

NOTES FOR MANAGER'S MEETING, OCTOBER 1989

by Roger Underwood

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Each year at our Manager's meetings I have tried to provide one or two papers which will help us to do our jobs better, or help us to understand the environment in which we work in CALM.

Last year I talked about the essential managerial competencies for regional managers, about team-work in CALM and about the ways we use to establish priorities amongst our many responsibilities. Managers might be interested to know that all three of these papers were "leaked" and have turned up in other agencies around the country. This is one occasion when I have been happy to hear about leaked documents from CALM!

However, I feel we have scarcely scraped the surface of any of these issues and I wish to pursue two of them (management competencies and team-work) in greater depth this year. I also want to follow up on the issue of the influence of pressure groups on CALM policy and operations which Dr Shea raised in his introduction to this year's conference. I will do this in a separate paper later today.

I have not provided references to these papers. The ideas are derived from management literature, were picked up on my study tour earlier this year, or from the training seminars I regularly attend. In any case, most of you know most of this stuff better than I do, thus conforming to these neat definitions I read recently: Learning is finding out what you already know; doing is demonstrating what you know; and teaching is showing others what they already know.

So I don't expect to provide any revelations; I do hope I will stimulate some discussion and further thought on the subjects and provide some guidelines which will help you manage more efficiently.

LEADERSHIP - THE FUNDAMENTAL COMPETENCY

Those of you who have been to the Advance Fire School will have heard me speaking at length on the subject of leadership, and the need for strong leadership at all levels of management in CALM. In that discussion, which was aimed principally at fire controllers and fire bosses, I stressed the need for CALM leaders to develop a vision, to be deeply involved in its achievement and to demonstrate mental toughness and utter persistence in every step towards their goals.

Over the years I have become more firmly convinced than ever that having strong and effective leaders throughout CALM is the single most important factor in determining the way we perform as a Department. We live in turbulent and fast-changing times. Outside CALM, the environment around us is constantly shifting; our stakeholders are moving their ground, or are forming new coalitions and alliances on every side; technology is making prodigious leaps. Within CALM, there are powerful influences at work and these are reshaping relationships, throwing up new problems or pushing us towards unmapped territory.

To survive and to prosper in this climate, each leader/manager in the system must constantly be scanning the environment in which his unit works, scanning his stakeholders to see what new pressures are about to be exerted and then using his powers of influence and leadership to bring about necessary change. Above all else, this is the fundamental competency required of CALM leaders. And there are three subsets of this competency which I now wish to discuss further:

- . The need to inspire and enthuse your staff. — *by example.*
- . The capacity to manage individuals. — *with compassion and appreciation*
- . The capacity to manage teams. — *" " " "*

INSPIRING AND ENTHUSING

In order to change an organisation, its thinking (or its culture) must be shifted collectively from one place to another. This is often difficult and requires a major, conscious investment of effort by the leader/manager. It is also easier if you have some sort of guidelines to work to. These can be derived from a study of the inspirational change leaders around us. ??

The inspiring and enthusiastic leader:

1. Has a strong sense of vision and purpose. The vision is appealing (something everyone wants), is real and has a time frame.
2. Demonstrates strong personal commitment to the vision.
3. Speaks to people's hearts as well as their minds - the vision is dramatised.
4. Seizes every opportunity to move the organisation in the desired direction
5. Has high expectations of others' performance, and a high opinion of the capacity of his people (thus building their self esteem).
6. Rewards people who move in the desired direction.
7. Has effective interpersonal skills .
8. Has a very good network in and around the organisation/work unit. The network both provides information and the opportunity to influence the way people think about the key issues.
9. Personally lives the life which sets the culture of the show.

Every CALM leader is expected to introduce and manage change in his/her unit. Inspiring and enthusing is the key way in which this is done.

MANAGING INDIVIDUALS : THE BOSS-SUBORDINATE RELATIONSHIP

There are numerous aspects of good boss-subordinate relationships. This is the sort of stuff we all learned in Supervision 101 at primary school. Nevertheless I will repeat the fundamentals and add one new little twist I learned the other day.

The four rules for being a good boss are:

1. Set very clear and realistic expectations about the job and the results which you want achieved. The expectations should be in writing, should be agreed and should be as challenging as possible.
2. Provide management support. This involves coaching, checking progress, disciplining, rewarding, resourcing etc. The aim is to provide everything needed for your subordinate to be highly successful.
3. Carry out serious, periodic appraisals of performance in relation to agreed goals.
4. Reward in appropriate ways. (And remember the converse: poor performers must never be allowed to get away with it!)

