PRACTICAL TIPS FOR LIBRARY AND INFORMATION PROFESSIONALS
SERIES EDITOR: HELEN BLANCHETT

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PRACTICAL TIPS *for* Developing Your Staff

Tracey Pratchett
and Gil Young
with Carol Brooks, Lisa Jeskins
and Helen Monagle

Practical tips for developing your staff

PRACTICAL TIPS FOR LIBRARY AND INFORMATION PROFESSIONALS

This series provides a set of practical guides for the busy professional in need of inspiration. Sourced from experienced library and information practitioners, grounded in theory, yet not overwhelmed by it, the information in these guides will tell you what you need to know to make a quick impact in a range of topical areas of professional interest.

SERIES EDITOR: HELEN BLANCHETT

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After qualifying and working as a librarian in her early career, Helen worked for Jisc Netskills for 13 years providing training and working on a diverse range of projects across various sectors and then as librarian in the liaison team at Newcastle University. She has a keen interest in all aspects of information and digital literacy, and in supporting staff and students in their development.

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facet
publishing

Published by Facet Publishing
7 Ridgmount Street, London WC1E 7AE
www.facetpublishing.co.uk

Facet Publishing is wholly owned by CILIP: the Chartered Institute of Library and Information Professionals.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library.

ISBN 978-1-78330-018-1 (paperback)
ISBN 978-1-78330-180-5 (hardback)
ISBN 978-1-78330-181-2 (e-book)

First published 2016

Text printed on FSC accredited material.

MIX
Paper from responsible sources
FSC® C013604

Typeset from author's files in 10/13 pt Palatino Linotype and Myriad Pro by Facet Publishing Production.
Printed and made in Great Britain by CPI Group (UK) Ltd, Croydon, CR0 4YY.

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Acknowledgements

The authors would like to thank the many people who assisted them in writing this book. Without their generous support, which ranged from sharing their knowledge and experiences to providing personal examples from their own practice and offering up ideas and time, we would never have got it done. Thanks to you all.

All royalties from this book will be donated to LIHNN (Library and Information Health Network North West) to fulfil the aim of the network in encouraging and facilitating the continuing education and training of LKS staff in the North West.

The authors

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List of abbreviations

ACAS Advisory, Conciliation and Arbitration Service.
ALA American Library Association, www.ala.org.
BIALL British and Irish Association of Law Librarians, www.biall.org.uk.
CILIP Chartered Institute of Library and Information Professionals, www.cilip.org.uk.
CIPD Chartered Institute of Personnel and Development, www.cipd.co.uk.
CoP Communities of practice.
CPD Continuing professional development.
FIL Forum for Interlending and Information Delivery, www.forumforinterlending.org.uk.
HCLU Health Care Libraries Unit – North, www.lihnn.nhs.uk/index.php/hclu-top.
HEE Health Education England, https://hee.nhs.uk.
HLG CILIP Health Libraries Group, www.cilip.org.uk/about/special-interest-groups/health-libraries-group.
HR Human resources.
IFLA International Federation of Library Associations and Institutions, www.ifla.org.
IL group CILIP Information Literacy Group, www.cilip.org.uk/about/special-interest-groups/information-literacy-group.
KM Knowledge management.
LIHNN Library and Information Health Network North West, www.lihnn.nhs.uk.

LILAC Librarians' Information Literacy Conference, www.lilacconference.com.
LKS Library and knowledge services.
LLAMA Library Leadership and Management Association, www.ala.org/llama.
LSE London School of Economics, www.lse.ac.uk/home.aspx.
MAP Making Alignment a Priority Toolkit, https://maptoolkit.wordpress.com.
MMU Manchester Metropolitan University, www2.mmu.ac.uk.
MOOC Massive online open course.
NHS National Health Service.
NISO National Information Standards Organization, www.niso.org.
NLPN New Library Professionals Network, https://nlpn.wordpress.com.
PDP Personal development plan.
PID Project implementation document.
PKSB CILIP Professional Knowledge and Skills Base, www.cilip.org.uk/jobs-careers/professional-knowledge-skills-base.
SLA School Library Association, www.sla.org.uk.
SWOT Strengths, weaknesses, opportunities, threats.
UKSG United Kingdom Serials Group, www.uksg.org.

Series Editor's introduction

Helen Blanchett, Jisc, UK

This series provides a set of practical guides for the busy professional in need of inspiration. Sourced from experienced library and information practitioners, grounded in theory, yet not overwhelmed by it, the information in these guides will tell you what you need to know to make a quick impact in a range of topical areas of professional interest.

Each book takes a tips-based approach to introduce best-practice ideas and encourage adaptation and innovation.

The series is aimed at experienced library and information professionals looking for new ideas and inspiration, as well as new professionals wanting to tap into the experience of others and students and educators interested in how theory is put into practice.

Practical tips for developing your staff

Staff costs in any organization usually account for a large proportion of its budget: people are indeed our most valuable resource, not just in financial terms. Ensuring staff are supported to develop the skills, knowledge and experience to perform effectively is a key challenge for any organization.

In a profession affected by constant change, staff must be equipped to develop and thrive. Change, however, is only one driver of staff development. Encouraging staff to challenge themselves to gain new skills in order to progress their careers is also important.

Effective staff development should improve organizational and individual performance, but also have wider benefits in terms of staff morale and motivation. Finding effective methods of engaging and developing staff can be a challenge, especially in times of increasingly constrained training and development budgets.

The authors bring the benefit of their wide knowledge and varied experiences together in this book, to provide a range of practical suggestions as to how to develop staff. The tips go beyond the knee-jerk 'run a training course' response, and cover a range of creative approaches.

I am very grateful to Gil and Tracey for their hard work on leading this book and to Carol, Lisa and Helen for their contributions. I hope you will find it useful and inspiring.

Introduction

About this book

Continuous professional development (CPD) is a key component of a successful and satisfying career. This practical book offers a wide range of ideas and methods for all library and knowledge service (LKS) professionals to manage the development of those who work for and with them. It will also be a valuable guide for individuals wishing to manage their own CPD.

As part of the *Practical Tips* series, it offers innovative Tips and tried-and-tested best practice to enable LKS workers to take control of their professional development regardless of the budget and time available to them. You will find flexible tips and implementation advice on topics including:

- enabling others to plan, reflect on and evaluate their personal development
- appraisals and goal setting: linking personal objectives to organizational objectives
- performance management
- sourcing funding to attend and run events
- planning formal development activities such as courses and conferences
- accessing informal activities
- using social media as a development tool
- role of professional bodies and networks
- mentoring, buddying and coaching
- networking.

The Tips have been written by a wide range of LKS professionals working across different sectors and at different stages in their careers.

Section summaries

The Tips are divided into three sections:

1. **Theories:** This section of the book outlines some of the main theories around how people behave, learn and develop. Having an understanding of how individuals learn and behave is important for line managers if they are to provide meaningful development opportunities.
2. **Infrastructure:** An overview of the basic structures which need to be in place within an organization to enable learning and development to take place. This section includes information on recruitment, managing performance and exit procedures.
3. **Activities and tools:** This section covers a wide range of activities and tools which can be used to assist individuals in all aspects of their development. Many of the activities in this section will form part of an individual's day-to-day working life, including attending meetings, delivering training sessions and writing reports. The purpose of including these is to demonstrate that development can be something which happens continuously and does not necessarily require dedicated time, although that does have a role.

Using this book

This book is not intended to be read in a linear fashion. Instead it has been designed to be dipped into as and when required. Each Tip or activity comes with an overview and detail, guidance on timing and some issues to think about for when trying out the techniques. The important More sections provide the reader with further suggestions and ideas to extend each Tip. We hope these ideas will prompt you to think about ways you can adapt the Tips to your own situation and that you will find this book an invaluable support for your professional practice.

Tracey Pratchett and Gil Young

SECTION 1

Theories

Tips 1–10

1. Understanding how people behave, learn and develop

AS A MANAGER you want your staff to enjoy their work and fulfil their potential whilst actively contributing to the aims of the team, the service and the organization. The first step in achieving this is to understand how and why the individuals that make up your team behave in the ways they do and the implications this has for how they like to learn and how they interact with others. As a line manager it is important that you have an understanding of how your own preferences will influence your management style and how to modify your natural preferences to manage those who might be very different from you. To enable you to develop this understanding this section of the book outlines some of the main theories around how people behave, learn and develop.

There are many theories about how we learn, develop and behave, with a great deal of overlap between them. Without a doubt everyone has one or more 'preferred' style(s) which influence the way they think, behave and learn. It would be easy to say that our backgrounds and experiences influence the way we develop but the latest neuroscience research makes it very clear that our minds have a high level of plasticity, which means that whatever has been our preferred style can be changed. Indeed, we know that as we grow and develop we change but we often don't realize how much we can influence that change for ourselves.

Many of the personality/behavioural type analyses are developed from the original work of Carl Gustav Jung (1875–1961), whose model, 'Psychological Types', developed in 1921, was based on the theory that each person has an innate urge to grow. Part of that growing process is to learn how we operate individually, develop the parts of us that we need to learn more about and learn about the people around us. His model works on the theory that the brain has three axes:

- Feeling–Thinking
- Intuition–Sensing
- Introversion–Extraversion.

From these we can find out which are our dominant thought processes and styles. Jung identified eight 'types', from which many others have developed more detailed theories and a range of methods of assessing primary styles. This has led to a number of 'quadrant' tools which identify and relate to the four areas of the brain and our preferences as to which area we tend to use most. Interestingly, these all use colour references but confusingly they use them in different quadrants. Below is a comparison (Table 1.1) of the ones we have covered in more detail in this book and a couple of others which are so similar that we haven't gone into detail on them:

Table 1.1 *Comparison of 'quadrant' tools*

Tool	**Characteristics**			
	Dominance/ Leadership	**Order and structures**	**People and relationships**	**Creatives**
Jigsaw	Red (Eva Reddy)	Blue (Mr Huey Blue)	Green (Carey and the Harmonisers)	Yellow (Ray O'Sunshine)
DiSC	Green (Dominance)	Yellow (Conscientiousness)	Blue (Steadiness)	Pink/Red (Influence)
Benziger	Front left Logic and results	Basal (rear) left Process and routine	Basal (rear) right Intuition and empathy	Front right Vision and creativity
***Insight**	Fiery Red	Cool Blue	Earth Green	Sunshine Yellow
***Bolton and Bolton Social Styles**	Drivers	Analyticals	Amiables	Expressives

*Not covered in this book

There are also a range of tools which focus on our learning styles or preferences that are useful both to understand ourselves but also, and perhaps more importantly, to give us indications about the best way to work with colleagues and help them to assimilate learning most effectively. Two of these are also quadrant models and although some indicators closely align to the 'behaviour styles' above they do not correlate exactly.

The Chartered Institute of Personnel and Development (CIPD) state that

> Learning styles might at a basic level be considered to consist of three inter-related elements:

- Information processing – habitual modes of perceiving, storing and organising information (for example, pictorially or verbally)
- Instructional preferences – predispositions towards learning in a certain way (for example, collaboratively or independently) or in a certain setting (such as a particular environment or time of day)
- Learning strategies – adaptive responses to learning specific subject matter in a particular context.

CIPD, 2014

Rather than representing a single concept, 'learning styles' is thus an umbrella term covering a spectrum of modalities, preferences and strategies. What we therefore see when we look at models of learning styles are the efforts of individuals to bring together the concepts and processes within those three elements.

Finally, there is the issue of evaluating the development activity to gain an understanding of what an individual has learned and how this has impacted upon themselves, the team and the organization. There are many models for evaluation but we look at Kirkpatrick's four levels of evaluation model, which is by far the best known and most used. Evaluation is vital – without it we cannot know if the learning and development which we spend good money on has produced any valid improvements or results. Kirkpatrick offers us a range of ways of seeing how learning and development has impacted upon our initial feelings, and the longer-term impacts on ourselves, our team and our organization. Whilst it was designed for organizational use it is also a useful model to reflect personally on the values of our own CPD (continuous professional development).

In the following Tips we will illustrate a few of the many tools which can be used to look at how we think and learn. The most important point is to know that you and your team members are not 'labelled' or 'bound' by whatever you find out – these are tools to help you find a starting point to successfully develop your staff.

Best for

- Generating an understanding of how your own preferences for the ways you like to behave, learn and develop will influence your management style.
- A means of beginning to think about how the individuals that make up your team like to behave, learn and develop which can enable you to provide meaningful development opportunities.

⚠ To think about

- Don't box yourself into believing you or others can only learn or behave in one style. We all have the capability to use all of the styles even though we might have a preference for one or another.
- There is no secure evidential base to support any one particular theory of behavioural or learning preference.

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2. Kolb learning cycle and styles

David Kolb's learning styles model and experiential learning theory (ELT) model was published in 1984. Kolb's theory is that ideally (but not always) this process represents a cycle where the learner 'touches all the bases', so they take part in experiencing, reflecting, thinking and acting. Experiences lead to observations and reflections which are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the individual can actively test and experiment with, which in turn enable the creation of new experiences.

Working with Roger Fry, Kolb argues that the cycle of learning can begin at any one of the four points and that it should be approached as a continuous cycle. However, it is suggested that it often begins with an individual carrying out a particular action and then seeing the effect of the action.

The second action would then be to look at the first action and reflect on it in relation to its situation, so that if the action was taken again in the same circumstances it would be possible to anticipate what would follow on from the action.

The third step is to understand the general principle under which the particular instance falls so that you can identify what might be different in other circumstances. This idea of 'generalization' allows individuals to see the connection between actions and effects over a range of circumstances and is closely linked with the final stage of planning for future actions and trying them out.

Kolb's model (Figure 2.1), therefore, works on two levels – the first is a four-stage cycle of actions or abilities.

1 Concrete experience – (CE)
2 Reflective observation – (RO)
3 Abstract conceptualization – (AC)
4 Active experimentation – (AE).

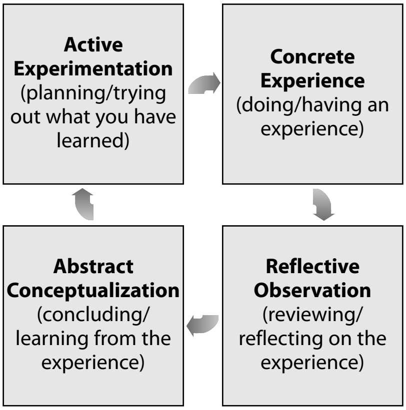

Figure 2.1
Kolb's experiential learning cycle, adapted from McLeod (2013)

Kolb and Fry argued that few of us reach the ideal of working around this cycle in perfect order and most of us have a strength or orientation to one of the stages. So some individuals are more prone to focusing on the action, others on the reflection, and so on; because of this they went on to develop a learning styles inventory, placing people somewhere on one of two continuums:

- concrete experience and abstract conceptualization
- active experimentation and reflective observation.

What Kolb is suggesting here is that the two ends of each continuum are actually conflicts and whilst we might want to do both at the same time, that actually creates conflict, which means that we resolve that conflict through choice when confronted with new learning situations.

This second dimension led to a four-type definition of learning styles (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated in Table 2.1), for which Kolb used the terms:

1 Diverging (CE/RO)
2 Converging (AC/AE)
3 Assimilating (AC/RO)
4 Accommodating (CE/AE).

The four styles' attributes are described in Table 2.2.

It is essential to ensure that you don't reduce anyone's potential to learn to one single style but instead recognize that there are strengths and weaknesses associated with each style and 'locking' yourself or others into one style will put you all at a serious disadvantage.

Table 2.1 *Kolb's two-by-two matrix of the four-stage cycle, adapted from Chapman (2016)*

	DOING (Active Experimentation – AE)	**WATCHING** (Reflective Observation – RO)
FEELING (Concrete Experience – CE)	Accommodating (CE/AE)	Diverging (CE/RO)
THINKING (Abstract Conceptualization – AC)	Converging (AC/AE)	Assimilating (AC/RO)

Table 2.2 *Kolb's four styles' attributes, adapted from Smith (2010)*

Learning Style	Description
Converger (AC/AE)	• Strong in practical application of ideas • Use learning to solve specific problems • Like technical tasks • Unemotional • Make decisions by finding solutions to questions and problems • Have technical abilities • Less concerned with people • Like to work with practical applications • Has narrow interests
Diverger (CE/RO)	• Prefer to watch rather than do • Strong in imagination • Like to gather information • Good at generating ideas • Look at things from different perspectives • Interested in people • Broad cultural interests • Emotional • Like to work in groups
Assimilator (AC/RO)	• Strong ability to create theoretical models • Prefer concise, logical approach • Ideas and concepts more important than people • Like clear explanations • Less inclined to 'do' • Able to take on board a wide range of information • Good at organizing information into clear, logical format • Excel in inductive reasoning • Concerned with abstract concepts rather than people • Like time to think things through
Accommodator (CE/AE)	• Greatest strength is doing things • Rely on intuition rather than logic to solve problems • More of a risk taker • Love new challenges • Perform well when required to react to immediate circumstances • Good at carrying out plans • Like practical, experiential approach • Good at setting targets • Good at finding alternative solutions to achieving outcome

Other issues you need to recognize are that:

- This model only relates to 'experiential' learning and there are other forms of learning, such as memorization and information assimilation.

