on Emotional Intelligence (EQ). There is a strong link between leaders who have a high level of emotional intelligence, their performance and how competent they appear to other people.

Emotional Intelligence & Emotional Regulation

Emotional Intelligence at work

- The ability to recognise and understand your strengths, weaknesses, and emotions, as well as the impact on others.
- The ability to think before acting, control disruptive impulses; act with integrity.
- Strong desire to achieve, pursue goals with a sense of optimism, even when under pressure.
- Thoughtfully considering other people's feelings, and being sensitive to the emotions of others, demonstrating care and understanding.
- Ability to build rapport, find common ground, create harmony when leading others.

Self-control and management of your emotions are vital to building trust with your team. Having awareness and an understanding of your feelings is the first step to self-awareness. Remember, leaders that display a positive perspective will leave a good impression on their team. A leader who is in a negative mood could cause their team to withdraw, stop them contributing and leave people feeling disempowered.

Leaders with high EI

1. Label their feelings rather than labelling people or situations
2. Differentiate between thoughts and feelings
3. Take responsibility for their feelings
4. Use their emotions to help make decisions
5. Show respect for other people's feelings
6. Feel energised, not angry
7. Validate others' feelings
8. Practise getting positive learning from their negative emotions
9. Do not command, control, criticise, blame or judge others
10. Adopt collaborative leadership behaviours
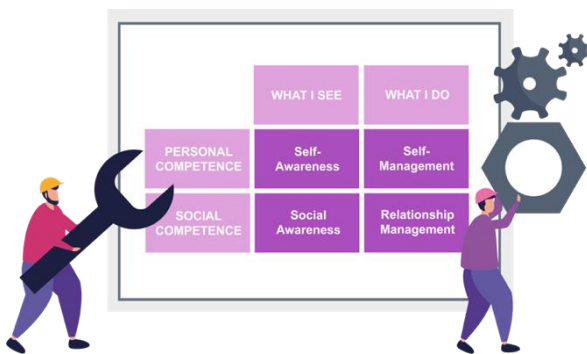
Emotions often guide our perceptions of situations and people. Becoming more aware of how you are feeling, how you express your feelings, keeps them in balance. How well you can 'sense' other people's emotions and respond with empathy can assist you in creating strong bonds with other people, neutralise conflict and deal with adverse situations before they spiral out of control.

Personal Competence:
Is the collective power of your self-awareness and self-management skills. Personal Competence is how well you use self-knowledge in your relationships with others.

Social Competence
Is the combination of your social awareness and relationship management skills. Social Competence is how well you "read" others and act productively in interpersonal situations.

Development Focus – When feeling under pressure

- Identify your negative emotions, anger, sadness, anxious, frustration?
- What steps do you need to take to feel calmer?
- What might make you feel happier?
- Reflect on your 'trigger points' what or who usually causes you to feel that way?
- How can you stop those triggers in the future?

Emotional regulation is the ability to effectively manage and respond to an emotional experience or challenging situations in a balanced manner. When people are under pressure, they can react in a style that would appear out of character or hostile to others. How do we get our emotions to work for us rather than against us?
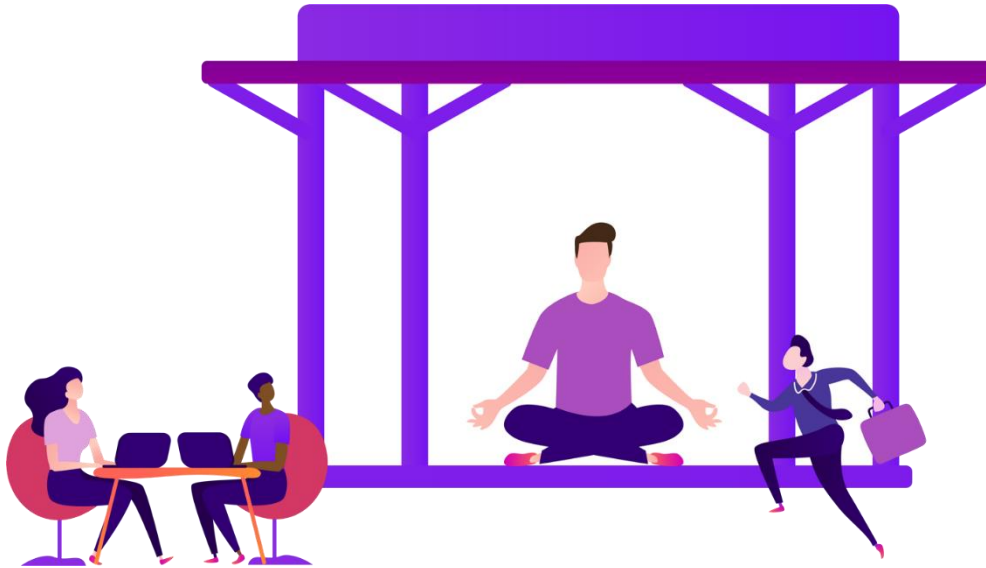
Emotional reactions can lead to an escalation of the situation, drain your energy, cloud your thinking and undermine your ability to cope. Overreacting, emotionally, can create problems for managers and could set the 'wrong' example for your team on how to handle difficult situations. Overreacting can be a barrier to building trusting relationships, cause breakdowns in communication, so there are many benefits of keeping your emotions in check.

Taking time to pause between the stressful stimulus (situation) and your reaction helps to calm the amygdala – the part of your brain responsible for the fight/flight response. One thing to try is to remove yourself briefly from the stimulus or situation.

Development Focus – The 4-7-8 Breathing Exercise by Dr Andrew Well

Practice the following technique. Using in-the-moment breathing techniques can also help you to respond with calm rationality. A really useful in-the-moment breathing technique is 4-7-8 breathing (Dr Andrew Weil). Repeating the 4-7-8 breathing cycle 3 or 4 times before you react, is enough to calm the amygdala and allow you respond calmly and rationally. **Watch the video: https://youtu.be/YRPh_GaiL8s**

Watch - Daniel Goleman Introduces Emotional Intelligence

Mindset

Having a positive, balanced outlook is vital for not only for your wellbeing and stress levels, but it impacts how you behave, decisions you make, your communication style, and your relationships with your team. The right type of mindset helps foster collaboration, resolve conflict, allow you to make better decisions and generate new ideas. Perspective is combination of thoughts, beliefs, what we think is possible and the lens in which we view the world. Our mindset has an impact on the way we lead our teams and contributes to our individual and team's success.

> *It is not what happens to you, but how you choose to respond that makes the difference.*

Circle of Control

Having complete control over something means we have the ability and authority to drive the outcome of situations, solve problems with all the resources and tools available to us.

Influence includes everything we can impact or effect.

Sometimes we can spend a lot of time and energy worrying about things we cannot control. We have all had an experience where we worried about a potentially negative outcome, but on the day it all worked out okay. Getting caught up in the aspects of things that you cannot control can hinder your ability to think clearly, collaborate and stops you making positive progress on the things that make a difference to the success of your team.