The difficulty for most managers in applying these rules is to know how we are going. Appraisal systems typically are a one-way affair: the subordinate learns what the boss thinks of his performance. Rarely do we get a really good idea of what our staff think about us. Unless you have a really perceptive boss yourself, who knows exactly what your staff think about you, it is almost impossible to see your own performance properly. No doubt some of you would have been in that most difficult of situations when you are doing an appraisal of one of your staff - you know his staff don't think highly of him, but he thinks they do!

I have recently taken part in a major survey of boss-subordinate relationships which encompassed managers all around Australia, including 28 people from the W.A. public service. I had to fill in a massive questionnaire about my perceptions of the way I was doing my job. Four of the people who directly report to me did another questionnaire in which they indicated how they perceived my performance. The input was all confidential and analysed by computer. I have found it extremely interesting to see myself very frankly through the eyes of my staff. There are some things I do not do well enough which my staff think I must do better. This gives me a concrete personal development goal. There are other things I think are very important which my staff think I handle very well. This does wonders for my self-esteem!

I believe that it is crucial that all of us get good feedback on our management and leadership performance, both from above and below. I intend to modify the survey I undertook (it needs simplification) for use in CALM, and to make it the reciprocal of our performance appraisal system.

I NOW WISH TO TURN TO THE THIRD ASPECT OF LEADERSHIP : MANAGING TEAMS.

Firstly, a quick note on when to use teams, and when not to. In other words, how do leader/managers distinguish between autocratic situations (ie, those which demand a decision or action by you, acting independently) from participative or democratic situations (ie, those times when it is far better if the team makes the decision or handles the problem/project).

The rules are:

It is not appropriate to use a team approach when:

- . It is a dire emergency, and a decision is required on the instant.
- . The subject is utterly confidential or secret.
- . The subject is very narrow technically, and only you, and perhaps one other knows anything about it.
- . When the team has no stake in the outcome
- . When the team is antagonistic to the organisation.

In all other situations, it is preferable to involve your team in decision making and in project work. The team approach will generally:

- . ensure commitment to the result
- . make for better decisions
- . allow a wider range of expertise to be focussed on the problem.

Part II of these notes looks at team leadership in more detail.

HEROES AND BRIDGES : CALM AND THE PRESSURE GROUPS

A PAPER FOR THE 1989 MANAGERS MEETING

by Roger Underwood

In his recent paper "Why the majority is silent" the American writer R Behan examined the different political systems in Britain and the USA and in doing so produced a telling analysis of the way in which minorities influence public policy. Behan's thesis is that the American system can be distinguished from the British in that it was deliberately constructed to give power to minorities. As a consequence, changes to public policy in America are either promoted and brought about, or are resisted and prevented largely through the efforts of interest groups who bring pressure to bear on the elected government and its agencies, either through the poll or through the courts.

Behan's paper is an important one (I can provide a copy to any manager who wants one) because it can be interpreted very easily to the Australian political system, the system within which CALM, as a government department, operates.

Our political system has elements of both the British and the American models, but in the capacity of minorities to influence public policy we are closest to the American situation. This is because of the number of overlapping legislative bodies (2 state and 2 federal) in which different parties control the numbers, and because of the preferential voting system which allows minority candidates to influence electoral results.

CALM must be very cognisant of this situation. If we are to succeed as a conservation and land management agency in Western Australia we have to be more than just excellent professionals, scientists, managers and administrators. We also must be skilled in the political arena. And this requires us to have a clear grasp of the relationships between governments, agencies, political parties and minority (or pressure) groups.

History is replete with the demise of agencies who did not understand these factors. The classic mistake is to consider the "general public" or the "silent majority" as a constituency or an approval base. Nothing is further from the truth. The silent majority is silent because they either don't know who CALM is, and what we do, or they don't care. The people who will influence government and political parties about CALM are the people who have a very good idea about who we are, and who care deeply about what we do. This is the "concerned public" as distinct from the unconcerned "general public". These are the people we have to know like the back of our hands; they are the heroes to whom bridges must be built. If we fail in our relationships with the pressure groups (including those who are for us as well as those who are agin us) all the professionalism, scientific and managerial ability in the world will not carry us through in the political world in which we operate.