- Boud, Cohen and Walker (1993) would argue that it fails to help people uncover the elements of reflection.
- As a model it is firmly based in western, especially American, culture and the way learning is approached may be affected by environment.
- The reality of thinking does not always follow neatly in stages or steps, making this model seem a little too neat and simplistic.
- There is little real empirical research to test the model.

Nevertheless, in terms of our non-academic lives, Kolb's learning cycle and styles are helpful in giving a structure to consider how you and your team can make the best of learning from experience. In Tip 3 (p. 8) you will also see the words Reflectors, Activists, Pragmatists and Theorists. These are from the development of the Kolb styles by Honey and Mumford.

Best for

- Reviewing the learning cycle, assessing your learning style and considering the learning styles of colleagues and team members.

► More

- There are other learning style models such as VAK, VARK and Belbin team roles (although it could be argued this is more of a personality/behavioural style tool) and Honey and Mumford's Learning Styles is a further developed style model.
- At least some aspects of learning styles and strategies can be taught, regardless of natural inclination.

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3. Honey and Mumford – learning styles

Peter Honey and Alan Mumford developed their learning styles system as a variation on the Kolb model in the 1970s. They devised a questionnaire that identifies an individual's primary style for learning, which they characterized as Activist, Reflector, Pragmatist and Theorist. The relationship between each of these styles is outlined in Figure 3.1.

Honey and Mumford say of their system:

> Our description of the stages in the learning cycle originated from the work of David Kolb. Kolb uses different words to describe the stages of the learning cycle and four learning styles . . ..

and

> The similarities between his model and ours are greater than the differences . . .
>
> Honey and Mumford, 1992, 4

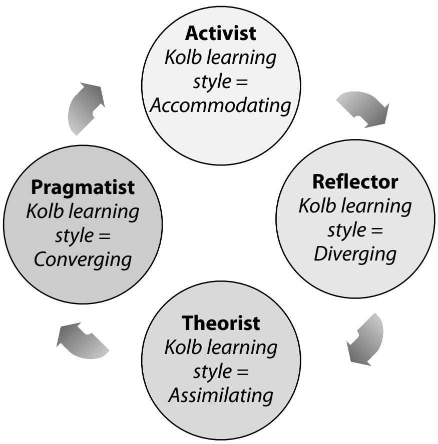

Figure 3.1
Honey and Mumford's learning styles, adapted from Chapman (2016)

However, the essence of the tool is helping individuals to identify why they often step into a learning opportunity at a specific stage – for instance, the pragmatist leaping into opening the package and building the new toy without stopping to read the instructions! Once you understand your preferred method of learning and those of your staff, you can identify when you and they need to develop and use the other styles appropriately. Tables 3.1 to 3.4 summarize the four keys stage and styles. They include the corresponding Kolb learning styles.

Table 3.1 *Honey and Mumford's Activist, adapted from Honey and Mumford (1992)*

Activist ***Kolb learning style = Accommodating*** 'Having an Experience' (stage 1), and Activists (style 1): 'here and now', gregarious, seek challenge and immediate experience, open-minded, bored with implementation.	
• learn by doing • 'hands-on' preference • tend to launch in – unlikely to read instructions • open-minded approach to learning • enter new experiences without bias • enjoy the here and now • enthusiastic about anything new	• philosophy: 'I'll try anything once' • tend to act first and consider the consequences afterwards • days are filled with activity • thrive on the challenge of new experiences • get bored with implementation and longer term consolidation • gregarious • like to be centre of activity

Table 3.2 *Honey and Mumford's Reflector, adapted from Honey and Mumford (1992)*

Reflector ***Kolb learning style = Diverging*** 'Reviewing the Experience' (stage 2) and Reflectors (style 2): 'stand back', gather data, ponder and analyse, delay reaching conclusions, listen before speaking, thoughtful.	
• learn by observing and thinking about what happened • like to stand back to ponder experiences • observe situations from many different perspectives • collect data, both first hand and from others • prefer to think about it thoroughly before coming to a conclusion • collection and analysis of data is vital • tend to postpone reaching definitive conclusions for as long as possible • philosophy is to be cautious • thoughtful, like to consider all possible angles and implications	• prefer to take a back seat in meetings and discussions • enjoy observing other people in action • listen to others and get the drift of the discussion before making their own points • tend to adopt a low profile • have a slightly distant, tolerant, unruffled air about them • when they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own • avoid leaping in and prefer to watch from the sidelines • prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion

Table 3.3 *Honey and Mumford's Theorist, adapted from Honey and Mumford (1992)*

Theorist ***Kolb learning style = Assimilating*** 'Concluding from the Experience' (stage 3) and Theorists (style 3): think things through in logical steps, assimilate disparate facts into coherent theories, rationally objective, reject subjectivity and flippancy.	
• like to understand the theory behind the actions • need models, concepts and facts in order to engage in the learning process • prefer to analyse and draw new information into a logical 'theory' • think problems through in a step-by-step logical way • tend to be perfectionists • keen on basic assumptions, principles, theories models and systems thinking	• philosophy: 'If it's logical it's good' • frequently ask questions: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' • tend to be detached, analytical • approach to problems is consistently logical • prefer to maximize certainty • feel uncomfortable with subjective judgements, lateral thinking and anything flippant

Table 3.4 *Honey and Mumford's Pragmatist, adapted from Honey and Mumford (1992)*

Pragmatist ***Kolb learning style = Converging*** 'Planning the next steps' (stage 4) and Pragmatists (style 4): seek and try out new ideas, practical, down-to-earth, enjoy problem solving and decision making, quickly bored by long discussions.	
• need to be able to see how to put the learning into practice in the real world • see abstract concepts and games as being of limited use • keen on trying out ideas, theories and techniques to see if they work in practice • positively search out new ideas • return from courses brimming with new ideas that they want to try out • like to get on with things and act quickly and confidently on ideas that attract them	• tend to be impatient with ruminating and open-ended discussions • essentially practical and down to earth • like making practical decisions and solving problems • respond to problems and opportunities 'as a challenge' • philosophy: 'There is always a better way' and 'Good enough is enough.'

The important thing to note with this, as with Kolb, is that you must avoid 'boxing' yourself or others into one style. What the questionnaire will highlight is an individual's natural preference but everyone will at one time or another need to cultivate the other styles. In their *Manual of Learning Styles*, Honey and Mumford (1992) provide a range of exercises you can do to develop your lower preferences and those of your staff.

Best for

- Assessing your own learning style and considering the learning styles of the individuals that make up your team.

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4. VAK learning styles

ORIGINALLY DEVELOPED BY psychologists in the 1920s, the Visual-Auditory-Kinaesthetic learning styles model or inventory is usually abbreviated to VAK. It provides a simple way to explain and understand your learning style and those of others. As the title suggests it identifies three preferences for learning: visual, auditory and kinaesthetic (see Table 4.1)

Table 4.1 *Visual-Auditory-Kinaesthetic learning styles preferences, adapted from About Health (2015) and Chapman (2015)*

Preference	Style Indicators
Visual Has a preference for seen or observed things, including pictures, diagrams, displays, handouts, flip-charts, etc. They will use phrases like, 'show me', 'let's have a look at' and will best be able to perform a new task after reading the instructions or watching someone else do it first. These people will work best from lists or written instructions.	• You pay close attention to body language. • Art, beauty and aesthetics are important to you. • Visualizing information in your mind helps you remember it better.
Auditory (or Aural) Has a preference for the transfer of learning through listening to the spoken word, of self or others, of sounds or noises. They will use phrases such as, 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These people are happy being given spoken instructions and can remember all the words to the songs they hear!	• You prefer to listen to class lectures rather than reading from the textbook. • Reading out loud helps you remember information better. • You prefer to listen to a recording of your class lectures or a podcast rather than going over your class notes. • You create songs to help remember information.
Kinaesthetic Has a preference for physical experience – touching, feeling, holding, doing, practical hands-on experiences. They will use phrases such as 'let me try', 'how do you feel' and will best perform a task by going ahead and trying it out and learning as they go. These are people who like to experiment, hands-on, and never look at the instructions first!	• You enjoy performing tasks that involve directly manipulating objects and materials. • It is difficult for you to sit still for long periods of time. • You are good at applied activities, such as painting, cooking, mechanics, sports and woodworking. • You have to actually practise doing something in order to learn it.

There is some controversy, coupled with a lack of research to confirm or disprove, whether identifying styles does provide support in helping individuals to learn and develop. Nevertheless, for many, they do aid an understanding of preferences which could allow you to access information about the ways in which you and your team like to learn, which will enable you to provide meaningful and relevant development opportunities. Assessment is available through licensed facilitators or online and there are many very simple tools online to get you and your team started.

Best for

- Helping people raise their awareness of their own and other people's visual, auditory or kinaesthetic styles.

More

- There are some alternative models such as VARK, developed by Neil Fleming, which adds 'Reading and writing', and VAKT, which adds 'Tactile', as a fourth dimension.

References

About Health (2015) *VARK Learning Styles*, http://psychology.about.com/od/educationalpsychology/a/vark-learning-styles.htm. [Accessed 16 February 2016]

Chapman, A. (2015) *Free Vak Learning Styles Test*, www.businessballs.com/vaklearningstylestest.htm. [Accessed 10 November 2016]

Further reading

CIPD (2014) *Learning Styles and the Psychology of Learning*, www.cipd.co.uk/hr-resources/factsheets/psychology-neuroscience-learning.aspx. [Accessed 24 September 2016]

Walsh, B. E. and Willard, R. (2011) *Vak Self-Audit: visual, auditory, and kinesthetic communication and learning styles: exploring patterns of how you interact and learn*, Walsh Seminars, Canada.

5. MBTI® – Myers Briggs® Type Indicator

DEVELOPED IN 1942 by Isabel Briggs Myers and her mother Katharine Briggs, the Myers Briggs® Type Indicator (MBTI®) is a well known system for understanding and interpreting personality. It uses the three dimensions from Carl Jung's 'Psychological Types' ideas with an added, fourth dimension of Judging–Perceiving which explains how individuals handle the information they obtain. MBTI® identifies 16 personality types, each made up of four letters, called the Psychological Scales. To see how this works in practice and to learn more about the personality types follow the links in the Further Reading section below (p. 14).

The assessment is done by use of a questionnaire which is carried out by registered practitioners. This is usually undertaken through group sessions, though there is an online version which can be completed. Each of the 16 different types is developed from the side of the scale which is dominant and a certain set of characteristics is associated with each combination to describe what the individual is like. For example an ISTJ is dominant in Introversion, Sensing, Thinking and Feeling which translates as that individual usually being quite serious, practical, quiet and dependable. They will be responsible and determined and will provide accurate work, coping well with high-stress situations. However, they can be impatient and appear to be unappreciative of the efforts of others.

Whilst individuals tend to have a preference for one or the other side of the four scales we all contain both areas within our brains. The measurements show our more innate preference, but we can, and do, develop the opposite where and when we need it. Even if we are more dominantly focused on a particular side of a scale it does not stop us from using the opposite side – so, for instance, just because you rely on your feelings a lot does not mean that you cannot use objective data to make a decision. The same applies to all the individuals that make up your team.

It is important to be aware that there is no ‘right’ or ‘wrong’ combination. Each type will indicate different skills and every individual will bring different gifts to the table. Even if you manage a team of individuals with the same combination they will each be different, due to a variety of other influences on their lives and the actual placement they scored on the scale. However, they would also have a great deal in common. You should be aware that the circumstances of you and your team members when you take the assessment can impact upon the results, especially if you or others are quite evenly balanced between each end of a particular scale.

The insight you gain through undertaking this, and other personality type exercises, can assist you in understanding your own behaviours and reactions and those of your team. You, and they, can learn how to adapt and work differently with others by developing an understanding of the preferences and behaviours of others, even if their specific typology is not known. The quote below is from an individual who has recently undertaken an MBTI assessment and demonstrates the potential value of using this tool in practice:

> It cast a lot of light on the way me and my boss’s different styles interact with one another and how I could handle this better. It also gave me a lot of self-knowledge about the way I approach situations in and outside work.
>
> Feedback from Knowing Me, Knowing You course, 11 June 2015

Best for

- Understanding and interpreting both your personality and those of your team members.

► More

- If you can't access a registered practitioner then try the online assessment at www.cpp.com/en/index.aspx.

Further reading

Briggs Myers, I., McCaulley, M.H., Quenk, N.L. and Hammer, A.L. (1998) *MBTI Manual: a guide to the development and use of the Myers-Briggs Type Indicator®*, 3rd edn, CPP, Sunnyvale.

Briggs Myers, I. and Myers, P. B. (1995) *Gifts Differing: understanding personality type*, 2nd rev. edn, Davies-Black Publishing, Sunnyvale.

Chapman, A. (2014) *Personality Types and Tests*, www.businessballs.com/personalitystylesmodels.htm. [Accessed 10 February 2016]

Myers and Briggs Foundation (2016a) MBTI® Basics, www.myersbriggs.org/my-mbti-personalitytype/mbti-basics/. [Accessed 10 February 2016]

Myers and Briggs Foundation (2016b) *My MBTI® Personality Type*, www.myersbriggs.org/my-mbti-personality-type. [Accessed 10 February 2016]

Acknowledgement

Many thanks to Claire Bradshaw (https://clairembradshaw.wordpress.com) for permission to reproduce part of the feedback from her course, Knowing Me, Knowing You.

6. Jigsaw Discovery Tool©

The Jigsaw Discovery Tool© was developed by Michelle McArthur and Keith Nicholson of Jigsaw@Work, because they were tired of the complexity of other assessments. They wanted to develop something simple and memorable which would help individuals to understand their 'preferred' style and understand the role of the brain in determining behaviour. It has been developed over a number of years by bringing together the work and research of some of the world's greatest psychologists and leading neuroscientists. It aims to demystify the complex terminology in neuroscience to make it as accessible and practical as possible for everyone.

Participants develop their own behavioural map by selecting 16 words, from 64 jigsaw pieces, which best describe them. They then identify the colourful characters which reflect the four areas of the brain to see the characteristics of their preferred style(s). The tool recognizes the importance of the interconnectedness of the different areas of the brain and has a whole-brain approach which is an integral part of the behavioural framework illustrated by the behavioural maps the participants create.

Behavioural maps will illustrate the preferred style(s)/behaviour(s) of the individual and breaks them down into four coloured characters (Table 6.1). The tool can be used to help you and members of your team identify preferred styles for communication, work patterns, learning, behaviour and how you can all best work together. There is no 'right' or 'wrong' behavioural map and none is better than another. Each individual is encouraged to use the tool to understand themselves and others, identifying when they might want to develop or strengthen other styles.

Table 6.1 *Jigsaw Discovery Tool© characters and their learning preferences, adapted from McArthur (2015)*

Eva Reddy (RED)		Ray O'Sunshine (YELLOW)	
Key Drivers	• Achievement • Success • Speed • Efficiency	**Key Drivers**	• Enjoyment • Freedom • Innovation • Likes to be different
Learning Preferences	Like to understand the theory behind ideas and be able to put it into context of the high-level concept (big picture). They also like to be left alone to get on with it and implement/apply their learning to their world.	**Learning Preferences**	Like to be told what is ultimately needed and then be allowed to trial-and-error their ideas and learn from what doesn't work.
Carey and the Harmonisers (GREEN)		**Mr Huey Blue (BLUE)**	
Key Drivers	• Supporting • Helping • Pleasing • Caring for others • Fairness • Equality	**Key Drivers**	• Correctness • Attention to detail • Maintaining order • Strives for perfection
Learning Preferences	Like coaching. They prefer working as part of a group and benefit from collective learning. They also like things to be demonstrated to them.	**Learning Preferences**	Like to learn from hard evidence and proof. They need validation of ideas and particularly want all the detailed (small picture) information. They require answers to all of the 'what if?' situations. They learn by implementation, once information has been validated and they have step-by-step instructions of what to do.