Things you Cannot Control	Can Influence	Can Control
• Weather • Time • Other people's behaviour • Other people's reactions	• Building Trust • Presenting the best course of action or suggest solutions to problems • Encouraging your team to try something new • Present a range of options on how your team member can improve	• How you feel • Setting Team Goals • How you treat people • Mindset • Choice of Words • Tone of communication • Listening

CAN'T CONTROL   CAN INFLUENCE   CAN CONTROL
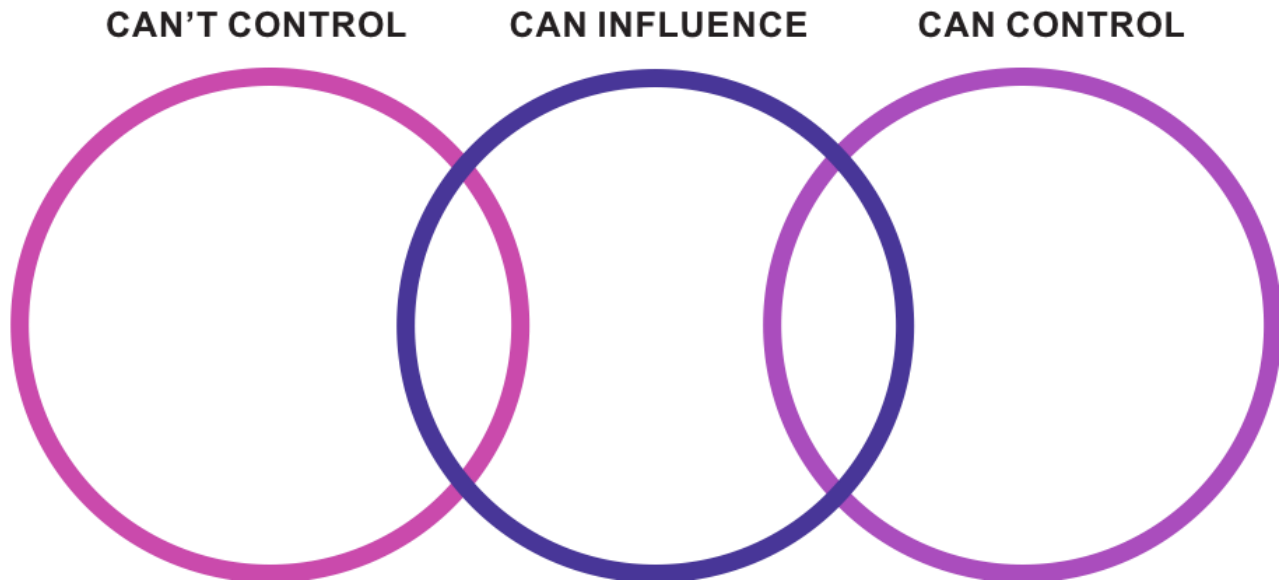
Development Focus – Practical Exercise

1. In the left-hand circle, write down what you did not have control over. For example, the weather, time, the IT failing

2. In the right-hand circle, write down what you do have control over (how you feel)

3. In the middle circle, write down what you can influence (building trust)

4. Reflect on what happens when **your attention stays on what you don't have control over**. How does having clarity around this help you?

5. What do you need to do?

**NOTES**

_____

_____

_____

_____

Motivation

Understanding what motivates us, and why we are motivated, is a powerful insight. Dan Pink, an expert on motivation, highlights how we are ultimately driven by Autonomy, Mastery and Purpose. When you reflect on what motivates you, think about what might make you move towards and move away from something. These will be different for everyone; we are not motivated by the same things. You will then be able to assess how you are motivated by external and internal factors. It is good to keep this in mind when leading your team; they will all be motivated by differently.

An extrinsic motivation

is the desire and need to gain an external reward for what you do. (compliance with something)

An Intrinsic motivation

is the act of doing something for you, with no external reward. (you truly wish to do it)

What triggers you to move away from something in the workplace?

What helps you move towards something?
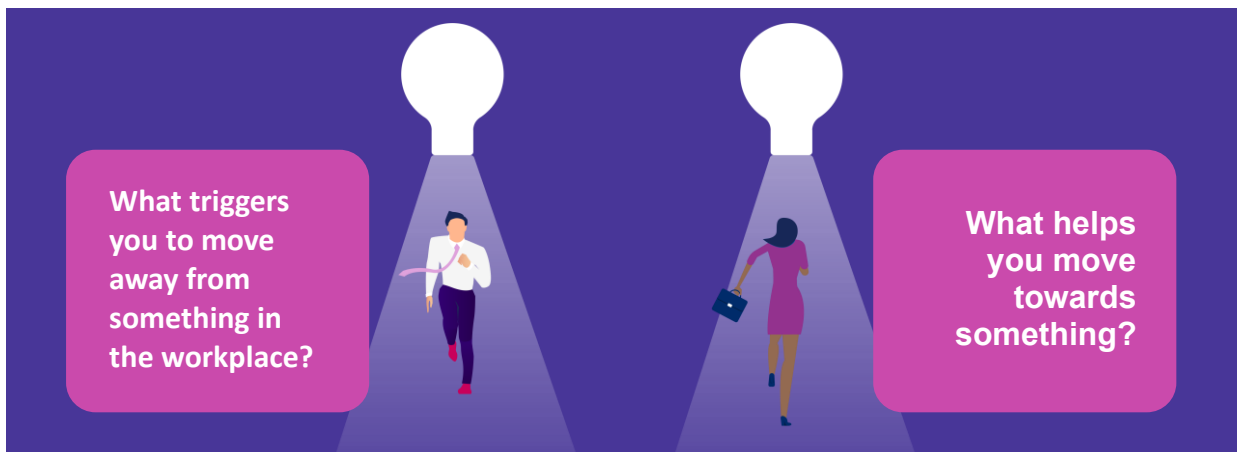
An example of intrinsic motivation is willingly going for a run because you enjoy running. Using the same example, extrinsic motivation would be going for a run because you must complete a fitness test as a part of your role.

Development Focus – When/How to use Intrinsic Motivation

How can you improve your teams and own motivation by using Autonomy, Mastery and Purpose:

- *Autonomy* is acting with choice. It is well known that people produce their best results, when they have autonomy over their task, time, technique, and team. As a leader and manager how can you improve this in yourself and team.

- *Mastery* is the desire and drive to continually get better. As we become more familiar with the products, process and people delivering the Census 2021, we will see an inner drive and passion to improve. How will you work with your team to inspire and develop this as the pressure on delivery increases with time?

- *Purpose* is understanding why things matter to yourself and others. As people, we want to see that our contribution is valued and makes a difference. How will you look to role model and develop your teams understanding of the purpose and importance of what they are doing?

NOTES

_____

_____

_____

_____

_____

_____

_____

_____

Performing Under Pressure

Dr Ceri Evans, a New Zealand former association football player worked with one of the most successful rugby teams in the world "The New Zealand All Blacks". Ceri is heralded as the person who helped the All Blacks, change the way they think, feel and act under pressure. Today, they are still recognised as one of the greatest teams in the World. He famously created the Red2Blue Head model.

Pressure is unavoidable; we all know that when the pressure is on, it affects the way we behave and ultimately perform. Everyone is affected by pressure in some form; this could be dealing with relationships, work-related stress, conflict at home and/or work.

People's Performance = (Commitment x Attention) – Interferences

Development Focus – Practical Exercise Red2Blue Head Model

Use the model to assess yourself or your team. Collectively, agree that for the successful delivery of the Census 2021:

- **Commitment** is about the ability to be self-motivated, lead by example, eager to learn and share, as well as using your initiative to inspire the team and others.

- **Attention** is your ability to be present, empathetic, supportive, productive, resourceful, respectful and operate with integrity in your role.

- **Interference** is what distracts your attention and commitment, which then impacts on your performance and learning. Reduce your internal and external interferences. Ultimately, it is about having the ability to control and deal with things which block or divert your attention away from the task in hand to improve performance.

Perspective Check (ESCAPE)

When the pressure gets too much, we might reach a threshold or even become overwhelmed. As a result, we might respond negatively. Humans tend to jump to conclusions. When adversity hits, people can often take a blinkered approach and make assumptions about situations and the people involved. We get a false impression of the situation, leading to potentially higher stress or negative emotions.

People might catastrophise - assuming the situation is worse than it is or sees it in a negative light. This level of thinking is not helpful and can keep us stuck in a problem; limit our choices, and cause us to shut off from the well-meaning intentions of our colleagues and team.

Sometimes we tend to take things personally, mistakenly believing someone has done something intentionally to hurt or upset us.