TRADITIONAL APPROACHES TO PRESSURE GROUPS

It is instructive to look at the literature on traditional approaches by agencies or organisations who find their policies or practices under attack by a pressure group. I have made a study of this subject in recent times, and I have found that there are 5 principle approaches.

1. The first move is usually to ignore the group and its activities or pronouncements in the hope that they will go away. Letters to the editor go un-answered, outrageous statements on TV are not responded to. The rationale for this approach is that if you pay attention to a group you give it credibility. This approach nearly always fails. In fact the group is usually encouraged by the agencies' silence.
2. A second approach is refutation and denigration. This approach also usually fails. Statistics are used to disprove the validity of the opponent's case, and doubt is cast on their intentions and "true agenda". This approach simply invites a response in kind. Statistics can be manipulated to prove just about anything, and pressure groups are always more effective mud-slingers than companies or government departments. An attack by the agency against the leadership of a minority group is especially counter-productive. Firstly, this helps to build heroes (more of which later). Worse, it can strengthen the resolve to fight. Small pressure groups usually throw up a fanatical leader, and by definition, fanatics are "people who when proven wrong, redouble their efforts."
3. At this stage, the organisation under threat may employ the strategy of changing the agenda. In this approach the points made by the pressure group are ignored, but an entirely new (but obliquely related) argument is surfaced and defended. The aim is to distract the opponent and move them onto weaker ground. The classic example of this ploy is the tobacco companies defending themselves against the anti-smoking lobby. The tobacco companies simply ignore the health argument, but promote and defend the issue of civil liberties ("everyone in a democracy should have the right to chose to smoke, etc"). I have noticed that this ploy has not greatly distracted the anti-smokers in the community, but has been effective with governments.

The agenda-changing ploy is commonly used by government departments eg, a mines department will not argue environmental values, but jobs. (It is worth noting at this point that government departments are themselves classic examples of pressure groups.)

4. A further example of an approach which can be adopted towards a pressure group (and probably the most successful) is "the constituencies approach". Here the organisation under threat does two things: (i) it analyses its opponent's constituencies and goes to work on them with an intense effort to bring them over; and (ii) it identifies its own constituencies and redoubles its efforts to reinforce their friendship and re-emphasise their position as a beneficiary. This approach involves detailed market surveys and well-targeted public relations and education campaigns together with, when necessary, quite blatant buying off of the influential constituencies or individuals within them.

5. Finally there is the public participation approach, as adopted in some instances by CALM. Here the views of special interest groups are actively sought and members of groups are invited to participate in developing the agency's policies and management practices. A variety of means are used to get conflicting views out into the open, to surface underlying assumptions and to get people to take responsibility for decisions.

This approach succeeds up to the point where countervailing views simply cannot be accommodated, or where the preference of the pressure group cannot be implemented within government policy. It is most successful when the process brings about desired changes which can easily be fitted into policy and operations.

LESSONS FROM HISTORY

There are three useful lessons from history on the influence of pressure groups.

- . Firstly, pressure groups usually win, or at least make big gains, so long as they have staying power. Persistence and perseverance are probably the greatest weapons for social and political change.
- . Secondly, groups who are perceived to have "moral right" on their side are the most successful groups. A perception of moral right infers that the goal is something for the good of humanity, not simply for the good of group members. (Examples: the anti-slavery and anti- child labour groups, the civil rights movement, unionism and the environmental movement).
- . Organisations who cope best with the so-called threat of the pressure group, are those who quickly acknowledge it and make rapid changes in response to pressure, either by eliminating or softening unpopular policies or practices.

LESSONS FROM BUSINESS

An analogy to the business world is appropriate because the question of agency versus pressure group is basically one of competition for sales and image. What is at stake is the product (the agency's policy and practices). What is being attempted is a take-over, ie, imposition of a new policy, institution of alternative practices. Where a pressure group is agin us, what is under threat is our image as a caring and responsible agency.

A rule of business life is that if your competitor is in the market place, you must also be active there, promoting your product and your image.

Therefore CALM must not only learn to deal with pressure groups. We must also constantly work on selling our image and our products to the concerned publics, particularly those who benefit from our management.

DEALING WITH THE ENVIRONMENTAL PRESSURE GROUPS

Firstly we must recognise that they exist and have a very powerful influence, and secondly we must accept that they will most likely win or make big gains so long as they persist.