It is simple and highly memorable. Developing the behavioural map is a fun exercise which engages people at all levels. The tool is available through Jigsaw@Work and their Licensed Associates who can use the tool as part of courses on various subjects, because it is so flexible and fits into a wide range of development. The quotes below are from library assistants who have recently undertaken a Jigsaw assessment and outline what they found most useful about this exercise:

Being able to recognise other team members 'colour' and communicate more effectively.

Offered new insights into how to approach different interactions, and reaffirmed things that I already do.

Learning how different people can be, in so many different ways.

Finding out my communication styles so I am more aware of how I come across and how I can alter that.

Feedback from 'Can you hear me? Improving your skills for communicating effectively', Summer 2015

Best for

- Enhancing your and your team members' understanding of each other in an interactive and fun way. Its use gives individuals real 'ah-ha' moments and it works brilliantly in a team environment where it can instantly help understanding and collaboration.

References

McArthur, M. (2015) *The Jigsaw Discovery Tool, a 21st Century Behavioural Planning Tool*, Jigsaw@work, Wakefield.

Further reading

Jigsaw@work (2001) *Jigsaw@work – People Developers*, www.jigsawatwork.com. [Accessed 10 February 2016]

Acknowledgement

Many thanks to Carol Brooks (www.chrysalisdevelopment.co.uk) for permission to reproduce part of the feedback from her course, 'Can you hear me? Improving your skills for communicating effectively'.

7. The DiSC® model

The DiSC® model owned by the US Inscape Publishing company is used with the intention of enabling individuals to:

> Gain the insight they need to be more successful, productive, and fulfilled at work . . . DiSC® instruments are based on a simple idea – that the foundation of

personal and professional success lies in knowing yourself, understanding others, and realising the impact of your actions and attitudes on other people.

Whamond, 2011

The DiSC® model is attributed to Dr William Moulton Marston, a psychologist, whose book *Emotions of Normal People* (1923) first explained the model using the DiSC® terminology. In this work he also provided the descriptive words on which the commonly used DiSC® personality assessment systems were built. Using two scales: Task versus People and Fast-Paced versus Moderate-Paced, the dimensions of behaviour and situation feature strongly in Marston's ideas. Using these two axes, four types – Dominance, Influence, Conscientiousness and Steadiness – are developed (Figure 7.1).

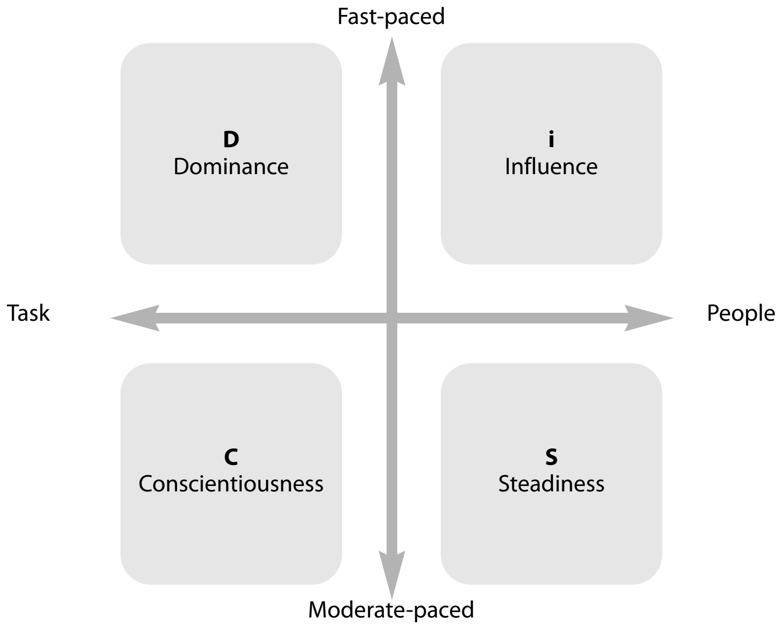

Figure 7.1 *DiSC® model, adapted from US Inscape Publishing (2016)*

The analysis breaks down the four types into three areas of influence: their behaviours, what they want from other individuals and what they want from their roles. The descriptors relate to those whose score is high in the quadrant and it is important to note that just because you or members of your team sit in the quadrant does not mean you or they will display these behaviours exclusively or that in all circumstances those behaviours are either good or bad. Given that this model also has its basis in Jung, the links to the Jung axes of introversion and extraversion are shown in Table 7.1.

Table 7.1 *Links between the DiSC® model and the Jung axes of introversion and extroversion, adapted from Chapman (2014) and US Inscape Publishing (2016)*

D	i	S	C
Dominance	**Influence**	**Steadiness**	**Conscientiousness**
Green	Red	Blue	Yellow
Generally proactive and extrovert.	Generally proactive and extrovert.	Generally reactive and introvert.	Generally reactive and introvert.
Direct, decisive, dominant/strong-willed, demanding, driven, and determined, self-assured, forceful, task/results-oriented, instigates, leads and directs, firm, fast-paced, and self-confident.	Motivates others via influence and persuasion, outgoing, optimistic, convincing, magnetic, enthusiastic, warm, trusting, good communication skills, high-spirited, friendly, affable, inspires others, intuitive, lively, friendly.	Reliable, dependable, process-oriented, listener, friendly, trustworthy, solid, ethical, patient, humble, accommodating, methodical, even-tempered, calm, predictable, deliberate, stable and consistent.	Analytical, reserved, painstaking, investigative, precise, curious, decides using facts and figures, correct, checker, detailed, private, systematic, careful, cautious, diplomatic, accurate and tactful.
Things	People	People	Things
Motivated by winning, competition and success.	Motivated by recognition, personal approval, group activities and relationships.	Motivated by time, space, co-operation, opportunities to help, sincere appreciation and continuity to do things properly.	Motivated by truth, attention to detail, perfection, opportunities to gain knowledge, showing their expertise, and quality work.
Strong focus on task and forceful style can upset people.	Emphasis on image can neglect substance.	Dependence on process can become resistance.	Need for perfection can delay or obstruct.
Fears failure and loss of power, being seen as vulnerable, being taken advantage of.	Fears rejection and loss of reputaion and influence, disapproval and being ignored.	Fears insecurity, loss of stability and offending others and change.	Fears inaccuracy, unpredictability, criticism and being wrong.

Dr Marston did not make an analytical tool from his research but various other people have done so. Inscape Publishing are the company who have developed it most and there are other assessments on the internet. Although often delivered by an accredited trainer as part of group sessions, you can undertake the DiSC® profile online without being in a group context.

Best for

- Assessing your own behavioural style and considering the learning styles of your team members.

References

Chapman, A. (2014) *Personality Types and Tests*, www.businessballs.com/personalitystylesmodels.htm. [Accessed 21 October 2015]

Moulton Marston, W. (1923) *Emotions of Normal People*, Ulan Press, Stroud.

US Inscape Publishing (2016) *DiSC®*, www.discassessment.co.uk. [Viewed 10 February 2016]

Whamond, C. (2011) *DISC* (sic), www.whamond.net/learnings/disc. [Viewed 27 May 2016]

8. Benziger Thinking Styles Assessment (BTSA)

Katherine Benziger is unusual compared to many other personality thinkers because she places greatest emphasis on 'wellness' and the need to help individuals avoid 'falsifying' their true type. Whilst this theory was originally developed by Carl Jung, no one else has really focused on it or identified the extent 'falsifying type' has on people's wellbeing.

Benziger identifies that very many individuals 'falsify type' to fit into a role or career path that might not be right for them, which in turn has a negative impact on health, happiness and personal effectiveness. She went on to develop the theories about how this then impacts on whole organizations and their output.

Whilst Benziger drew great inspiration from Carl Jung and from the work of Myers Briggs and Hans Eysenck, her work has also been influenced and supported by developments into brain imaging, using modern scanning technologies to actually determine which parts of the brain are being used for various functions and types of thinking. Put simply, her theory expresses personality in terms of four quadrants of the brain (Table 8.1):

Table 8.1 *Benziger's four brain quadrants, adapted from Chapman (2014)*

Basal (Rear) Right – intuition and empathy	**Basal (Rear) Left – process and routine**
Frontal Right – vision and creativity	**Frontal Left – logic and results**

These modes of thinking relate to Jung's Four Functions (Thinking, Feeling, Sensing, Intuition) and the theory provides many people with an immensely helpful way to make sense of what Jung said and advocated. Importantly, although Benziger acknowledges and uses the Jungian introversion and extroversion dimension, she does not represent it within the four-quadrant model of the four functional types. The BTSA model uses the representation of the brain (viewed from above, top is front) and the summary definitions shown in Figure 8.1. The brain has four specialized areas, each being responsible for different brain functions (which imply strengths, behaviour and thinking style). Within Benziger's model the specialized areas are called 'modes'.

Mode 4 **Frontal left**	**Mode 3** **Frontal right**
Mode 1 **Basal left**	**Mode 2** **Basal right**

Figure 8.1 *Four brain modes, adapted from Benziger (2016)*

According to Benziger each of us possesses natural strengths in only one of these specialized areas, which causes us to favour and use a certain style ahead of others. Outside that one style, we may have strengths and weaknesses which are based on what competencies we have been exposed to, or have developed, and indeed which competencies we have not been exposed to. Katherine Benziger refers to the natural specialized area as the 'behavioural mode'.

In terms of wellbeing, the BTSA helps us to identify the area of our brain which is truly efficient. The theory is that if we can identify which is our natural thinking style we can also identify the suitability of the work we do and adopt strategies to improve abilities elsewhere. Where we have developed into using another mode in either work or home life we have adopted 'Falsification of Type', which means that we are likely to suffer stress, low self-esteem and fatigue.

BTSA does two things:

1 It unveils and gives coping tools for dealing with Falsification of Type.
2 It reveals the inherent strength in the area of your brain's natural giftedness.

The Benziger model shows that if you could primarily use that part of the brain you were born to use and learn the coping strategies to help you deal with those less efficient parts of your brain you would experience the positive flow of thoughts, feelings and mental activities that would make you personally confident and highly effective in business situations.

Dr Benziger's key book, *The Art of Using Your Whole Brain* (2000), was first published in 1989, revised as *Thriving in Mind* in 2000. The BTSA is accessed through a simple personality assessment in her books.

Best for

- If you or team members feel continually stressed and are heading for burn-out, this tool can help individuals to identify if they have developed a strategy of using a behavioural mode which is not their natural preference.

References

Benziger, K. (2000) *Thriving in Mind: the art and science of using your whole brain*, rev. edn, KBA LLC, Carbondale.

Benziger, K. (2016) *Benziger Thinking Styles Assessment (BTSA)*, www.benziger.org. [Accessed 10 February 2016]

Chapman, A. (2014) *Personality Theories, Types and Tests – in Summary*, www.businessballs.com/personalitystylesmodels.htm. [Accessed 10 February 2016]

9. SDI – Strength Deployment Inventory®

SDI WAS DEVELOPED by Elias H. Porter. It is the primary inventory of a suite of inventories based on his Relationship Awareness Theory (RAT), which is a group of ideas that help individuals to build productive relationships and manage conflict by providing a window into the motivation that drives our behaviour. Table 9.1 shows the definitions used in SDI.

Table 9.1 *SDI definitions, adapted from Personal Strengths (UK) Ltd (2015)*
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Strength
SDI helps individuals identify their personal strengths in relating to others under two conditions: 1. When everything is going well. 2. When they are faced with conflict.
Deployment
Means to move strategically or to take a position for effective action. The SDI suggests ways that one's personal strengths may be used to improve relationships with others.
Inventory
SDI is not a test where judgments are 'right' or 'wrong' and answers are graded. It is an inventory for taking stock of motivational values (the basis for how you feel and act in different situations).

SDI is a self-assessment tool that helps individuals understand what gives them a sense of self-worth and what's important to them when relating to others. It can help you to understand how other people see things, thus helping you to develop effective relationships with your team members. The tool is available through licensed facilitators at www.personalstrengthsuk.com. It is helpful if you are seeking to:

- improve teamwork
- develop leaders
- support change management
- drive up sales
- improve customer service
- improve relationships
- improve conflict management.

Using the SDI increases relationship effectiveness and seeks to reduce the underlying conflicts that diminish relationships. The power of SDI is in how quickly and easily it gets individuals connecting and really talking to each other. SDI facilitates strong relationships through:

- the insights individuals gain
- the acceptance it encourages

- the conversations it informs
- the trust it increases
- the conflict it reduces.

There are a number of patterns of motivation where an individual's score might take them (Table 9.2).

A conflict sequence is also calculated which allows individuals to show how their motivation and related behaviour change when faced with conflict and opposition. The applications of SDI are endless and have one common theme; better human interactions lead to better outcomes. Table 9.3 outlines why SDI works.

Relationship Awareness Theory® and SDI can be invaluable in any environment where positive, effective relationship skills will enhance productivity and satisfaction. Some of the areas in which SDI can be applied include:

- team development
- conflict management
- leadership and management
- change
- customer service
- coaching
- projects
- culture and values.

Table 9.2 *Patterns of motivation*
Reproduced with the permission of Personal Strengths Publishing, Inc., Carlsbad, CA, USA

Blue		**Altruistic–Nurturing**
Red		**Assertive–Directing**
Green		**Analytical–Autonomizing**
Hub		**Flexible–Cohering**
Red	**Blue**	**Assertive–Nurturing**
Red	**Green**	**Judicious–Competing**
Blue	**Green**	**Cautious–Supporting**

Table 9.3 *Why SDI works, adapted from Personal Strengths (UK) Ltd (2015)*
Reproduced with the permission of Personal Strengths Publishing, Inc., Carlsbad, CA, USA

SDI depersonalizes conflict	It's a unique non-threatening method for conflict management – it helps people to understand how to reduce the potential for interpersonal conflict.
SDI is memorable	It's an experiential tool promoting common sense concepts in a highly visual manner.
SDI recognizes our differences	It's an inventory of the unique way we each value and prioritize different strengths, how we take different approaches and interpret the actions of others.
SDI illuminates the reason for our actions	It's a snapshot of who we are — going beyond behaviour to reveal our driving motivational values.
SDI is life-focused	It takes a whole of life perspective rather than only focusing on work or specific roles.
SDI is easy to use and apply	It's relevant to all levels across an organization, making it an ideal communication foundation to increase a culture of connectedness.

Best for

- The conflict element of this tool is useful for understanding how you and members of your team can alter your behaviour when faced with conflict.

References

Personal Strengths (UK) Ltd (2015) *totalsdi*, http://totalsdi.uk. [Accessed 4 August 2016]

Acknowledgements

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10. Kirkpatrick's four levels of evaluation model

AS A MANAGER you need to be clear about what an individual is aiming to achieve by undertaking a development activity and the impact that this will have on the team as a whole and ultimately on the organization. Part of this involves your being able to produce evidence that development activities are making a difference. The Kirkpatrick Model (Kirkpatrick and Kirkpatrick, 2016), defined in Table 10.1, states that evaluation of training and development interventions needs to take place at four different levels to provide real evidence about their value and impact.

The Kirkpatrick levels are clear and easy to follow, though they do require you to be fully involved in the evaluation of the training and development your team members undertake. The best way to do this is to have a set process

Table 10.1 *The Kirkpatrick Model, adapted from Kirkpatrick and Kirkpatrick (2016)*

Evaluation level and type	Definition	Examples of evaluation tools and methods	Relevance and practicability
1. REACTION	The degree to which participants find the training favourable, engaging and relevant to their jobs.	'Happy sheets', feedback forms/Post-its. Verbal reaction, post-training surveys or questionnaires.	Quick and very easy to obtain. Not expensive to gather or to analyse.
2. LEARNING	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.	Typically assessments or tests before and after the training. Interview or observation can also be used. Demonstrations, presentations, teach-backs. Any activity or interaction during training could be used to evaluate learning.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning.
3. BEHAVIOUR	The degree to which participants apply what they learned during training when they are back on the job.	Observation and interview over time are required to assess change, relevance of change and sustainability of change. Checklists, job-aids and self-assessments help training graduates to self-monitor.	Measurement of behaviour change typically requires co-operation and skill of line managers.
4. RESULTS	The degree to which targeted outcomes occur as a result of the training and the support and accountability package.	Identified metrics can be tracked and reported in dashboards, and through the organization's existing reports and systems.	Measures are already in place via normal management systems and reporting – the challenge is to relate to the trainee.

which you follow to ensure that development activities are having the desired outcome and to embed this process in other management activities such as appraisals and your regular one-to-ones.

