



Stage 2 - LEADERSHIP FOR STRATEGY

Module 16 – EFFECTIVE STAFF MANAGEMENT

The Leadership Academy is a learning and action programme for mayors, senior officials and elected representatives of local government.

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Centre of Expertise
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1 MODULE OVERVIEW

1.1 BACKGROUND

- Working with, and supporting staff is a leadership challenge at both political and managerial level. In many cases, managers see staff as vehicles through which to get tasks done. With this mind-set, staff will not work at optimum levels, due to the lack of motivation and empowerment.
- The function of human resources management is made up of a set of different activities aimed at a range of employee management functions. This includes ensuring there is a comprehensive and strategic approach to ensure staff capacity is aligned to organisational priorities, having clear job descriptions, robust recruitment processes, and ongoing staff appraisal.

1.2 LEARNING OBJECTIVES

- To support leaders to apply leadership to staff management.

1.3 LEARNING OUTCOMES

- Participants understand the approaches and values that must be developed with staff to underpin good performance.
- Participants learn to see management through the eyes of staff.
- Participants learn to create a constructive working environment for staff (job descriptions / appraisal processes etc.)
- Participants use an assessment to see how an organisation might invest more constructively in staff.

As a result of this learning, participants will be able to help managers to work with staff in a much more constructive way.

1.4 DURATION

- 90 minutes

2 MODULE STRUCTURE

2.1 INTRODUCTION

- The concept of staff as an organisation's most importance asset is explained to participants.

2.2 GROUP EXERCISE 1 - MUTUAL EXPECTATIONS OF MANAGERS AND STAFF

- Participants, in groups of 2/3 people, write things that according to them: a) managers see as important in staff; and b) staff see as important in managers.

2.3 GROUP EXERCISE 2 - BUILDING BLOCKS FOR EFFECTIVE STAFF DEPLOYMENT

- Participants work individually to complete Section 5.2 Table;
- Participants share insights during a plenary discussion on the key building blocks for effective staff deployment.

2.4 GROUP EXERCISE 3 - INVEST IN STAFF

- Participants, in groups of 4/5 people, develop an action plan (or a series of actions) that can be adopted to address lower scoring areas.

3 WORKING DEFINITIONS

3.1 JOB DESCRIPTION

The job description is a document which makes it possible to organise and precisely define the range of activities of every employee in an organisation. It defines the framework of a certain job, for both the employees and their managers. The job

description enables them to clarify and formalise responsibilities and activities and tasks, as well as organisational links, and to define the requisite competences for certain professions, as well as to define in detail the necessary conditions for employment.

4 KEY CONCEPTS

Good managerial leadership is about seeing the work and the organisation through the eyes of the staff. The most important motivator for staff is the set of values they bring with them. Do they value public service? Do they respect their colleagues? Are they ready to learn? Do they always put themselves first? Do they care about performance?

- If they do not see public service as important, they will be bored and not care.
- If they do not respect their colleagues, team-working will be weak.
- If they do not really believe that other organisations should be consulted about the priorities and standards of the organisation, partnership initiatives will fail.
- If they do not take pride in their work, standards will be low.

Managers at all levels need to be continually seeking to strengthen among staff those values that are fundamental to good governance.

A manager and his/her staff are a team. They have a shared goal. The manager will not achieve his/her objectives without the work of the staff. Likewise, the staff will not be able to do their best without the support of their manager. What are the manager's expectations of the staff? What do the staff expect of their manager? Understanding

these mutual expectations is important for effective staff management.

Staff need an environment that supports them in their work. They know what hinders them, whether it is petty regulations or lack of advice or poor delegation or a climate of fear. What is it that would actually help them to perform at their best?

Staff need to let managers know about the environment that would best support their work. They need to understand their manager's priorities and how their work contributes to the manager's effectiveness and the organisation's goals. They need to be honest about their own expertise and performance. This is 'upward management'. Between the manager and his/her staff, there needs to be high levels of trust, a sense of shared purpose and close communications.

Does the organisation facilitate this kind of staff management? Does it invest in its managers and staff? Leadership is about ensuring the institutional capacity to facilitate good staff management throughout the organisation. For example, every manager should be trained in coaching. At the same time, staff need both a challenge to tackle and the necessary expertise if they are to give their best.

