4, 3, 2, 1… START
FROM SELF-MANAGEMENT
TO SOCIAL MANAGEMENT
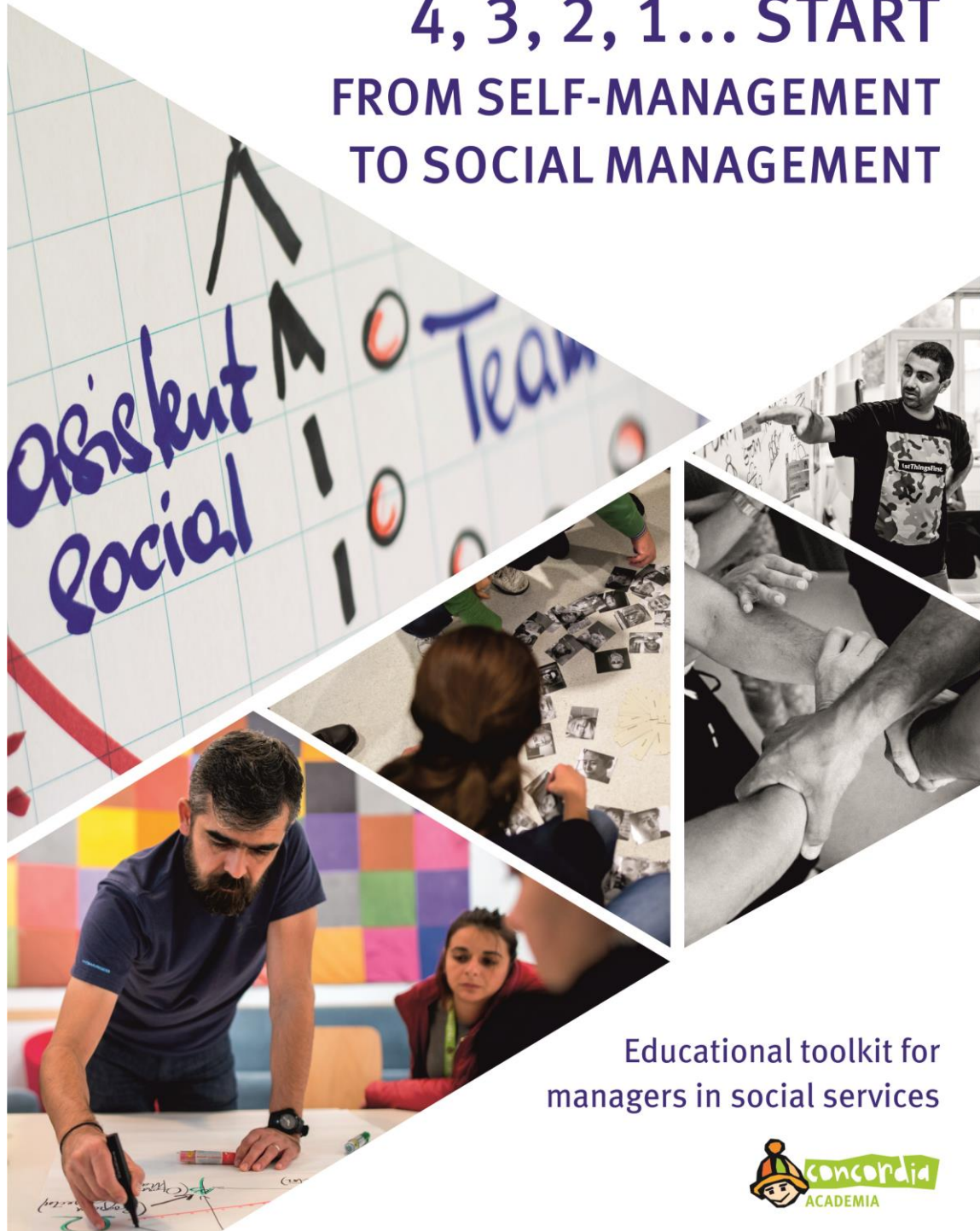
Educational toolkit for
managers in social services

Co-funded by the
Erasmus+ Programme
of the European Union

CONTENTS

3rd.STEP

Organisational development _____ *79*

4th.STEP

WHY BEFORE WHAT AND HOW!

Management is the science and simultaneously the art of driving efficiently and optimizing the capitalization of all resources in order to achieve success. And, especially when we consider social management, we must never ignore the deontological side of this complicated, complex and, in the same time, fascinating story. Social services target a professional tailored intervention, to support / facilitate a desirable change in a certain individual vulnerable context of life. This fundamentally implies responsibility in judgement, decision, action and lead. Adding also the significant emotional loading to this already difficult task, one could never expect success, if it is not invested in. By creating the access to professional training and development, you assure the mandatory premises to be performant, and, above all, ethical.

Irina Adăscăliței

Director CONCORDIA Academia

TRAINING METHODOLOGY

For the developed training process in social management we use experiential learning methods. During the training the focus is on identifying tools for practical situations when the participants were or will be involved in the planning and implementation of projects/specific activities within their own organisation. The methodology has as a base line 4 principles in developing and creating the learning environment for the participants:

ADAPTIVE

- For each training the curriculum will be adapted to the trainees' needs
- Adaptability in adjusting agenda according the learners needs

RELEVANCE

- All the content to be seen as Useful
- Theory and practice connection accompany by individual reflection
- Questioning in every moment the content, way is relevant for learners, directing the learners reflection

APPLICABILITY

- Going slow to going fast – give time to reflect

- Every trainee is responsible for his/her own learning. Establishing individual objectives and projects are important for internalizing the learning content

SUPPORTIVE LEARNING ENVIRONMENT

- Trainers always have to be aware about the training process
- To be supportive in the learning process regarding the individual project and objective

All the trainers involved in delivering the training programme will meet the following criteria: minimum 6 years of expertise in providing social services, minimum 3 years of training experience, higher education in social sciences

☐ EVALUATION METHODOLOGY

THE ASSESSMENT STRATEGY WILL INDICATE

1. The extent to which learners have the ability to apply what they have learned in authentic and changing organisational contexts
2. Whether learners are able to integrate (horizontally) the knowledge and skills delivered through the modules, which make up the program
3. Whether learners are able to integrate (vertically) the dimensions of competence

♦ Practical competence;

♦ Foundational (theoretical) competence; and

♦ Reflexive competence

The training program in social management is evaluated at 3 levels as following:

THE **SATISFACTION** OF THE PARTICIPANTS

- will be monitored continuously (and as part of quality assessment) using instruments like questionnaires, feedback, discussion and reflection groups.

THE **KNOWLEDGE** OF THE PARTICIPANTS

- will be evaluated using 2 instruments: a questionnaire and 3 practical projects. The practical projects will aim to initiate a change project within the social service, aiming the application of the knowledge acquired at the course and increasing the efficiency of the social service and of the leadership style

THE LEVEL OF **BEHAVIOUR** CHANGE

- typically requires cooperation and skill of line-managers and will be measured on how every person implemented the action plan during the final evaluation session.

1ST.STEP

SELF -LEADERSHIP

INTRODUCTION

Being a manager of social services is an occupation that involves a lot of discernment and the management of many emotions: for both his/her own and the one of his/her subordinates. For many people to be manager means to stay in a nice office and lead teams, but in social services, especially in Eastern Europe, the pressure and difficulty of cases, the lack of networks to support make it even more difficult to fulfil this role.

 That is why the first chapter of the educational toolkit is self-management because Self-Management, simply stated, is an organisational model that is pushed out to all participants in the traditional functions of a manager the organisation instead of just a select few with the title of "manager".

Among other things, self-leadership may include the following activities: improving self-awareness, improving self-knowledge, improving skills and / or learning new ones, building or renewing identity, developing strengths or talents, identifying or improving potential, improving social relations or emotional intelligence. And if we have all that, we can include developing other people.

This Chapter is about tools that can help you to be:

1. empowered with effective management skills that can be utilized in your role as a social manager

2. able to adapt the communication to different types of public, showing the impact and results more aware about our strengths and weaknesses.

I. 1.   ASOM MODEL OF LEADERSHIP

LEAD EMPLOYEES

Integrate employees in decision making

Stipulate objectives

Monitor achievement of the objectives

Encourage employees

Accept and give feedback

ORGANIZE INNOVATION

Secure and develop quality

Initiate and organize meaningful innovations

Utilize free space

Deal constructively with obstacles and conflicts

SECURE THE FUTURE. BE AWARE OF REQUIREMENTS OF THE ENVIRONMENT

Maintain relationships with relevant environment

Secure sustainable use of the organisation

Ensure knowledge transfer

DEVELOP THE TEAM

Coordinate strengths and weaknesses of team member optimally
Organize meetings efficiently
Stipulate clear goals with the team
Allow reflection of the cooperation within the team

MANAGE PROCESSES OF PERFORMANCE

Overview and analyse processes of performance and orient them towards the customer
Shape the organisation
Maintain internal collaboration

DEVELOP YOURSELF

Pursuing one's own goal consistently
Reset the goals (if is necessarily)
Providing time for reflection
Requesting for feedback
Maintaining joy of working

RESPONSIBILITY FOR COSTS AND RESULTS

Develop awareness of costs and profitability
Eliminate processes with no added value
Lead with figures
Manage resources (personnel, financial, assets, material resources)
Promote the capacities for innovation

☐   FOOD FOR LEADER'S SOUL - SELF-REFLECTION

Self-reflection – personal contribution

1. Secure the future. Be aware of requirements of the environment

_____

2. Manage processes of performance

_____

3. Responsibility of costs & results

_____

4. Organize innovation

_____

5. Lead employees

_____

6. Develop the team

_____

7. Develop yourself

_____

□   SELF LEADERSHIP IN PRACTICE

Self-development should be a nonstop and flexible process for every manager. All aspects of life if it is used properly can be self-development.

Self-development indirectly and directly improves and influences professional skills. Improving you professional knowledge and skills, professional written, video or audio materials, supervision and intervision is a must if you what to maintain your capacity to adapt to the permanent changing environment. Literature, movies, theatre, social interaction, sleeping patterns, sport, hobbies and basically everything can be self-improvement if it used wisely.

Self-improvement is a major factor in better work performance.

For me works best to mix theoretical material in close areas, like cultural background or historic references or current political context. Every effort put into family and friend relationships or social life, hobbies, sport and cultural activities indirectly influences my social work as my personality is the main tool of trade and the good emotional environment is the only way to deal with the negativity and conflict that usually comes from the clients.

By Georgi Kambourov

I. 2. HOW TO CREATE RAPPORT IN MANAGERIAL COMMUNICATION

Rapport is the ability to relate to others in a way that creates trust and understanding. It is the ability to see the other's point of view and get them to understand yours. You don't have to agree with their point of view or even like it. It makes any form of communication easier.

MATCHING AND MIRRORING THE OUTSIDE

Physiology: You can adjust your whole body, half body or part of your body to match the other: Body language (legs, head tilt, hands, arms, torso); Posture (upright or slumped, leaning one way or another); Gestures (referred to as semantic space – how do you gesture tomorrow for example)

Eye contact
Voice: you can match the tone, pitch, volume, speed. You don't have to try to match all these aspects. Choose one. If a person is talking slowly, slow down. If they speak softly, drop your volume.
Breathing: You can match the rate of a person's breathing, where they are breathing (chest, abdomen or stomach) or how deep. This is not a good technique if the person has difficulty with breathing, as you may feel similar symptoms.
Language: Matching and mirroring a person's representation system along with their eye accessing cues can help build rapport by speaking the same "language".

MATCHING AND MIRRORING THE INSIDE

Beliefs and values: Authentically trying to understand another person's beliefs and values without judgment can create very deep rapport. Once again, you do not have to agree with them or change any of your own values; the goal is to understand.

Language patterns: Listen for their power words. We've often learned to paraphrase what someone says rather than use the same words. We call it active listening. This is mistake when it comes to rapport. We attach particular words to corresponding experiences. If someone says she wants to be confident and you talk about her capability, you can miss the rapport boat.

PACING AND LEADING

Building rapport is about pacing another person's reality, so that they get the sense that you are with them, wherever they are in the world. If you're able to hold this space for another person where they get the experience that they are with someone who truly understands them then you have a depth of rapport. From this open, connective space you can facilitate real change.

Before doing that, you can test if you have rapport. Matching and mirroring the other person and then mismatching them and see if they follow. Some examples are: Taking a step backwards to see if they take a step forward; crossing or uncrossing your legs. If they follow you, and begin matching and mirroring you, then you know you're in rapport.

☐ REFLECT ABOUT - "BAD HABITS OF LISTENING"

Following is a list of ten bad habits of listening. Check those listening bad habits that you are sometimes guilty of committing when communicating with others. Be honest with yourself! ...

- ☐ I interrupt often or try to finish the other person's sentences.
- ☐ I jump to conclusions.
- ☐ I am often overly parental and answer with advice, even when not requested.
- ☐ I make up my mind before I have all the information.
- ☐ I am a compulsive note taker.
- ☐ I don't give any response afterward, even if I say I will.
- ☐ I am impatient.
- ☐ I lose my temper when hearing things I don't agree with.
- ☐ I try to change the subject to something that relates to my own experiences.
- ☐ ...I think more about my reply while the other person is speaking than what he or she is saying.

The most important thing is to be aware of your tendency to fall into these bad habits and consciously try to avoid making these mistakes. Not to be too hard on themselves if they check many or even all of these bad habits. It is all part of human nature!

⬜ ACTIVE LISTENING IN PRACTICE

Most of the time at work we are communicating with others, listening and talking (and others do the same). I realized that listening is not enough, for me as a manager, but I have to take a step further in improving my active listening. In reality, listening is not easy but just like any attitude, and it needs to be educated and developed. In the education of active listening we used a series of techniques such as summarizing the message, reformulating it, paraphrasing, reflecting feelings, etc. Ioana confessed to me that I had a less non-judicious attitude and showed a real interest in solving her problem.

Applying active listening I have overcome the barrier in communicating with Ioana, the person I supervise, and this has led to a better understanding of communicating with her. I read below a few words from the dialogue we had between:

"I: Today one of the terrible beneficiaries has annoyed me. She came unannounced, the second time with the same problem of homelessness, blaming me for not helping her get home. I was very stressed that I had to finish the report to the financier. "

"R. I listened carefully, looking at Ioana, rising from my desk and sitting in front of her chair. We approved it nonverbally and showed empathy. I have reformulated the message: "I understand that S has come unannounced to discuss her problems, and you were busy with the report to the financier.

"I: Yes, I did not know what to do. It terrifies me that S. came directly to me in the office, and accused me of things I had already established that she had to solve herself. I had a report to finish and I'm concentrating pretty hard.

By Romana Chioreanu

I. 3.   SELF-MANAGEMENT MEANS ACTIVELY SHAPING YOUR OWN LIFE

It is very important to realize the interconnections between feeling, thinking and behaviour, which enable change and control, for effective self-management. Self-management is the management of oneself and of one's actions.

The skill of self-management is the key to independently acquire new qualifications, to improve the quality of everyday work and to develop a mature personality.

It addresses a person as a whole and touches cognitive as well as physical and emotional areas as well as concrete actions.

⌗ It also means a combination of existing and new aspects. The existing strengths and skills are the basis for new perspectives and procedures.
⌗ Self-management helps us to put our limited available energy effectively into action.
⌗ To make an impact as a self-manager, we need resoluteness, ideas and techniques. In addition to basic knowledge, "Aha"-moments and ideas to actively developing our (professional) life, it is all about the concrete "how?".
⌗ Speaking about self-management only makes sense if there is a scope of action to shape the work. An individual must determine what becomes of himself/herself. So the question is not "Who am I?" but "Who do I want to be?".

Self-management is like a construction site. The builders develop an idea of how the building will look like and what purpose it should fulfil. They draw a plan and start the implementation. Maybe they accomplish the project in one effort or they decide to continuously work on it and to adapt the plan. Some leave their construction site to rust a little. As it is with a construction site you can handle the job yourself or also get help from others, depending on the needs and the budget.

SELF-MANAGEMENT INCLUDES

- ¤ To formulate visions and goals, to clarify values
- ¤ Self-reflection and self-motivation
- ¤ Personal development
- ¤ Personal balance of the different areas of life
- ¤ Work organisation and time management

THREE SELF-MANAGEMENT STEPS

Perceiving and monitoring

•Consciously perceive the behaviour of others' and oneself. Distinguish between observation and evaluation.