Carrying out a 'Perspective Check' on the situation can help you to gain a more balanced and less negative impression of the situation and then be able to deal with it more resourcefully.
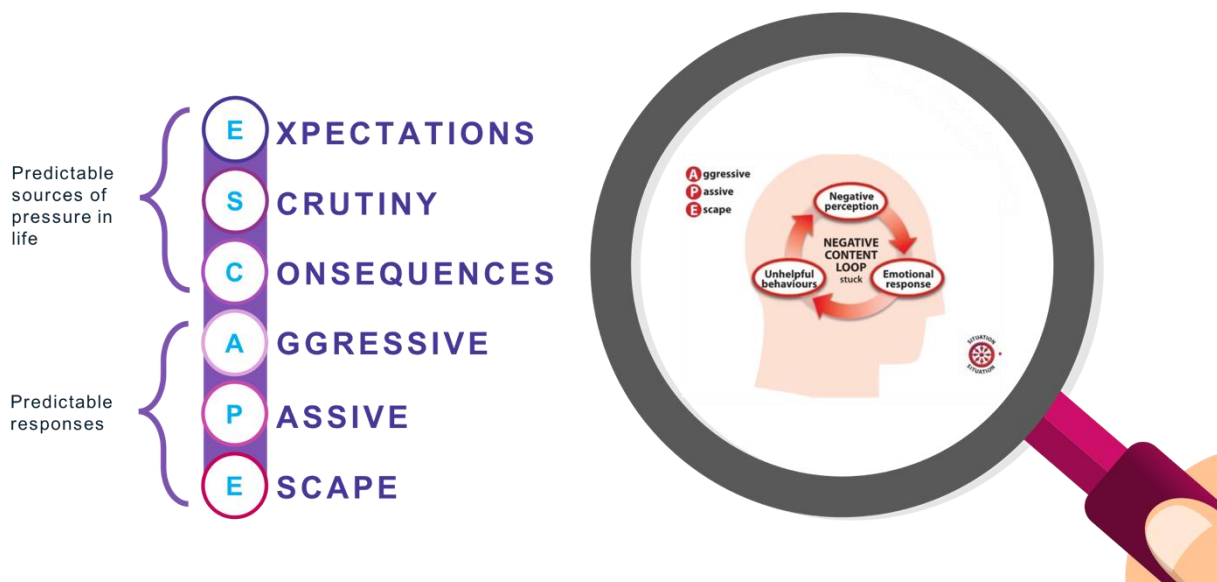
GAZING PERFORMANCE SYSTEMS | ©GAZING PERFORMANCE SYSTEMS 2020

The ESCAPE model helps you assess what is happening in respect of negative thoughts. We will have all experienced negative perceptions and negative emotional responses that has led to unhelpful behaviours.

These negative thoughts are often driven by expectations of what is or is not expected of us in any situation. Scrutiny is our perception and perspective of what might happen to us in a situation and consequence is what we believe will happen. We do not always get these right and can be prone to overthinking them at times. Naturally, when we do over think them the amygdala will protect us with one or more of these responses; aggressive, passive or escape. Also sometimes called Fight, Freeze or Flight.

Development Focus – When/How to use the ESCAPE model

To further your development,

Review the Glazing blog

Watch Dr Ceri Evans talk on pressure

Development Focus – Perspective Check

The next time you encounter a difficult situation, before you react or respond, ask yourself

- **What different explanations could there be for the situation?**

- **What if I look at the issue from a different viewpoint?**

- **How could I re-frame this event, so that I can see the positives that come from it?**

- **How serious is the situation, on a scale from 'best possible' to 'worst possible'?**

- **If I am taking this personally, am I justified in doing so? Or is it 'not about me'?**

NOTES

Growth Mindset
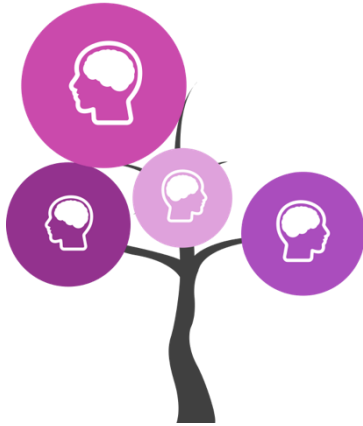
Growth Mindset was developed by American psychologist Carol Dweck. The opposite of a Growth mindset is a Fixed Mindset. People with a **growth mindset** have a belief that their learning and intelligence can grow with time and experience.

Adopting a Growth Mindset when faced with difficult situations challenge is another way to be able to not only deal with the challenges more effectively but also turn adversity into opportunity.

Research demonstrates that resilient people use a Growth Mindset approach to overcome hurdles and use them to drive future growth.

Whether you believe you can or believe you can't, you are right.

Henry Ford

The opposite of a Growth Mindset is a Fixed Mindset. We are all human, and all have good days and bad days. There will be days when you will fluctuate between the fixed mindset and the growth mindset. For example, you could adopt a growth mindset when setting out on a task that appeals to your strengths. However, when faced with a task you believe you are not good at, a fixed mindset thought would be self-defeating, rather than thinking 'I can do this'.

Growth Mindset	Fixed Mindset
• See failure as a chance to learn and improve next time	• Stick to what they know and have limited desire to learn new skills
• Recognise that circumstances are not permanent and things can change	• Avoid challenges and stick to what they know they are good at to avoid failure
• Persist in the face of setbacks rather than giving up	• Give up easily
• View challenges as opportunities for personal growth and development	• Fear feedback and when it is given - sometimes they ignore it
• Value feedback as constructive criticism	• Quick to shut down ideas "No, but…"
• Quick to build on other's ideas "Yes, and…"	• Feel threatened by the success of others
• Feel inspired by the success of others	

Development Focus – Growth Mindset

Carol Dweck's TED Talk – The Power of Believing That You Can

- Think about the last time you approached a situation with a fixed mindset in the last week.

- What was the situation?

- What was the outcome?

- What behaviours, thoughts and actions demonstrated your fixed mindset?

- What actions could you have taken to demonstrate a growth mindset?

NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Self-Care

A core element in managing your self-care is being aware of what resilience is, and what it means to you. Each person has a unique relationship with resilience. It is a personal connection with the psychological strength to work through difficulties and recover quickly from setbacks. Use the tools and techniques to educate and empower yourself and look after your mental, physical and emotional wellbeing. In your manager role, it is essential that you role model good wellbeing in your behaviour and management style, to avoid struggle, strain and burnout not only for yourself but for your team. A car cannot run on an empty battery.

Resilience is an active process, never stagnant. Resilient people purposefully use a set of thinking styles and behaviours, attitudes and actions to help themselves cope with difficulty.

Resilience is the process of adapting well in the face of adversity and maintaining a stable equilibrium despite difficult circumstances.

Resilient individuals are less likely to be knocked off course by sources of stress - such as workplace stressors, financial stressors, relationship issues or serious health problems.

They are more able to 'weather the storm' and move on to new challenges with ease.

(APA, 2018; Bonnano, 2004)

THOUGHTS   ATTITUDE   BEHAVIOURS   ACTIONS

and so can be learned by and developed in anyone

Self-Management

We are often so busy that we can forget about ourselves. Taking responsibility for our behaviour, wellbeing, and healthy behaviours will set us up for dealing with adversity. By adopting healthy thoughts, values and habits, we can become aware of the first warning signs of burnout.

A thriving life is one where there is balance in all areas; career, family, friends, home, money, community and relationships. It is usual for one or two of these to be out balance, not everything in life is perfect. However, if any of those life areas are stretched too far, for long periods, we can feel overly stressed. It like a dripping tap suddenly causes a flood that built up over time.

It is worth noting that some pressure is good for us – it motivates us to take action, get tasks done and make changes. Afterwards, we might even feel a sense of accomplishment that we achieved our goals. It is when we are overwhelmed, not looking after ourselves, have too many stressors and aggravating factors that it causes a depletion in our energy. Juggling too many things at once, having no downtime or breaks will leave you with not much emotional bandwidth.

Common Stressor and Aggravating Factors

- Arguments with family / partner
- Disagreements at work
- Financial issues
- Ongoing health problems
- Workload overwhelmed
- Overflowing email inboxes
- Distressing news stories or too much time on social media
- Moving home
- Unhealthy nutrition

- Pressure of deadlines
- Juggling childcare responsibilities
- Negative feedback or failing at a task
- Caring for a sick or elderly relative
- Issues with car or home/something needs fixing urgently
- Divorce or separation
- Technology issues
- Lack of sleep

Self-Compassion

Being kind and compassionate in the way you talk to yourself is an essential element for Self-Care. Having compassion for yourself is the same as having compassion for other people and their plight. What might stop you extending the same kindness and understanding to yourself, that you feel for others? Self-compassion is about the relationship with yourself; acknowledging that we are all fallible, vulnerable and imperfect.

Nobody can make you feel inferior without your consent.