Having accepted these ground rules, strategies can be developed.

In my view the following approach is most likely to succeed for CALM:

1. We must have very good and very frequent communications with the groups.

At least initially the purpose of these contacts are for us to listen and for them to tell us how things should be done. These regular meetings are not to be considered opportunities for CALM for preaching to or fighting with "our opponents".

2. Except where it means compromising our true principles, we should alter our policy or our approach immediately to accommodate good suggestions from the groups. There is no place for organisational pride or personal egos in this process.
3. Where the situation is too complex to allow immediate adoption of suggestions, workshops must be held in which the "tackling dirty problems approach" is adopted. The important thing is to expose groups with conflicting needs to each other's views in a public problem-solving forum. This is the beauty of the management plan process for our national parks.
4. We must have a good data base on our concerned publics. These people should always get a chance to comment and make suggestions for modification on CALM activities and proposals.
5. We must be utterly trustworthy, and transparently honest. If we are considered devious and untrustworthy, our responsibilities will be taken from us. If we are trusted, we have great power to get things done.
6. Building and maintaining relationships with interest groups is one of the most important roles of young staff and of regional and district staff.

The relationship between senior staff and the city environmental group leaders is so caught up in politics and power-plays between agencies, that the bridges seem to be burnt before you get to them or are blown into the water as soon as a new line is thrown across.

Senior staff are therefore very dependent upon the younger people and those living in the country to build effective, trusting relationships with pressure groups.

7. Finally, a word about Local Heroes.

These are individuals, rather than groups, who develop a grudge against, or believe they are being hard done by our agency.

In CALM's situation, Local Heroes emerge in country towns or on farms or can be retired CALM staff, or CALM spouses. Their distinguishing feature is "media awareness". These people are expert at attracting media interest and sympathy. They portray themselves as "the little person, being bullied by an uncaring bureaucracy".

Local Heroes are rapidly adopted and fostered by city based environmental groups. They have enormous value to the city groups because they are local, and "really know what is going on", and thus lift the credibility of the whole movement.

CALM regional and district staff must go to extraordinary lengths to prevent the emergence of new Local Heroes and to get existing Heroes back on side. A very good rule is: "never make an enemy. He will always find a way of striking back at you."

CONCLUSIONS

CALM operates in the real, hard-light world of Australian politics. This means we are impinged upon at all times by special interest groups with great potential political power. Sometimes the special interest coincides with our policy and practise; often it doesn't.

When there is conflict, the determined pressure group will always attempt to end-run us - ie, by-pass CALM and seek to have our policies and practices changed by influencing the media, other agencies and the politicians. A really determined group, coming from the high moral ground, will nearly always win by using this technique.

CALM would be naive in the extreme if it thinks it can deal with pressure groups by fighting them or ignoring them.

To survive, and to succeed, CALM must pursue three parallel strategies:

1. We must constantly promote a favourable image in the marketplace, and we must constantly reinforce our friendships with CALM's beneficiaries.
2. We must listen to those groups who disapprove of us, adopt their suggestions wherever possible or arrange for the members of the group to participate in more complex problem-solving. We must try to ensure we never make enemies who can become Local Heroes.
3. We must never compromise our true principles, as set out in our mission statement and key objectives. If a group wants us to abandon our principles, then it wants too much and this simply has to be said.

This approach should maximise our opportunity to bring our professional and managerial skills to bear on the important land management and wildlife conservation issues in WA in the most constructive political atmosphere.

TEAMWORK IN CALM - PART II

A paper for Regional Managers by R J Underwood

September 1989

We start with a definition. A team is "a group of people who are organised to achieve an objective, but who in the process derive satisfaction and enjoyment from their work".

CALM is an organisation built up of numerous teams - we are a team of teams. As managers one of our most important tasks therefore is to know how to create and manage successful teams ie those who both achieve objectives and have fun in doing so.

These notes are intended as a supplement to the paper I gave on teamwork at the 1988 managers' meeting. They are derived from a seminar on teamwork I attended in September this year.

Sports Teams and Business Teams

In looking for examples of successful teams to set up as models, most people nominate sporting teams. In doing so, it is important to recognise two major differences between sporting and business teams:

- (i) Sporting goals (ie wins) are very easy to establish, and results (ie wins or losses) are very easy to quantify. Business or organisational goals are usually complex and the results difficult to quantify.
- (ii) Sporting teams practise regularly (both in terms of skills and teamwork) and are coached. Business or work teams rarely practise, and they rarely have a nominated coach yet they are expected to perform at a high level and to win!