Developing and practicing

•Define goals, find new possibilities and realize them.

Checking and confirming

•If the new experience and behaviour turns out to be a success model, it can be applied to other situations

☐   PRACTICE - "GUIDING PRINCIPLES"

Find a partner interview and present to each other the answer to the next questions

1.   What are my guiding principles? (What leads me?)

_____

_____

2.   How compatible are my guiding principles with my actual life?

_____

_____

3.   How would my life change if I lived more **according** to my guiding principles?

_____

_____

4.   Where is the biggest need for action and change?

_____

_____

SELF-MANAGEMENT IN PRACTICE

What determined me most to go along the way of management is related to the desire to see that what I think, feel, say and assume can have an impact both in my life and in the lives of others, having decision-making power in a project . I enrolled in the course of my desire to improve, to confirm that the management's way is what suits me and hoping that in the end I will fully lead a project.

In a beautiful place in Bulgaria, in the middle of the course, on a Wednesday, I get the phone, announcing that I will have a project to manage. So, from desire to fact, it's a small step, I said to myself then, this road is a step towards developing a mature personality. I thought and acted by getting involved in this area.

I have discovered that my need to build a plan, develop it, implement it, speak here of self-management, give me a strong inner force that makes me find different resources, use my existing skills, what I think, think and act around me in fulfilling my mission on this earth. In other words, I say this I want to become myself.

I'm convinced that my vulnerabilities will come out in the manager's work, but I have no reason to be afraid, I have to admit that I'm human, I'm wrong, but I have the boats that we crave together and that together we can go dreams of accomplishment.

By Romana Chioreanu

I. 4.   ALPEN METHOD IN TIME MANAGEMENT

The ALPEN method is a strategy to help you plan your time.

The procedure is divided into five steps:

Work day plan

N	**Monitor** Monitor your results
E	**Make decisions** Set priorities, e.g. with ABC analysis
P	**Reserve buffer time** Only 60% of your work time should be planned
L	**Estimate the duration** Estimate the duration of every assignment
A	**Write down your assignments** Write down your tasks, activities, and appointments on a to-do-list or schedule
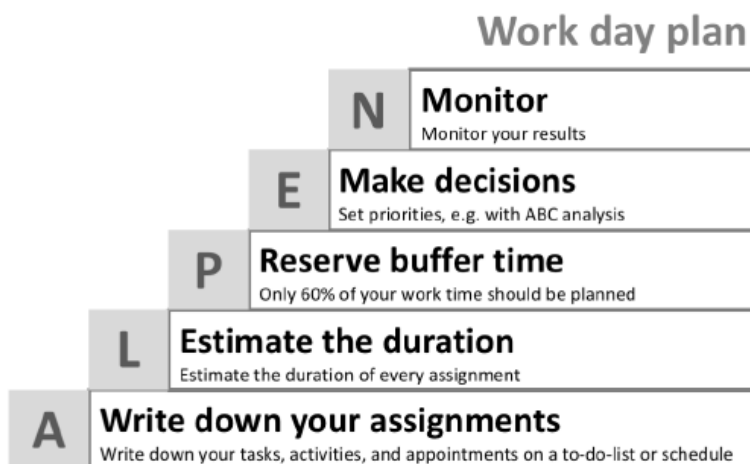
A - Write down assignments, activities and appointments

- ¤   Note down the tasks for the next day
- ¤   Add all the left over tasks from the previous day
- ¤   Note down and highlight the important appointments
- ¤   Enlist the planned telephone calls and emails
- ¤   Think about the relevant material and information you might require for these tasks and
- ¤   write it down
- ¤   A to-do-list is an effective way to do this

L – Estimate the duration of activities

¤   Try to make realistic time estimation for the foreseen activities

¤   Do not calculate a very tight time frame

¤   Set time limits for the tasks and specify hours for each appointment

P – Reserve buffer time

¤ Allow time buffers for unknowns and unplanned contingencies in order to remain stress free

¤ Schedule only 60% of your daily work time. 40% is a buffer zone which can be further categorized and reserved for the unscheduled and spontaneous activities. This time is required for the unexpected.

¤ Eliminate disturbances! Divide your plan into disturbing and less disturbing hours and reserve the less disturbing half for important tasks

¤   Take breaks!

¤ Regular breaks are essential. Sufficient oxygen, enough movement and proper meals should be kept in mind

E – Make decisions

¤   set priorities, e.g. by using the ABC method

¤   Take cutbacks

N – Monitor

¤   Add the left over tasks to the next day or week plan

¤   Monitor your plans (To-Do-Lists, Schedule book) and targets at the end of the day

☐ FOOD FOR LEADER'S MIND - PARKINSON'S LAW

Professor Parkinson was right: Work expands to fill the time available for its completion: if you must have a particular task due at 3:00 p.m. today, it is usually done by 3:00p.m.

However, if for the same task you are given until the end of the month, it will usually take till the end of the month.

When you think in terms of task rather than deadline, **perfectionism** sets in. You can always do a little bit more, another graph or table. You can con yourself into thinking these add up to excellence, when in reality you should chalk them up to wheel spinning. The only way to overcome Parkinson's Law is to work it in reverse: Set a deadline for every task and hold to that deadline.

Perfectionism

There is a difference between striving for **excellence** and striving for **perfection**.

- **excellence** is attainable, gratifying and healthy.
- **perfection** is unattainable, frustrating and neurotic. It's also a terrible waste of time.

Workers who make a habit of perfection are wasting time and money that could be better allocated elsewhere. The price of perfectionism is prohibitive. When a job is done well enough, move on to something else.

☐ TIME MANAGEMENT IN PRACTICE

In the beginning of my work as a manager of residential social service I had a problem with management of my working tasks. There are too many tasks that must be done in a short time period. Besides the tasks there are also many working groups, management meetings and team meetings which consuming the significant part of my time and energy. This kind of situation could bring stress and anxiety and would decrease a working capacity of the person.

So, it was obvious that something must be done:

- First thing was: Prioritize your tasks.

- Make a personal week plan: make a to-do list of your working tasks and rank them in regard with their importance (what is very important and urgent to be done and what is important but not so urgent, and etc.)

- Put on the deadlines of your tasks and think what of these could be delegated to someone of the team members.

- Calculate the time which your routine tasks consume.

- Think about what does consume most of your time (checking and answering of emails, phone calls, preparing for the team meetings, and etc.), then you can do this things at the beginning of your working day, so during the other part of the day you could work on the other important tasks.

By Elmira Nesheva

I. 5.   WHAT IS THE DIFFERENCE BETWEEN MANAGEMENT AND LEADERSHIP? [1]

Leadership and management must go hand in hand. They are not the same thing. But they are necessarily linked, and complementary. Any effort to separate the two is likely to cause more problems than it solves.

Perhaps there was a time when the calling of the manager and that of the leader could be separated. But in the new economy, where value comes increasingly from the knowledge of people, and where workers are no longer undifferentiated cogs in an industrial machine, management and leadership are not easily separated. People look to their managers, not just to assign them a task, but to define for them a purpose. And managers must organize workers, not just to maximize efficiency, but to nurture skills, develop talent and inspire results.

The late management guru Peter Drucker identified the emergence of the "knowledge worker," and the profound differences that would cause in the way business was organized. With the rise of the knowledge worker, "one does not 'manage' people," Mr. Drucker wrote. "The task is to lead people. And the goal is to make productive the specific strengths and knowledge of every individual." Still, much ink has been spent delineating the differences. The manager's job is to plan, organize and coordinate. The leader's job is to inspire and motivate.

"It is my hope that competencies will provide us with shared language for talking, in concrete terms, about high performance and managerial excellence. I believe that a shared view of the standards we are striving to achieve will assist us in our continuing efforts to prepare the organization to meet the challenges of the 21st century." Kofi Annan

Indicators for the competency "Leadership" (only indicative, no complete description)

☐   Serves as a role model that other people want to follow

☐   Empowers others to translate vision into results

☐   Is proactive in developing strategies to accomplish objectives

☐   Establishes and maintains relationships with a broad range of people to understand needs and gain support

☐   Anticipates and resolves conflicts by pursuing mutually agreeable solutions

☐   Drives for change and improvement; does not accept the status quo

☐   Shows the courage to take unpopular stands

FOOD FOR LEADER'S MIND - SELF REFLECTION

In his 1989 book "On Becoming a Leader," Warren Bennis composed a list of the differences. Thing on your behaviours and note what is your predominant behaviour from the below list:

THE MANAGER …	THE LEADER …
imitates	originates
has his or her eye on the bottom line	always has an eye is on the horizon
administers	innovates
is a copy	is an original
maintains	develops
focuses on systems and structure	focuses on people
relies on control	inspires trust
has a short-range view	has a long-range perspective
asks how and when	asks what and why
does things right	does the right thing
is the classic good soldier	is his or her own person
accepts the status quo	challenges it

☐ MANAGERS AND LEADERS IN PRACTICE

Leadership and management do go hand in hand in our organisation. For 12 years already the Association for support of people with mental disabilities manages two services in the community for adults with mental disabilities – a Day care centre and a Centre for social rehabilitation and integration.

The two services have one manager, and both have a team leader. Within the structure of our organisation, this person in both services has the role to be leader. The manager has the role to plan, organize and coordinate. In the Day care centre, where I work, the leader sometimes has the tasks to organize and coordinate, but the main function is to inspire and motivate. As a professional working directly with people with mental disabilities for many years, she focuses on beneficiaries and also on specialists and she builds relations based on trust. The manager assigns tasks to be accomplished and the leader has to define the purpose and present it to the team members.

This is how the organisation task and goals are being transmitted– achieved through the work with every beneficiary of the Day care centre.

The manager's goal is to use the strengths of every team member in order to have higher work quality, and the leader's role is to keep the team's focus on the values of the service and to stimulate behaviours that lead to better results.

By Tania Momcheva

I. 6.   ABOUT FEEDBACK AS A MANAGERIAL INSTRUMENT

Feedback is a process by which the effects of an action or more actions are reflected back for the purpose of improving or confirming choices for future actions.

Feedback is one of life's most essential processes, allowing us to become more effective in dealing with our environment. Without feedback in its many forms, we would be unable to navigate thought life and work responsibilities.

In the realm of leadership, feedback is a critical fuel for learning and growth. Whether feedback is received as a nourishing meal or a bitter pill depends to a great extent on the skill and grace with which it is delivered.

Feedback

I am describing a **specific situation**:

What did the other do?

How did his/ her action affect others?

How did it affect me?

(Separate describes behaviour from describing the effects! It can be positive or negative!)

I present **my observations** and my subjective impressions to the others.

The interlocutor can decide what he/she makes out of it.

Criticism

Just like feedback:

> Specific situation

> Specific behaviour

> Effect on the behaviour of others

> Effect on me

Unlike feedback:

The interlocutor whom the criticism is aimed at should also be given a chance to express his/ her point of view.

There is a clear agreement/ instruction how the person criticized has to behave in the future!

Evaluation

Just like criticism, except:

> Specific criteria have previously been clearly given and agreed upon (on what kind of behaviour is under scrutiny)

> Future behaviour results from the transparent assessment criteria.

Consequences must be anticipated:

> In case of selective assessment: payment, promotion.

> In case of development assessment: incentive/ promotional measures.

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Mastering the art of both giving and receiving feedback is an important undertaking for any organisational leader. The rewards can be measured in higher performance, stronger relationships and more effective leadership.

☐ FOOD FOR LEADER'S MIND - SELF REFLECTION

- Write the feedbacks that you provide to your team in the last week?

……………………………………………………………………………………………
……………………………………………………………………………………………

- Write the feedbacks that you received from your team in the last week?

……………………………………………………………………………………………
……………………………………………………………………………………………

- Analyse the feedbacks: there are feedbacks, criticisms, evaluation? Are positive or negative?

……………………………………………………………………………………………
……………………………………………………………………………………………

- How you reacted when you received the feedbacks?

……………………………………………………………………………………………
……………………………………………………………………………………………

- What you conclude?

……………………………………………………………………………………………
……………………………………………………………………………………………

- What will you change in relation with your team?

……………………………………………………………………………………………
……………………………………………………………………………………………

FEEDBACK IN PRACTICE

The situation is the following: one of my colleagues in the team always comes late at meetings, set up a few days ago by all the group members. This situation disturbs everyone because it is messing with the member's team plans in the sense that some plans have to be offset on that day. I tried to formulate the feedback so that it would refer to the three factors specific situation, behaviour and impact. I was most disturbed by the fact that the direct supervisor did not take any attitude, to convey the message of the group, which was clearly annoyed by Alexandra's attitude. I took the decision to give him feedback on the situation / behaviour and impact, as my colleague or to ignore the situation and live with frustration.

My message was the following; "When you're late in meetings, I'm upset because I think we're wasting time on all the other team members, and we're not going to be able to go through all of the agenda items. I would like to consider finding a method to schedule your time so that you can reach these meetings on time. In this way, we will have more effective meetings and we will be able to respect the next meeting of the day.

I think feedback is one of the essential processes of life, allowing us to become more effective in addressing the environment. Without feedback in all its forms, we could not go through life and have the responsibilities of work. What I noticed is that after giving this feedback, relationships with my colleague have improved.

By Romana Chioreanu

I. 7.   SELF-MANAGEMENT BEGINS WITH SELF-ALIGNMENT²

The **logical levels model** gives us a way of looking at an individual, group or organisation as a series of levels of processes and information. Changing something at an upper level would radiate changes down to all lower levels, while changing something at a lower level would possibly, but not necessarily, affect the higher levels.

```
Mission /        • For what purpose am I doing this?
Spirituality

Identity          • Who am I? How do I see myself?

Beliefs / Values    • Why am I doing this?

Capability          • How can I do this next task?

Behaviour            • What do I need to do?

Environment           • Where am I? When am I doing this?
```
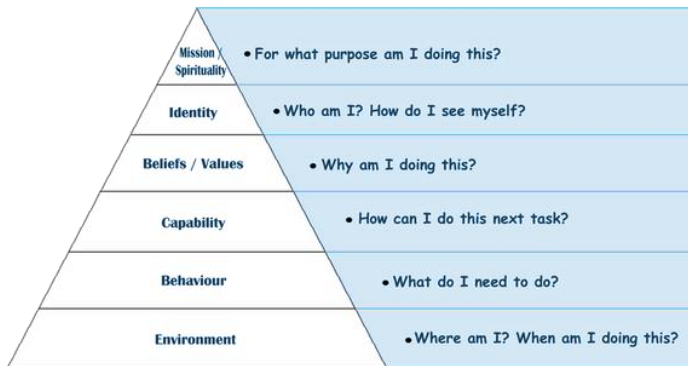
Environment - These are the factors that are external opportunities or constraints. It is a description of the setting and conditions within which things are taking place.

Answers the questions: 'Where?', 'When?' and 'With whom?'

*Behaviour -*This is made up of the activities that are taking place within the environment.

Answers the question: 'What's happening?' 'What do you do when you engage in this area of your life?' 'What activities

do you engage in?' 'If someone was watching you on a video, what would they see you do? What would they hear you say?'

Capabilities - These are the skills and knowledge that guide the behaviour.

Answers the question 'How?' 'What capabilities do you tap into in this area of your life?' 'What skills do you put into practice?' 'What areas of expertise do you draw on?'

*Beliefs & Values -*These are the beliefs that support or limit us in using the skills and capabilities. Values decide whether things are worth doing – our motivation.

Answers the question 'Is it possible?' 'What's true about this area of your life?' 'What would be the most important thing for someone you love to know about it? 'Why bother?' 'What's important about this area of your life?' 'Why does it matter? What's most important about it?'

*Identity -*This level consolidates the systems of beliefs and values into a sense of self.

Answers the question 'Who?' 'Who are you in this area of your life?' 'Who are you when you do the things you do?' 'Who are you at your best in this area of your life?' 'Who are you at your worst in this area of your life?'

Spiritual - This looks at the greater picture and assumes we are part of a greater whole.

Answers the questions 'For what purpose?', 'For whom?'

☐ FOOD FOR LEADERS MIND - INDIVIDUAL REFLECTION

Think about a change that you what to implement in your team and reflect at these questions:

- Do they have an environment or workspace that allows them to perform?

……………………………………………………………………………………………

- Do they have systems and procedures which permit the required behaviours?

…………………………………………………………………………………………….

- Do they know what to do? If not, then this genuinely would be a training issue.