Eleanor Roosevelt

NOTES

3 Elements of Compassion

Self-Kindness v Self Judgement

- Being gentle and understanding when you feel upset

- Not being harsh on yourself when you think you have failed, or do not feel adequate enough

- Not being self-critical; recognise imperfection is part of the fabric of life

- Mistakes can be our greatest teacher.

Common Humanity v Isolation

- You are not alone; all humans suffer or make mistakes

- Recognise having a sense of personal inadequacy forms part of the human experience

Mindfulness v Over Indentification

- Have a balanced approach to negative emotions; acknowledging how you feel, not catastrophising

- Set out on a mindful practice to observe your negative thoughts, the effect on your emotions with openheartedness, with a sense of curiosity

  Not being "over-identified" with what has caused your negative thoughts and feelings; getting caught up in reacting

Development Focus – Applying Self Compassion

What can you do to integrate more self-compassion into your day?

Review the work of Dr Kristen Neff in the links below.

- Tips for Practice
- The Three Elements of Self Compassion
- Videos on Self Compassion

Physical Health

Looking after our physical wellbeing is vital for preserving our energy, focus, concentration and maintaining a positive perspective. Physical energy is at the heart of resilience. It means adopting good sleeping patterns, healthy nutrition, hydration and physical activity. For example, if you are not getting enough sleep, this will impact your performance, moods and could negatively impact the relationship with your team members, and peers.

- **Sleep** - the quality of sleep is as essential as quantity. Adults require 7 – 9 hours of sleep per night

- **Physical Activity** - adults require 150 moderate-intensity physical activity a week

- **Nutrition** - food and drink that energises you

- **Hydration** - 1.2 litres (6-8 glasses) of fluid every day

Development Focus –

- Learn about creating 'cornerstone' habits; The Power of Habit by Charles Duhigg - https://charlesduhigg.com/the-power-of-habit/

- Watch Matt Walker, author of The Power of Sleep, Ted Talk - Why Sleep is Your SuperPower

- The way we're working isn't working: Tony Schwartz at TEDxMidwest https://www.youtube.com/watch?v=smrMWv5rcCo

- Read – The Resilience Factor: 7 Key to Finding Your Inner Strength and Overcoming Life's Hurdles, by Karen Reivich

Future Focus

The Future Focus principle is the ability to plan, organise and implement realistic goals. Having a motivating goal is engaging – sometimes inspiring us to put in discretionary effort and go the extra mile. We like to have a sense of personal autonomy and control over our ambitions and goals, and a strong sense that we can achieve them, no matter how challenging. Personal control sits at the foundation of resiliency. Having a sense of individual control enables us to feel 'good' about the direction we are heading towards.

Enthusiasm is common, Endurance is rare.

Angela Duckworth

It's your reaction to adversity, not adversity itself that determines how your life's story will develop.

Dieter F. Uchtdorf

FAST Goals

Using the FAST approach is guaranteed way to ensure goals and objectives are met.

- **Frequently discussed –** discuss all the goals of the team, their goals and your own goals. Make goals a recurring topic for all of the team. This means reiterating goals during your team calls, 1:1s and conversations with your line manager.
- **Ambitious** – we all need some pressure to perform. People need to feel stretched. When someone achieves goals they thought were out of their reach, it can give them a strong sense of accomplishment.
- **Specific –** be accurate and specific about the subject and the goal you are setting
- **Transparent** – openness is the key to building trust, be clear on expectations and performance standards

Waypower and Willpower

1. Setting or envisioning clear and specific goals or objectives which are realistic and motivating.
2. Developing pathways to reach these goals/objectives, being flexible and open to alternatives when 'Plan A' doesn't go as planned.
3. Having the self-belief, tenacity and persistence to achieve goals/objectives.

5 Behaviours of Cohesive Team

Patrick Lencioni is a professional business consultant and author of books on teamwork, leadership and management. He developed the 5 Behaviours of a Cohesive Team. The 5 behavioural elements shown in the triangle to be present in all teams. If one or more of these behaviours is not present, then a team will be operating in a dysfunctional way, and not be as effective as it could be. The model provides a logical framework that allows you as a team and manager to assess where you have a development need or issue.

The model is based on the interrelated behaviours needed to deliver a cohesive team, neglecting even one of these behaviours will be harmful for the team.

- **Results** – With trust, healthy conflict, commitment and accountability you will get the result.
- **Accountability**- willingness to hold themselves and others to account.
- **Commitment** – alignment and commit to deliver the teams decisions.
- **Conflict –** with trust, team members engage in unfiltered constructive discussion and debate of ideas.

The first base level of the triangle is trust. Trust is the glue of a team. Trust is built by people being able to predict a person's behaviour based on past experience. People need to be able to demonstrate the ability to not fear being vulnerable in the team and have absolute confidence in your team members intention being good.

Once people are able to be themselves, then the team is able to now build then next block of the triangle, Conflict. Conflict is the ability to have informed, constructive adult to adult discussion, disagreement, and debate on a subject through evidence rather than just emotions. Once you have trust and constructive conflict, then the team needs to commit to the decisions of the team and take accountability for these decisions, themselves, and hold other team members to account, even the manager.

All of these behaviours are interrelated and build over time. Once the first four are present in a team, then with trust, constructive conflict, commitment, and accountability you will achieve the desired results and outcomes.

The model is displayed as a triangle as it simply illustrates the interrelated nature and importance of each the different tiers of the pyramid. To be cohesive, you need all 5 behaviours to be built on top of each other. If try to start with results, you will not achieve them in the long term, if there is no trust, constructive conflict, commitment, and accountability. People are the solution and this model allows you to think about the 5 behavioural needs of people in a team.

Development Focus – When/How to use the 5 Behavioural Model

Think about a dysfunctional team? What did they miss from a behavioural perspective?

Watch Patrick Lencioni on Teamwork

When you first come together as a team, it is worth thinking through a number of questions as a team. Some of the questions are:

- **Trust** - What are some of the best ways to build trust in each other?

- **Conflict** - How do we ensure we have healthy conflict as a team? What do we need to avoid doing as a team and individuals when in disagreement?

- **Commitment** - How do we demonstrate to each other we are fully committed to the decisions we make?

- **Accountability** - How will we hold each other to account?

- **Results** - what will success look like to us as a team?

NOTES

_____

_____

_____

_____

_____

_____

_____
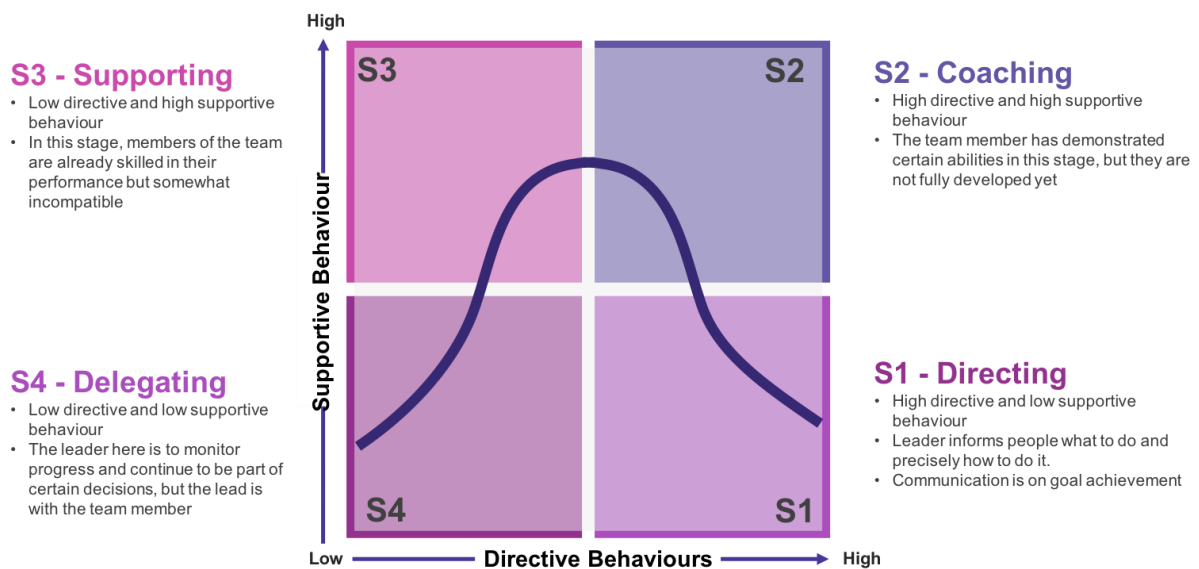
_____

Situational Leadership

Hersey and Blanchard Model was created by Paul Hersey and Ken Blanchard in the 1960s. They determined that different situations require a leader to have flexibility in their style of leadership. Leadership demands that you adapt your style to the demands of the different situations. Situational Leadership is composed of two dimensions – directive and supportive behaviour.