Prior to an individual undertaking a development activity you will need to discuss and agree with them what they are trying to accomplish (Level 4), what they need to do to accomplish their goals (Level 3) and what knowledge and skills they need to develop and practise to be successful (Level 2). Once the intervention has taken place you will need to work with the individual to embed the learning and agree how you will collect evidence that the intervention has made the required difference. Table 10.2 suggests some of the ways you can collect this information.

Table 10.2 *Ways to collect data, adapted from Kirkpatrick and Kirkpatrick (2016)*

	EVALUATION LEVELS			
METHODS	**1 Reaction**	**2 Learning**	**3 Behaviour**	**4 Results**
Survey, questionnaire, individual or group interview	✔	✔	✔	✔
Action plan monitoring, action learning		✔	✔	✔
Work review, skill observation, behaviour observation, action learning		✔	✔	
Case study, knowledge test, knowledge check, presentation, teach back		✔		
Request for validation			✔	✔
Key business and HR metrics				✔

Best for

- Ensuring that learning and development is delivering measurable results which you can evidence.

► More

- Many other tools are available, including Jack Phillips' Five Level ROI model, Kaufman's Five Levels of Evaluation and Atkins' UCLA Model.
- See also Tip 84, 'Training courses – attending', p. 220.

References

Kirkpatrick, J.D. and Kirkpatrick, W.K. (2016) *Kirkpatrick's Four Levels of Training Evaluation*, ATD Press: Alexandria, VA.

Further reading

Kirkpatrick, J. D. and Kirkpatrick, W. K. (2010) *Training on Trial: how workplace learning must reinvent itself to remain relevant*, Amacom, New York.

SECTION 2

Infrastructure

Tips 11–33

11. Why develop staff?

THIS BOOK IS about developing staff but the question that then arises is, why do it? Why should we, as individuals and managers, want to develop ourselves and our staff members? Why should managers and organizations support and enable us in doing so? What is in it for the individual, the service and the organization?

Development v. training

The first point to consider is the word 'develop' as opposed to 'train'. Training is generally perceived as something quite basic. It is about people learning how to carry out a particular task in order to do a job. It has its place in developing staff, particularly in terms of meeting legal requirements such as health and safety considerations, but it is not the only aspect to consider. Development is much broader. It is about developing the whole person:

> . . . enable[ing] learning and personal development, with all that this implies . . . focusing on enabling learning and development for people as individuals – which extends the range of development way outside traditional work skills and knowledge, and creates far more exciting, liberating, motivational opportunities – for people and for employers.
>
> Chapman, 2014

The value of continued professional development

The Chartered Institute of Personnel and Development (CIPD) has conducted extensive research on the value of continued professional development (CPD) to the individual and to the organization. Their conclusions are shown in Tables 11.1 and 11.2 (from CIPD, 2015).

Table 11.1 *How CPD benefits you (CIPD, 2015)*
Reproduced with the permission of the publisher, the Chartered Institute of Personnel and Development, London (www.cipd.co.uk)

• Build confidence and credibility; you can see your progression by tracking your learning.
• Earn more by showcasing your achievements. A handy tool for appraisals.
• Achieve your career goals by focusing on your training and development.
• Cope positively with change by constantly updating your skill set.
• Be more productive and efficient by reflecting on your learning and highlighting gaps in your knowledge and experience.

Table 11.2 *How CPD benefits your organization (CIPD, 2015)*

• Helps maximize staff potential by linking learning to actions and theory to practice.
• Helps HR professionals to set SMART (specific, measurable, achievable, realistic and time-bound) objectives, for training activity to be more closely linked to business needs.
• Promotes staff development. This leads to better staff morale and a motivated workforce and helps give a positive image/brand to organizations.
• Adds value; reflecting it will help staff to consciously apply learning to their role and the organization's development.
• Linking to appraisals. This is a good tool to help employees focus their achievements throughout the year.

Developing staff is therefore something which is good for the individual and the organization. Ultimately the purpose is to develop and move the organization forward as a whole whilst maintaining the engagement and commitment of individual staff members. In order to develop staff who contribute to the aims of the service and the organization you need to start in the right place.

Skills, knowledge, behaviour and experience

The range of skills, knowledge, behaviour and experience required by those working in LKS will vary from service to service and is often dependent upon the service model (Brophy, 2005). The rapid advances in technology mean that 'what is learnt today will soon be superseded, so the requirement is really about developing the ability and willingness to learn new tools and techniques continually, rather than developing technical expertise' (Corrall, 2004, 32). Organizations need to employ individuals who are willing and able to meet the challenge of continually updating their skills and knowledge. Increasingly jobs will change and evolve over a much shorter time period than they did in the past. Many of the jobs which are advertised now, and the skills and knowledge required to do them, did not exist a few years ago.

Employing people costs money. To employ them but not to invest in their development is counterproductive and can be damaging at both the individual and the organizational level. Development at all levels, including that of the team and the individual, 'is not an optional extra' (McFarlane, 2015, 11) and is central to raising the profile of LKS profession.

Research by the CIPD and Penna (2008) claims that workers in their late 20s, 30s and early 40s picture their career as a 'scramble net' as opposed to the steady progression up the career ladder of former generations. Such workers are used to uncertainty and change. In order to survive and prosper they recognize, amongst other things, the importance of building wide networks, utilizing new technology and making themselves visible both within and outside their profession. The emphasis is on developing generic and specialist skills which can be transferred between teams, organizations and sectors. Career development and progression is determined by skills and knowledge as opposed to age. If organizations do not support the development of such staff then they will not keep them.

'Willingness to undertake training and development' is a standard criterion on many person specifications and job descriptions but how seriously, as managers and individuals, do we take this? The purpose of the second section of this book is to lay the foundations of a relationship between the individual and the service/organization which is conducive to development. Creating an environment and a relationship where development will happen to the benefit of everyone starts at the point that an organization perceives a need to employ someone to fulfil a role.

Best for

- All staff, teams, services and organizations.

► More

- Development should be aligned to the organization's strategic objectives. In larger organizations there may be a learning and development strategy which should be used as a starting point in developing a strategy for a team or an individual.
- Consider working towards the Investors in People standard or Customer Service Excellence as a way of demonstrating your commitment to the principals of developing staff.

To think about

- Development is not all about sending people on expensive training programmes. These do have their place but there are many inexpensive and imaginative ways of developing people which do not involve large financial investment, although they will involve a commitment in terms of time and application.

References

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Further reading

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CIPD (2015) *Learning and Development Strategy*, www.cipd.co.uk/hr-resources/factsheets/learning-talent-development-strategy.aspx. [Accessed 11 February 2016]

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12. Workforce planning

WORKFORCE PLANNING IS about having the right staff in the right place at the right time in order to achieve the aims and objectives of the organization or department. At an organizational level it can involve many processes. Listed below are those activities which the Chartered Institute of Personnel and Development (CIPD) has identified as being part of the workforce planning process (CIPD, 2015):

- succession planning

- flexible working
- labour demand and supply forecasting
- recruitment and retention planning
- skills audit gap analysis
- talent management
- multi-skilling
- job design
- risk management
- outsourcing
- career planning
- scenario planning.

Within the context of this book workforce planning is about ensuring that staff have the skills, knowledge, behaviours and levels of experience to do their jobs. It is not about ensuring that every member of staff is able to do everything but more about using your knowledge of your service to ensure that it is as future-proofed as you can make it. It is about understanding your workforce so that you can work together to achieve the aims and objectives of your service.

Activities which will assist you in accomplishing this, many of which are outlined in further detail in the following tips, include:

- identifying the skills, knowledge, behaviours and levels of experience that are essential in ensuring the work gets done at the level required.
- ensuring that more than one team member can demonstrate these if required.
- putting in place a developmental plan to rectify any gaps you identify.
- ensuring that all essential processes are documented to enable team members to carry out each other's roles if someone is absent at short notice or leaves and is not immediately replaced.
- horizon scanning to identify future skills, knowledge, behaviours and level of experience which will become essential in the near future.
- identifying members of your team who demonstrate potential as future managers or leaders and enabling them to develop the skills, knowledge, behaviours and levels of experience which will allow them to progress.
- understanding why people move on from the team and the types of roles they go to.

Workforce planning is closely linked with service development. At the time of writing CILIP is undertaking a mapping project which aims to produce an accurate picture of the current library, archive, records, information and knowledge workforce. CILIP believe that understanding the workforce is crucial to enabling the development of 'better and targeted services' (CILIP, 2015).

This principle is true regardless of the size of the workforce. Services cannot move forward if those who work within them are not continually developing their skills, knowledge and behaviours. The Knowledge for Healthcare Framework has identified that in order to meet future challenges within the NHS 'the healthcare library and knowledge workforce requires enhanced skills, including synthesising information, knowledge management, marketing, website design and usability testing' (HEE, 2014, 16).

Best for

- Ensuring that the workforce has the skills to deliver individual, team, department and organizational objectives.

More

- Using analytical tools such as PESTLE (political, economic, sociological, technological, legal, environmental) and SWOT (strengths, weaknesses, opportunities, threats) (Tip 81, p. 211) can be a useful starting point for this process. This can be done individually by managers but is often more usefully achieved as a team exercise.

To think about

- Don't over-complicate the process. The important thing is to employ individuals who are flexible and keen to develop.

References

CILIP (2015) *Workforce Mapping Project*, www.cilip.org.uk/about/projects-reviews/workforce-mapping. [Accessed 24 September 2016]

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Further reading

CIPD (2015) *PESTLE Analysis*, www.cipd.co.uk/hr-resources/factsheets/pestle-analysis.aspx. [Accessed 7 February 2016]

13. Job descriptions

THE JOB DESCRIPTION outlines the main tasks and responsibilities of a role. It should provide you with a clear outline of the role you wish to recruit to and give potential candidates a good understanding of what would be expected of them if they were successful in the recruitment process. It is an important document, as it forms part of the contract of employment with the successful applicant.

If you have a human resources (HR) department they will usually help you with this. Very often they will have a procedure for you to follow and there might be a standard layout which you will be expected to use. The job description forms the basis for the person specification which is outlined in the next Tip (p. 34). The job description should make clear the following (the headings may vary depending on the organization):

- the job title
- the name of the employing organization
- the department or division in which the job is based
- the title of the person the role is accountable to
- the title(s) of the roles the person is responsible for
- the main purpose of the role
- the main duties and responsibilities associated with the role
- information about the legal requirements of the role, such as responsibilities around health and safety, risk management, confidentiality, data protection and freedom of information.

Best for

- Clarifying for both the applicant and the employer the main tasks and responsibilities of the role.

► More

- In addition to forming part of the legal contract between the employer and employee the job description is one of the building blocks for the psychological contract which will be formed between the successful applicant and the employing organization. The psychological contract is the 'expectations of an employee or workforce towards the employer' (Chapman, 2014).
- Once you have written the job description, and the accompanying person specification, it will usually have to be approved by HR or, in some cases, a panel. It is often at this stage that a salary and/or grade is attached to the post. It is important that the description makes it clear at what level each of

the tasks should be performed to assist in this process. For example, if you are anticipating that the post holder will manage or lead in some or all aspects of the role then make sure this is explicit in the job description.

⚠ To think about

- It is impossible to cover every single aspect of a role in the job description, particularly as many roles will be subject to rapid change. Most descriptions now include a statement to cover this. This usually states that the job description outlines the current main duties of the post which may be subject to review and that the post holder will be expected to undertake any other duties commensurate with the level of the post or the requirements of the service/organization.

References

Chapman, A. (2014) *The Psychological Contract*, www.businessballs.com/psychological-contracts-theory.htm. [Accessed 11 February 2016]

Further reading

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CIPD (2016) *The Psychological Contract*, www.cipd.co.uk/hr-resources/factsheets/psychological-contract.aspx. [Accessed 11 February 2016]

14. Person specifications

THE PERSON SPECIFICATION should be drawn up after you have undertaken the role analysis and put together the job description. In some organizations you will be required to base this upon an agreed competency framework. This might be one put together internally or a nationally agreed framework such as Agenda for Change (NHS Employers, 2014) or the Higher Education Role Analysis (ECC, 2014). Your HR department will be able to advise you on this.

The person specification should clearly list the qualifications, skills, knowledge and experience which an individual should possess in order to be successful in a role. The specification is usually broken down into those attributes which are considered to be essential to the role and those which are desirable. Most organizations indicate how the candidate will be expected to demonstrate that they are the right person for the role, the most common being an application form or CV followed by an interview which is often supplemented by a presentation or practical test.

Best for

- Clarifying the competencies required by an individual to undertake the job.
- Enabling those short listing and interviewing for a post to assess a candidate's suitability and ability to carry out a specified role.
- Providing a framework to feedback to applicants and candidates why they were unsuccessful or successful.

► More

- The person specification can be used as a framework for developing the person once they are in a role. The successful candidate can use it, in discussion with their line manager, to identify those areas where they require further development.
- If you are drawing up a person specification for a new role then do ask managers in other roles and organizations if you can see examples.

To think about

- Be realistic. Only classify an attribute as essential if it really is. Strictly speaking you should not be making a job offer to someone who has not demonstrated that they possess an ability which you declared was essential to the role.
- A person specification must be accurate and should only include those aspects of the role which a person could be reasonably asked to provide evidence of. If you cannot think of a way for a person to demonstrate an attribute, for example by providing certificates for qualifications or being able to tell you at interview about something they have done, then you should not include it.

References

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Acknowledgement

Many thanks to Linda Ferguson, Deputy Director of the Northern Health Care Libraries Unit (www.lihnn.nhs.uk/index.php/hclu) for her help in writing this section.

15. Advertisements

JOB ADVERTISEMENTS CAN often be the first impression that a potential member of staff gets of your service and the organization it serves. They are an essential part of your marketing. In some organizations you might have very little say about how advertisements are worded with reference to the organizational image but you should have a say about the service and role information. As with all communications you need to be clear about the message you want to get across. Following the AIDA (Mind Tools, 2016) formula will assist you with this:

AIDA
Attract **ATTENTION**
Build **INTEREST**
Create **DESIRE**
Call to **ACTION**

Alan Chapman clarifies this on the BusinessBalls website as follows:

> This means that good job advertisements must first attract attention (from appropriate jobseekers); attract relevant interest (by establishing relevance in the minds of the ideal candidates); create desire (to pursue what looks like a great opportunity), and finally provide a clear instruction for the next action or response.
>
> Chapman, 2006

Best for

- All vacancies. The advertisement gives you an opportunity to sell the post and your organization. Even if a role is not right for someone at this stage in their career the advertisement could flag you up as an employer they would be interested in working for in the future.

▸ More

- It is good practice to include a contact number or e-mail address so that potential candidates can contact you for an informal chat.
- Think about where to place your advertisement. If it is for a specialist or senior role then advertise as widely as possible.
- Do not underestimate the power of social media. Tweet links to the job advertisement and make use of e-mail lists.
- Enlist the help of your HR team and, if you have one, your communications or marketing team.

⚠ To think about

- Do not oversell the organization or the role. Honesty is important.
- Do not forget the basics such as whether the job is full- or part-time, permanent or temporary, salary range and closing date for applications.

References

Chapman, A. (2006) *Job Adverts: how to design and write effective job advertisements – tips and techniques*, www.businessballs.com/jobadvertswriting.htm. [Accessed 11 February 2016]

Mind Tools (2016) *AIDA: Attention-Interest-Desire-Action*, https://www.mindtools.com/pages/article/AIDA.htm. [Accessed 23 February 2016]

16. Shortlisting

SHORTLISTING MUST BE a systematic and transparent process which is generally, but not always, carried out by those who are going to interview. The most common way of shortlisting is to score the application, using a grid system, against the person specification. At the most basic level the scores are added up at the end and the people who score the highest are invited for interview.

The simplest scoring system to use is:

- fully demonstrates that they meet the criterion = 2 points
- partially demonstrates that they meet the criterion = 1 point
- does not meet the criterion = 0 points.

It is generally recommended that criteria are divided up into essential and desirable and essential criteria should be scored first. Those scoring highest on essential criteria are then scored against desirable criteria and the ones with the highest overall scores are invited to interview.

You should ensure that shortlisting is completed by a minimum of two people. Each person must review the candidates' applications alone before meeting the rest of the shortlisting team in order to avoid bias. The shortlisting team will then meet and compare their notes to decide which candidates they will invite for interview. If a decision cannot be made, ask an appropriate colleague or obtain advice from HR to assist with the process.

Shortlisting should take place as soon as possible after the closing date. It is important to inform candidates in plenty of time if they have an interview. Depending on the number of applicants it is not always practical to inform them all that they haven't been selected for interview but do so if you can and offer feedback. It is important to remember that at this stage an external candidate will still be forming their impression of what the organization will be like to work for. For internal candidates they need to know as soon as possible if their application is to be taken forward as this could have an impact on their future commitment to the organization.