…………………………………………………………………………………………….

- Do they believe that they can do it?

…………………………………………………………………………………………….

- Are they motivated to do it? Do they have some good reasons as to why they would want to do it?

…………………………………………………………………………………………….

- Is it part of their identity?

…………………………………………………………………………………………….

- Can people see how what they are doing fits into a larger picture and purpose?

…………………………………………………………………………………………….

☐ SELF ALIGNMENT IN PRACTICE

The "Logical levels instrument" is a valuable tool for organizing your thinking, information gathering, and communication and also understanding 'what makes people tick'.

I figured out that one of my colleagues was not so involved anymore in his work so I told him about the logical levels. Although I was afraid that my colleague will reject my proposal, I offered to help him to apply the model and not necessarily to answer ME to the questions, but to answer to himself. He accepted it like a game and after this game there was some good changes in his work but also, more important, in his state of spirit.

The logical level helps you to understand what is the meaning of your work and usually in social work the employees have the motivation driven by this meaning, as Viktor Frankl was saying in the book " Man's Search for Meaning".

"There are three main avenues on which one arrives at meaning in life. The first is by creating a work or doing a deed. The second is by experiencing something or encountering someone; in other words, meaning can be found not only in work but also in love...Most important, however, is the third avenue to meaning in life: even the helpless victim of a hopeless situation, facing a fate he cannot change, may rise above himself, may grow beyond himself, and by so doing change him-self."

By Aida Boldeanu

I. 8.   PROCESS OF DELEGATION

Delegation is vital for **effective leadership**. The opposite of effective delegation is micromanagement, where a manager provides too much input, direction, and review of delegated work. In general, delegation is good and can save money and time, help in building skills, and motivate people. On the other hand, poor delegation might cause frustration and confusion to all the involved parties.

The process of delegation of authority comprises of four steps which are as follows:

ASSIGNMENT OF DUTIES TO SUBORDINATES

Before the actual delegation of authority, the delegator must decide on the duties which he wants the subordinate or the group of subordinates to perform. Here, the manager lists the activities to be performed along with the targets to be achieved, and the same is spelled out to the subordinates.

Thus, in the first stage, the duties are assigned to the subordinates as per their job roles.

TRANSFER OF AUTHORITY TO PERFORM THE DUTY

At this stage, an adequate authority is delegated to the subordinate who is essential to perform the duty assigned to him. A manager must make sure, that authority is strictly delegated just to perform the responsibility, as more authority may lead to its misuse by the subordinate.

ACCEPTANCE OF THE ASSIGNMENT

At this stage, the subordinate either accepts or rejects the tasks assigned to him by his superior. If the subordinate or the delegate refuses to accept the duty and the authority to perform it, then the manager looks for the other person who is capable of and is willing to undertake the assignment. Once the assignment gets accepted by the subordinate, the delegation process reaches its last stage.

ACCOUNTABILITY

The process of delegation of authority ends at the creation of an obligation on the part of the subordinate to perform his responsibility within the powers assigned to him. Once the assignment is accepted by the subordinate, then he becomes responsible for the completion of the duty and is accountable to the superior for his performance.

Thus, the process of delegation of authority begins with the duties assigned to the subordinates and ends when the subordinate is obliged to carry out the operations as intended.

☐ FOOD FOR MIND - Jim Cathcart's 8 T of delegation

JIM CATHCART'S CHECK IN DELEGATION LIST for you to empower, motivate and coach employees to great achievements.

Think about a situation when you delegate something and check if it was respected the sentence:

- ☐ TARGET – Does he or she understand and accepted the purpose or goal?

- ☐ TOOLS – Did he or she have the tools, or information needed to do the job?

- ☐ TRAINING – Has there been enough trainings about how to use the tools well?

- ☐ TIME – Did they have enough time for the training to take effect?

- ☐ TRUTH – Does he or she know how all of this fits together?

- ☐ TRACKING – Did you provide the feedback needed for them to stay on track?

- ☐ TOUCH – Is there enough support and encouragement? (the human touch)

- ☐ TRUST – Do I trust them appropriately for their skills and mastery level?

☐ DELEGATION IN PRACTICE

In our organisation, "A Bit of Happiness", the delegation is a very good tool for developing our volunteers skills, saving money and allowing to develop new projects. Also this instrument helped us to motivate our volunteers, giving trust in their capabilities.

The process of delegation of authority comprises the four steps, assignment of duties to our volunteers, the transfer of authority to perform the duty, the acceptance of the assignment by the volunteers and the accountability for the operations carried out by them.

Following these, the lead team has delegated the duties of running the Youth Hub of AUSF to the volunteers, giving them administrative roles with clear responsibilities, targets to be achieved and timings. In this way we have transferred an adequate authority to our volunteers, with one representative coordinating them, with 12 ambassadors of the Youth Hub in the schools and with project responsible. We have chosen from our pool of volunteers, the most appropriate, capable and willing to undertake the assignment.

Monthly, we run progress meetings with the volunteers involved, we have listened what they have done and how, what are they concerns, difficulties with the projects, how they are seen in the schools, how many new teenagers come in the organisation and we have offered support to move forward the project. Now they are working on, the Youth Hub is developing. The next step is to evaluate how they perform on their duties.

By Andra Secreteanu

2ND.STEP

PEOPLE AND TEAM DEVELOPMENT

INTRODUCTION

First-line managers are the keystone of any social services organisation: their quality and competence make a significant difference to its performance. Managers must often manage teams of people who are working with people who have complex problems and at a time when they are experiencing, or trying to produce major changes in their lives.

It requires a range of different skills and competencies in managing staff:

- outline team autonomy
- establish team boundaries
- define team tasks
- individual approach
- facilitate communication 1:1 or group meetings

Understanding the group dynamic and how a manager should adapt his/her behaviours to help the team step forward through that stage of development and understanding , for example, that it is normal and very useful to have conflicts in the team, helps the manager to have a different systemic approach of how to manage the team.

This Chapter is about tools that can help you to:

1. adopt the appropriate attitude and role in managing teams to help the team to evolve
2. be aware of the range of team development models, and understanding of the differences between them, their strengths and weaknesses and how you can use it in practice
3. understand the managerial process of how to approach the evolution of the team members.

II. 1. LEVELS OF COMMUNICATION

Managers and facilitators play an important role in supporting (complex) communication-processes. A very effective way to support communication processes is by placing conscious and targeted interventions. Placing interventions can lead to a better understanding of each other's opinions in group interactions. They can speed up meetings and group-activities and they can also make them much more efficient.

Thought is not yet said

Said is not yet understood

Understood is not yet agreed

Agreed is not yet applied
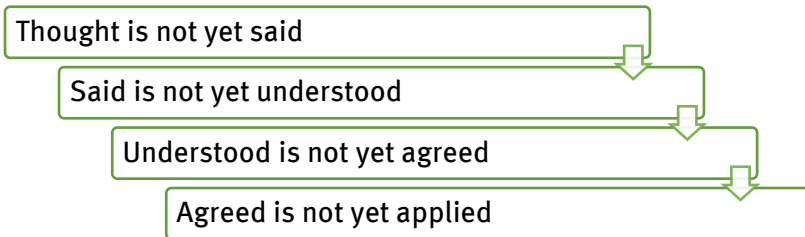
These three levels[3] always exist at the same moment when communication takes place. In theory, we set them apart to understand the communication-process. A facilitator chooses the level on which he would like to intervene.

CONTENT

PROCEDURE

PROCESS
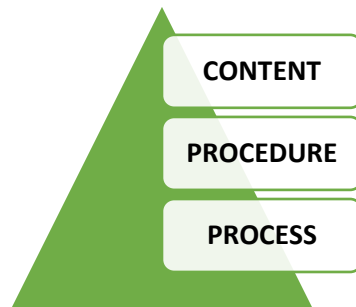
Elements	Level of communication	Intervention
Objectives Results Facts & figures	**CONTENT**	Ask for details (who, what, when, how) Summarize
Organisation of projects Structures Schedules Agreements	**PROCEDURE**	Set up agreements, set the rules Making structures, schedules
Interests Beliefs (emotions) Power	**PROCESS**	Creating atmosphere Providing feedback Reflect on emotions

☐ FOOD FOR MIND - LEVELS OF A CONVERSATION

A co-worker stands at the copy machine and says to you: "There is no paper."

FACTUAL STATEMENT

What does the co-worker state?

Possible answer:

RELATIONSHIP:
Who does the co-worker think you to be?

Possible answer:

REQUEST / APPEAL
What does the co-worker want to achieve?

Possible answer:

SELF-DECLARATION:
What does the co-worker say about himself/herself?

Possible answer:

⬚   FOOD FOR MIND - COMMUNICATION EXERCISE CONTROLLED DIALOGUE

Create a communication situation with one of your colleagues and ask another colleague to assist and give you feedback about how you respected the levels of communication.

Person A

- begins the dialogue narrates,
- briefly confirms,
- responds to questions from B

Person B

- listens, perceives, paraphrases:
- "I understood that ...
- In summary, does that mean ..."

Person C - Observer

- listens, ensures observance
- of the rules,
- gives feedback to A and B at the end
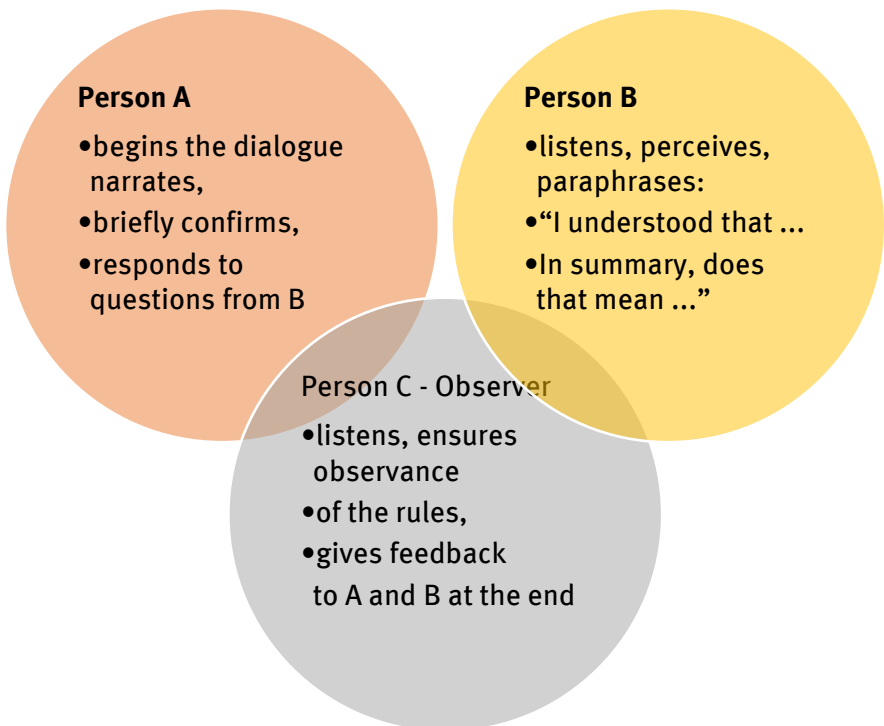
II. 2. LEADERSHIP CONVERSATIONS

To effectively navigate and influence the organisation's activity, leaders need to be proactively engaged in focusing, shaping, and influencing an organisation's communication through the spoken aspects of conversations (Scott, 2004).

We advocate that the experiences of leaders (how leaders view their conversations) lead to a deeper understanding of how leaders effectively use their conversations to provide context and vision, meaning and purpose, and to influence and shape the organisation process.

WHY ARE LEADERSHIP CONVERSATIONS IMPORTANT?

Communication becomes extremely important to the essence of leadership effectiveness. A leader's conversations can positively impact and facilitate the achievement of his or her work-related goals, as well as the achievements of others.

Effective communication can produce higher levels of organisational affiliation (O'Neill & Jabri, 2007), improve the dynamics within the organisation (Pearce, 2008), and create an open and engaged community within the organisation.

A particular challenge is the **event-related talks**, which are used for immediate influence on the behaviour. To find the right balance in difficult situations to demand sufficiently and not to land directly in the resistance is not always easy.

The foundation for a successful talk forms an **escalation line** (see table) along which you can analyze the situation from a conversation to the next one (here *based on Braig / Wille 2007*) and derive the appropriate intervention:

Escalation level	Goal	Content
Motivation talk	awaken commitment; eliminate what demotivates	give feedback, listen, ask
Criticism talk	conduct performance improvement	clarify strengths & weaknesses, deviation clearly visible, convey common situation analysis, change requests, suggestions
Conflict talk	develop detailed action plan and secure the implementation	share own emotions, formulate expectations as a target, approach and support negotiations
Warning talk	make consequences clearly visible, that occur with further ignoring the agreements concluded	mediate the end of cooperation, repeat expectations as agreed in preliminary discussions and ensure that these have been understood, illustrate consequences
Termination talk	termination of the cooperation	clear and direct statements, listen and show understanding, negotiate how the separation is going to be performed

HOW TO PREPARE YOURSELF TO CONDUCT A CRITICAL CONVERSATION

1. Positive start

2. Presenting the facts

3. Asking the employee for his/ her point of view

4. Discussing the causes and effects

5. Agreeing on future behaviour and informing the interlocutor about supervision

6. Successful closing

FOOD FOR MIND - HOW TO PREPARE A SIMPLE ARGUMENTATION STRUCTURE

Describe the situation

(Presentation of facts)

What will happen if we do not change anything?

(Describe the possible effects and argue their likelihood)

I therefore suggest

(Presentation of own proposal.

You should present 3 proposal and to give arguments why do you think that one of them is most suitable.)

This will result in the following...

(Present effects of the change and profit from the change, especially the benefits from the interlocutor!)

II. 3. TIPS FOR SUCCESSFUL QUESTIONING

1. Listening instead of talking

The conversation has failed if the questioner speaks himself/herself all the time. Therefore, alarms should go off when the respondent tries to get a word with phrases such as: "May I say something too?"

2. At first, show no reaction except understanding

You should try and signal non-verbally to the other that you want to understand him/her. Expressing doubt or smiling knowingly is disruptive; this will make the other insecure and cause them to take a defensive position.

3. Do not give up the questioning attitude

A change of roles can be embarrassing. If the person questioned constantly puts the questioner into the position of the one who answers, try to turn the conversation around again – if possible without affronting the other.

4. Keep an eye on how the conversation is going

By not changing the subject abruptly ("Your opinion on this does not interest me right now. I'd rather move on to…!"). By changing the subject when and if the conversation partner wants, but at the same time keeping the starting point in mind and coming back to it as soon as possible.

5. No suggestive or alternative questions

If possible, do not ask questions to which the responder can answer only with "Yes" or "No". This will cause the conversation to become stagnant and boring. Similarly, suggestive questions should be avoided as well, as they make the other adopt a preconceived opinion.

6. Simple questions

The respondent should have the feeling that he/she can speak freely. Short, simple phrases give the other the impression to be able to fill them with his/her own content.

7. Avoid errors like:

Typification: "You as a representative of the opposition will surely be able to tell me …"
Complicated combinations: "Don't you think that Mr. Smith could also have meant that?"
Quick-witted corrections: "After this dazzling digression might we come back to business?"
Psychological instruction: "Do you not find your rationalisations morbid?"

8. Endure the silence

A conversation is killed when breaks are not endured. Do not push or ask embarrassing questions! One cannot force anyone to speak! One has to accept if the other does not or has not yet taken a stand. Search for reasons!

9. Do not do psychology, address emotional issues directly

"Do you have an inferiority complex?" The person questioned will answer, "No", even if he/she does feel inferior. But if the other expresses his/her feelings, ask: "Why?" or "What makes you feel inferior?"

10. Take your time

Do not settle for something too quickly, keep asking questions. Let your partner tell details from his/her reports: "What else …?" If the other says, "This is so and so.", ask "Why is that so and so?" or "What is this like in a particular case?" "Why-questions" are best suited to reveal covert motives and underlying beliefs.

☐ REFLECTION – AM I USED TO USE THIS TYPES OF QUESTION?

QUESTIONS FOR FOCUSING ATTENTION[4]

• Which question, if answered, could make the most difference to the future of your situation?

• What's important to you (about your situation) and why do you care?

• What's our intention here? What's the deeper purpose (the big "why") that is really worthy of our best effort?

• What opportunities can you see in your situation?

• What do we know so far/still need to learn about your situation?