> **Directive** – Tell people what to do, how to do it and then keep track of performance.

> **Supportive** – Listening to people, be available, give encouragement, praise and guide them in their decision making or problem-solving.

To get the most from Situational Leadership, applying both behaviours in a given situation, to variable degrees, determines how well you influence the performance of your team.

By knowing yourself and your team, you can determine what style of leadership is best in the situation, and then apply the right leadership style to the competence and commitment of the team and individual team members.

S3 - Supporting
- Low directive and high supportive behaviour
- In this stage, members of the team are already skilled in their performance but somewhat incompatible

S2 - Coaching
- High directive and high supportive behaviour
- The team member has demonstrated certain abilities in this stage, but they are not fully developed yet

S4 - Delegating
- Low directive and low supportive behaviour
- The leader here is to monitor progress and continue to be part of certain decisions, but the lead is with the team member

S1 - Directing
- High directive and low supportive behaviour
- Leader informs people what to do and precisely how to do it.
- Communication is on goal achievement

(Diagram: a 2×2 matrix with axes "Supportive Behaviour" (vertical, Low to High) and "Directive Behaviours" (horizontal, Low to High), showing quadrants S3 (top-left), S2 (top-right), S4 (bottom-left), S1 (bottom-right), with a bell-shaped curve passing through.)

Everyone has peak performance potential - you just need to know where they are coming from and meet them there –

Leadership and the One Minute Manager

Leadership Styles

Directing Style
For team members who lack knowledge or skills, but are enthusiastic and committed. Adopt a teaching style, provide structure and support in getting organised.

Coaching Style
For team members who have some skills or knowledge; but are not committed. They may be inexperienced; require praise and feedback. Adopt a style that is direct and encouraging.

Supportive Style
For team members who have an adequate level of competency, but perhaps they lack confidence in their ability, or have a Fixed Mindset.

Delegating Style
For team members who are both competent and committed. They can work on their own, with low management direction or guidance.

Development Focus – When/How to use the SL

Take a moment and think about an individual who has inspired you the most as a leader in the workplace?

Using the four leadership styles of situational leadership and reflect on which style you experienced? How did they inspire you and get the best out of you?

Take a moment and think about an individual who has been the worst person you have had to work for.

Using the four leadership styles of situational leadership and reflect on which style you experienced? How did that style demotivate you, make you disengage and feel manipulated?

Managing Remotely

Given the nature of the work involved in Census 2021, your team will not be in your sight day to day, nor will they be with each other. Managing a dispersed team might appear demanding as there is no face to face supervision - individuals might feel isolated. However, giving people autonomy is a vital element of keeping your team engaged, even from a distance. Micromanaging people is draining and is a guaranteed way to demotivate someone. Aim to have a collaborative approach when managing your team from a distance.

Create a sense of belonging and team comradery by:

Leading the Team

- Role definition – is everyone clear on what they are doing
- What ways of working have you set up?
- Everyone in the team understands how they fit in to the wider team.

Plan the team's work

- Give the team direction
- Encourage the team to put forward their ideas
- Establishing norms for responding to phone calls, emails, and team meetings
- Share information and deal with problems; how
- decisions should be made and conflict handled
- Clarify timescales, set priorities and deadlines

People

- Hold regular catch ups with individuals
- Spot opportunities for coaching and development
- Ensure they have the right level of support and autonomy

Communication

- What has to be achieved? Deliver the message in a useful way so that it helps people understand and remain focused
- How what you are doing fits into the bigger picture
- Key dates and timescales

Team Building

- What opportunities do you have to build trust amongst the team?
- Encourage the team to be themselves and play to their strengths
- Encourage the team to share mutual knowledge

Traditional Leaders	V	Collaborative Leaders
Believe **Power** comes from their **Position** of **Authority**	1	Believe **Power** is Greatest in a **Collective Team**
Maintain **Ownership** of **Information**	2	Openly **Share Information and Knowledge**
Sometimes Listen to Suggestions and Ideas from their team	3	**Encourage Suggestions and Ideas** from their team
Deliver the Approved Solution to their team	4	**Facilitate Brainstroming** with their team
Allocate Time and Resources **Only When Proven Necessary**	5	**Enable their Team** by Allocating Time and Resources Right Away
Adheres to Specific Roles and Responsibilites	6	**Allow Roles** and Responsibilites to **Evolve and Fluctuate**
Fight Fires and Focus on **Symptoms**	7	**Seek** to Uncover the **Root Causes** of Issues
Review Staff **Performance Annually** According to Company Policy	8	Other **Immediate and Ongoing Feedback** and Personalised Coaching

I like the people I work with.
Someday I'll meet them in person.

Development Focus –

- **What are the pros of a remote teams – positives?**
- **What are the drawbacks?**
- **How will you adapt your management style managing a remote team versus managing a static team?**
- **What support might your team need from you?**

Supportive Relationships

Lead by Example

Leading by example means you are setting the standards team. As a manager, it is your responsibility to be setting the standards for communication, work ethic, wellbeing, values, civility at work and behaviour; being congruent with words and actions.

Leading by example is one of the best ways to win trust with your team. A trusting team is an effective one. Be mindful of what you say, how you communicate and when you speak. Words can have a direct impact on someone's morale.

Teams will follow the patterns set by leaders, even when you are managing remotely. In the digital age, people are move savvy with communicating working at a distance and will make meaning with how you show up.

- **Do the right thing –** have courage in your conviction to do what is right and keep in mind the goal of the census. Making the right choice and popularity do not go hand in hand
- **Check in** on how you are feeling - be mindful of your emotional wellbeing.
- **Do what you say you are going to do –** align your words with actions. Act with integrity
- **Be present and visible –** make the time to engage your team.
- **Be curious and listen** at all levels
- **Give clarity to your team –** clearly define goals, resources and timeframe
- **Create an environment of responsibility, ownership, trust and accountability** through autonomy and purpose
- **Praise in public**, feedback in 1:1 meetings

Development Focus – **Look for opportunities to lead by example**

- How can you help the environment and team dynamic that enables people to perform under pressure and at their best?

- What 'habits' or behaviour do people see from you frequently?

- In what style do you communicate your beliefs and thoughts.

- What improvements can you make?
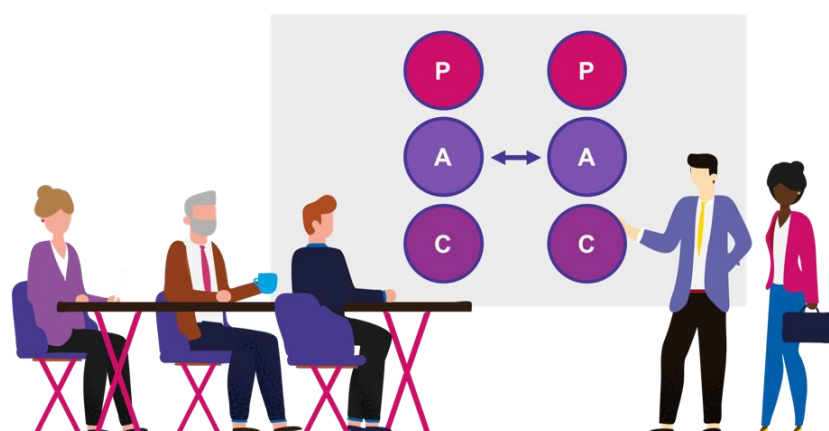
Transactional Analysis

Transactional analysis was created by Amercian Psychiatrist, Eric Berne in the 1950s. The transactional analysis model suggests that we have three ego states; Parent, Adult and Child. We all have transactions (interactions) with other people. The model mainly helps us contemplate about how we interact and relate to each other.