Best for

- Narrowing down the field of applicants to people who will be invited for interview. The aim is to get the best candidates through to the next stage of the process. The ones who, on paper, can do the job.

► More

- Involving team members in this process is a good development activity. It helps them understand the process, which can be helpful when they are applying for roles in the future, particularly internal ones. It will also give them a clear understanding of the role you are recruiting to, especially if there have been changes to the job description or if it is a new post.
- If there are a large number of internal candidates for a role or the post is a very senior one it is a good idea to involve someone external to your service or organization to ensure impartiality.
- Generally speaking, libraries don't get hundreds of applications for posts but if a post has attracted a large number of applicants use the essential criteria firstly to narrow down the field, followed by the desirable criteria. If you are still left with too many candidates to interview then look again at the criteria and decide if there are particular ones which are absolutely key to the post. These can then be weighted and the applications re-scored accordingly.

To think about

- If internal candidates are not offered an interview then inform them in person and offer feedback. It is important that the individual understands why they have not been successful this time. This conversation needs handling sensitively and should be supported by opportunities for them to develop in those areas where they were judged not to meet the standard required.

- Some organizations have set principles to which you must adhere. For example if a person with a disability or an internal candidate meets all the essential criteria then they must be offered an interview. Make sure you check with your HR department if this is the case for your organization before you begin the shortlisting process.

Further reading

CIPD (2015) *Recruitment: an overview*, www.cipd.co.uk/hr-resources/factsheets/recruitment-overview.aspx. [Viewed 11 February 2016]

CIPD (2015) *Selection Methods*, www.cipd.co.uk/hr-resources/factsheets/selection-methods.aspx. [Viewed 11 February 2016]

17. Interviews

THE PURPOSE OF the interview is to select the best candidate from those shortlisted for the job on offer. For many organizations the interview is the only method used at this stage. Others combine it with tasks such as presentations or tests.

Preparation

Good interviews require in-depth preparation from those who will be conducting them. It is good practice to include the proposed interview date on the job advertisement if possible. Prior to the interview the candidates need to be informed of the following:

- the date, time and venue of the interview
- where they should report to on arrival and who they should ask for
- the names and positions of the people conducting the interview
- if required, details of any presentation or other task they will be expected to undertake
- what paperwork, e.g. certificates, proof of identity, they need to bring with them
- information about how to claim for expenses, if these are paid.

Format

The format of the interview needs to be decided well in advance. There are different types of interviews. The most commonly used in the LKS sector are individual competency interviews conducted by a panel, which this Tip focuses on. Many organizations will have a set interview procedure. It is important to consult with your HR department, if you have one, to ensure that you are following the approved format.

Interviewers

The composition of the interview panel should be decided as early as possible to ensure availability. It is advisable to have at least two people interviewing and, whilst this can vary depending on the role on offer, the proposed line manager should always be involved. Other possible individuals to consider for the panel include:

- the line manager's line manager
- the head of service
- a service stakeholder or user
- an HR member
- another team member
- external interviewer.

Questions

The most important part of the interview preparation is setting and agreeing the questions. These should be linked to the person specification and should build on the information the candidate has provided in their application. Table 17.1 outlines different types of question which are useful to consider when planning the interview.

The majority of set questions in an interview should be open with probing and funnelling techniques used to elicit further information. Generally speaking, closed questions should be used sparingly in this situation. The purpose of the questions is to provide candidates with the opportunity to demonstrate the skills and knowledge they can bring to the role.

The interviewers need to agree who will be asking which questions. If HR does not have a set system for recording and scoring answers then this needs to be agreed in advance. The interviewers need to decide if any weighting system is to be used in the interview for essential skills or knowledge. Finally they need to agree who will be responsible for informing candidates of the panel's decision, providing feedback to individuals and, if required, informing HR of the offered appointment and dealing with any paperwork.

Table 17.1 *Interview question types, adapted from Mind Tools (2015)*

Useful types of question for interviews		
Question type		**Useful for**
Closed	A closed question usually receives a single word or very short, factual answer.	• testing your understanding, or the other person's • concluding a discussion or making a decision • frame setting.
Open	Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. 'Tell me' and 'describe' can also be used in the same way as open questions.	• developing an open conversation • finding out more detail • finding out the other person's opinion or issues.
Probing	Asking probing questions is another strategy for finding out more detail. Sometimes it's as simple as asking your respondent for an example, to help you understand a statement they have made. At other times, you need additional information for clarification or to investigate whether there is proof for what has been said.	• gaining clarification to ensure you have the whole story and that you understand it thoroughly • drawing information out of people who are trying to avoid telling you something.
Funnelling	This technique involves starting with general questions, and then homing in on a point in each answer, and asking for more and more detail at each level.	• finding out more detail about a specific point • gaining the interest or increasing the confidence of the person you're speaking with.

The interview

On the day of the interview the room should be prepared well in advance. Ensure that all the equipment is working, if any is required, and that the panel members have copies of the questions with space to make notes for each candidate's responses, copies of the application forms and plenty of spare pens/pencils. Try to make the room as comfortable as possible in terms of temperature – slightly too cool is generally better than too warm – and provide water for the candidates and the panel. Make sure that you will not be disturbed during the interview by people entering the room and check that no fire alarms are scheduled for when you are interviewing. If they are then make sure you inform the relevant candidate that a fire alarm test will be taking place.

When the candidate enters the room the Chair of the panel should introduce him/herself and everyone else present and explain their roles. Inform the candidate that you will be making notes of their answers. If you are going straight to interview with no presentation to the panel first then make sure the candidate is comfortable and then begin asking the questions as agreed. It is important to remember that whilst interviewing is a two-way process it is the interviewee who should be doing most of the talking.

Once the panel has asked all their questions the candidate should be given the opportunity to ask their own questions. At the end of the interview tell the candidate when you expect to make a decision and how they will be informed. Bear in mind that if it is not possible to make a decision on the day it is better to tell candidates you will be notifying them of the decision in a couple of days as opposed to promising to inform them sooner and then not being in a position to do so. It is a good idea to check contact details at this point to ensure you have the correct information to reach them.

Try to schedule plenty of time between interviews. Panel members should score each candidate individually and then discuss the candidate just seen but aim not to compare candidates at this stage. Discussing each candidate following their interview helps fix them in your head in preparation for the final decision at the end of the process.

Selection and feedback

Once you have seen all the candidates the panel should each spend some time individually reviewing each candidate before coming together for a group discussion. If the candidates have given a presentation, been shown around the workplace by a member of the team or done some sort of test which involved other people those people's feedback should be sought at this point.

Once the decision has been made the panel should agree on the feedback which is to be given to the candidates. Feedback should be offered to all candidates, those who have been successful and those who have not. The panel need to decide at this stage what process they should follow if the successful candidate declines the job offer. It is good practice to contact the successful candidate first in case they do decline the offer or request time to think it over.

If the panel cannot agree on their preferred candidate or the successful candidate declines the offer and there isn't a suitable second choice they have a number of options. If the issue is that it has been agreed that none of the candidates are suitable for the role then the panel can either review application forms which were previously discarded or even decide to begin the process again. If the panel can't decide between candidates then having a break from the process and coming back to it the following day can often be beneficial. If a decision still cannot be reached then a second interview with the preferred candidates might be required. The second interview should focus on any gaps in the candidate's skills and knowledge which the panel perceived in the first interview. These options all add to the cost of the recruitment process but are cheaper in the long run than making an unsatisfactory appointment.

Best for

- Finding out more about the individual candidate's experience, skills and knowledge to enable you to select the person who is the best possible fit for the role you have on offer.

► More

- Other ways to involve team members in the process include getting them to show the candidates around the organization, asking the candidates to present to the whole team or having a team member oversee the test, if one has been set. Remember to get feedback from the team if you ask them to participate in this way.
- External interviewers are a good way of getting an outsider's perspective on the candidates. They can be particularly useful when internal candidates are being interviewed, as they will not have prior knowledge of their skills and working methods and so will be helpful in providing an impartial viewpoint which will assist in ensuring the process is perceived to be fair and transparent.

To think about

- Make notes but be sensitive to the candidate. Don't let note taking take priority over listening to what the person being interviewed is saying. It is very offputting for a candidate to sit in silence when the panel are furiously scribbling away. The notes the panel take should be reminders or memory prompts. If it is important to your organization to have verbatim notes of an interview then include a note-taker on the panel. Do remember that written interview notes might be seen by the candidate so be sensitive as to what you put in writing. Notes should focus on facts and what the candidate actually says, not personal opinions or interpretations.

References

Mind Tools (2015) *Questioning Techniques: asking questions effectively*, www.mindtools.com/pages/article/newTMC_88.htm. [Accessed 11 February 2016]

Further reading

CIPD (2015) *Recruitment: an overview*, www.cipd.co.uk/hr-resources/factsheets/recruitment-overview.aspx. [Viewed 11 February 2016]

CIPD (2015) *Selection Methods*, www.cipd.co.uk/hr-resources/factsheets/selection-methods.aspx. [Viewed 11 February 2016]

18. Interviews – presentations and tests

PRESENTATIONS AND/OR TESTS can be a useful part of the selection process. The same principles used in setting interview questions are applicable when deciding on a test or asking candidates to deliver a presentation. The test or presentation needs to be appropriate to the level of the job and the skills or knowledge being tested should be taken from the person specification.

There are various types of test which candidates can be asked to undertake. Some of the most frequently used in the LKS Sector are:

- preparing and delivering a presentation
- preparing and delivering a mini training session
- undertaking a literature search
- preparing a business case
- shelving
- preparing a strategy
- preparing a marketing plan
- planning a promotional campaign
- producing examples of tailored resources.

Presentations are one of the most common additional activities for candidates. In some cases the candidates will present only to the interview panel. In other cases, particularly for higher-level posts, the presentation will take place in front of the whole team, who will be asked to provide feedback.

Generally presentation titles are sent to candidates in advance but in some cases it might be appropriate to give the candidates the title on the day. They would then be given time to prepare and present on their given topic.

The main task for those assessing a presentation should be deciding if the candidate has covered the topic they were asked to present on in a way that is relevant and meaningful to the post they are being interviewed for. The checklist in Table 18.1 can be helpful in assisting the assessors in scoring the presentation as part of the overall selection process.

Table 18.1 *Presentation scoring checklist*

• Did the individual clearly introduce themselves and their topic?	
• Was the presentation well structured?	
• Did they keep to time?	
• What was the quality of their visual aids and any other supporting materials?	
• Did the presentation have a clear beginning, middle and end?	
• Did they use a variety of methods likely to appeal to all intelligences?	
• Did they engage with the audience?	
• Did they speak clearly and make eye contact?	

Not all tests have to be carried out on the day of the interview. They can take place beforehand as a means of narrowing down those invited to interview or the candidates can be asked to do the tasks in their own time and either submit them in advance or bring them with them on the day. This approach is particularly useful when asking candidates to produce examples of plans or resources. They can then be asked to explain their rationale for the approach they have taken. This can be a useful way of starting an interview as it gives the candidate the opportunity to talk about something tangible which they have thought about in advance and will, hopefully, encourage them to relax to enable them to perform well.

Best for

- Further probing individual candidate's skills, knowledge and experience to ascertain their suitability for the role on offer.

To think about

- It is important to keep all types of tests relevant to the role on offer and manageable within the constraints of the interview. If you are including a presentation, for example, you will need to schedule extra time into the interview and presenting should be something which the candidate will be expected to do as part of the role.

Further reading

CIPD (2015) *Selection Methods*, www.cipd.co.uk/hr-resources/factsheets/selection-methods.aspx. [Viewed 11 February 2016]

19. Interviews – feedback

PROVIDING FEEDBACK IS an important part of the selection process. It should be offered, as a matter of course, to both successful and unsuccessful candidates. In the case of the successful candidate this is best done face to face as part of the induction process. With unsuccessful candidates it is generally more practical to deliver feedback via a phone call or, if this is not possible, e-mail. This should take place as soon as possible after the selection process has ended.

Giving constructive feedback to unsuccessful candidates is important from the organizational perspective as it confirms that the organization has taken the whole selection process seriously. Providing feedback is a means of acknowledging that individuals have put time and effort into the process even though they have not been successful. It means that unsuccessful candidates will be able to learn from the process they have just participated in and will, hopefully, have a better chance of securing the next role they interview for.

As stated in Tip 17 (p. 39), the panel should agree in advance who will inform the candidates of the outcome of the process and decide how feedback will be provided. It is suggested that unsuccessful candidates are informed of the outcome and then asked if they would like feedback. If they say yes a time should be agreed when the person delivering the feedback can contact them to provide this.

The feedback needs to be related back to the person specification and describe how the individual fared with regard to each of the criteria. It should focus on the individual, include specific examples and, if appropriate, include suggestions as to how the candidate could improve future performance. It should not take the form of a comparison with the successful candidate. Verbal feedback is generally a better option as it gives the candidate the opportunity to seek clarification of the points being made and to express their opinion of the process. Verbal feedback can be followed up with a written statement of the main points made if the candidate requests it. The CIPD (2012) have produced a useful model of delivering effective feedback to unsuccessful candidates which is reproduced in Figure 19.1.

Best for

- For the successful candidate, receiving feedback from their line manager is the starting point for building their ongoing relationship. Using their performance in the selection process can be a means of identifying individual strengths and areas which require future development.
- For unsuccessful candidates receiving feedback is the last step in the process they have just participated in. Done well it should leave the individuals concerned with a good impression of the organization as a whole and a better understanding of their individual strengths and development needs.

► More

- In some cases a candidate might have only just missed out on the role on offer and would be someone the organization would be interested in employing if the opportunity arose in the future. Providing constructive feedback to such candidates and telling them that you would welcome applications from them in the future is a way of leaving the door open to an individual who would be a good fit for your team and organization.
- Occasionally the situation might arise where another position arises very soon after the interview which is suitable for this candidate. Some organizations

have policies whereby if this occurs, and a suitable candidate has been interviewed within a set period, the role can be offered to them without advertising it more widely or re-interviewing the individual. If the candidate had a good experience with the organization which included receiving constructive feedback then, depending on their circumstances, they are more likely to accept such an offer, which will save the employing organization time and money.

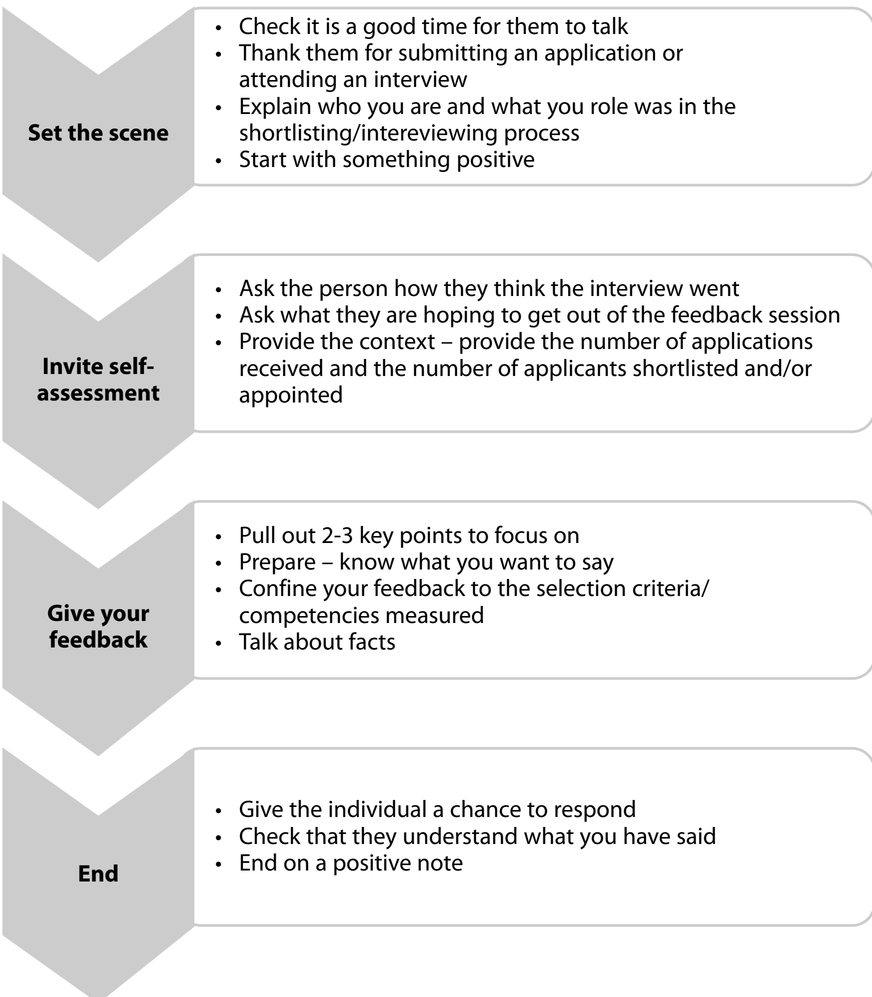

Figure 19.1 *Four steps to providing effective feedback, adapted from CIPD (2012)*
Reproduced with permission of the publisher, the Chartered Institute of Personnel and Development, London (www.cipd.co.uk)

To think about

- Generally speaking it is not helpful to tell a candidate that they were second in the selection process. This is particularly unhelpful when an internal applicant is rejected, but will be line managed by the successful candidate. Sharing this information could cause resentment and get the relationship between the individuals off to a bad start which could be difficult to recover from.