• What are the dilemmas/opportunities in your situation?

• What would someone, who had a very different set of beliefs than we do, say about your situation?

QUESTIONS FOR CONNECTING IDEAS AND FINDING DEEPER INSIGHT

• What's emerging here for you? What new connections are you making?

• What had real meaning for you from what you've heard? What surprised you? What challenged you?

• What's missing from this picture so far? What is it we're not seeing? What do we need more clarity about?

• What's been your/our major learning, insight, or discovery so far?

• What's the next level of thinking we need to reach?

• If there was one thing that hasn't yet been said in order to reach a deeper level of understanding/clarity, what would that be?

QUESTIONS THAT CREATE FORWARD MOVEMENT

• What would it take to create change on this issue?

• What could happen that would enable you/us to feel fully engaged and energized about (your situation)?

• What's possible here and who cares? (rather than "What's wrong here and who's responsible?")

• If our success was completely guaranteed, what bold steps might we choose?

• How can we support each other in taking the next steps? What unique contribution can we make each?

• What conversation, if begun today, could ripple out in a way that created new possibilities for the future of your situation?

• What seed might we plant together today that could make the most difference to the future of your situation?

II. 4. WORKING STYLE [5]

Awareness of our own working style, and its advantages and pitfalls, can increase our range of strategies. Each of the five major working styles has its own strengths and weaknesses. The weaknesses often result from an overdose of the strengths; we can have too much of a good thing. These drawbacks are known as drivers, so called because they have a 'driven', or compulsive, quality when we are under stress. One important point to note is that drivers occur outside our awareness. We can recognize our working styles when they are described, and even accept that the drivers also occur.

HURRY UP works quickly, respond well to short deadlines they get a lot done in a short time. They feel good if they can complete tasks in the shortest possible time

Strengths
- to do things quickly,
- their energy peaks under pressure the amount of work that they can achieve
- spending less time preparing than others do,

Weaknesses
- give them time to spare and we delay starting until the job becomes urgent - then we start work on it
- in their haste they make mistakes.
- Their ability to think fast makes them appear impatient.
- Their meetings get planned too close together, so they rush from one to another, arriving late and leaving early

BE PERFECT well organized because they look ahead, plan for potential problems, do their best to make sure everything will run smoothly.

Strengths
- a quest for perfection - no errors, everything must be exactly right at the first time.
- reputation for accuracy,
- attention to detail and thoroughness.

Weaknesses
- They cannot be relied on to produce work on time because they need to check it so carefully for mistakes
- They are reluctant to issue a draft rather than the final version
- including too much information and have the effect of confusing the recipient

PLEASE PEOPLE are nice to have around because they are tolerant and understanding. They encourage harmony.

Strengths
- intuitive and considerate of others' feelings.
- encouraging and reassuring when other people have potentially stressful tasks to undertake.
- attention to the feelings of those around them and draw the team closer together by ensuring that everyone's views are taken into account.

Weaknesses
- They can be too nice!
- They may fail to speak out.
- They may also become anxious about retaining the approval of others
- They seem almost paranoid about remaining pleasant at all costs.

TRY HARD is all about the effort put into the task, so they tackle things enthusiastically.

Weaknesses
- Their energy peaks with something new to do and they like to follow up on all possibilities
- This results in a thorough job in the sense of paying attention to all aspects of the task.
- Managers appreciate the fact that they often volunteer to take on new tasks

Strengths
- They may be more committed to trying than to succeeding.
- Their initial interest wears off before they finish the task.
- Their attention to so many aspects makes the job impossibly large, and even if they complete most of it, they may still think up before they can really agree that the job is done.

BE STRONG is calm under pressure, good at dealing with stress, great to have around in a crisis.

Strengths
- They have a strong sense of duty and will work steadily even at the unpleasant tasks.
- They will also keep on thinking logically when others may be panicking.
- They are seen as consistently reliable, steady workers.

Weaknesses
- They hate admitting weakness
- They regard any failure to cope as a weakness. So they get overloaded rather than asking others for help.
- They may disguise their difficulties by "hiding" work away;
- It may be hard to get to know them when they seem to have no feelings

☐ WORKING STYLES IN PRACTICE

In a team, you can always find more working styles. The idea of presenting the 5 working styles at an informal meeting, was a light in understanding and increasing awareness of the reactions of themselves, of people next to you and other members in the larger team.

By using an object, each member of the team had to present his colleague, then fitting it into the typology of the working style described above.

It was funny to talk about the others, based on these styles. The conclusion and to accept the interventions / solutions that lead to the functionality of the style in running the team to accomplish tasks in the workplace were the most important things.

These interactions have made us understand that some styles are more difficult to interact with other styles, for example, please other or hurry, but not impossible to relate. V was identified and had a style of "Be strong" with a high sense of debt, which prefers to work alone, than in a team and never requires help." He was catalogued by others as ignorant at the feelings of his colleagues, hostile and always with his head in the computer V found himself in the description of his colleagues, admitting that there are feelings of being afraid to open up to colleagues and prefer to get involved in much more than to interact with them, V. understands that work is important, but his needs are important, that he is a member of the team and that others can be sensitive, interested in his needs, as well as being more attentive to his needs.

By Romana Chioreanu

II. 5. STAGES IN GROUP DEVELOPMENT

The **Forming – Storming – Norming – Performing** model of group development was first proposed by Bruce Tuckman in 1965. He stated that these phases are all necessary and inevitable in order for the team to grow, to face challenges, to tackle problems, to find solutions, to plan work, and to deliver results.

They argue that all groups or teams tend to exhibit aspects of the five successive stages they propose, who can be summarized, as follow. This model has become the basis for subsequent models[6].

Phase	Interaction / relationship / content	Management
Forming **Contact** **Orientation**	Relationships: Strangeness, reservation; insecurity of the individual group members and the supervisor(s); importance of distance and protection; searching for group norms Content: tasks, rules, facts, negotiating expectations	Supervision: high expectations , solutions

Storming **Conflict** **Struggle over power** **Control**	Relationships: Unease, struggle over power, conflicts Content: Problem-oriented, discussion, everybody tries to influence the development of the group	Supervision: Criticism, excessive demand
Norming **Contract** **Approach**	Relationships: Attentiveness, care, understanding, security Content: Open exchange, clarification of norms and values, rules Cooperation is enhanced, development of a we-feeling	Supervision: Respect, we-feeling, support
Performing **Cooperation** **Differentiation**	Relationships: Trust, respect, acceptance Content: Tasks, solution-oriented, success Identification with the group	Supervision: Autonomy, consultation, survey

☐ EXERCISE - GROUP BEHAVIOURS LIST

Which team development stage does the behaviour indicate?

1 . Members are listening and seeking to understand one another.

2 . Members seem distracted and aren't focusing on the core group project.

3 . Members are not fully committed to talking about the group goal.

4 . Members refer to their group with obvious pride and enjoyment.

5 . Members comment they are glad things are finally progressing smoothly.

6 . Chairing of meetings is shared among different members.

7 . Leadership role is rotated among appropriate members for certain tasks.

8 . Members anxiously believe their assigned tasks will be completed by other members.

9 . Members seem more involved and connected to sub-groups than to the whole group.

10 . Members are satisfied with the group progress.

11 . Members argue with one another, even when they agree on the basic issues.

12 . Members attempt to figure out their roles and functions.

13 . Members challenge, evaluate, and destroy ideas.

14 . Members choose one position or another in an argument.

15 . Disagreements become more civilized and less angry and emotional.

16 . Meeting mechanics and agenda following become smooth and automatic.

20 . Group members follow a self-appointed or designated leader's suggestions without enthusiasm.

☐ TEAM MANAGEMENT IN PRACTICE

For more than 5 years there were no personal changes in the team of the "Riviera" Day centre. 6 month ago two people left the team, there were people recruited for their positions and they both stayed for a very short time. Then, 3 months ago, two new specialists started working in our team, hopefully, for a longer period of time. Thus, for a small team of 5, having 2 new team members was a quite big change. In November when the second new member joined us, the team entered a typical Forming stage (according to the Tuckman's Group Development Model). People were getting to know each other; for the first time we had a male team member and a person that has never done any kind of social work. This stage was good for setting an environment for uncertainties and concerns to be voiced. The feedback from all the team members was that they felt supported.

At present, 3 months after this group of specialists started working in a team, a team member(the rehabilitator) is seeking support from the team leader on how to deal with the situation when another team member(the psychologists) often intervenes his work, judging his methods in working with beneficiaries. The team has apparently entered the Storming stage when people already know each other well and are trying their strengths against each other. Criticism is rising and we have challenges to overcome. I am intervening now because we do have a team member that is trying to dominate inappropriately. I am trying to hear all the views and help them identifying together consensus views. We need to solve this and go the next stage – Norming and achieve a real cohesion.

By Tania Momcheva

II. 6. CONFLICT DIAGNOSES BY BERKEL [7]

Not the conflict is the problem, but how the parties involved in the conflict handle the "substances" of the conflict.

1. THE ISSUES: WHAT IS AT STAKE?

• What proposals are made by the parties to the conflict? What annoys, disturbs, irritates them?

• Do the both parties have the same view, similar or different? How do they know that?

• Are the issues related to objective facts or personal opinions?

• Could the conflict have been moved here from another area?

• How do they experience the issues personally? How important are these issues?

• What is the "crux of the matter", on which both sides insist? What is at stake for them?

2. THE PARTIES: WHO IS IN CONFLICT AGAINST ONE ANOTHER?

• What are the parties, persons, organized entities or informal collectives?

• What are the (three) main strengths and weaknesses of each party to the conflict?

• Does one side feel mentally superior, inferior or equivalent to the other?

• How do they define their relationship? What do they expect from each other?

• Are they organisationally assigned to one another: above / subordinated? Of equal importance? In workflow interdependence from each other?

3. THE FORM: WHAT FORM DOES THE CONFLICT TAKE?

• Can the conflict be defined as an objective conflict, relationship conflict, value conflict or distribution conflict?
• Is the conflict type clearly distinguishable or diffused?
• Is the conflict for the parties inevitable or avoidable? Are they convinced that there can be an agreement?
• Is it a "hot" or "cold" conflict?

4. THE COURSE: HOW DID THE CONFLICT DEVELOP?

•   What caused the conflict? Which "critical" events have increased it?
• Are the parties debating, do they react to each other, or do they fight against each other already?
• How does one party seek to bring the other to respond to their concerns?
• What has each side so far done to undermine the expectations of others?
•   What do the parties hope to gain by a continuation of the conflict? What do they fear to lose if they communicate with the other side? Which commitment are they ready to make?

5.   THE RESULT: WHAT RESULT WAS OBTAINED THROUGH THE CONFLICT?

•   Has the conflict been dealt with, is it solved? Permanently or on a temporary basis?
• Where and when could the conflict flare up again?
• What does each party do to live constructively with the result?

☐ CONFLICT MANAGEMENT IN PRACTICE

Think of a relevant recent conflict in your organisation, in which you individually were involved and reflect about these questions:

How was the conflict handled?

_____

What was their attitude in the conflict?

_____

What is their general attitude in the conflict?

_____

What is the culture of the organisation regarding handling conflicts?

_____

What is your relation with the conflict? Is it the conflict positive?

_____

How does your ability to resolve conflicts affect you in your job? How does a team member's ability to resolve conflicts impact the team? How does a team's ability to resolve conflicts impact the organisation?

_____

☐ CONFLICT MANAGEMENT IN PRACTICE

During my experience I discovered that there could be a systematic approach to each conflict in professional context. As a manager you can create the context and organize the way an issue that is a conflict source is approached, the way how different opinions are acknowledged and taken in consideration and how you create the balance between facts and interpretation and subjective views.

If you create this space of debating in your team, each team member will slowly discover what gives you the opportunity to have a clear communication and to make decision agreed by all the members. It's not all about the issue as it is about the structured approach towards it. The process is more important than the content.

I use it mainly in disputes in team meetings or multidisciplinary meetings. I think it is an efficient way for everyone

-to speak out loud his mind,

-to hear other points of view and

-to have a follow-up based on different facts and ideas.

This is the way for the solution to be accepted and followed by all the sides that are involved.

By Georgi Kambourov

II. 7. CONSTRUCTIVE APPROACH TO CONFLICTS[8]

In institutions, it happens that if conflicts exist in an area and aren't addressed, they will move to another one – in terms of conflict defence. Here, it usually comes to a vertical displacement of hierarchically higher areas into hierarchically lower areas or vice versa.

• Conflicts are warning and regulating signals. They point out errors in the areas of information, communication and cooperation.

Error simply means there is still something missing, there must be something supplemented.

• In so-called conflict settlement discussions there should be a process that points out **parts of information, which were not open and freely accessible,** hence could be not communicated and thus resulted in friction and tension in the cooperation.

• Conflicts are considered a **completely normal part of everyday life.** We have them and need them!

• But we are also **trained to avoid conflicts,** culpable discouragement, and thus to avoid the processing = coping with them.

- **Conventional presentation pattern of non-confrontation** are:

o extend / generalize

o move / distort

o avoid / erase

- The question is not whether we have the conflict (= missing, irritating, disturbing, etc.) to address (= process), but only **when, how, with whom** and **with which attitude** we address it.

- What bothers, irritates, lacks – everyone knows best for himself/herself.

- At the end of a conflict there is a decision – the conflict will be discharged.

- "Something" is not anymore, only now something new can develop – communication and cooperation takes place again.

Significant conflict repression can lead to physical symptoms (socio – psycho –somatic).

☐   GROUP CONTRACT WHEN YOU START A PROJECT

WHAT IS/ARE THE GOAL(S) OF OUR GROUP?

(Goals should be SMART: simple, measurable, attainable, results oriented, time bound)

WHAT ARE OUR PRESSURES?

 (e.g. money? time?)

RECOMMENDATION: Have they listed all possible pressures? Are the pressures realistic?

HOW WILL WE DEAL WITH/COMPENSATE FOR OUR PRESSURES?

RECOMMENDATION: What are their strategies to overcome these pressures? For example, if time is a pressure, how will they plan to resolve this problem? Possible solutions: virtual meetings, Skype, discussion board forums.

WHAT ARE THE STRENGTHS OF OUR GROUP AND ITS MEMBERS?

RECOMMENDATION: you should look for a variety of skills that could contribute to the success of the group and the project. Is

there enough diversity (if diversity is needed), is there any overlap?

HOW WILL WE CAPITALIZE ON THE STRENGTHS OF EACH MEMBER?

(Hint: Think about your group goals. How might each person contribute to achieve them?)

RECOMMENDATION: You should provide a list with various roles. Now you can list how each of you can contribute to the specified goals.

WHAT COMMUNICATION STRATEGIES WILL WE USE TO COMMUNICATE?

(Email? Facebook? Face to face? Meetings? What is the maximum expected response time?)

RECOMMENDATION: what is the frequency of communication and how quickly should they expect a response?

WHAT PROCESS WILL WE FOLLOW IF SOMEONE DOES NOT LIVE UP TO THE RESPONSIBILITIES? BE SPECIFIC.

RECOMMENDATION: Some possible answers to this question include examine the reasons and try to find a solution among the group.

II. 8. BELBIN'S TEAM ROLES

Action oriented roles		
Shaper	**Implementer**	**Completer/Finisher**
Provides the necessary drive to ensure that the team keeps moving and does not lose focus or momentum.	Needed to plan a workable strategy and carry it out as efficiently as possible.	Most effectively used at the end of tasks to polish and scrutinize the work for errors, subjecting it to the highest standards of quality control.
Strengths: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	**Strengths:** Practical, reliable, efficient. Turns ideas into actions and organizes work that needs to be done.	**Strengths:** Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.
Allowable weaknesses: Can be prone to provocation, and may sometimes offend people's feelings.	**Allowable weaknesses:** Can be a bit inflexible and slow to respond to new possibilities.	**Allowable weaknesses:** Can be inclined to worry unduly, and reluctant to delegate.
Don't be surprised to find that: They could risk becoming aggressive and bad-humoured in their attempts to get things done.	**Don't be surprised to find that:** They might be slow to relinquish their plans in favour of positive changes.	**Don't be surprised to find that:** They could be accused of taking their perfectionism to extremes.