What is an Egostate?

An ego state is a set of behaviours, thoughts, and feelings which characterise how we unconsciously interact with people and situations at a given point in time. The key is to recognise the ego state will change depending upon on our beliefs, thoughts, values, feelings and behaviours. Each of us will have preferred ego state we operate from and respond.

As a manager, you should aim to operate in an adult to adult space.

- **Parent** – ego state that represents parental figures; nurturing or controlling
- **Adult** – ego state that is focused on the present reality. Conversation and interactions with others are sincere and honest. There are no emotional triggers.
- **Child** – ego state holds the thoughts, feelings and behaviours of a child.

Development Focus

When you start to examine transactional analysis and ego states it is very useful to reflect on how you interact with people. One exercise to do is, list all the significant people in your life. I would recommend that you include your professional and personal life for this exercise. Once you have a list, then in a quiet space, ask yourself the following questions?
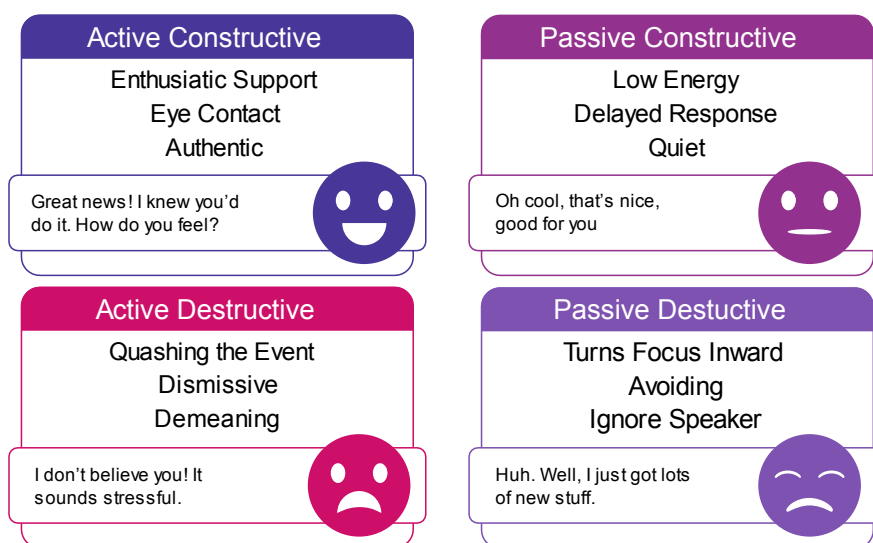
- Are you in Parent, Adult or Child mode when you engage them?

- Did your chosen ego state P, A or C allow you to achieve what you wanted?

- Are you consistent with them? Are there patterns?

- What stands out for you? What have you noticed?

- How does this exercise make you think about yourself?

Active Constructive Responding

Active Constructive Responding (ACR) is a powerful tool to help us respond to other people. It supports creating strong bonds, building trust, cooperation and help you respond in a meaningful way. Developed by Professor Shelly Gable, her research focuses on the motivation in social interaction and close relationships.

- Open communication; asking open question that generate conversations
- Active listening, giving our full attention to another, fully concentrating
- Responding to others with our full attention and genuine interest; asking specific questions to show we care

High-quality close relationships keep us happier and healthier. Fostering a strong network of supportive colleagues and peers is crucial for our happiness, especially when working remotely or in field. Research shows that people who have at least one person whom they would be comfortable to reach out to when they are in need, have greater wellbeing and more engaged at work.

Active Constructive	Passive Constructive
Enthusiatic Support Eye Contact Authentic	Low Energy Delayed Response Quiet
Great news! I knew you'd do it. How do you feel?	Oh cool, that's nice, good for you

Active Destructive	Passive Destuctive
Quashing the Event Dismissive Demeaning	Turns Focus Inward Avoiding Ignore Speaker
I don't believe you! It sounds stressful.	Huh. Well, I just got lots of new stuff.

Development Focus – When/what situations give you an opportunity to practice ACR

- What situations might give you an opportunity to practice some active constructive responding?
- What sort of situations might lead you to fall into one of the other 3 responding styles?
- Reflect on the passive constructive, passive destructive and active destructive styles: what impact could using these styles have on your relationships?
- What steps could you take to use active constructive responding more often to build and strengthen your important relationships?
- Further Reading – What is Active Constructive Responding
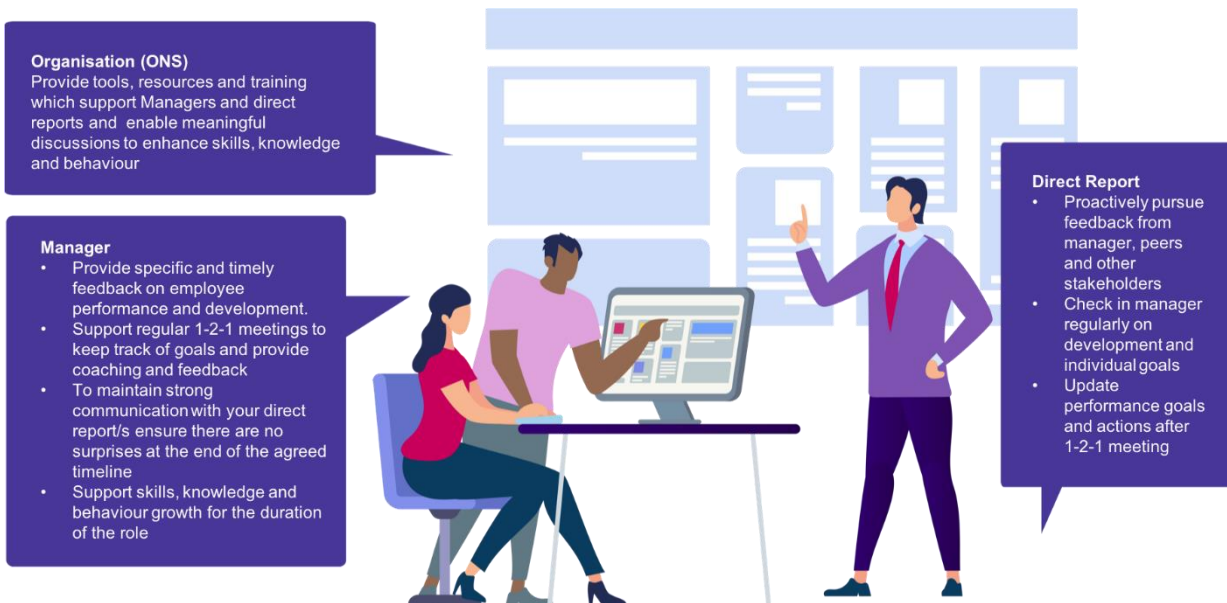
GROW – Coaching for Performance

Coaching is a catch-all term and can apply to lots of different contexts and organisations. What we are looking at specifically here is Performance Coaching.

A good definition of performance coaching includes these three elements:

1. Improving current performance, with emphasis on specific areas or skills where the employee needs to improve/develop
2. Providing reinforcing feedback where the employee is meeting performance expectations
3. Citing specific examples as to what the employee is doing well that is contributing to his/her achievements

Roles and Responsibilities

Organisation (ONS)
Provide tools, resources and training which support Managers and direct reports and enable meaningful discussions to enhance skills, knowledge and behaviour

Manager
- Provide specific and timely feedback on employee performance and development.
- Support regular 1-2-1 meetings to keep track of goals and provide coaching and feedback
- To maintain strong communication with your direct report/s ensure there are no surprises at the end of the agreed timeline
- Support skills, knowledge and behaviour growth for the duration of the role

Direct Report
- Proactively pursue feedback from manager, peers and other stakeholders
- Check in manager regularly on development and individual goals
- Update performance goals and actions after 1-2-1 meeting

GROW Model

Pre-Coaching

G **OAL**

R **EADINESS**

Coaching

O **PPORTUNITY TO COACH**

Post-Coaching

W **HAT'S NEXT**

The GROW model provides a framework for the overall process: before, during and after. To get the best from your team, coaching for performance, the GROW model can be used for all coaching discussions: coaching in a performance review, coaching in-the-moment, and coaching for career management/ development.