References

CIPD (2012) *Giving Feedback to Candidates*, www.cipd.co.uk/toolclicks/interpersonalskills/training-tools/interviewing-skills/giving-feedback/support-material.aspx. [Accessed 11 February 2016]

20. Inductions

A GOOD INDUCTION is crucial to building a relationship between the new member of staff, their immediate team and the employing organization. Many larger organizations will have formal induction events, often lasting one or two days, which it is compulsory for all new staff to attend. However, a proper induction into an organization and team needs to consist of more than this and should last longer.

All staff have a need to understand the basics of how their organization works. This includes when and how they are paid, car parking, the aims and objective of the organization and health and safety considerations, including fire procedures and personal safety. If this information is not covered at organizational level then it is essential that it be dealt with by the line manager or a designated person. It might be useful to put together a checklist to ensure that all the basics have been covered. If you have an HR department they should be able to assist with this. CIPD and ACAS both provide useful guidance on what an induction needs to cover (see Further Reading, p. 50).

Induction at a local level needs to cover much more than the essentials. If the new post holder will not have the opportunity to spend time with the outgoing post holder the first step to a successful induction will be the exit interview with the person who is moving on (Tip 32, p. 74). At this interview try and ascertain what the outgoing post holder wishes they had been told when they started, what they would like to share with their successor and any useful contacts. If it can be arranged for them to spend time with the new person then do this. If the post is a new one then the line manager needs to think about these questions and prepare answers for the incoming staff member. Induction will vary from post to post and from organization to organization. The following list covers some of the topics, conversation points and activities which you might want to consider, including in an induction plan for a new post holder:

- Organizational objectives.
- Service strategy and other important documents, e.g. marketing plan.
- What are the key tasks of the role?
- What are the individual's expectations of the post?
- How often will the individual and their line manager meet in the first few weeks?
- What are their training/development needs? How will these be addressed?
- What committees/departmental meetings should the post holder attend? Who is the key contact for these? Where are the minutes and other relevant documents stored?
- Would the post holder benefit from having a buddy or a mentor?
- Visits to other departments and organizations can be useful.

Best for

- Building a relationship between an individual and their team, line manager and organization.
- Enabling a new post holder to settle in and build their confidence.

► More

- A well planned induction is a necessity not just for those new to an organization. Although it may not need to be as all-encompassing as for a totally new member of staff, thought should be given to inductions for staff who have been promoted or have been absent from the workplace for a prolonged period of time due to family reasons or illness or those who have taken a sabbatical.

To think about

- Do not stint on an induction. Rushing this and thereby overwhelming an individual with information, missing things out or making assumptions about what someone knows or understands can cause long-term damage to the relationship between an individual and their team/organization.
- One-to-ones between the line manager and the new member of staff are a crucial part of induction and should be prioritized.

Further reading

ACAS (2014) *Recruitment and Induction*, www.acas.org.uk/index.aspx?articleid=1461. [Accessed 11 February 2016]

CIPD (2014) *Induction*, www.cipd.co.uk/hr-resources/factsheets/induction.aspx. [Accessed 11 February 2016]

21. Managing performance

AT ITS MOST basic level the purpose of management is to ensure that the work gets done. To achieve this aim managers need to create an environment in which staff can perform their roles to the agreed standard. In turn staff members need to develop the skills, knowledge, experience and behaviours to enable them to do this. Managing staff performance, in a positive and pro-active way, is the key to achieving this purpose.

In some organizations there will be a clear performance management framework which managers will be expected to adhere to. In others there may be arrangements for some aspects of performance management, such as recruitment and appraisals, whilst in others there may be nothing formal. In all of these instances managers will be able to introduce some performance management activities. Where there is a formal system it is best to work within it, as otherwise you are making work for yourself. It is recommended that whatever the structure of your organization you discuss any concerns you have about setting up a performance management framework with your HR department, if you have one, or with other managers.

Performance management begins before an individual has started with an organization. The steps described prior to this Tip are instrumental in starting to build the relationship between the individual and their manager, team and organization. The job description and the person specification are the basic framework documents which outline what is expected of the individual in their role. The individual's experience of the selection process and their induction will have started to build their impressions of the organization, which will form part of their emotional or psychological contract.

Communication is the key to creating a culture which enables good performance. Day-to-day performance management is made up of a number of activities which are covered in the Tips following this one, which include appraisals (p. 54 and p. 56), one-to-ones (p. 61) and team meetings (p. 68).

Individuals need to understand what their manager means by good performance. They need to be clear about what is deemed an acceptable level of performance and how the work that they do contributes to the work of the team and the overall success of their organization.

Managers need to develop clear methods of communication with the individuals and teams that they are responsible for. They need to know the areas that their individual staff are competent in and understand where they need support to develop. Managing performance using the tools outlined in the following Tips should provide the benefits set out in Table 21.1.

Table 21.1 *Benefits of managing performance*

For the individual	For the manager
• A clear understanding of what is expected of them in terms of their day-to-day tasks and their longer-term projects. • The opportunity to contribute to decisions about the work of the team and the direction in which it should progress. • A means of sharing their development needs and long-term aspirations in a supportive environment. • Protected time to discuss any concerns or ideas.	• An opportunity to get to know their direct reports and to understand what is important to them in terms of work. • Assurance that all team members are clear about what is an acceptable level of performance. • A means to ensure that staff receive regular and individual feedback on their progress and performance. • A way of addressing any concerns about performance before it becomes an issue.

Best for

- Ensuring that the work gets done to an acceptable standard in a way that benefits the individual, the team and the organization.
- Building a pro-active, respectful and two-way relationship between an individual and their line manager.

► More

- For some organizations managing performance has become associated with dealing with problems or unsatisfactory behaviour, which is a negative way of approaching performance management. All performance needs to be managed. It should be a day-to-day part of the manager's role which ensures issues are dealt with before they become problematic.
- If you are a manager who is inheriting a team which has never been performance managed before then proceed slowly. Introducing one-to-ones and team meetings is a good way to start. The one-to-ones will enable you to get to know the individuals who make up your team and the team meetings will provide you with an opportunity to see how they interact with each other.

To think about

- Performance management is not about micro-managing individuals. Rather it is about creating an environment in which staff feel motivated to do their job well and wish to further develop themselves. It is a two-way process which enables the individual to comment on how their role develops and the work they do.

Further reading

CIPD (2015) *Performance Management: an overview*, www.cipd.co.uk/hr-resources/factsheets/performance-management-overview.aspx. [Accessed 10 January 2016]

Harrison, R. (2009) *Learning and Development*, 5th edn, CIPD, London.

22. Team development plans

A KEY COMPONENT of successful performance management is to ensure that individuals are equipped with the skills, knowledge, experience and behaviours to do the job in hand. As a manager you will need to understand clearly those areas where individual team members and the team as a whole are competent and any areas which require further development. You will then need to draw up a plan to address any development needs you have identified. This plan should take into account the aspirations of individual members of the team.

The first step in drawing up an effective development plan is gaining an understanding of what the development needs are in terms of the individual, the team and the organization. This needs to take into account a number of factors, including:

- the requirements of the task/job/project
- the current skills, experience and knowledge level of the individual
- the current skills, experience and knowledge level of the team as a whole
- how individual team members like to learn.

As a line manager you will have numerous sources of information from which to gather this information. These include, but are not limited to:

- your own observations of the skills, knowledge and experience of individual team members and the team as a whole
- information obtained through more formal avenues such as personal development plans, one-to-ones and appraisals
- your knowledge of the tasks individuals and the team are currently expected to perform
- your knowledge of forthcoming projects
- horizon scanning, both internally and externally, to identify future trends and developments which may have an impact on your service.

In addition to this information you might have access to organizational information, such as a training needs analysis conducted by HR or, if your team is part of a larger LKS team, an analysis carried out for the service as a whole. The CILIP Professional Skills and Knowledge Base (CILIP, 2013) can be a useful tool in helping to identify individual development needs.

Armed with this knowledge you can begin to put together a development plan. The priority is to get the current work done, followed by work coming up and then look at the longer-term needs of the individual, team and organization. In some organizations there might be some mandatory training requirements which you will need to take account of and ensure that team members are given the time to complete these.

The plan will need to include proposed ways of developing the skills each team member requires. This does not have to be a course or include time spent away from the workplace, although these methods will have their place. Many of the tips in the third section of this book (p. 81) focus on activities which occur naturally in the workplace and demonstrate how they can be used for development.

The plan will need to include deadlines for planned development. This can sometimes be difficult if the identified need is not an immediate one. If training takes place too early then individuals can forget what they have learned. Leave it too late and they can feel stressed and unprepared to take on new tasks or areas of work.

The final factor to consider is how you will know development has taken place. You will need to consider how you will check the level of understanding and expertise that the individual has achieved as a result of the development activity.

A basic example of a team development plan is provided in Table 22.1 and you can find lots more on the internet. It is best to keep it as simple as possible. The purpose is not designing or updating complicated plans but to spend time ensuring that staff develop and the work gets done.

Best for

- Understanding the development needs of the individuals who make up your team to ensure that the job gets done to the required level.
- Planning development activities which meet the requirements of the individual, the team and the organization.

References

CILIP (2013) *Your Professional Knowledge and Skills Base: identify gaps and maximise opportunities along your career path*, CILIP, London.

Table 22.1 *Example of a team development plan*

Name	Development need	How need will be met	Resources	Deadline	Progress
A	Becoming more confident in presenting to large groups.	Arrange for A to shadow a more confident team member. Ask A to peer-review the colleague's session and ask them to peer-review theirs. Provide opportunities for A to present in a safe environment, such as team meetings.	No additional resources required.	Sept – in prep for delivering inductions to new starters.	Sept – A reports that they feel more confident in delivering presentations. This is reflected in the peer reviews carried out by colleagues and by the evaluation forms completed by attendees at the inductions.
	Become a Chartered member of CILIP	Get A to look into course on assembling a portfolio. Assist A in finding a mentor outside this sector.	Provide time for A to undertake activities as required, including mentor meetings.	Dec	Sept – A is currently in the process of putting together their portfolio and still aims to submit by December
B	Improve confidence in literature searching skills	Arrange for B to buddy up with a more confident colleague in another team who will check their searches for them and provide feedback.	No additional resources required.	Sept–Mar	Sept – Have identified buddy and a meeting has taken place to agree how this will work.
Whole team	Improve customer service skills	Commission a trainer to run a course on the principles of good customer service. Work with team to write customer charter which outlines our responsibilities to the customer.	Cost of hiring trainer. Training room in library can be used as venue.	Sept	Sept – course took place in July. Feedback from team members was positive and they have worked together to produce a customer charter. Success will be measured by customer feedback and survey over the next 3 months.

Further reading

CIPD (2015) *Identifying Learning and Development Needs*, www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx. [Accessed 23 January 2016]

23. Appraisals – preparing

CIPD (2015) DESCRIBES performance appraisals (or performance reviews) as an opportunity for an employee and their line manager to discuss their performance, future goals, development needs and to identify any resources or training which they need. Typically, the appraisal is an annual event, although some organizations may undertake these more regularly. It usually ends with both parties agreeing a number of personal objectives for the coming year which are linked to both departmental and organizational core objectives. The appraisal provides an opportunity to bring together organizational, LKS and individual aims into one place and the meeting should be a two-way conversation between the employee and their line manager.

To ensure that both parties get the most out of an appraisal meeting, it is essential that both the individual employee and their line manager prepare in advance. Here are a number of tips which can help your meeting to run smoothly:

- Agree a date and a time that is mutually beneficial allowing enough time to prepare.
- Book a room that is comfortable and suitable for both of you. Your office may be the easiest place to meet, but may be intimidating for the appraisee. You could meet in a coffee shop or somewhere more informal, but ensure that you can maintain confidentiality.
- Ensure that the individual understands the process and that they have a copy of last year's appraisal and the new documentation.
- Read last year's appraisal documentation and complete the documentation for the coming year:
  — how do you rate their performance?
  — have they fulfilled last year's objectives?
  — if not, do you know why?
- Review the job description. Are they fulfilling the requirements of their job description and does it still represent their role?
- Ensure that you have a good understanding of your organizational mission, values and goals so that you can link these to the appraisal process.
- Prior to the meeting identify those key objectives which are clearly linked to your LKS's overall plan. These may change during the meeting, but it is good to have a clear idea beforehand of what you would like the team member to achieve in the coming year.
- Review their sickness and training records to identify any trends or training needs which may need to be addressed.
- Familiarize yourself with courses, mandatory training requirements and other opportunities which may help the individual to fulfil their role.

Usually your organization will provide standard paperwork that both parties should review and complete in advance of the meeting. However, in addition to more formal paperwork, you can start planning for your employee appraisals a year in advance. Keeping a structured or unstructured diary listing their key achievements and challenges throughout the year will ensure that you have all the information you need to hand for a really successful meeting (University of California Human Resources, 2015).

Best for

- Ensuring that the appraisal meeting runs smoothly, covers the right topics and finishes on time.

More

- Although the appraisal is the formal documentation of a team member's aims, when used alongside regular one-to-one meetings it should not present any surprises for either the line manager or the individual.

To think about

- If you do not prepare adequately for the meeting this can send a message to the employee that they are not important. This can damage morale, especially if they have put a lot of effort into preparing for the appraisal.

References

CIPD (2015) *Performance Appraisal*, www.cipd.co.uk/hr-resources/factsheets/performance-appraisal.aspx. [Accessed 24 September 2016]

University of California Human Resources (2015) *Supervisor's Guide to Performance Appraisals*, http://hr.ucr.edu/docs/performance/supervisorsguide.pdf. [Accessed 5 October 2015]

24. Appraisals – conducting

HAVING PREPARED ALL the paperwork in advance of the appraisal meeting both you and your employee should arrive with a clear idea of what will happen. CIPD (2015) indicates that a performance appraisal meeting should include:

- measurement against clearly defined objectives and values
- an opportunity to give feedback to the individual about their progress and performance
- an opportunity for positive reinforcement
- facilitation of an honest and open discussion in which the employee can raise concerns or issues

- ending by defining SMART goals (see Tip 25, p. 59) and objectives for the coming year which both parties agree.

The appraisal meeting should provide space for the employee to discuss their career objectives, identify their personal training needs and highlight their plans for the coming year. Whilst the appraisal is often focused on service and organizational objectives and how the employee can contribute to these, it also provides space for you to find out more about the individual and their aspirations.

Role of the manager

As the line manager or supervisor, your role is to manage the process and keep things on track. The meeting should have a clear structure and be focused on the individual, but it should be sensitively handled and allow for an honest and open discussion. Having a working relationship which is based on trust is integral to being able to give and receive honest feedback and you should both agree the next steps.

You need to ensure that you do not dominate the discussion and that you both have the opportunity to speak and be heard. You are not dictating what should happen or controlling the discussion, even if there are both positive and negative issues that you wish to discuss. The appraisal is about assessing an individual's performance, identifying training needs and setting goals for improvement. If not handled well it can be demotivating for the employee and can result in disengagement.

Facilitating an effective appraisal meeting requires you to have well developed skills in a number of areas and the following list provides some techniques which can improve the appraisal meeting.

- use coaching techniques for a solution-focused approach
- use mentoring techniques to provide guidance and to make suggestions
- develop feedback skills to ensure clarity of purpose
- employ active listening techniques to ensure you hear what they say
- ask the right questions in a non-threatening way to help you learn what is important to the employee
- learn how to have difficult conversations so that you can address issues with performance.