People oriented roles		
Resource Investigator	**Team-worker**	**Coordinator**
Uses their inquisitive nature to find ideas to bring back to the team.	Helps the team to gel, using their versatility to identify the work required and complete it on behalf of the team.	Needed to focus on the team's objectives, draw out team members and delegate work appropriately.
Strengths: Outgoing, enthusiastic. Explores opportunities and develops contacts.	**Strengths**: Co-operative, perceptive and diplomatic. Listens and averts friction.	**Strengths**: Mature, confident, identifies talent. Clarifies goals.
Allowable weaknesses: Might be over-optimistic, and can lose interest once the initial enthusiasm has passed.	**Allowable weaknesses**: Can be indecisive in crunch situations and tends to avoid confrontation.	**Allowable weaknesses**: Can be seen as manipulative and might offload their own share of the work.
Don't be surprised to find that: They might forget to follow up on a lead.	**Don't be surprised to find that**: They might be hesitant to make unpopular decisions.	**Don't be surprised to find that**: They might over-delegate, leaving themselves little work to do.

Thought oriented roles		
Plant	**Monitor Evaluator**	**Specialist**
Tends to be highly creative and good at solving problems in unconventional ways.	Provides a logical eye, making impartial judgements where required and weighs up the team's options in a dispassionate way.	Brings in-depth knowledge of a key area to the team.
Strengths: Creative, imaginative, free-thinking, generates ideas and solves difficult problems.	**Strengths**: Sober, strategic and discerning. Sees all options and judges accurately.	**Strengths**: Single-minded, self-starting and dedicated. They provide specialist knowledge and skills.
Allowable weaknesses: Might ignore incidentals, and may be too preoccupied to communicate effectively.	**Allowable weaknesses:** Sometimes lacks the drive and ability to inspire others and can be overly critical.	**Allowable weaknesses**: Tends to contribute on a narrow front and can dwell on the technicalities.
Don't be surprised to find that: They could be absent-minded or forgetful.	**Don't be surprised to find that**: They could be slow to come to decisions.	**Don't be surprised to find that**: They overload you with information.

☐   EXERCISE - MY TEAM MAP

Defining roles and responsibilities helps move your team from "storming" to "norming" or help "performing" teams who've lost their way to get back on track.

1. Draw a map of your membership in your team
2. Write the key contribution of each member
3. Now connect the circles with arrows representing the interactions between roles and support they need. Label all connecting lines. The arrow should start from the role producing something and point to the role(s) which relies on it. Draw an extra-thick arrow or use a special colour to indicate the most critical interactions.
4. Call out painful points in the way roles interact, and write them alongside the arrows. Then have team members come up and place dots by the three pain points they're most keen to resolve.
5. In addition to pain points, look for gaps in capabilities and areas where only one person is able to take responsibility. Brainstorm ways to fill those gaps and maybe even get a bit of redundancy. When you're under the gun, you'll be glad you have every skill covered.
6. Find 3 solutions that can help you to resolve the painful points or the gaps

3RD.STEP

ORGANISATIONAL DEVELOPMENT
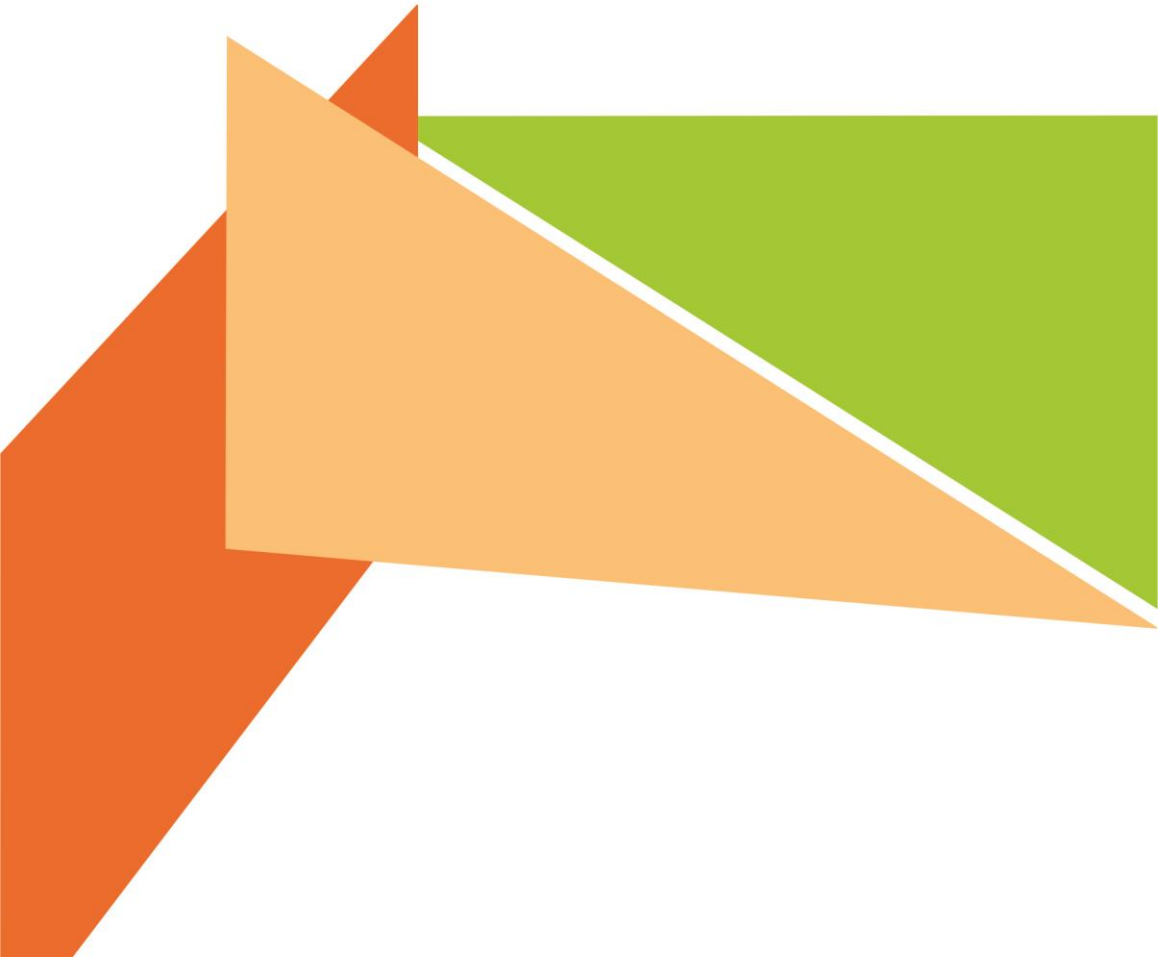
INTRODUCTION

The core business of the development sector is **sustainable societal change.** Therefore, organisational development as a long term change philosophy and tool to bring long lasting change becomes highly relevant for social work.
It requires a range of different skills and competencies in managing organisations/departments
- Outline inspirational mission and vision
- Conducting organisational change process
- Eliminate processes with no added value
- Lead with figures
- Overview and analyse processes of performance and orient them towards the customer

Shaping your organisational developing starting from organisational structures, dynamics and cultures, using data and performance information and financial planning and management, also keeping your main stakeholders involved in this process it is not a an easy going process, especially when you are accountable in front of so many people: beneficiaries, donors, local authorities, community.
This Chapter is about tools that can help you to:

1. understand and evaluate data in order to provide strategic guidance to your organization.

2. monitor and evaluate current programs as well as determine new initiatives.

3. plan and administer the budgets and responding to a wide variety of issues.

III. 1. CHANGE MANAGEMENT – LEWIN'S MODEL

Talking about change, we deal with change on three different levels: the content of change, the process of change and the role of the change agent.

CONTENT

This refers to the "what", the subject of change. The subject of change is indicated in the proposal (e.g. through a logical framework), resulting from a thorough analysis of the organisation and its context. In the planning the purpose of the change is indicated as well as the overall objective of the change, the results to be achieved and the activities to be undertaken.

PROCESS

This refers to the "how". When we are going to implement the change, in other words when we are going to carry out the activities indicated in the logical framework resulting to the purpose of the change, we have to consider the consequences of these activities, the effect on the people involved, the hindrances we might encounter on the way, the people who will carry out these activities, the order and time schedule of these activities, etc.

ROLE OF THE CHANGE AGENT

This refers to the "who", who is managing the change process. What is the role of the change agent, the one who has the major responsibility for the change process, who takes the lead in the change process, organizes the implementation of change.

DILEMMA–EXPERIMENT –FEEDBACK–GENERALIZATION

Kurt Lewin's[9] field theory, a model, can explain processes of change. In change processes there is a movement from the "frozen stage" through the "unfreeze stage" to a stage, in which the change takes place, to "refreeze stage".
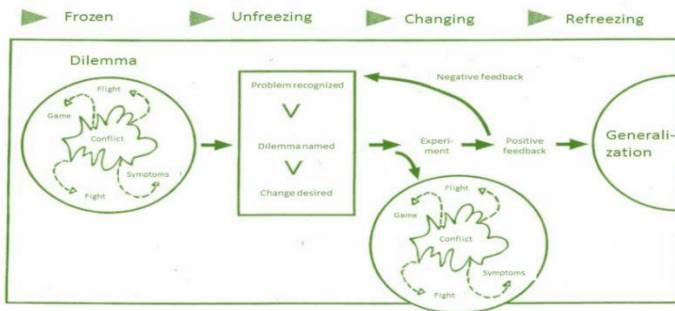
If an organisation seeks a change, that has mostly to do with a dilemma or problem that must be solved. After a consultation, there can be various attempts for a solution, but – for whatever reason – none of them satisfying. As long as there is a response to the dilemma with the previous patterns of behaviour, an organisation remains in "frozen stage"; that is, the situation is static, formalized, nothing moves. There are mainly four typical reaction patterns that occur here:

1. **Game**: The situation is trivialized, caricatured, not taken seriously;
2. **Escape**: It manifests itself in resignations, dismissals, absences;
3. **Battle**: Open or clandestine power struggles are played, but they don´t result in solutions, but end in the duality of gains versus losing;
4. **Symptoms**: The organisation is sick; there are depressive, hysterical, manipulative and other forms of work spread, which paralyze the organisation's efficiency.

FOOD FOR LEADERS MIND GOAL-ORIENTED CHANGE MANAGEMENT MODEL

Begin by identifying a change you would like to see happen in a team or social services, but currently that change is not working[10].

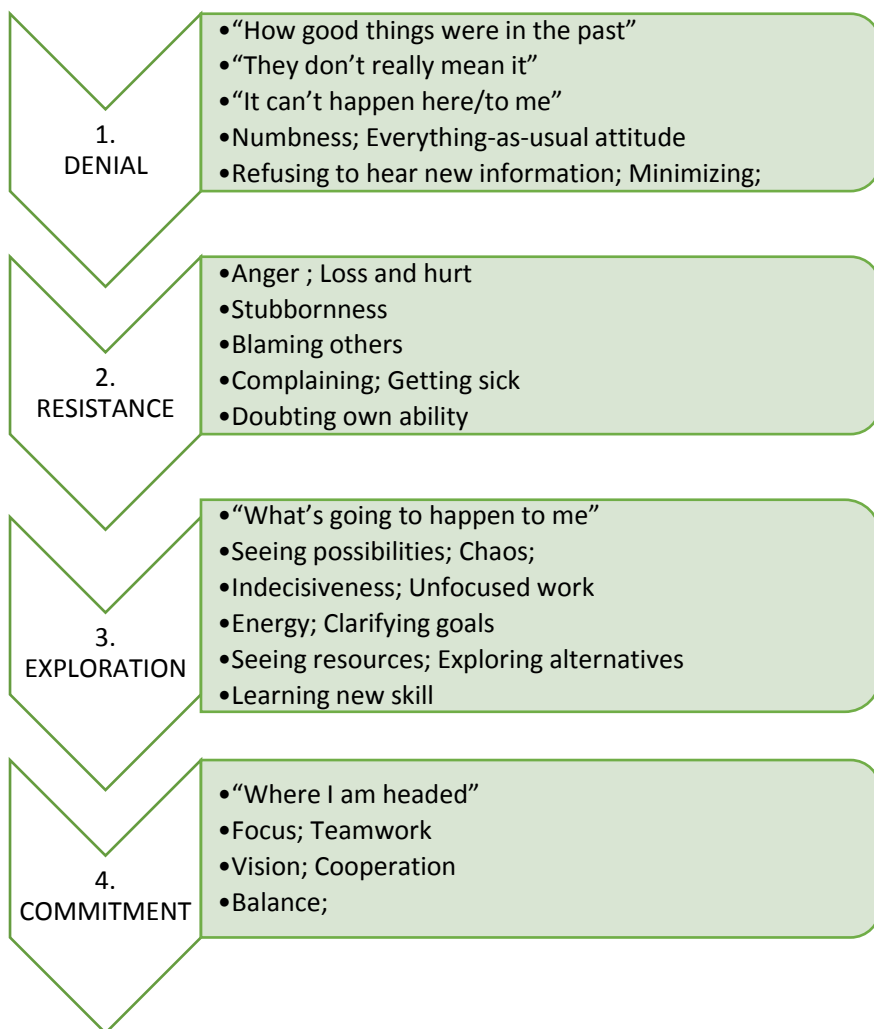|	
Awareness List the reasons you believe this change is necessary.	Review these reason s and ask yourself the degree to which the person you are trying to change is aware of these reasons
	Awareness rank (1 to 5 scale)
Desire List the factors or consequences (good and bad) for this person that create a desire to change	Consider these motivating factors, including the person's conviction in these areas. Assess the desire to change
	Desire rank (1 to 5 scale)
Knowledge List the skills and knowledge needed for the change, both during and after the transition	Rate this person's knowledge or training in these areas.
	Knowledge rank (1 to 5 scale)
Ability Considering the skills and knowledge from above, evaluate the person's ability to perform or act in the new way. Are there any barriers inhibiting the person's ability	To what extent does the person have the ability to implement the new skills, knowledge and behaviours.
	Ability rank (1 to 5 scale)
Reinforcement List the reinforcement that will help to retain the change. Are incentives in place to make the change stick? Not change?	To what degree are reinforcements in place to support and maintain the change
	Awareness rank (1 to 5 scale)

☐ CHANGE MANAGEMENT IN PRACTICE

The biggest project of our organisation was the establishment of a Day centre for adults with disabilities in Varna. A building has been given to the association to create such a service in the community – a building practically destroyed but in a very nice and easy to access place in the Sea garden. When the renovation works ended, the major idea was to start a centre for training in crafts and a social cafeteria where people with mental disabilities will work and will welcome people from the community and tourists in Varna.

Then our team faced the reality that such a centre will hardly survive without a constant funding. That is how the idea to apply for state funding and run the centre as a service delegated by the state has been introduced. The team had to move away from the core vision about the "Riviera" day centre, which led to disconfirmation and survival anxiety. On one hand, the team had to leave the idea to create an innovative community centre; on the other hand, there were still no examples of such services delegated by the state in Bulgaria so it had to be one of the first going to the hard process of trial and error learning. There were some major changes at systematic level and piloting practices; for example, during the first two years the centre has been officially managed by the municipality and run by the team of the association. Step by step the new structure and new work practices have been introduced. Through the years the team has proven to use leading expertise and to apply one of the best practices for community service for people with mental disabilities in our region which is the feedback from our municipality and the Social Support Agency. Today when we are in this stable situation our team is planning to go back to the first big dream about the "Riviera" day centre. New changes are about to come.

By Tania Momcheva

III. 2. CHANGE MANAGEMENT – SIGNS FOR THE FOUR PHASES OF TRANSITION

1. DENIAL
- "How good things were in the past"
- "They don't really mean it"
- "It can't happen here/to me"
- Numbness; Everything-as-usual attitude
- Refusing to hear new information; Minimizing;

2. RESISTANCE
- Anger ; Loss and hurt
- Stubbornness
- Blaming others
- Complaining; Getting sick
- Doubting own ability

3. EXPLORATION
- "What's going to happen to me"
- Seeing possibilities; Chaos;
- Indecisiveness; Unfocused work
- Energy; Clarifying goals
- Seeing resources; Exploring alternatives
- Learning new skill

4. COMMITMENT
- "Where I am headed"
- Focus; Teamwork
- Vision; Cooperation
- Balance;

ACTIONS FOR EACH PHASE

At any point during the change process, your team will probably not be in one phase, but shifting back and forth between phases. As a supervisor, you need to know what phase your general group is in, as well as the phase each individual is experiencing.

-DURING DENIAL

Confront individuals with information. Let them know that the change will happen. Explain what to expect and suggest actions they can take to adjust to the change. Give them time to let things sink in, and then schedule a planning session to talk things over.