Pre coaching - Set a Clear **Goal** for Discussion

To set you up for success be clear on *the purpose of* having a coaching discussion.

Sometimes multiple discussions are necessary to reach the goal you set out to achieve.

- Why are you having the discussion?
- What are the desired outcomes of the coaching?
- How will you know if the coaching is successful?
- When and where will have you the discussion?
- **Readiness** - consider your team member's Competence, Motivation, and Opportunity.
- Use open questions, and avoid closed, For example, how would you like to improve vs can you improve
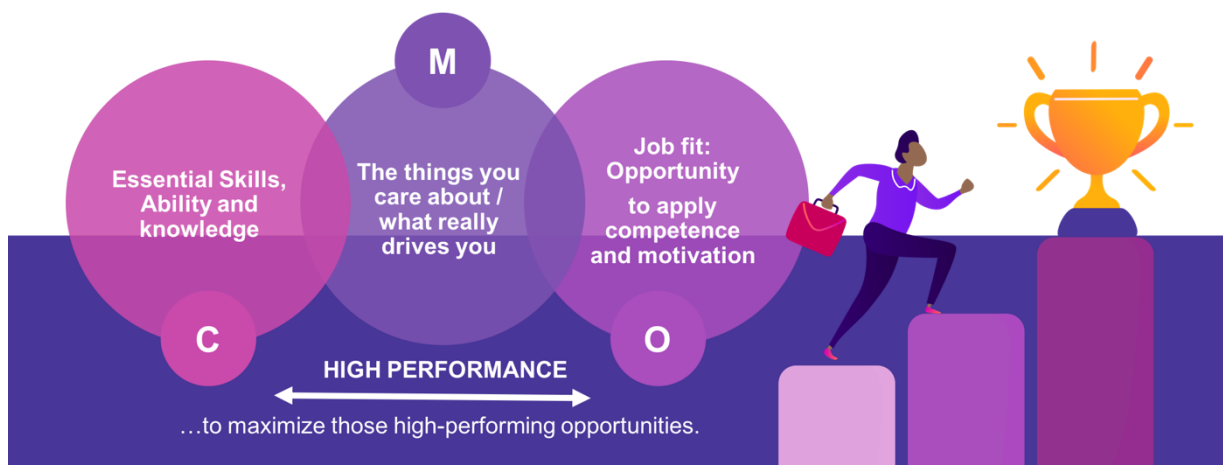
Competence. Motivation. Opportunity (CMO)

C
Does your team member have enough knowledge to complete the task? Does the employee have the skill(s) necessary to complete the task? Consider their strengths and development areas related to current performance.

M
What parts of the role excite them? What aspects of the task motivates them to learn more and develop?

O
What expectation does the team member have regarding the role and their time with ONS? What stretch opportunities are available that give them a chance to grow their skillset? This area might be more limited for Census 2021 given all roles are FCTs. You could still help the direct report consider how they could leverage their experience with ONS in future roles.

OFTEN – Coaching Conversations

Coaching

Opportunity to Coach is when the coaching sessions takes place. Conduct the coaching conversation using 'OFTEN' - The acronym stands for 5 aspects of coaching conversations.

O	**OPEN**
F	**FOCUS**
T	**TALK SPECIFICS**
E	**EXPLORE OPTIONS**
N	**NEXT STEPS**
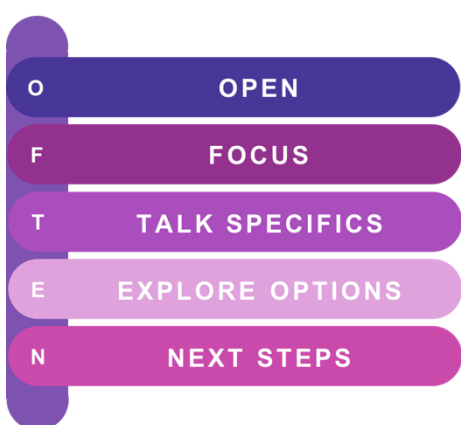
O - The purpose of the Open step is to set the appropriate tone and to establish the purpose and benefits of the discussion

F - stands for Focus on 1 or 2 tasks

T - 'Talk Specifics - share specific observations, rather than broad comments or generalisations

E - stands for Explore Options. Identify actions to take to improve team performance in the areas you are focusing on.

N - Next steps - summarise the agreed upon actions

Post Coaching

After the coaching session has taken place, a follow-up conversation post-coaching is a critical final stage in the coaching process. The W in 'GROW' stands for 'What's Next'. This step focuses on clarifying performance goals or metrics you need the team member to achieve, or you might establish or modify their development plan. The concept of FAST goals might be useful here when helping to set goals for the individual**.**

Define:

- Performance goals
- Development plan

Development Focus

- How could you prepare yourself effectively for the coaching conversations you will likely be having with your team members?

- What steps could you take to ensure your coaching conversations start out, and remain, Adult-Adult in tone, language and style?

Adult to Adult Feedback

Be authentic - Being authentic in Adult to adult feedback, means being professional, appropriate, lawful and personable in your approach, tone and structure. By giving genuine Adult to adult feedback, you create ideas that will help the team member develop, learn and improve. Always cover off one or two issues, never more.
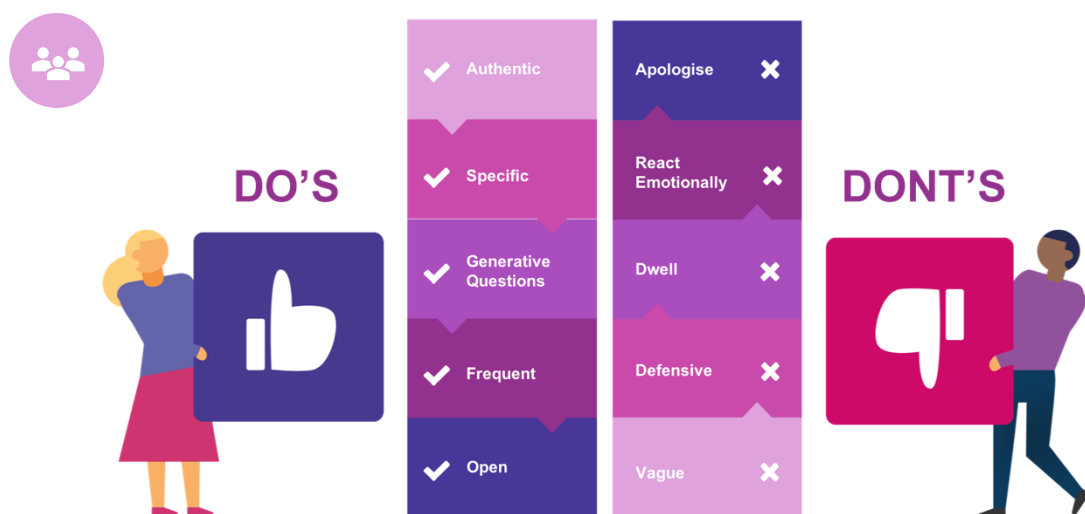
Specific - Challenge Directly – frame your feedback from "I" – As a manager, give feedback from your perspective, not somebody else's. By stating only your observations, you will avoid labelling the other person and being judgemental. Wherever, possible, you need to avoid using "You" may cause the team member to become defensive and potentially argumentative, meaning the feedback could be lost.

Generative Questions - Create trust, positive energy and transformation to play the feedback forward. Generative questions focus on the best of "what is" and "what might be", not what they did not do or should have done. Here are some examples you could use;

- How do you see it?
- How did they manage this process at your previous XXXX?
- What if we… (possibilities)
- Use open questions – What, Why, Who, Where, and When

Frequent - Timely feedback is the most effective. Give the team member specific enough feedback at the most appropriate time. Where possible, as close to the event as you can.

Open - Openness will show the team members that you care about what they think and do. Remember, feedback as a two-way process that enables both parties to get the best out of each other. Before you start the feedback session, it may be worth considering what is working and what is missing in the relationship. You will need to be very specific about the context, observation and impact.