There are two simple lessons from this for managers in CALM. You must be prepared to put a lot of work into establishing clear goals and in setting up team objectives in such a way that the results can be readily quantified. Teams must know that they are succeeding. And you must be prepared to organise training sessions in which team members refine their skills and their teamwork under your guidance.

Characteristics of a Winning Team

Winning teams:

- . Take pride in team accomplishments
- . Understand and share goals
- . Comprise people who support each other
- . Expect and share rewards
- . Find that the pleasure of their work over-rides the demands to get things done.

The two key points are enjoyment (having fun on the job) and harmony (sharing joys and sorrows, having trust and understanding).

The Boss can be a coach or a drill sergeant

The work force of today is more sophisticated than ever in the past. Employees want to learn and develop on the job (under a coach); not simply to be told what to do and when to do it in a regimented way (as under a drill sergeant).

The role of a team leader therefore is to resource the team, not control it by absolute direction. Resourcing involves provision of goals, targets, values, opportunities, skills, facilities, feedback and rewards all the things one associates with a champion coach.

[Note: exactly the same principles apply to the successful establishment of volunteers in CALM.]

Synergy in Teams

A great advantage in the team approach to problem solving is that through a process of synergy, a team can produce more than the sum of its component parts. For example, by the use of non-judgemental brainstorming, a group will generate a far larger and wider range of ideas than any members of the group can produce acting as individuals.

Conflict within teams

When it comes to choices, decisions and priorities, conflicts will always arise within teams. This should not be regarded as necessarily bad. One aspect of conflict is that it shows that team members really care about the organisation and want to argue about how things will be done. Passive acceptance of every new idea by every member of the team can be a sign of apathy about the organisation.

Unacceptable forms of conflict between team members usually fall into one of four categories: fighting, sniping, flight or pairing. To some degree, the experienced team leader can predict which of these is a possibility; certainly they will be readily spotted when they occur, eg,

<u>Fighting</u>	Aggressive behaviour by one team member to try to intimidate another - physical or verbal abuse, shouting. Issues taken personally and seen as win-lose.
<u>Sniping</u>	Sarcastic or hurtful words and remarks fired in to cut another team member down, or to make look bad in front of the team.
<u>Flight</u>	Team members avoid each other, don't bring up problems or disagreements. Difficult issues or conflicts are not dealt with.
<u>Pairing</u>	Cliques and coalitions form. Members take sides against other members or individuals behind their back.

The team leader cannot afford to ignore any of these forms of behaviour for an instant. All are destructive to good team performance.

A good way to overcome or prevent unacceptable conflict is by asking the team to develop its own code of ethics, or value statement as work commences. Rules should also be made in which the team agrees on its approach to unacceptable conflict.

Six steps to managing a successful team

1. The purpose and goals of the team must be clearly defined, in writing.
2. The team must be set up and roles explained.
3. The team rules, value statement and responsibilities must be clarified.
4. Different personalities in the team must be integrated.
5. The team must be trained and then coached as it performs.
6. The team's performance and productivity must be assessed by the team, as it goes along.

Advice to a new team

In setting a new team to its task, two things must be made clear. Firstly the team must be encouraged to believe that it will be doing its best. Secondly, the team must know that it will be expected to evaluate its performance as a team, and that it will try to improve on its best as it goes along.

Team members must recognise that they have two roles:

- . getting the task done; and
- . maintaining relationships within the team.

Both roles are essential. Most teams fail because they concentrate on the former and forget the latter.

Part of the team's value statement should address the question of maintaining relationships.

Self-assessment by teams must address both task functions and relationships (see Appendix I).

People's styles vary

Everyone has a slightly different personality. It helps if team members understand this rule of life. Relationships within the team are more easily maintained if team members know that other members will not necessarily react identically. An intelligent team leader will also use this factor in putting together a balanced team.

Feedback

There are three golden rules about feedback:

- . Irrespective of whether it is positive or negative, it must be delivered immediately, but immediacy is even more critical for positive than negative feedback.
- . For most people, praise in public but this is not a universal preference. So know the personalities of your team members. It may mean far more to some to be called quietly aside and praised for a great effort, than to be given a public accolade.
- . Never sandwich praise between criticisms, or vice-versa.