-DURING RESISTANCE

Listen, acknowledge feelings, respond empathetically and encourage support. Don't try to talk people out of their feelings or tell them to change or pull together. If you accept their response, they will continue to tell you how they are feeling. This will help you respond to some of their concerns.

-DURING EXPLORATION

Focus on priorities and provide any needed training. Follow up on projects underway. Set short-term goals. Conduct brainstorming, visioning and planning sessions.

-DURING COMMITMENT

Set long-term goals. Concentrate on team building. Create a mission statement. Validate and reward those responding to the change. Look ahead.

☐   FOOD FOR LEADERS MIND - ME AND MY TEAM DURING THE CHANGE

WHERE IS YOUR GROUP?

Think about how your work group would respond to change during each phase.

During Denial- I believe my group would react by:
_____

During Resistance- I believe the behaviour of my group would be:
_____

During Exploration-I feel my group would:
_____

During Commitment-My group would probably:
_____

WHERE ARE YOU?

Think about how you would respond to change during each phase. Make some notes:

During Denial-I believe I would react by:
_____

During Resistance-I believe my behaviour would be:
_____

During Exploration-I feel I would:
_____

During Commitment-I would probably:
_____

☐ MANAGE THE CHANGE IN PRACTICE

We all know that it is difficult to manage the change in the organisation, especially when we are middle-level managers, who must provide the high-level managers decisions to our teams. It is never an easy and smooth process, but you can try to facilitate it with the following techniques:

-Identify the change aims to improve the working process, the quality of services, the satisfaction of your beneficiaries, etc.

-Explain that to your team and do not forget that you must be very confident and well augmented about the change. Hearing your team opinions about change it is very important.

-Consider to collected information both from the high-level management and the staff, and plan how to implement the change step by step. People must understand the aim of the changes and must find them useful for their everyday work. Be honest.

-Evaluate the process. Monitor and give a proper feedback of the process of change implementation both to the high-management and to the team.

-Continuous communication. Do not forget to communicate changes with your team members. Listen to their difficulties and troubles. Try to resolve the problems and never say: "the order is order and this must be done without debate".

- Celebrating what is going to be improved: to success. People need to be supported and prized also with small things.

By Elmira Nesheva

III. 3. THE BUSINESS MODEL CANVAS

A business model describes how an organisation creates, delivers, and captures value.

It is important to understand that all organisations – even those which are not businesses – have all the components of a business model, as all organisations deliver value to one or more groups of stakeholders which have needs, provide resources and which require performance in activities and management.

INTRODUCTION

Business model canvas is a tool that can be used to translate a business model into nine building blocks that show the logic of how an organisation intends to make money. The main purpose of a business model canvas is to foster understanding, encourage discussion, creativity and analysis in several key scenarios:

- As a framework of discussion for pinning down new ideas for organisations, programs or services
- As a framework for analysing an existing organisation with the purpose of innovation or reorganisation

In short, the Business Model Canvas is a powerful tool for understanding your organisation.

☐   **Customer Segments:** Who are you solving a problem for (target constituency)? And who will care about solving it (donors)?

☐   **Value Proposition:** What are you offering and why is it different?

☐   **Channels:** Look at the phases you go through in delivering your products/services. This is everything from awareness and distribution to reporting results.

☐   **Customer Relationships:** How are you building relationships with donors, and is it working?

☐   **Revenue Streams:** How will you raise support? Is it sustainable?

☐   **Key Resources:** What resources do you require to function? These can include intellectual, physical assets, people, and money.

☐   **Key Activities:** Ask yourself, "What activities do we need to execute to deliver our value?"

☐   **Key Partnerships:** Identify partners (today and in the future) and what role they play in reaching your desired outcome.

☐   **Cost Structure:** Articulate your fixed and variable costs so that you can see where you can be more efficient and "lean"

⬜ FOOD FOR LEADERS MIND - THE CANVAS FOR SOCIAL SERVICES

Vision					Programmatic
Key Partnerships:	**Key Activities**	**Value Proposition** **Mission** **Brand** **Key programme**	**Customer Relationship:**	**Customer Segments** **Beneficiaries**	
	Key Resources		**Channels Social services delivery**		

Marketing/fundraising			Marketing/fundraising	
Key Partnerships:	**Key Activities**		**Customer Relationshi ps:**	**Customer Segments** **Donors**
	Key Resources		**Channels**	

Cost Structure	Income
Impact	

☐ THE BUSINESS MODEL CANVAS

I discovered this business model at the last module of the social services management training program.

I like it because it gives you the structure of a business plan without the overhead. You can use the canvas to describe, design, challenge, and pivot your business model.

When I went back to my team I arranged a team meeting and we put together our organisation in building blocks of this model.

This was very useful for us because now we know which are our strong points and our weaknesses. It also helped us to design a plan to improve our income.

By Aida Boldeanu

First time when I discovered Business Model Canvas, I was struck by the simplicity and clarity it provides. I understood what a multi-sided platform is and I was able to see the model applied to social services.

Now it was clear that I have 2 types of clients (the beneficiaries and the funds providers) and that I need to have 2 value propositions, one for each, and how the organisation need to be structured to accommodate the needs of both categories of clients.

I also understood that there are also other business models that our organisation can embrace to fulfill its mission, models that sometimes are from different industries.

By Silvia Misu

III. 4. FIVE STEPS TO DEVELOP A STRATEGIC PLAN

BENEFITS OF STRATEGIC MANAGEMENT

There are many benefits of strategic management and they include identification, prioritization, and exploration of opportunities. For instance, newer services, newer locations/communities, and newer funding possibilities are only possible if organisations indulge in strategic planning.

FINANCIAL BENEFITS

When organisations engage in forward looking planning and careful evaluation of their priorities, they have control over the future, which is necessary especially considering the financial sustainability that a non-profit organisation has always as a trigger.

High performing organisations tend to make more informed decisions because they have considered both the short term and long-term consequences and hence, have oriented their strategies accordingly. In contrast, organisations that do not engage themselves in meaningful strategic planning are often bogged down by internal problems and lack of focus that leads to failure.

NON-FINANCIAL BENEFITS

Organisations that engage themselves in strategic management are more aware of the external threats, an improved understanding of competitor strengths and weaknesses and increased employee productivity. They also have less resistance to change and a clear understanding of the link between performance and rewards.

The key aspect of strategic management is that the problem solving and problem preventing capabilities of the organisations are enhanced through strategic management.

STEP 1 Get Organized	• Note why you are planning and any concerns • Select a steering group or person to keep the planning on track • Determine if outside help is needed • Outline the planning process that fits your organization • Get commitment to proceed
STEP 2 Take Stock (Situation Analysis)	• Pull together necessary background information • Review your nonprofit's past, present, and future situation • Identify key issues or choices
STEP 3 Set Direction	•Develop a vision of your organization's future •Critical issues approach •Scenario approach •Goals approach, Alignment approach • Determine how to move the organization toward this future • Develop a first draft of the plan
STEP 4 Refine and Adopt the Plan	• Review and refine the plan • Adopt the plan
STEP 5 Implement the Plan	•Implement the plan •Monitor progress •Make adjustments •Periodically update the plan

☐ FOOD FOR LEADERS MIND – START STRATEGIC

CRITICAL ISSUES

Critical issues are the 3 to 5 biggest issues you have to solve. Identifying critical issues flows directly from your analysis about the organisation, the situation and the interest groups. Without identifying and solving these issues, your organisation will probably not succeed.

- *Critical issues are the major issues for the next few years.*
- *They are the issues that must be addressed to survive and perform well.*
- *There would be serious problems if you fail to address them.*

Our critical issues are

1._____   2. _____

3. _____   4. _____

KEY GOALS

Key goals state where you want to be.

- *Direct responses to the critical issues*
- *Responses to stakeholder expectations*
- *What you must do to succeed.*
- *Realistic but significant (a real change)*
- *Statements of what (not how or why)*

A goal is written as a completed action with a single result and a single focus for each.

Our key goals are:

1.. _____   2_____........

☐ STRATEGIC PLANNING

A strategic plan is a document that establishes the direction of a department unit/organisation. The process of developing a plan helps the manager and the team to step back and examine where they are, where they want to go, and how to get there.

Here are some practical steps for strategic planning that we had implemented in our social service at the beginning of the year.

- Review the mission (what we do) and vision (why we do this) of the organisation and relate them with the specific objectives of our unit. Our service's goal is to support children and young people to develop skills for independent life. So, here, we found the cross points with the organisational mission and vision.

-Then, we thought about strengths and weaknesses of our service. What kind of things we done well and which were our failures in the last year. Here, we were honest, besides our emotions and wishes.

-We set up our years 'goals and tasks'. We made a time-schedule and put them in a three months' time line period.

-We set up indicators for assessment of the success (indicators must be realistic and measurable). The most of the indicators are quantitative and related with numbers of the beneficiaries who receive particular service, number of the groups that have been provided and etc.

-We set up responsible persons for the listed activities (who is responsible for what).

-We schedule the regular team meetings specifically concentrated on the review of the progress of our strategic plan.

By Elmira Nesheva

III. 5. STAKEHOLDERS ENGAGEMENT

STAKEHOLDERS are, according to business dictionary (adaptation), a person, group or organisation that has interests or concerns in an organisation. Stakeholders can affect or be affected by the organisation's actions, objectives and policies. Some examples of key stakeholders are beneficiaries, directors, employees, the government (and its agencies), board members, federations, and the community in which the organisation functions.

STAKEHOLDER MANAGEMENT is a set of techniques that harnesses the positive influences and minimizes the effect of the negative influences. **It comprises four main steps:**
1. identify stakeholders;
2. assess their interests and influences;
3. develop communication management plans;
4. engage and influence.

TYPES OF STAKEHOLDERS will include:
- individuals and groups performing the work;
- individuals and groups affected by the work;
- partners, funders, federations;
- statutory and regulatory bodies.

Each stakeholder will then be classified according to potential impact. This is usually shown in a matrix that estimates interest and influence on a simple scale such as low/medium/high. Those with an ability to directly affect the outputs or benefits are sometimes referred to as key stakeholders. Some of the criteria for

prioritization/involvement may include interest, influence, financial stake, emotional stake, those on the periphery who are still important enough to keep in the loop, etc.

versus interest grid adapted from Eden and Ackermann (1998: 121-5, :
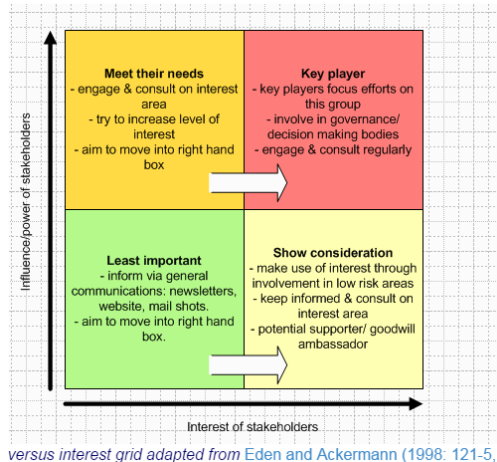
Once you have mapped the interests of your stakeholders you need to prioritize them in order of importance. This step will drive your stakeholder engagement strategy. Different methodologies suggest different ways of analysing stakeholders; some complex and some very simple. A common approach is to map the interest and power or influence of each stakeholder group on a quadrant.

On the quadrant begin to visually capture each stakeholder's relative importance and needs. Start by adding the names of your stakeholders into the matrix, wherever you think they fit best. As you fill out the matrix, you can use different colours to write the names. By colour-coding stakeholder names, everyone will know that communications with a stakeholder may need to include more explanation, or occur more frequently.

☐   FOOD FOR LEADERS MIND – YOUR PARTNERS

STAKEHOLDERS QUESTIONS **to consider when assessing stakeholders are:**

Stakeholder Name	
Contact Person	*phone, e-mail, website, address*
Impact	*How much does the project impact them? (low, medium, high)*
Influence	*How much influence do they have over the project? (Low, Medium, High)*
What is important to the stakeholder?	
How could the stakeholder contribute to the project?	
How could the stakeholder block the project?	
Strategy for engaging the stakeholder	

☐ STAKEHOLDERS INVOLVEMENT IN PRACTICE

"A Bit of Happiness" Association started its activity in 2012 and since then it has grown and increased both, the number of young people involved in the projects being carried out, but also the theme approached. The resources involved in association activities consist of staff members and the volunteers of the association.

The future development of the association, the transition to another level, the involvement in projects with European funds, the increased impact of the association in the local community, made us realize that we need the professional resources able to advise the staff members on finding the best solutions for the future association's development strategy and at the same time, acting as ambassadors of our organisation in the local community. Following these the leading team decided that we need to have an advisory board of the association.

First step was to establish the criteria for selecting advisory board members.

We have started by identifying people, very well-known, respected, who have been of great service to the organisation and who are involved in the social life of the community.

We have created invitations and contacted them in December 2017. The 12th of January 2018 was the first meeting of the Board Advisory with the 3 members who have accepted to be part of it. All of them were important partners of our organisation, being involved in the social life of Ploiesti's community. We have established the way of working, the frequency of meetings, twice per year.

By Andra Secreteanu

III. 6. FINANCIAL MANAGEMENT

In a social context with constant change, there is increasing pressure in the public & social sector to implement policies in an efficient manner. With fewer resources, a constantly changing legislation and civilians making more demands, managers in public and social profit sectors are faced with big challenges.

With a strong financial management you can have a sustainable and efficient organisation.

CASH FLOW PROJECTION

A cash flow projection is a financial statement that tries to show how cash is expected to flow in and out of an organisation over a future period of time.

Cash flow can be defined two ways:
• Balance of cash received less the amount of cash paid out over a period of time
• Moving cash in or out of an organisation.

A cash flow projection is used to see if projected cash receipts (in flows) will be sufficient to cover projected cash disbursements (out flows). An organisation can be profitable or sustainable and still run out of cash. In other words, a cash flow projection is a tool to help you manage your cash so you can pay your bills on a timely basis and keep the doors of your business open.

BUDGETING

Creating a budget is the first place to start with your financial management practice. A budget is a list of all your (monthly or yearly) expenses, organized by categories. A budget is a tool that helps you:
• Track all your expenses
• Plan for the future
• Economize when you need to
• Plan for expansion
• Make a profit, if is the case

Once you create a budget, use it to compare what you've budgeted with your actual expenditures.

PROFIT AND LOSS (P&L) STATEMENT / INCOME & EXPENDITURE STATEMENT

The P&L/I&E statement is the best tool for knowing if your organisation or social enterprise is sustainable.

The statement measures revenue and expenses over a month, quarter or year. With it you know if you have covered your expenses and have surplus funds (and how much) or if you have incurred a loss or made a profit in a social business.

The most important financial management report is the P&L/I&E statement. It will reflect your decisions on the basic buying and fundraising/selling process. A P&L/I&E will tell you how well you are managing your organisation and provide information on how to grow it.

FOOD FOR LEADERS MIND – START FINANCIAL MANAGEMENT

1. What is your organisation's total budget?

2. How much of that budget corresponds to administrative costs?

3. Can you make a rough list of your organisation's income sources this year, with approximate amounts?

4. Do you have a retrospective analysis of income sources dating back at least two years?

5. Do you have procedures for following up with donors?

6. Has your organisation undertaken any initiatives of income generation through the sale of goods and/or services? If so, list them. If yes, do you know if the initiative is making a profit? If no, what types of income generation activities would you like to develop?

ABOUT MONEY IN PRACTICE

The financial component is very important for each institution.

At our Hârja centre, we have learned over the years to work to live dignified, healthy and balanced. Sometimes we hear around us that we cannot create more services because we do not have money, but in our centre we believe that financial resources are only apparently the basic key of success in organisational growth.

Obviously without money there would have been a standard of quality of social services offered. Yet money does not do everything.

In our institution, we did not have enough money to develop the services at the desired level, but with the help of God and forming a true family, we managed to optimize all existing resources in the community (human, intellectual, natural, etc.) and produce an efficient financial management.

Financial management is not about how to spend, it is about to identify how you can make the process more efficient and eliminate costs or invest in a software or a machine to increase the productivity of the work, or to find resources in the community that will help you to reduce some costs.