DO'S

- ✔ Authentic
- ✔ Specific
- ✔ Generative Questions
- ✔ Frequent
- ✔ Open

DONT'S

- ✖ Apologise
- ✖ React Emotionally
- ✖ Dwell
- ✖ Defensive
- ✖ Vague

Managing Conflict

At the heart of Census 2021 Survey is our people. For the success of the survey, people must feel valued, feel they are making a difference, no matter how small the contribution. Everyone sets out to perform well, and as a people manager, you drive the day to day engagement of your team. Regular feedback is key to keeping people motivated. We all need to know how well we are doing and get guidance on what we could improve on. It is essential to acknowledge everyone makes mistakes, and we learn by them. When dealing and handling conflict, aim first to manage yourself, your emotional state. Leverage the tools techniques in the Emotional Wellbeing section.

The COIN Feedback Model is a practical step by step process to help you prepare and deliver feedback.
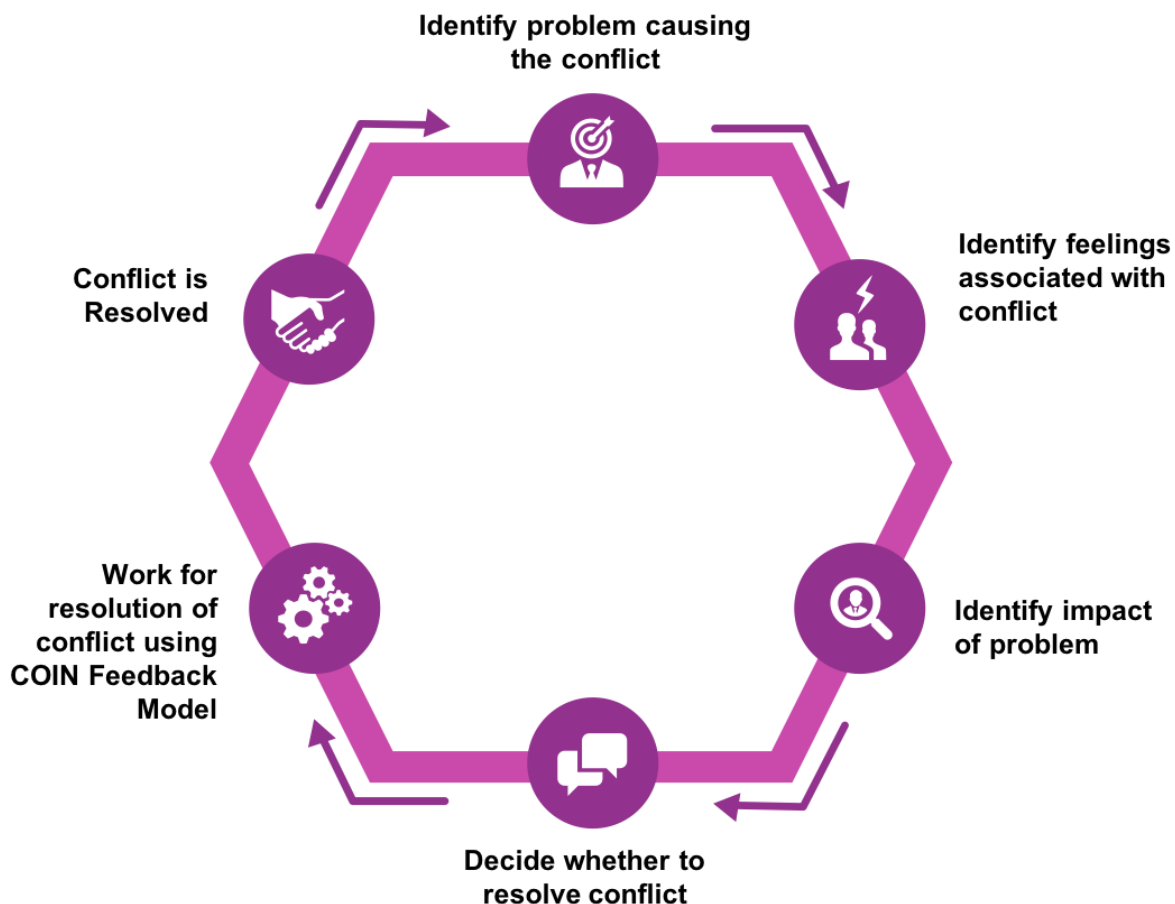
- **Context/Connection**: what are the circumstances, situation, event or issue we need to discuss – how is what you wish to discuss connected to the team members and teams' goals, interests and objectives.
- **Observations**: specific, factual and non-judgemental descriptions of what has happened. The focus is on establishing what and how rather than why something happened.
- **Impact:** how this situation, event or issue has impacted the success of the task, and how it has effected others in the team. Refrain from judging and stick to the facts.
- **Next steps**: Suggest, discuss and agree a clearly defined action plan on the changes, consequences and improvements needed and expected going forward.

Development Focus

What situations give you an opportunity to improve how you deliver feedback?

What stops you?

What steps can you take to apply the COIN Model?

Difficult Conversations

Difficult conversations are defined as subjects that could be considered contentious or sensitive. Having a difficult conversation with a member of your team can feel daunting, even for the most experienced manager. Unfortunately, there is no putting off a difficult conversation as the long-term impact of the performance of your team. There will be various type of difficult discussions, and the dialogue should always be mindful that people tend to do the best they can.

These are the occasions where you will need to draw upon your emotional intelligence tools.

The first step is to be clear on the purpose of the conversation, always mark out what is fact v assumption. It is good practice to give your team member time to prepare for the meeting. During the meeting, allow them to present their side of the story fairly.

Present your side of the story, then give them space and time to respond; avoid over-talking them. Learning about their story may alter your perspective.

Development Focus

How do you feel about having a difficult conversation?

What might stop you having one?

What other tools and techniques can you draw upon in the Managing Your Teams workbook?

Read: Handing Difficult Conversations

Personal Reflections – Leading for Success

Managing Self

Reflect on the following questions:

- **How could you use each Emotional Intelligence to be more effective in your census role?**

- **How could you use Emotional Intelligence to be more resilient in your life in general?**

- **How can you maximise your performance in your census role?**

- **How can you role model and lead by example in your census role?**

- **Think about and prepare for how you will deal with difficult conversations –** *what can we reference from ONS*

- **How can the ONS Self Help Facility help you manage your team?**

STOP	START	CONTINUE
Behaviours, actions, attitudes that hinder effectiveness	Behaviours, actions, attitudes that increase effectiveness	Behaviours, actions, attitudes that are strengths for effectiveness

Resilience

Reflect on the following questions:

- **How could you use each of the 5 principles to be more resilient in your census role?**

- **How could you use each of the 5 principles to be more resilient in your life in general?**

- **Which of the 5 principles do you usually use to help you cope with difficulty?**

- **Which of the 5 principles could you start to use more often?**

- **How could you use the 5 principles to support others in your team and develop their wellbeing and resilience?**

STOP	START	CONTINUE
Behaviours, actions, attitudes that hinder effectiveness	Behaviours, actions, attitudes that increase effectiveness	Behaviours, actions, attitudes that are strengths for effectiveness

Managing Others

Reflect on the following questions:

- **How might you focus on building a cohesive team to be more effective in your census role?**

- **How could you use transactional analysis to help inspire your team?**

- **How can you role model the behaviours of a cohesive team?**

- **How will you embed key responsibilities of leading and managing others in your census role?**

- **How will you give effective feedback to your team?**

- **How can situational leadership help you lead the team?**

STOP	START	CONTINUE
Behaviours, actions, attitudes that hinder effectiveness	Behaviours, actions, attitudes that increase effectiveness	Behaviours, actions, attitudes that are strengths for effectiveness

Coaching

Reflect on the following questions:

- **How could you prepare yourself effectively for the coaching conversations you will likely be having with your team members?**

- **What steps could you take to ensure your coaching conversations start out, and remain, Adult-Adult in tone, language and style?**

- **How could you use the OFTEN aspects of coaching conversations (more) effectively?**

- **Where could you personally make improvements on how you have conducted coaching conversations in the past?**

STOP
Behaviours, actions, attitudes that hinder effectiveness

START
Behaviours, actions, attitudes that increase effectiveness

CONTINUE
Behaviours, actions, attitudes that are strengths for effectiveness