Some guide-lines for team managers

1. It is a good practise to update other people on the progress of your team. This can be done by brief news bulletins at staff meetings, by team newsletters or by stories in staff newspaper.
2. Never allow a "team shooter" to go unchecked. A team shooter may be someone outside the team who is sniping, or an internal sniper but whoever it is must be taken aside by the team leader, informed that their tactics are destructive and told to stop it immediately.
3. Don't ask the team to worry about shooters or updating the outside world; this is your job. Keep them focussed on their own goals and action plans.
4. Make time regularly to reinforce the personal contribution of each team member, even if this contribution is small at first.
5. Never single out individual team members for rewards. Reward the whole team, or nobody.
6. Never allow gripe sessions to develop. They are bad for morale. If gripes are around, the best thing to do is organise a team meeting at which the only agenda item is "gripes." The team leader can then structure up outcomes from the gripes and this is good for morale.
7. Don't expect too much too soon from a new team working on a new problem. Time frames for results must be set, but they must be practical.
8. Finally, promote the concept of teamwork all the time. Force team members to consider relationships and interdependencies at every opportunity.

(Interdependence in teams means two things: (i) you will always help me when I am in trouble and I will always help you; and (ii) we understand that neither of us can achieve our best without the other).

Evaluation of team performance

Team performance needs to be constantly evaluated, so that it can be improved as it goes (for a useful format, see Appendix II). When a project is completed a final self-evaluation (sometimes called "the wash-up") by the team is absolutely essential. The two questions which must be asked are:

- . Were the team's goals achieved?
- . Did the team go well together?

If the answers to both are yes the team leader has a final and critically important responsibility: success must be celebrated, and the team rewarded.

In the CALM environment, rewards could be taking the team out to lunch, gifts, stories in the media, personal letters, publication of appreciative views of others or some pleasant team activity. It doesn't matter so much what it is, as that it happens!

Action Planning for Teams

Appendix III shows a proforma approach to action planning for teams.

ten Characteristics of Well-Functioning Teams:

Purpose - Members proudly share a sense of why the team exists and are invested in accomplishing its mission.

Priorities - Members know what needs to be done next, by whom, and by when to achieve team goals.

Roles - Members know their roles in getting tasks done and when to allow a more skillful member to do a certain task.

Decisions - Authority and decision-making lines are clearly understood.

Conflict - Conflict is dealt with openly and is considered important to decision-making and personal growth.