Priest Ilarion Mata

III. 7. ORGANISATIONAL CULTURE

In *Images of Organisation* Gareth Morgan writes (2006, p. 116): „When we talk about culture we are usually referring to the pattern of development reflected in a society's system of knowledge, ideology, values, laws, and day-to-day ritual." The term 'culture' is currently used to underline that different groups of people have different lifestyles. According to Gareth Morgan organisations are a cultural phenomenon which changes in accordance to the stage of a society's development. Organisations are mini-societies with their own, clearly
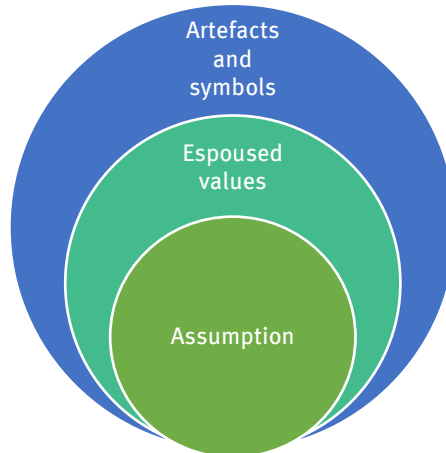
recognizable culture and subculture. A useful model for a structured description of organisational culture is **Ed Schein's „Model of 3 Levels"**. In this model, one level shows the degree to which a certain phenomenon is visible to the observer. In practice, the three levels of the organisational culture model are sometimes represented as an onion model as it is based on different layers. The deeper the layer, the harder it becomes to adjust it.

The following overview describes the levels and their phenomena:

ARTEFACTS AND SYMBOLS

Artefacts mark the surface of the organisation. Artefacts include any tangible, overt or verbally identifiable elements in an organisation. Architecture, furniture, dress code, office jokes, all exemplify organisational artefacts. Artefacts are the visible elements in a culture and they are not only visible to the employees but also visible and recognizable for external parties.

ESPOUSED VALUES

Espoused values are the organisation's stated values and rules of behaviour. It is how the members represent the organisation both to themselves and to others. This is often expressed in official philosophies and public statements of identity. It can sometimes often be a projection for the future, of what the members hope to become. Examples of this would be employee professionalism, or a "family first" mantra. Trouble may arise if espoused values by leaders are not in line with the deeper tacit assumptions of the culture.

BASIC UNDERLYING ASSUMPTIONS

The basic underlying assumptions are deeply embedded in the organisational culture, taken-for-granted behaviours, are experienced as self-evident and unconscious behaviour, but constitute the essence of culture. These assumptions are typically so well integrated in the office dynamic that they are hard to recognize from within.

⬜ FOOD FOR LEADERS MIND – EXPLORE THE ORGANISATIONAL CULTURE

Answer the following two questions per section[11]:

TYPICAL BEHAVIOUR PATTERNS

1. If someone came fresh to our workplace, what would particularly strike them?
2. How would we characterize how people interact at our organisation?

STATED VALUES

1. What do we say we value in our organisation?
2. Do we always live up to these values, or are different values sometimes displayed in what we do?

FUNDAMENTAL ASSUMPTIONS

3. What views and attitudes do we take for granted?
4. What assumptions underlying our work are simply not questioned?

REFLECTION

Which aspects of your culture do you think are enabling you to innovate? Which aspects of your culture are inhibiting or obstacles?

🗋   FOOD FOR LEADERS MIND – EXPLORE THE ORGANISATIONAL CULTURE[12]

I'm _____ *[most common 1rst name at company]* and I'm so _____ *[emotion experienced by new employees]* to join _____ *[company name]*. This morning I walked into the _____ [*what you call an office*] and the first thing I saw was_____ *(something you might only see at your company)*. Everyone says it's classic_____ *[company name]* because_____*(why)* My manager has been showing me the ropes. She says the people who get ahead here are………….. [*adjective*], ………….. [*adjective*], ………….. [*adjective*], but watch out for the ………….. [*adjective*] people–they're career trouble. She said you can tell a real…………… [*what you call someone who works at your company*] by the way they run a meeting. Those meetings are run like a ………….[*metaphor for what your meetings are like*] , ………………[*explanation of metaphor*]. Yesterday I got lost trying to find the bathroom. Embarrassing! The CEO walked by and …………………[*what your CEO would do if they saw someone wandering in the hall*]. When…………………..[*something your company is known for doing differently*] happened, I thought it was a little strange, but people tell me it's very typical here. At………[*time when you might gather for a social activity*], we all got together to……….[*social activity people might do at your company*]. You know you're at a _____ [*company name*] gathering when……..*[story of a legendary thing that really happened*]. I think if I stay here, it will be because of the……….[*best thing about working for company*] but if I would go, it's because ……*[most common reason people leave company]* I hope it works out! It's like the guy I sit next to said: the first rule is ………………..[*thing everyone talks about being important*] , but if you really want to succeed here, remember ………..*[unspoken rule that everyone seems to live by*]

III. 8. DEALING WITH RESISTANCE

A mild degree of resistance to change is considered to be positive as it provides a great extent of behavioural stability as well as predictability.

It is believed to have a favourable influence on the decision making, evaluation of the available alternative critically and leads to a healthy brainstorming on the viability of various ideas and strategic alternatives. But, on the other hand, resistance to change hinders the progress of the work due to unnecessary chaos and creates adaptability issues.

Resistance to change can manifest in different ways. Resistance towards a change can be expressed in an overt manner, covertly, implicitly, can be immediate or may be deferred.

Individual Resistance to Change can be classified into the following categories as below:

RATIONAL VS. IRRATIONAL RESISTANCE

Rational or Irrational Resistance to Change can be defined as merely a perceptual process. Irrational resistance to change does not find too much of a mention in the change literature. Hence, the irrational resistance does not have a clearly defined definition. Irrational resistance can only be felt or usually expressed in various behavioural forms.

On the other hand, Rational Resistance to Change is backed by logical argument, justification or a reward which can bring about the change.

JUSTIFIED VS. UNJUSTIFIED RESISTANCE

Rational Resistance to Change can be classified into Justified and Unjustified Resistance to Change. Unjustified Rational Change is usually psychological in nature and may involve conflicting commitments in a hidden form, might manifest as personal insecurities or fears, or may be simply as a belief that a change may come against one's very own ideals or culture. Unjustified rational resistance may take the following forms with fear or threat being the major drivers:

- Fear towards the unknown
- Fear regarding the Personal Failure
- Fear of Being Labelled as Incompetent
- Fear of Loss of Control over the situation
- Threat to personal values, principles or philosophy
- Threat of a possible change in the status

Justified Resistance takes place when the real threat or fear exists and the change is manifested in a negative form. Several consultants explain that the Justified Resistance is believed to have a positive effect on the organisation. The members of the organisation resist adverse outcomes of the change and not the change itself. The negative outcomes of the change may take the following forms:

- Change may increase the workload
- Change may affect the job security
- Change may adversely affect the social networking of the employee
- The resource availability for implementing the change is insufficient. Hence, the change is resisted.
- The need for change is not so urgent or important

☐   RECOGNIZE RESISTANCE

Deviations [13] may be the driving force behind the progress of social systems and are positive when they help to bring frozen norms and rules closer to life. They force us to review our perceptions, situation analysis, objectives and decisions.

Deviations are always signs of resistance. But many other situations indicate resistance: When

- work is postponed because of reluctance
- conflicts are avoided
- unresolved situations are not clarified
- tensions are avoided
- certain issues are obviously omitted
- in case of problems a solution is immediately required
- moods such as boredom or futility creep in
- important information is withheld
- interpretations, justifications, recriminations, accusations, explanations, interpretations and excuses dominate
- open secrets are no longer approachable
- psychosomatic complaints emerge suddenly (again)
- delirious statements are presented as real facts on the factual level (dulling takes place)

"But to work on resistance also means to let something impossible to remain impossible, not to make it possible, to recognize the resistance, accept and admit the impossibility."
Maria Majce-Egger in the same, 1998 (ed.): 240th

🗍   DEALING WITH RESISTANCE[14]

Step 1: Identify for yourself what form the resistance takes. The task is to record the signs and to formulate your own perceptions into words. Trust your eyes more than your ears! Look for tell-tale phrases and repetitions! Listen to yourself and trust yourself!

Step 2: Describe in a neutral, non-punitive way what form is taken by the resistance. This process is called "naming of resistance".

If resistance occurs in this form	*Rename the resistance with statements like this*
Client is avoiding taking responsibility for the problem or the solution.	They do not see themselves as part of the problem.
They are inundated with details.	You give more details than necessary. How would you describe the problem in a few words?
One-word answers.	Your answers are scarce. Could you say more?
Client is changing the subject.	The theme keeps changing. Could we focus on one area?
Submissiveness.	Obviously you are ready to do everything I propose. I do not know what you really feel.
Silence.	You are very quiet. I do not know how to interpret your silence.
Insistence on solution	It's too early for solutions. I'm still trying to figure out what the problem is at all/why…
Attack	You question really very intense, what I'm doing. You seem to be upset about something

Step 3: Do not talk further. Stay with the tension and give your interlocutor an opportunity to respond to your representation of resistance.

4TH.STEP

SOCIAL INNOVATION AND IMPACT
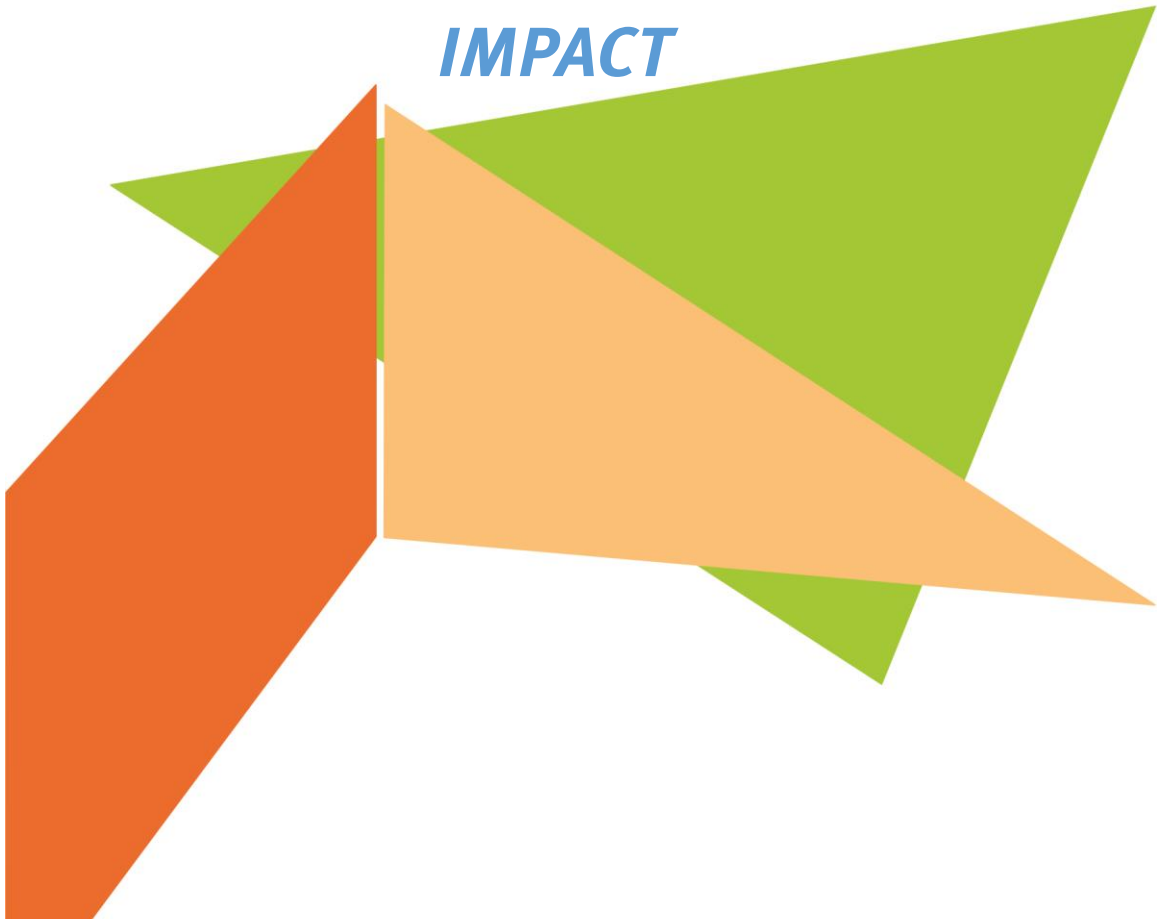
INTRODUCTION

The first lesson in how to create social innovation and impact is that you can improve only what you measure. The measure for social services is IMPACT (how many people's lives you touch and change for the better as a result).

In order to improve the impact, you innovate. Innovation is continuously improving the way you achieve impact, "stealing" other people's ideas/methodology/expertize, sometimes from industries not linked to social services and adapting it to you and your organisation.

It requires a range of different skills and competencies in creating an organisation culture of innovation and measuring impact :

- secure and develop quality
- initiate and organize meaningful innovations
- utilize free space
- develop context for learning

To be able to innovate, you need to allow yourself to fail and to learn from each failure. Failure is not a setback, but a way to test and improve ideas. This is the natural way of learning and a common process in organisational development.

This Chapter is about tools that can help you to:

1. deliver *quality* services that add real value to clients

2. effectively communicate the results of social services

3. apply the principles and control processes and quality management

4. create an organizational culture of innovation and learning

IV. 1. GENERAL REQUIREMENTS FOR QUALITY CONTROL AND DEVELOPMENT[15]

QUALITY IS A CONSTRUCT

"In QM quality is a benchmark. It denotes the result of the comparison between two conditions which both belong to the unit under consideration. Quality as a technical term is not the condition itself, like [...] in the German language, or even an especially good condition. [...] The first condition is determined for the implemented unit. In simplified terms it is called 'implemented condition'. It only helps in the consideration of characteristics of interest in regard to quality. The first condition thus is the totality of all the characteristics of quality considered, and their values, how they have been implemented. The second condition is the condition of reference for comparison. It is the required condition. It is called 'quality requirement' and is the totality of all the individual requirements considered, and their values. The definition of quality as a technical term is thus: The implemented condition of a unit in regard to the quality required." (Geiger, 2001, p. 801)

In the case of social organisations it is useful to differentiate between three levels of quality for constant improvement. Their conditions need to be described and evaluated.

QUALITY OF THE RESULTS:

Results achieved through measures and actions (+ compliance with budgetary framework) <u>Indicators:</u>
- Degree of fulfilment of the service mandate
- Satisfaction of stakeholders
- Satisfaction of employees
- Documentation and control of results

QUALITY OF THE PROCESS:

Existing workflows (incl. related administrative respectively organisational processes) for the provision of services

<u>Assessment</u> respectively measurability of processed central to the provision of services

QUALITY OF THE STRUCTURE:

Relevant organisational frameworks
- Legal framework
- Organisational and administrative structure
- Personnel resources: (permanent posts, qualifications)
- Equipment of facilities: rooms...
- Financing
- Stipulated framework:
  - Service mandate and structure
  - Needs and requirements of the target groups
  - Catchment area

  Summarised in
  - the formulation of goals of the organisations/ the carrier
  - the concept of the organisation/s
  - the necessary cooperation with other actors

☐ MEASURING SERVICE QUALITY IN PRACTICE

This questionnaire can be used to measure the quality of service within one's own organisation. For this, it needs to be adapted to the specific needs of the organisation. The respondents tick the degree to which they agree or disagree with a certain statement on a five-part scale.[16]

MANNER/APPEARANCE (=appearance of organisations and equipment, of employees and of print products)

1. An excellent organisation utilizes up-to-date equipment and furniture.

2. The premises of an excellent organisation look orderly and neat.

3. The employees of an excellent organisation are of clean and neat appearance.

4. In an excellent organisation, all tools and equipment used for a service are in clean and working condition.

RELIABILITY (=ability to provide a promised service reliably and precisely)

5. If an excellent organisation agrees to do something by a certain deadline, this agreement is honoured.

6. If a client has a problem, an excellent organisation shows interest in the situation and dedication to solving this problem.