Complete the relevant paperwork as soon as possible after the meeting and send it to the appraisee for feedback. The paperwork should include an overview of the previous year's performance, both positive and negative, including objectives which link to LKS and organizational objectives, whilst also supporting the individual's personal career goals. This performance appraisal should be signed off by both of you and should underpin any one-to-ones that you have with the team member during the year.

Ongoing process

The appraisal is part of an ongoing process and regular meetings should occur throughout the year to ensure that performance is to the standard agreed in the appraisal. Regular meetings will help ensure that objectives are on track and will enable you both to identify problems and develop solutions along the way. There should be no surprises for either you or your employee in the annual performance appraisal meeting, as any ongoing issues with performance or any new training needs should be addressed throughout the year.

Best for

- Providing space for the employee to discuss any challenges or performance issues, to identify any training needs and to highlight their aspirations.
- The performance appraisal enables you as the line manager to review the previous year's objectives and assess completion. It also provides a space for you to offer feedback to the team member about good performance and also to follow up any areas where performance is below standard.
- Coming to an agreement about priorities for the coming year which you are both signed up to.

► More

- The meeting is not just about looking backwards over the past year, but should focus on developing the individual in their role for the coming year.
- Ensure that you are well informed before the meeting and have all your paperwork to hand and examples of work that you would like to discuss. Feedback from colleagues and service users will also help you to have a well rounded discussion.

To think about

- Ensure that you are honest about what went well over the past year and what can be improved upon. You need to be clear in your feedback, even if it is not all positive, and be prepared to have challenging conversations.
- It is human nature to remember the bad things that happened, but do not allow these to become the main focus of the meeting. Refer to your diary and

highlight the positives as well as the negatives, otherwise the whole experience will become demotivating for the individual. The worst thing that you can do is save up any performance issues until appraisal day and deal with them all then; ensure that the individual is supported throughout the year.

- Switch off your computer and your telephone and give the employee your full attention. Even better, find somewhere private away from the office which might provide a more relaxed and informal space to have a confidential discussion.

References

CIPD (2015) *Performance Appraisal*, www.cipd.co.uk/hr-resources/factsheets/performance-appraisal.aspx. [Accessed 5 October 2016]

Further reading

University of California Human Resources (2015) *Supervisor's Guide to Performance Appraisals*, http://hr.ucr.edu/docs/performance/supervisorsguide.pdf. [Accessed 5 October 2016]

25. Setting objectives

MANAGERS AND TEAM leaders will be required to set objectives for individuals and teams within the LKS environment. If outcomes are not agreed and clearly defined from the outset, this can jeopardize the success of any project, whether large or small.

At the beginning of the project, even before any objectives are set, discuss with your team what the desired outcome will look like. This could be the development and delivery of a new training course, updating the LKS website or a reclassification project. Being really clear from the outset is integral to the success of any project.

> I want all pages on the library website to be revamped with the new logo and the content to be updated.

> I want you to develop a literature search training course for junior library staff and to deliver it on 12th April.

> During the summer holidays we need to reclassify the business section of the library.

It is a good strategy to ask team members to articulate the outcome in their own words. This ensures that everyone has the same goal in mind.

Once you are all agreed on the outcome of a project, you can start to work with the team to allocate personal objectives. All objectives should be SMART (see Table 25.1).

Table 25.1 *SMART objectives, adapted from Chapman (2014)*

Specific	Avoid unclear or ambiguous objectives and ensure they are clearly described, e.g. 'increase usage statistics'.
Measurable	Decide how you will measure success and what the desired outcome will be, e.g. '10% increase in usage'.
Agreed	Everyone who is involved should be able to describe the objectives and outcomes and should be involved in development.
Realistic	Ensure that the objectives can be achieved within existing resources, e.g. staff, time, equipment, etc.
Timebound	Set clear timescales for regular monitoring and completion.

Some simple tips for good objective setting:

- Make sure that you select the right person for the job.
- Ensure they are supported and given additional training as needed.
- Discuss what resources are needed to ensure successful delivery.
- Agree deadlines and ensure that they are realistic.
- Monitor progress and provide support and feedback on an ongoing basis.
- If you cannot determine whether the objective is being achieved, revisit and redefine if necessary, as it may not be SMART.

Best for

- Ensuring that individuals within the team know exactly what they are expected to do and what the outcomes of their work will look like.
- Ensuring successful completion of both large- and small-scale projects.

► More

- Ensuring that all team members can clearly articulate their objectives and have the right resources and skills to be able to implement them. By telling you what they think the expected outcome will be, you can ensure that everyone is working towards the same goal.
- Apply the SMART mnemonic to all objectives to ensure success.

To think about

- Objectives which are not SMART are difficult to achieve and difficult to measure. Put some time into clearly defining objectives.
- Projects often fail when one or more team members do not have a clear understanding of the expected outcome.

References

Chapman, A. (2014) *Acronyms and Abbreviations: SMART*, www.businessballs.com/acronyms.htm#SMART-acronym. [Accessed 11 February 2016]

26. One-to-ones

REGULAR ONE-TO-ONE MEETINGS with your direct reports are essential to improving communication and establishing good relationships. Meetings can be monthly or weekly, dependent on time constraints or your LKS's needs. Meetings should remain confidential, be open, honest and provide an opportunity for two-way communication. Adair (2007) suggests that the one-to-one can help to create a supportive relationship, ensure clear direction and identify ongoing development needs. Meetings can be informal, used as a way to keep in touch with team members, or can be part of a formal performance management, appraisal or development process.

Well conducted meetings should be organized to give the individual time to discuss any problems, raise any issues and make suggestions for improving services. You should encourage the individual to use this time to ask you whether they can attend training courses or events which may help them to fulfil the requirements of their job. As a manager it is your role to listen, take suggestions on board, coach staff to find solutions, work with the individual to resolve any issues and essentially follow through on any actions.

Whilst the one-to-one meeting should provide a safe space for the individual to talk to you, it is also an opportunity for you to address any issues with performance, keep track of projects and objectives and find out what is really important to your team members. Ensure that you give constructive feedback. Crucially you should not dominate the meeting, but you must ensure that you have set time aside to address any issues that you want to discuss. The meeting should not be confrontational and you need to be aware of the power balance in play.

A well organized meeting will be rewarding, with each participant having a clear understanding of the purpose. An agenda set prior to the meeting ensures that the individual can prepare and it is important that you both review the notes of the previous meeting. A basic template can help to maintain focus for the meeting and could include the following points:

- meeting date
- areas for discussion – individual
- areas for discussion – manager
- follow-up actions.

Hedges (2013) makes a number of suggestions for successful one-to-ones: having a clear schedule, sharing the air, being present (no phone or e-mail), following up on actions and having a clear structure.

Example from practice: Victoria Treadway (2015) – LKS manager (NHS)

Victoria used one-to-one meetings to reconnect with her team when transferring to her new role as a library manager and after returning from a 10-month period of maternity leave.

'The benefits to me as a manager are clear, and the service benefits are beginning to emerge. My next step is to ask for feedback from the team; that's something I hope to do over the next few weeks. I'd love to continue the regular, scheduled one-to-ones on a permanent basis, and I hope that they'll continue to be as productive and valuable as they have been so far.'

Best for

- Maintaining relationships with individuals in the team and identifying issues before they become entrenched and problematic. You can coach the individual to find a solution or act as a mentor and offer suggestions.
- Identifying problems or issues early, tracking performance against individual and team objectives and providing an opportunity to set clear objectives and keep projects on track.
- If you take just one Tip from this book, then make it this one. One-to-ones are the most effective method of getting to know the individual members of your team and understanding what is important to them.

► More

- Good for building trust and rapport and making you accessible to your team.

To think about

- Ensure that you follow up any actions and make a note of anything which is agreed at the meeting. A quick e-mail or notes are really useful to ensure that you both know what you agreed to do and to clarify actions.

- Do not cancel meetings or frequently postpone them. If this becomes a regular occurrence, you are in danger of sending the message that a meeting with the individual is less important than other things. This can be damaging to relationships and really impact negatively on morale.

References

Adair, J. (2007) 100 *Greatest Ideas for Effective Leadership and Management*, Capstone Publishing, Chichester.

Hedges, K. (2013) *The Secret to Effective One-on-one Meetings with Direct Reports*, Forbes blog, www.forbes.com/sites/work-in-progress/2013/11/11/the-secret-to-effective-one-on-one-meetings-with-direct-reports. [Accessed 21 February 2016]

Treadway, V. (2015) *Don't Underestimate the Power of the One-to-one!*, LIHNN Clinical Librarians Blog, https://lihnnclinicallibs.wordpress.com/2015/01/21/case-study-dont-underestimate-the-power-of-the-one-to-one-by-victoria-treadway. [Accessed 21 February 2016]

27. Feedback – general

PROVIDING STAFF WITH feedback on their performance as individuals and as a team is an important part of performance management. It enables individuals to be clear about what is expected of them and assists them in identifying areas they need to develop.

If you hold regular one-to-ones with your staff you will have plenty of opportunities to provide feedback. It should be a way of enabling two-way communication between yourself and the individuals you line manage. It is not about telling people what to do, rather it is a means of encouraging them to think about and reflect upon their own performance. Done well, providing regular feedback should enhance an individual's confidence and improve their overall performance.

The principle behind feedback is that it is about the individual and their performance. It should not be about things they cannot change and it should be relevant to their role. There are numerous models of proving feedback. A quick search on the internet for 'feedback models' will provide you with lots of examples for you to select one which suits your style of management and which you feel comfortable with.

If you are new to providing feedback you might need to prepare in advance what you are going to say. Points to reflect on in preparation for providing feedback include the following:

- Think about what you want the outcome of the feedback to be. What is the skill, knowledge or behaviour that you want changed or encouraged?
- Can you provide a clear example of what you are providing feedback on? It is not good practice to provide feedback on something that you have not witnessed yourself or that you do not have clear evidence of.
- Consider the questions you might want to ask the individual to encourage them to reflect on the situation under discussion. What do they think happened? What do they think went well? What would they do differently in future? What support do they need to make any changes? The idea is for the individual to take ownership of their own performance and work to improve or maintain it.
- Think about the language you want to use. You need to use positive language and ask open questions. This is about working together, not about one individual judging another. You need to keep the discussion factual and allow the individual the opportunity to put their point of view across.
- If the feedback is around encouraging a change in the individual how might you deal with the situation if they do not perceive it as something which needs to change? This is why it is important that you have observed the situation under discussion or have concrete evidence of what has happened.

One of the simplest feedback models to put the above into practice is the EEC model, which is outlined in Table 27.1.

Table 27.1 *EEC model, adapted from KnowHow NonProfit (2014)*

Evidence	This is where you give an example of what the individual has actually done. This should be something you have witnessed yourself or that you can clearly evidence.
Effect	Explain to the individual the effect of their actions. Do not be judgemental or emotional. Stick to the facts.
Change	Work with the individual to identify what changes they need to make. This is about guiding them as opposed to telling them what to do.

Best for

- Providing an individual with information about their ongoing performance in a supportive way which encourages them to develop and take responsibility for their development.

► More

- Feedback is not just about bringing about change. In many cases it will be appropriate to provide feedback to let an individual know that they are performing well. As it is good practice to manage all performance then part of this is remembering to provide feedback when something has gone well or better than expected.

- If an individual requires more detailed feedback on their performance, 360 degree feedback could be something to consider. This is where a number of people who work with the individual but have different relationships with them, such as line manager, fellow team member, someone they line-manage, colleagues in other teams and maybe even service users or customers, complete a questionnaire about the performance of the individual. See the Further Reading section below for a link to further information on this process.

To think about

- It is not practical to provide detailed feedback on every aspect of performance all the time. As a manager you will need to decide when feedback is needed and when it is not.
- Generally speaking it is best to provide feedback as close to the incident under discussion as possible. This is one of the reasons that regular one-to-ones are so important.

References

KnowHow NonProfit (2014) *Giving and Receiving Feedback,* https://knowhownonprofit.org/people/your-development/working-with-people/feedback. [Accessed 27 January 2016]

Further reading

CIPD (2015) *Feedback – 360 Degree,* www.cipd.co.uk/hr-resources/factsheets/360-degree-feedback.aspx. [Accessed 28 January 2016]

28. Team building

A LARGE PROPORTION of the work carried out in LKS is carried out by teams. Teams are important because they can achieve more than individuals working alone and can allow those individuals to play to their strengths. Being a member of a high-performing team allows individuals to develop, provides motivation and can make work more satisfying and fun.

What makes a team?

Teams can be made up of different numbers of individuals. In some organizations the team may be as small as two people, in others it will be much larger. In many places people can be a member of more than one team. Teams can have clearly defined roles such as working on a specific project or function, for example managing stock or running information literacy training. Alternatively they can have a broader remit, particularly where there are only a small number of individuals employed to undertake this type of work and be responsible for all the tasks carried out in respect of LKS. Increasingly individuals may work in geographically dispersed teams where the only communication is digital or they may be working on specific projects with people employed by other organizations.

Effective team working

If you are in the position of bringing a team together then it is important for you to think about what is the objective of the team and the skills, knowledge and experience you require from the individual team members to fulfil it. More often you will be inheriting a team from someone else or you might be promoted to lead a team of which you were previously a member. Whatever the circumstances, as a manager of a team you have a responsibility to ensure the individuals work together in an effective and efficient manner. For teams to work effectively, individual members need to have a clear understanding of what they are expected to contribute and what the roles of the other members are. Team leaders need to understand the individual strengths and development needs of the team members whilst offering guidance and direction to ensure that the task in hand is completed to a satisfactory level. Communication from and to the manager and amongst team members is crucial to success. How this is facilitated should be agreed early on and then should be subject to regular review.

The Tuckman model

Tuckman (Chapman, 2016) has identified five stages in developing successful teams and the role of the line manager at each stage. Using this model can assist you in assessing the stage your team is at and help you to determine your own role. The first four stages of this model are outlined in Figure 28.1.

The fifth stage which Tuckman identified is Adjourning. This occurs when the team breaks up. This can be because the particular project they were bought together to work on has come to an end but could also be because someone is leaving the team. When someone leaves a high-performing team and is either replaced or the work redistributed then the team will have to

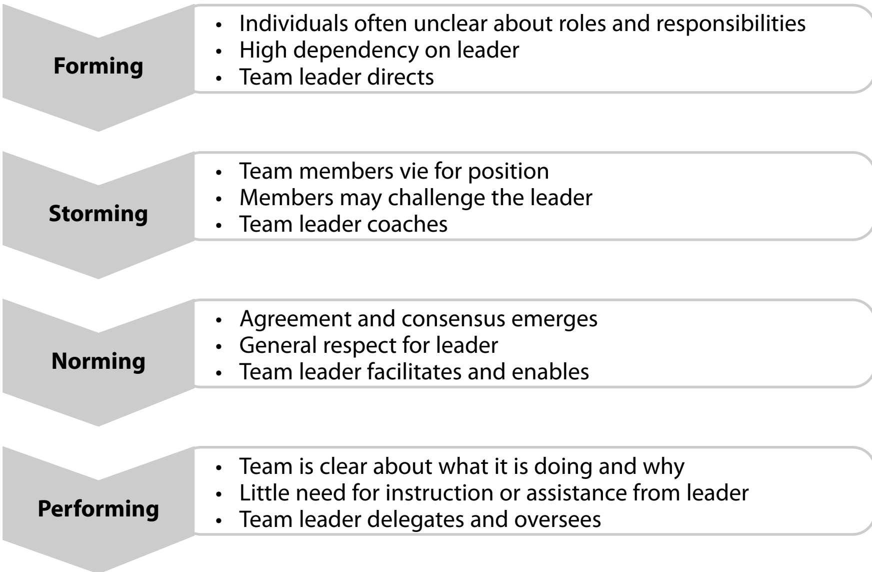

Figure 28.1 *Tuckman's model developing a successful team, adapted from Chapman (2016)*

repeat the process outlined above. They might move through the stages more quickly than they did the first time round but the process will still take place. It is important for the line manager to acknowledge that this is happening and to accept that they may have to provide more guidance and support than they had previously been required to supply.

The above model can be useful in helping to understand conflict within teams. As the leader of a team you need to decide when to step in to deal with conflict and when to leave team members to sort it out amongst themselves. Generally speaking, it is best to try and let the team sort itself out. Conflict within a team is not always a sign that the team is not working. It can be a demonstration that the individual members are comfortable in expressing their own views and ideas which can lead to increased motivation and a higher standard of work. You will need to step in if the situation starts to cause distress to individuals or gets in the way of the work. Having regular one-to-ones with individual team members should mean that you are aware if the team's way of working is causing problems and be in a position to deal with it before it gets out of hand.

Best for

- Getting the work done in the most efficient and effective way.