If a staff member does not respond to this approach, if he/she continues to be unproductive, then the manager will be right to consider whether the staff member should be there at all.

5 EXERCISES

5.1 EXERCISE 1 – GROUP EXERCISE 1 – MUTUAL EXPECTATIONS OF MANAGERS AND STAFF

STAFF EXPECTATIONS OF MANAGERS	MANAGERS' EXPECTATIONS OF STAFF
<ul style="list-style-type: none"> • Work as agreed in Job Description, in line with strategic plan • Clear guidance; parameters for personal initiative • Means to achieve objectives • Serving collective purpose • Clear information; good communications • Access to colleagues • Attractive working environment • Fair representation • Appreciation for work done • Opportunities to learn and increase expertise • Problem-solving abilities • Inspiration • Competence • Confidence in senior management • Leadership • Integrity, honesty and genuineness • Doing what they say they will do • Practising what they preach • Constructive performance appraisal • Career advice • Personal development support 	<ul style="list-style-type: none"> • Execution of job to best of ability • Serving the collective purpose • Competence • Focus on outcomes as well as outputs • Honest self-assessment of achievement • Good quality of work • Sensible and honest use of organisation's reputation, time and resources • Respect for rules • Respect of colleagues • Cooperation in developing policies and plans • Team-working • Confidence in management • Transparency and integrity • Creative thinking • Motivation

5.2 EXERCISE 2 – GROUP EXERCISE 2 – BUILDING BLOCKS FOR EFFECTIVE STAFF DEPLOYMENT

1.	Are there clear corporate priorities for HRM to link to?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.	Are priorities informed by local consultation and analysis of local needs?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.	Is delivery of the priorities measured?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.	Are there service plans and action plans to support delivery?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5.	Is staff management included within the plans?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.	Are the plans monitored regularly and action taken if they are not being delivered?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.	Do you have any performance management systems?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8.	Is the performance information used?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.	Do resources, including staff resources, link to the priorities?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.	Is there an annual report which sets out the results of monitoring of outcomes and examines performance against priorities?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11.	Are there targets for individuals to deliver their part in plans?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12.	Do you manage the skills and competencies of staff in the organisation?	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13.	Do you have the following HRM policies in place <ul style="list-style-type: none"> • Recruitment Policy • Staff Appraisal Policy • Sickness Policy 	1 2 3 4 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

5.3 EXERCISE 3 – GROUP EXERCISE 3 - INVEST IN STAFF MATRIX

Senior managers might assess the effectiveness of the organisations approach to staff management (scale 1 (weak) – 10 (strong)) by asking samples of (i) middle/junior managers and (ii) front-line staff. Compare their scores. What explains the differences? Draw up an action plan to raise the scores. You may wish to carry out the exercise every 2 years.

EVIDENCE OF INVESTING IN STAFF		SCORES (1-10)		
		ELECTED REPRESENTATIVE	SENIOR MANAGERS	
1	The organisation is committed to supporting the development of its staff			
2	Staff are encouraged to improve their own and others' performance and learn from each other			
3	Staff believe their contribution to the organisation is recognised			
4	The organisation invests sufficiently in the professional development of its staff			
5	The organisation is committed to ensuring equality of opportunity in staff development			
6	The organisation has clear aims and objectives that are understood by all			
7	The development of staff is in line with the organisation's objectives			
8	Staff understand how they contribute to achieving the organisation's aims and objectives			
9	Managers are effective in supporting the development of staff			
10	Staff learn and develop effectively			
11	The development of staff improves the performance of (i) the organisation, (ii) teams, (iii) individuals			
12	Staff understand the impact of staff development on the performance of (i) the organisation, (ii) teams, (iii) individuals			
13	The organisation is getting better at developing its staff			

6 REFERENCES

Council of Europe. (2013). Modern and Effective Human Resources Management - <https://wcd.coe.int/com.instranet.InstraServlet?command=com.instranet.CmdBlobGet&InstranetImage=2564782&SecMode=1&DocId=1991242&Usage=2>