

LEAD Management Programme

'Making a Difference'

Increasing Team Competence & Performance



Graham Davies is the Digital Programmes Manager for the National Museum of Wales. He has worked at the National Museum for 20 years and is responsible for managing the Digital Content Team within the Digital Media Department. In addition, he supports and manages other project teams or individuals from across the organisation for specific cross discipline projects.

Graham joined our ilm Endorsed LEAD Management Programme. He was enrolled by his line manager Dafydd James who completed the same programme. It was identified through the Pre-programme one to one that Graham needed to develop his skills in becoming more assertive and confident in delegating and holding people accountable. Whilst he was able to provide positive feedback and therefore influence and motivate staff, he struggled in giving constructive feedback and dealing with poor or unacceptable performance.



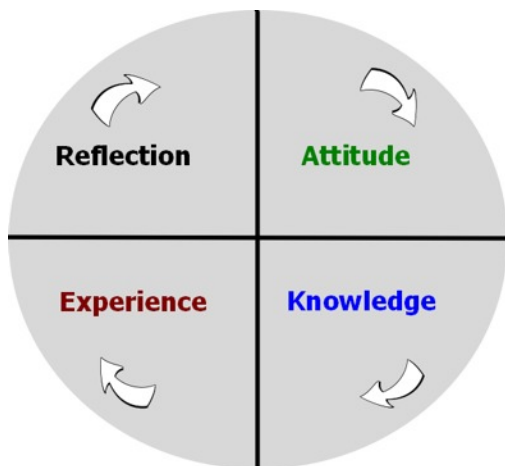
Throughout the LEAD programme Graham demonstrated a real eagerness to learn and develop his management skills. He embraced the development opportunity with an open-mind and a willingness to implement the management action plans. Graham implemented five management action plans demonstrating a high level of understanding of the theories and models. These were:

1. A Personal Development Plan linking an area for personal and professional development (defined through a competency based self-assessment and 360 assessment) with a SMART Objective and Action Plan.
2. A Personal Effectiveness Action Plan designed to enhance his ability to manage time and tasks, reduce work pressures and stress and feel more in control of work events. Graham contributed additional ideas and ways of working with the cohort and encouraged his staff to implement the same to benefit from his learning.
3. A Performance Management Plan which defined his Key Result Areas (main areas of his role) and linked to SMART Objectives. Again, not only did he implement this process for himself but engaged with all of his staff and encouraged them to implement the same and improving the organisations process of managing performance and holding people accountable.
4. A Delegation Action Plan to enhance his skills of influencing and motivating challenging or difficult staff. This Action Plan demonstrated Graham's ability to be reflective and drawing from his experiences best practice and trying new ways with different people to achieve positive outcomes.
5. A Making a Difference (MaD) project which embedded the key management principles whilst increasing the level of his team's competence and performance and addressing his key development needs.

He truly set a positive example for his programme peers, colleagues and management to follow by displaying a 'can do' attitude.

The LEAD Management Programme is delivered through a combination of 12 half day seminars, covering various elements of management, three one to one coaching sessions and the implementation of a Making a Difference Improvement project.

Graham clearly demonstrated throughout the programme a thirst for knowledge and understanding of the theories and models that needed to be implemented. In addition to reviewing and reflecting upon the materials provided by Palladium he took every opportunity to access additional resources via the ilm portal and requesting further reading/research recommendations.



Between the eight workshops, Graham further demonstrated outstanding knowledge by embedding his learning through the implementation of the tools and techniques (theory into practice). These were specifically demonstrated in:

1. The implementation of a range of Time Management Tools
2. The Delegation Action Plan and the ability to assertively hold the person accountable
3. Implementing a Making a Difference Improvement Project that directly challenged his personal areas for development and using a simple Team Development Matrix Tool to measure, Monitor, coach and hold individuals accountable.

Effective managers use a variety of styles to communicate, motivate and influence staff, colleagues and managers. It is also essential they have the confidence to assert themselves to hold people accountable and provide direction for their team. Whilst Graham had the ability to adapt his personal style he lacked the confidence to do the latter and need to find a way that he could comfortably and competently use. During the programme, he adopted a range of management tools that enable him to manage conflict, have difficult conversations and embrace a quiet assertive style to hold more assertive staff members accountable.

A further challenge that had to be managed by Graham was the enforced change to the organisations structure which involved a number of redundancies. In a period of mistrust and resistance to change Graham had to win his staffs' buy-in and motivation.

Two key tools used were a better understanding of the Coaching Spectrum and the need to adapt a directive/non-directive coaching style for the person/situation. The second was the Communicating with Clarity tool that closes the loop of communication reducing misunderstandings and assumptions.

The Coaching Spectrum



Dafydd James (Graham's Manager) commented at the post programme review how refreshing it was for Graham to be able to manage himself and his team. "I simply do not hear of problems or issues any longer. What I do hear is the challenges and solutions that they are implementing which is a true reflection on how empowered Graham has become."

Graham's personal success story is built upon his positive attitude and willingness to learn, apply, reflect and reapply. He was also keen to share best practice with his peer group, staff, colleagues and management.

Changing personal behaviours is challenge in itself. Sustaining these changes and developing a more assertive management style (which was not natural to him) required Graham to customise the tools and techniques to reflect his style whilst considering the style and needs of those he was interacting with. Key to Graham's success was the innovative way he facilitated a higher level of team performance through the use of the Team Development Matrix. Challenged with very little time to micro manage his team's development he encouraged them to support each other and share knowledge and best practice.

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| D1 | Requires direction and focus
Unfamiliar with task and requires clear direction and focus and/or confidence. |
| D2 | Requires coaching and support
Challenged with developing competence, motivation or confidence.
Requires a degree of coaching and/or support to meet performance. |
| D3 | Competent
Competent and dependable level of performance. Meets the requirements of the job.
Can do the job unassisted or with a low level of support. |
| D4 | Outstanding
Results clearly exceed most requirements. Performance is consistently above the minimum acceptable level.
Consistent basis. High in competence, motivation and confidence. |

D1	D2	D3	D4
		●	

D1	D2	D3	D4
	●		

D1	D2	D3	D4
	●		

D1	D2	D3	D4
		●	

The Making a Difference (MaD) Project, implemented between Modules 5 and 6 clearly demonstrated both innovation and originality in developing competence, confidence and opportunities for all.

In recognition of Graham's development and can do attitude he recently been invited by the British Council to be a UK guest speaker at their International Museum Academy 'Transforming Future Museums' course in Greece. He has already delivered two courses, one in Athens during October 2017 and Thessaloniki during November 2017. There are approximately 18-20 candidates per course, who attend a two day 'Digital Skills' course. In his delivery he shares with his learners innovative and original tools and techniques that he has developed from attending the Palladium LEAD Management Programme.