► More

- Dr Meredith Belbin has written extensively on the different roles which individuals demonstrate in teams. Undertaking a Belbin assessment can be a useful exercise in understanding how the individuals that make up your team like to work within a group situation and could explain any areas of conflict. See the Further Reading section below for more information.
- Team meetings are an important part of team building. In some organizations such meetings, along with away days, might be the only time the team get together. These meetings should occur frequently, although if you have part-time members of the team, either because they are also assigned to other teams or because they work part-time, then it is important to rotate when the meetings take place to ensure that everyone gets to attend at least some of the meetings. If the team is geographically dispersed then meeting digitally is an option. Team meetings do not necessarily require a formal record of what has taken place but it can be useful to take some notes to remind members of what has been discussed and any resulting actions.
- Away days can be a good way of building and consolidating team relationships. They can be used for numerous purposes, including planning a project, problem solving or simply as a means for individuals to get to know each other better away from the pressures and interruptions of the main workplace. They do require planning in advance and should have a clear purpose to ensure they are a worthwhile use of time and money. They have a particular purpose for teams which work remotely, as this may be the only opportunity they have to physically get together.

References

Chapman, A. (2016) *Tuckman Forming Storming Norming Performing Model*, www.businessballs.com/tuckmanformingstormingnormingperforming.htm. [Accessed 29 January 2016]

Further reading

Belbin, M. (2016) *Belbin Team Roles*, www.belbin.com/about/belbin-team-roles. [Accessed 28 January 2016]

29. Team meetings

AS MANAGERS OR supervisors of LKS teams you will be regularly involved in formal, scheduled meetings as part of the day-to-day running of the service. These could be meetings with other LKS staff or alternatively with stakeholders or users of your service, examples of which are management meetings, user group meetings or health and safety meetings (ILM, 2007). This Tip focuses on group meetings (one-to-one meetings are discussed in Tip 26, p. 61) and we will consider how you can make the most of these meetings by organizing them and facilitating them effectively.

Love them or not, meetings are an essential part of managing your teams and provide the opportunity for you to communicate with them to track progress against organizational objectives, complete and allocate work, address any issues or deliver information to the group. ILM (2007) suggest that team meetings have a range of purposes, including communicating information, management control, decision making and solving problems.

For a meeting to be successful it is essential that attendees understand the purpose of the meeting and a good way of doing this is to agree these beforehand and record them in the terms of reference. Terms of reference provide clarity about the purpose of the meeting, how it will run, where it will take place, who needs to attend and frequency. Establishing a clear purpose at the outset provides a shared vision and identity for the team. A well conducted meeting will be well prepared and people should know what they need to bring and whether they will have any specific roles, e.g. Chair, minute taker or participant. An agenda which includes timings for the meeting, minutes of the previous meeting, an action log and any additional reading should be distributed in advance and any questions for discussion will ensure that attendees can adequately prepare and contribute (ILM, 2007).

Meetings should be linked to LKS plans, be regularly monitored and should be collaborative and participative. Mind Tools (2016) indicate that a successful meeting will leave people feeling energized, as the meeting objective was accomplished, it was not too long and a clear process was followed. Friedmann (2003) outlines a number of common problems which can impact negatively on the effectiveness of a meeting; going over time, allowing one person to dominate, a one-way dialogue, failure to complete actions, lack of focus, discussing things which are not relevant and inviting too many people. A smaller number of participants is beneficial for decision making but a larger number of participants can allow for a broader input and wider discussion. A good Chair can ensure that the meeting stays on task and a secretary should be assigned to ensure that an accurate record of the discussion is maintained and that actions are completed, projects are monitored and decisions are captured (ILM, 2007).

Best for

- Providing the opportunity to communicate with members of your team, for them to be involved in decision making and to ensure that actions are completed.

▶ More

- After the meeting, reflect on what went well and what may be improved next time. Continual monitoring will ensure that your meetings are productive and an effective use of attendees' time.

⚠ To think about

- A poorly run meeting will disengage members of your team and feel like a waste of their time. Good organization is key.

References

Friedmann, S. (2003) *Meeting and Event Planning for Dummies*, Wiley Publishing, Hoboken.

ILM (2007) *Effective Meetings for Managers*, 5th edn, Institute of Leadership and Management, London.

Mind Tools (2016) *Running Effective Meetings*, https://www.mindtools.com/CommSkll/RunningMeetings.htm. [Accessed 17 January 2016]

30. Sharing learning with the team

One of the best ways to learn is to know the subject well enough to share it with others. Often the biggest loss in the workplace is that we send one person to a training event but the learning stays with them and is not shared with the rest of the team. There might be some chat about it but there is nothing structured which helps people to really take hold of the new ideas and think about how they might use or implement them into their workplace. The products of learning not only make teams more effective, the process of learning can be team-building. Teams capture, formalize and capitalize expertise on behalf of the organization and by doing so knowledge becomes shared and less dependent on individuals who may leave the organization.

Managers have a fundamental role in ensuring that any learning gained by team members should be shared with the team. There are a number of steps which help this process:

- Before the event discuss what is expected, both in terms of what the participant expects to gain from the event, but also in terms of how they will share it on return to the team.
- After the event discuss how it went. What were the main learning points? What did they feel might be useful to the workplace or team? What ideas do they have about how the learning might be implemented?

- Set up a means by which the learning can be shared. Is it appropriate to cascade the learning or elements of it as ‘mini’ events? Is it something which should be shared in a team meeting? How will it best be structured?
- Set a period of time during which the individual can assimilate the learning and agree how and when they will be ready to share it.

If this process becomes part of the culture of the team, everyone knows what will be expected of them if they were the one lucky enough to be selected to attend. Even if it is just through team meetings, the sharing and discussion which follows can be invaluable. Perhaps have ‘learning events attended’ as a standing item on your agenda so no events get missed. One suggested structure for a report to the team might include the following:

- What was the main essence of the event?
- What were the main learning points drawn out?
- What might be implementable within the team/workplace?
- What recommendations are you making?

The discussion which follows should be about enthusing the rest of the team and identifying ways forward. Do you need a small working party to clarify what needs doing and how it might be done most effectively, when and where? Is it something which can really have a decision made on it right now and an action planned? Is it something which needs holding on file to be considered in your next round of development plans?

Whatever the outcome, the structured discussion will add immense value to your team. Members will start to see attending learning events not just as something personal but as a valuable contribution to the development of the whole team. You will also raise the perceived value of training as a whole and you will have started to develop critical reflection about the workplace and how it can develop.

Another really valuable way of people sharing their learning is through the development of a team blog. Such a blog requires everyone to participate, not just as authors but in adding comments. A blog doesn’t need to just concentrate on learning ‘events’ but can include identifying learning through reading or action. Reflection requires that we consider what we learned from what happened – both negative and positive. A team can learn a lot together by sharing this reflection and considering different views on each situation. How valuable it will be if the team start to see ‘learning’ in everything they do and working on ways to continually grow and develop.

Best for

- Ensuring you gain the maximum value from people attending training events. It helps to keep staff motivated, engaged and enthused in their workplace and valuing development.

More

- Writing up development and learning for professional journals or professional blogs can raise both the profile of the individual and the organization.

To think about

- Initially, for some, the fear of sharing might put them off attending events. Be sure to reassure them of your support and give them a structure to help them identify what needs to be shared most.
- Keep it as a regular item so that nothing slips through the net. Once it is embedded everyone will find it easier to participate.
- Keep the 'negative – we've tried it before' voices out of discussions. There is no such thing as a 'new' idea – just a refashioned one! Even old ideas might work now in a different time, with different people and a different culture.

Further reading

Britton, B. and Serrat, O. (2013) *Learning in Teams*, www.slideshare.net/Celcius233/learning-in-teams-27627653. [Accessed 12 February 2016]

31. Writing references

AS A MANAGER, colleague or friend you will most likely be approached for a reference at some point in your life. The most usual scenario is that a current or past employee will ask you for a reference to support their application for a new job, but you could be asked for a personal or character reference in relation to an application to rent a property, an academic placement or a nomination for an award. If you are asked to provide a character reference or personal reference you can do this in your own right but these should not be offered on organizational headed paper.

If you are providing a written reference for an individual on behalf of the organization in your role as their manager or supervisor, you should check your organizational policy for writing references, such as the one provided for staff working at the University of Manchester (University of Manchester, 2015) to clarify the process. If your organization does not have such a policy, your HR department should be able to advise whether you have the appropriate level of authority to proceed.

Commonly, when you receive a request to provide a reference, the applying organization will send you a number of questions that they require answers to, or a general statement to guide you. If this is not the case and you are asked to write a general account or letter, there are a number of templates that you can access on the BusinessBalls website to get you started (Chapman, 2016). Some of the things that you should consider when writing references are summarized below (University of Manchester, 2015; Chapman, 2016; Sakrouge, 2015):

- Include only the facts; do not speculate or provide opinion.
- If you provide a reference you have a duty of care.
- It must be factual, accurate, fair, balanced and not libellous.
- It must not be discriminatory.
- It must comply with the Data Protection Act.
- Do not get personal in a reference, ensure that you remain objective.
- Try to provide positive statements.
- Information about disciplinary proceedings should be backed up with dates and figures.

Sakrouge (2015) states that although there is no legal obligation for an employer to provide a reference for a current or former employee, it is unusual for a request to be denied. If you are considering rejecting a request for a reference, you need to ensure that you are not being discriminatory. Deciding not to provide a reference, for whatever reason, will reflect poorly on the candidate, as most employers now offer new positions subject to suitable references being received (University of Manchester, 2015).

If you do provide a reference on behalf of your organization it should be 'true, accurate and fair. It [the employer] can also be sued for defamation or malicious falsehood in respect of damaging comments which it knew, or should have known, were untrue' (Sakrouge, 2015). When you write a reference for someone, imagine that they will be reading it. Whilst you as an individual, due to an exemption in the Data Protection Act 1998, may not have to disclose the existence of a reference that you have written, an individual can make a subject access request to the receiving individual or organization to see a copy (Information Commissioner's Office, 2005).

Best for

- Giving a clear picture of the employee and outlining their strengths and what they can offer to a different organization.

► More

- As it is about them, employees can ask to see a copy of the reference, so remember this when you are writing it.
- You could always allow the employee to read the reference before it is submitted. They have asked you for the reference, so there is no reason for you not to show it to them or ask them whether there is anything they would like you to include.

⚠ To think about

- Do not get personal or use this as an opportunity to say things which should have been said to the employee whilst they worked for you. Stick to the facts and ensure that they are correct.
- If you provide information in a reference which is deemed to be untrue you could be sued for defamation, so ensure that you fulfil your duty of care.

References

Chapman, A. (2016) *Businessballs: references letters*, www.businessballs.com/referencesletterssamples.htm. [Accessed 7 February 2016]

Information Commissioner's Office (2005) *Data Protection Good Practice Note: subject access and employment references*, https://ico.org.uk/media/for-organisations/documents/2775/references_v1_final.pdf. [Accessed 7 February 2016]

Sakrouge, A. (2015) *References*, www.cipd.co.uk/hr-inform/employment-law/termination/references/default.aspx. [Accessed 7 February 2016]

University of Manchester (2015) *Policy on Providing Employment References for Employees/Former Employees*, http://documents.manchester.ac.uk/display.aspx?DocID=15719. [Accessed 7 February 2016]

32. Exit interviews

AN EXIT INTERVIEW occurs when an employee has handed in their notice. It is an opportunity for you to formally obtain structured feedback from them about your performance as a manager, their working environment and any other issues which may have contributed to their reasons for leaving (Schachter, 2005).

It is good practice to offer all employees who leave your service the opportunity to have an exit interview before their final day; ideally this should be arranged as soon as they hand in their notice. Most organizations will have a procedure or policy to guide you through the process (Schachter, 2005), so in the first instance contact your HR or Personnel department to find the relevant documentation. If your organization does not provide guidance, use the following tips and resources to develop your own process.

The exit interview provides the employee with the opportunity to feed back to you retrospectively about:

- their experience of working in the LKS
- their reasons for leaving the job
- their experiences of the working environment
- their perceptions of leadership
- any 'tacit' knowledge or information which they hold which is valuable to your service
- any issues or problems that they have encountered whilst working within the service.

As an employer, you can use this information to:

- learn lessons about why people are leaving
- ensure that any issues identified, which are within your control, are included in your LKS plan
- improve the recruitment process for new staff
- make changes which will benefit the remaining team
- reduce high turnover of staff and loss of talent from your service
- log and retain 'tacit' knowledge of outgoing staff to ensure effective handover and service delivery
- reduce the costs of recruitment for the organization (CIPD, 2006)
- demonstrate to your team that you are interested in them and prepared to make improvements (Schachter, 2005).

Reder (2013) indicates that in order for a successful exit strategy to be incorporated into your LKS a number of factors should be considered. The exit interview is a voluntary option but you should encourage outgoing employees to attend. As with any interview or meeting, it is important to arrange a time and place which suits the employee and ensures they are comfortable, to allow an honest and open discussion. The interviewer should be skilled and sensitive to the individual's needs if they want to identify any trends and all information gathered should be analysed (Armstrong, 2006). Reder (2013) suggests that the interview should include a series of open questions which should address:

- their main reasons for leaving

- any changes which would have encouraged them to stay
- their thoughts about morale within the team/organization
- what they liked and what they would change
- whether they felt valued
- whether they were offered the right training and/or development opportunities
- an understanding of their role
- whether they received regular feedback about their performance.

Best for

- The exit interview can provide valuable information and insights which can help you to make changes to your service. It can highlight any issues which are impacting on staff morale and provide a structure for you to capture valuable knowledge.
- Understanding why people are leaving your service can help you to retain staff and attract new talent. Tackling the reasons for high turnover will also reduce recruitment costs for your organization.

► More

- The exit interview cannot stop the outgoing employee from leaving, but can provide information to improve the working environment for remaining staff.
- If an individual does not accept the offer of an interview, you could provide a printed questionnaire or survey for them to complete after they have left, although they may not return it (CIPD, 2006).

⚠ To think about

- If you are an individual's direct report, they may not find it easy to be honest with you about their real reasons for leaving or to raise any issues that they have encountered. You can arrange for the interview to be carried out by someone else to ensure that the information received is constructive, valuable and can be used to inform future recruitment.
- It is essential that you act to resolve or improve any problems which are identified, otherwise the interview is just a tick-box exercise. Any information obtained should be fed into your team action plans in order to have any value.
- Often people do not take up the offer of an exit interview, as they have already made the decision to leave due to dissatisfaction with their current working arrangements. If you do not know why they have resigned, you will have to accept that you will never know.

- By the time the employee has handed in their notice, the exit interview is too late to encourage them to stay. Use regular one-to-one discussions and performance reviews to identify and act upon issues as they arise and keep valuable talent within your team.

References

Armstrong, M. (2006) *A Handbook of Human Resource Management Practice*, 10th edn, Kogan Page, London.

CIPD (2006) *Exit Strategy*, www.cipd.co.uk/pm/peoplemanagement/b/weblog/archive/2013/01/29/exitstrategy-2006-01.aspx. [Accessed 6 January 2016]

Reder, S. (2013) Why Exactly Are You Leaving?, *Canadian HR Reporter*, **26** (11), 10.

Schachter, D. (2005) Exit Interviews Can Provide Valuable Feedback, *Information Outlook*, **9** (7), 9–10.

33. Effective handover

WHEN AN EMPLOYEE leaves your service a good handover is an essential part of the process. By applying an effective handover process you can ensure that the outgoing employee does not leave with crucial knowledge which is critical to the continued smooth running of your service (Agarwal and Islam, 2015). In an ideal scenario, when an employee has handed in their notice a replacement will commence employment as soon as possible.

Ideally the new employee should have the opportunity to 'shadow' the outgoing employee for a week or so to learn the ropes. This takes the pressure off the new employee and can help them to settle in. It will also mean that they will understand the requirements of the role and become a more productive part of the team more quickly.

Unfortunately, lengthy recruitment processes and delays can often mean that the outgoing employee has left your service weeks or even months before a replacement is appointed. However, as a manager or supervisor there are still a number of things that you can do to ensure that an effective handover process can still take place when the new employee begins. Arranging for someone within the existing team to shadow the outgoing employee before they leave and be trained in crucial elements of the role is the second-best thing to having the outgoing employee train their replacement. You may need to redistribute other work within the team to ensure that the person picking up extra work does not become overloaded, but you will have someone who can fill the role of the outgoing employee and keep important elements of the service running.

Finally, a good collection of written documentation about the post and its duties should be produced by the outgoing employee and saved in a