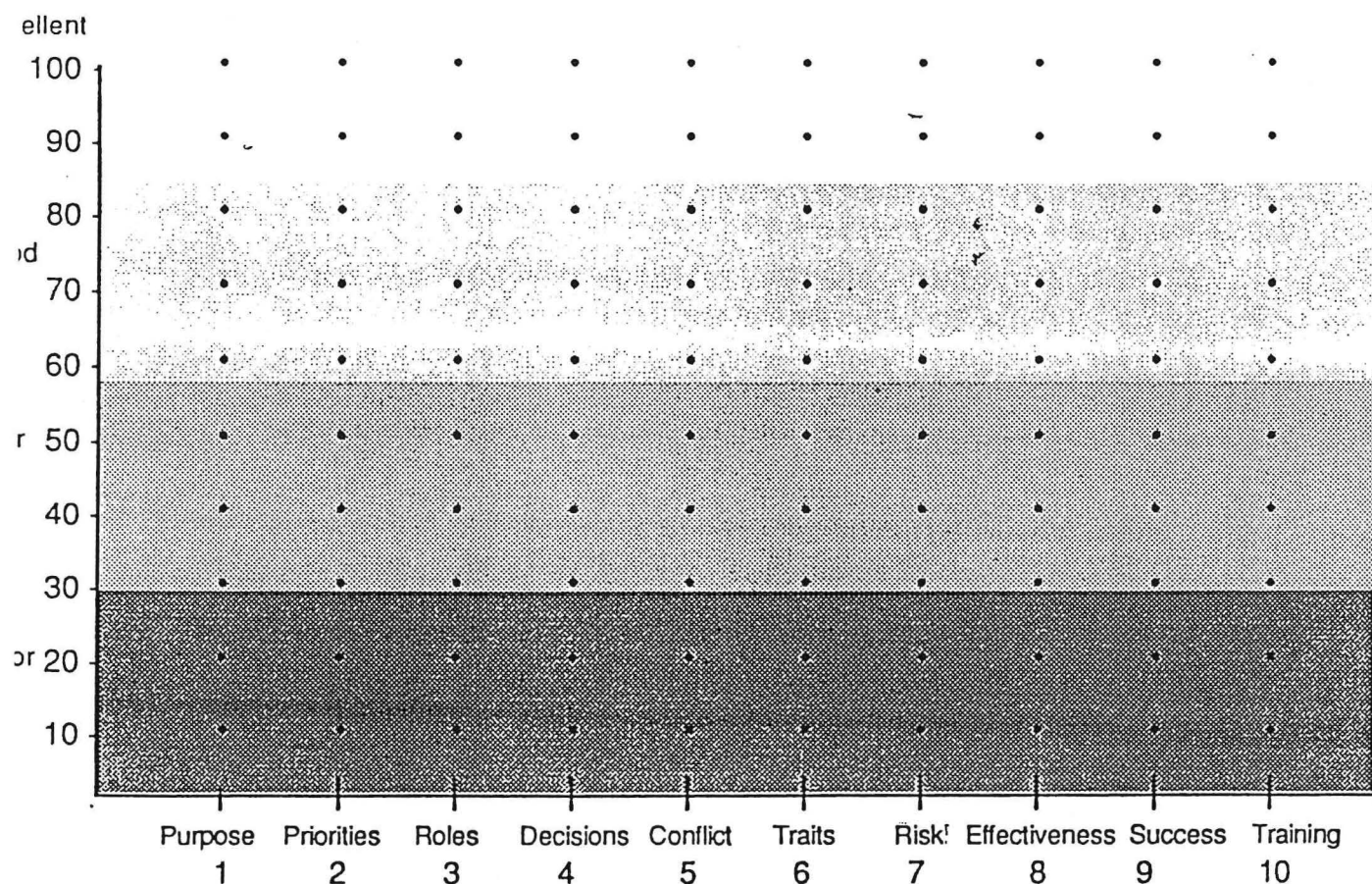
Personal traits - Members feel their unique personalities are appreciated and well utilized.

Risk - Members are able to share risky ideas and feel supported by the team rather than be criticized or sniped at.

Effectiveness - Members find team meetings efficient and productive and look forward to this time together.

Success - Members know clearly when the team has met with success and share in this equally and proudly.

Training - Opportunities for feedback and updating skills are provided and taken advantage of by team members.



ROLES IN TEAMS

TASK FUNCTIONS

(Get the work done)

1. **Initiating:**
Proposing goals, suggesting procedure or group problem
2. **Information/opinion giving:**
Offering facts or suggestions
Stating a belief
3. **Information seeking:**
Requesting facts or opinions
4. **Clarifying or elaborating:**
Clearing up confusion over facts
Giving examples and interpreting
5. **Summarizing:**
Pulling together ideas or restating what the group has done
6. **Consensus testing:**
Checking on amount of agreement in the group

MAINTENANCE ROLES

(Maintain relationships between people)

1. **Encouraging:**
Accepting others
Being responsive and friendly
2. **Expressing feelings:**
Sharing own feelings and sensing relationships in the group
3. **Compromising:**
Offering to compromise
Admitting error
4. **Harmonizing:**
Trying to reconcile differences
Reducing tension in a conflict
5. **Gate keeping:**
Helping others to participate
6. **Norm setting:**
Suggesting standards for the group

THINK IT THROUGH

Who on your team actually assumes each role now? Place their names above.
Who do you think could assume some of these roles?

ACTION PLAN

Critique your own competencies - rate each item:

1. I am good at this role. It's second nature to me.
2. I do it sometimes.
3. I need to work on this. I'm not as competent as I'd like to be.

APPENDIX III

PROJECT MANAGEMENT MATRIX

Large or complex projects can be broken down into sub-projects, or events. The team can then decide how these will be dealt with, by whom and by when.

A useful format is:

IDEAS FOR ACTION	PROJECT LEADER	DUE DATE FOR COMPLETION	DUE DATE FOR REPORT	DATE PROJECT COMPLETED	COMMENTS
1. 2. 3. 4. ETC					

These derive
from ideas
from team
members.

Project leaders
should be volunteers.
Their task is to
form a team and
decide on the approach.

This is when
the project
leader reports
to the whole
group.