7. The employees of an excellent organisation provide a service correctly at the first attempt.

8. An excellent organisation keeps agreed-upon deadlines for a service exactly.

9. An excellent organisation insists on correct documents (e.g. documentation, contracts).

RESPONSIVENESS (=readiness to assist clients/customers and to serve them promptly)

10. An excellent organisation tells its clients/customers, when a service will be provided.

11. An excellent organisation's employees react promptly.

12. An excellent organisation's employees are always ready to help their clients/customers.

13. An excellent organisation's employees are never too busy to respond to requests of their clients/customers.

COMPETENCE/AUTHORITY (=specialised knowledge and attentive behaviour of the employees as well as the employees' ability to inspire trust)

14. The behaviour of the excellent organisation's employees inspires trust in their clients/customers.

15. The clients/customers of an excellent organisation feel safe.

16. An excellent organisation's employees consistently behave respectfully and polite towards their clients/customers.

17. An excellent organisation's employees are able to use their specialized knowledge to answer the
questions of their clients/customers.

EMPATHY (=solicitousness of an organisation towards every single client/customer)

18. An excellent organisation attends to each client/customer individually.

19. An excellent organisation has opening hours which meet the requirements of all its clients/customers.

20. An excellent organisation's employees encounter their clients/customers attentively.

21. An excellent organisation cares about the interests of its clients/customers.

22. An excellent organisation's employees understand the problems of their clients/customers

IV. 2. IMPACT

SOCIAL RETURN ON INVESTMENT

SROI[17] is a framework for understanding, measuring and managing the outcomes of an organisation's activities. SROI can encompass all types of outcomes – social, economic and environmental – but it is based on involving stakeholders in determining which outcomes are relevant.

THE PRINCIPLES OF SROI

There are seven principles of SROI that underpin how it should be used:

1. Involve stakeholders. Stakeholders should inform what gets measured and how this is measured and valued.

2. Understand what changes. Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended.

3. Value the things that matter. Use financial proxies in order that the value of the outcomes can be recognised.

4. Only include what is material. Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.

5. Do not over claim. Organisations should only claim the value that they are responsible for creating.

6. Be transparent. Demonstrate the basis on which the analysis may be considered accurate and honest and show that it will be reported to and discussed with stakeholders.

7. Verify the result. Ensure appropriate independent verification of the account.

HOW DO YOU CARRY OUT SROI ANALYSIS?

Carrying out an SROI analysis involves six stages:

1. Establishing scope and identifying key stakeholders. It is important to have clear boundaries about what your SROI analysis will cover, who will be involved in the process and how.

2. Mapping outcomes. Through engaging with your stakeholders you will develop an impact map (also called a theory of change or logic model) which shows the relationship between inputs, outputs and outcomes.

3. Evidencing outcomes and giving them a value. This stage involves finding data to show whether outcomes have happened and then giving them a monetary value.

4. Establishing impact. Those aspects of change that would have happened anyway or are a result of other factors are taken out of the analysis.

5. Calculating the SROI. This stage involves adding up all the benefits, subtracting any negatives and comparing the result with the investment. This is also where the sensitivity of the results can be tested.

6. Reporting, using and embedding. This vital last step involves verification of the report, sharing findings with stakeholders and responding to them, and embedding good outcomes processes.

☐ FOOD FOR LEADERS MIND - USING STORY TO TELL THE IMPACT

It will have a greater impact if you tell your services impact using storytelling technique because **Stories are authentic, Stories create a connection and Stories are easy to remember**.

Stages of Story Analysis[18]:

1. Identify the type of story based on story classifications, character types, plotlines, tropes and themes that is the most representative for your organisation/project vision and target audience

2. Evaluate the emotion produced by the story. Which stories can help to increase your impact? Stories can open up new perspectives from your target audience, and influence their attitude and behaviours.

3. Explore the fantasies, desires and wishes embedded in the story.

4. Seek to understand the meaning and value of the story to the participant.

A good story:

- Has the character well-defined (tell us not only what they talk and feel, but also what we see what they do, how they do and what they think, what they look like)
- Has tension / conflict, has dialogue, it brings emotion, describe action
- Work with you as author, makes one's story become universal.
- It has scenes, it's like a movie, it has a cinematic journey

☐ IMPACT STORY TELLING IN PRACTICE

Our association started when two women met in Varna in the late year 1994. One of them had a successful company and three children, two of them with severe mental disabilities. The other one was a director of the municipal social services office. After more than 15 years of struggles to raise, cure and educate her children with very modest support by the institutions and the community, the mother was convinced that the power of the parents has to be united. The other thing that she also believed was that they would need administrative guidance in order to be more influential. That is how she went to the lady in the municipal social services office and told her the story of her family. She told her everything about being alone in the fight for the live of your children; about being called "an incubator for damaged babies" by your neighbours; about being not supported when trying to teach your children in independent living skills; about feeling desperate when thinking on their future. They both imagined an environment that supports people with mental disabilities and their families by appropriate services in the community, legislation that stimulates changes to make this environment better for people with mental disabilities, united efforts of all the interested parties, attitudes of the society changed from rejection to acceptance.

The meeting ended. A joint work to create the imaginative environment started. For almost 25 years the ladies achieved most of the organisation's dreams. They continue together along with other people to follow the next dreams.

Tania Momcheva

IV. 3. LEARNING ORGANISATION

The term ‚organisational learning’ was coined by H. A. Simon more than four decades ago. Especially P.M. Singe’s book *The Fifth Discipline* (1990) brought the term back into focus.

Organisational learning is broadly defined as a learning process within organisations that involves the interaction of individual and collective (group, organisational, and inter-organisational) levels of analysis and leads to achieving organisations’ goals.

The **goal** of learning organisational is always the **adaptation and development of processes and structures in regard to existing orientations** (goals, visions, guiding principles, all of which can be explicit as well as unconscious).
Moreover it is supposed to create knowledge which is of use to the company.
How do organisations respectively companies learn?

- Individuals learn and use their knowledge within the company.
- Elites, groups within the company learn and thus become the carriers of certain types of knowledge. This is mirrored in the processes and structure within the company.
- Companies / organisations as a whole develop structures, processes and knowledge. This can (and is supposed to) lead to different knowledge structures within the company (specialized knowledge, …)

Definition: Organisational Development – Organisational Learning

Organisational Development	Organisational Learning
Change as a special case	Change as a normal case
Change as a separate problem	Change as part of the process
Direct control of change	Indirect control of change
Change by experts – organisation and its members as clients	Change as a general and comprehensive competence of an organisation

Building Blocks of Organisational Learning

The development of a Learning Organisation as well as its strategy-based organisational development consists of the following building blocks:
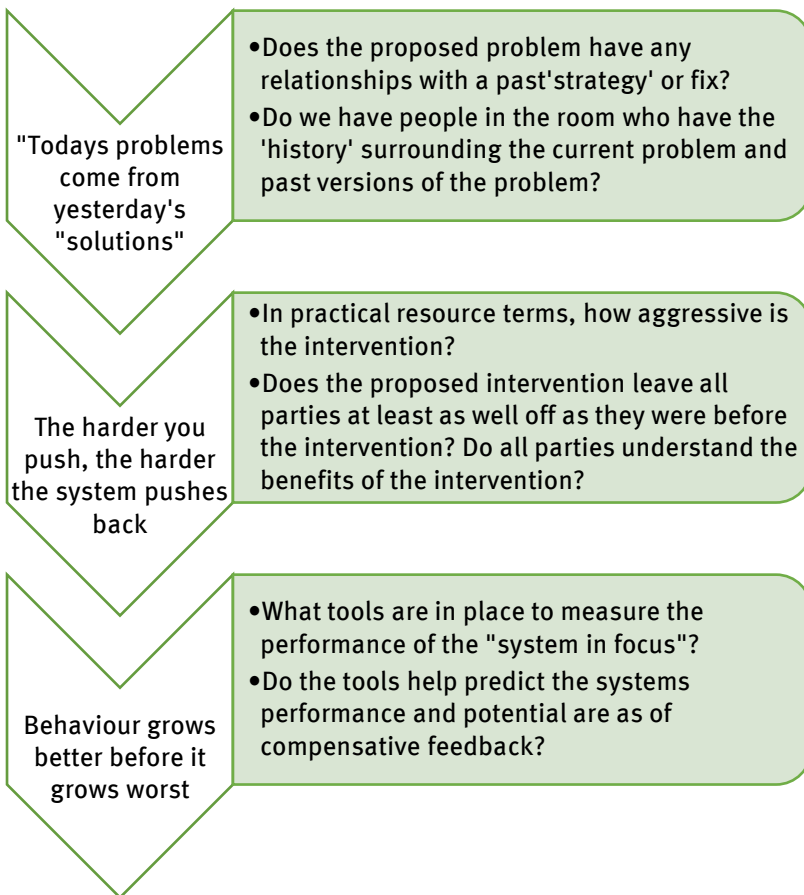
- Human resources development
- Team development
- Knowledge management
- Organisational development
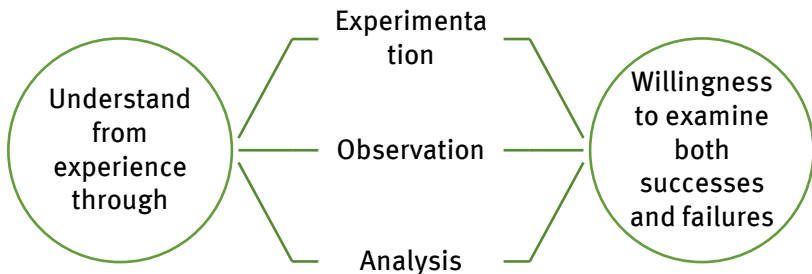
FOOD FOR LEADERS MIND ON HOW TO PRACTICE LEARNING ORGANISATION

Peter Senge developed 11 laws that hepls your organisation to learn. Below you can find some question that helps you reflect to 3 of this laws when you develop strategies decisions.

"Todays problems come from yesterday's "solutions"

- Does the proposed problem have any relationships with a past'strategy' or fix?
- Do we have people in the room who have the 'history' surrounding the current problem and past versions of the problem?

The harder you push, the harder the system pushes back

- In practical resource terms, how aggressive is the intervention?
- Does the proposed intervention leave all parties at least as well off as they were before the intervention? Do all parties understand the benefits of the intervention?

Behaviour grows better before it grows worst

- What tools are in place to measure the performance of the "system in focus"?
- Do the tools help predict the systems performance and potential are as of compensative feedback?

☐   FOOD FOR LEADERS MIND ON HOW TO PRACTICE LEARNING ORGANISATION

"It is no accident that most organisations learn poorly. The way they are designed and managed, the way people's jobs are defined, and, most importantly, the way we have all been taught to think and interact (not only in organisations but more broadly) create fundamental learning disabilities. These disabilities operate despite the best effort of bright, committed people. Often the harder they try to solve problems, the worse the results. What learning does occur takes place despite these learning disabilities – for they pervade all organisations to some degree."   Peter Senge

In order to remove obstacles to learning, the first step must be the identification of the following 7 obstacles to learning[19]

„I AM MY POSITION".

„If individuals in organisations only concentrate on their own position, they will hardly feel responsible for the results achieved by combining all positions. In the case of disappointing results it is assumed that someone else has screwed up."

„THE ENEMY OUT THERE"

The syndrome of the „enemy out there" is basically a by-product of the identification with one's own position and the systemic worldview this produces."

„OFFENCE IS THE BEST DEFENCE" - OR THE ILLUSION OF CONTROL

„Real pro-activity is connected to the realization how oneself contributes to a problem. It is the result of rational thinking, not of our emotional state."

„THE FIXATION ON EVENTS"

„The concentration on events dominates the conversations in organisations: sales figures, budget cuts etc. The irony is that in our times the primary threats to survival are not caused by sudden events, but by slow and insidious processes. [...] It is not possible to foster generative learning if people's thinking is ruled by short-term events."

„THE PARABLE OF THE COOKED FROG"

„If we want to learn to recognize slow, gradual developments we need to slow down and dedicate just as much attention to the subtle as to the dramatic."

„THE ILLUSION THAT WE LEARN FROM EXPERIENCE"

„The central learning dilemma of organisations: We learn the most from experiences, but we often do not find out which effects our most important decisions have. [...] If cycles last longer than one or two years it is particularly difficult to recognise them and to learn."

„THE MYTH OF THE MANAGEMENT TEAM „

„At the forefront in the fight against these problems and learning obstacles is ‚the management team', an assembly of smart, experienced executives who represent many different functions and departments of the organisation.

Together they are supposed to solve the complex, cross-functional problems which trouble the organisation."

IV. 4. GUIDELINES FOR CLOSING THE KNOWING-DOING GAP

Why do so much training, management consulting and so many books and articles produce so little change in what managers and organisations actually do? This was the central premise of a book by two Harvard Business School Professors Jeffrey Pfeffer and Robert Sutton: The Knowing-Doing Gap: How smart companies turn knowledge into action[20].

The book provides an insight into why so few companies apply enough of what they know. One of their main recommendations were:

- to engage more frequently in thoughtful action;
- to spend less time just contemplating and talking about organisational problems.
- taking action they state "will generate experience from which you can learn."

WHY BEFORE HOW

Philosophy and general guidance is important = Why. Focus on Why before How (detailed practices, tools, techniques)

KNOWING COMES FROM DOING AND TEACH OTHERS HOW

Develop a deeper and more profound level of knowing of knowledge.

ACTION COUNTS MORE THAN ELEGANT PLANS AND CONCEPTS

Act even if you haven't had the time to fully plan the action.

THERE IS NO DOING WITHOUT MISTAKES

Forgive failure. "Reasonable failure should never be received with anger". Fear fosters knowing-doing gaps, so drive out fear.

BEWARE OF FALSE ANALOGIES: FIGHT THE COMPETITION, NOT EACH OTHER

Collaboration and cooperation over competition.

MEASURE WHAT MATTERS. MEASURE WHAT CAN HELP TURN KNOWLEDGE INTO ACTION

Use a strategy everyone can understand coupled with a few key measures that are routinely tracked. Focus on measuring the process over the outcomes.

WHAT LEADERS DO, HOW THEY SPEND THEIR TIME AND THEY ALLOCATE RESOURCES MATTERS

Leaders create environments, reinforce norms. They help to set expectations through what they do and not just through their words.

IV. 5. ABOUT TOMORROW'S ORGANISATIONS

1. All employees are entrepreneurs:

• They take care of a certain 'case' from beginning to end.

• For this, they receive all necessary information, resources and competences.

• For this, functional boundaries are crossed.

• With their performance they are often direct competitors of other (interior or exterior) providers.

Guiding principle: „Do it as you are told, do it without being told, do not do what you are being told – as long as you do it for the benefit of the company!"

2. Every employee is always member of at least one cross-functional team.

3. Interconnected partnerships, alliances, joint ventures (with customers, suppliers, competitors...) replace the self-centeredness of the company (and its areas).

4. **Autonomy, individual responsibility** and acting independently are required, desired and structurally intended.

5. **Learning is the new form of work,** the heart of productivity and not a separate, limited activity („the learning organisation").

6. **Organisations are structured as networks:**

• flat hierarchies
• high degree of independence of individual organisational units
• high degree of diversity of organisational forms, depending on the location
• common steering concerning goals, principles and strategies

7. **Communication and information are the alternatives to hierarchy.**

8. Every single employee knows clearly which **higher meaning and common interest** their daily contribution serves (mission statements are binding, obligatory and vivid).

9. The **independent unit** is the basic **structural pattern**.

10. Every organisation is aware that it is trying to act on a potentially **infinite spectrum of possibilities**.

11. Effective leadership and management are mainly concerned with the **challenge of innovatively** (re-)structuring every unit in a future-oriented manner.

12. **Fast and inexpensive handling of business** procedures aimed at external clients ensures survival.

IV. 6. SOCIAL INNOVATION

Innovation management comprises all strategic, medium-term, operative tasks required for leadership, planning, organizing and controlling innovation processes in an organisation (acc. To Sabisch, 1991).

WHERE IS INNOVATION POSSIBLE?

	Products	Processes
Intangible	Product support services	Organisations concepts
Tangible	Products	Process technology (techniques, procedures, it)

Social innovation can be "interpreted as a process of collective creation in which the members of a certain collective unit learn, invent an lay out new rules for the social game of collaboration and of conflict or, in a word, a new social practice, and in this process they acquire the necessary cognitive, rational and organisational skills" (Crozier and Friedberg 1993:19).

Social innovations, understood as innovations of a social practices, are (examined in terms of their substantive aspect) an elementary part of sociology, and therefore – in contrast to technical innovations – can be not only analysed, but also

engendered an (co-)shaped, they are oriented toward social practice and require reflection on the social relationship structure. (Howaldt,J./ Schwarz,M.(2010)
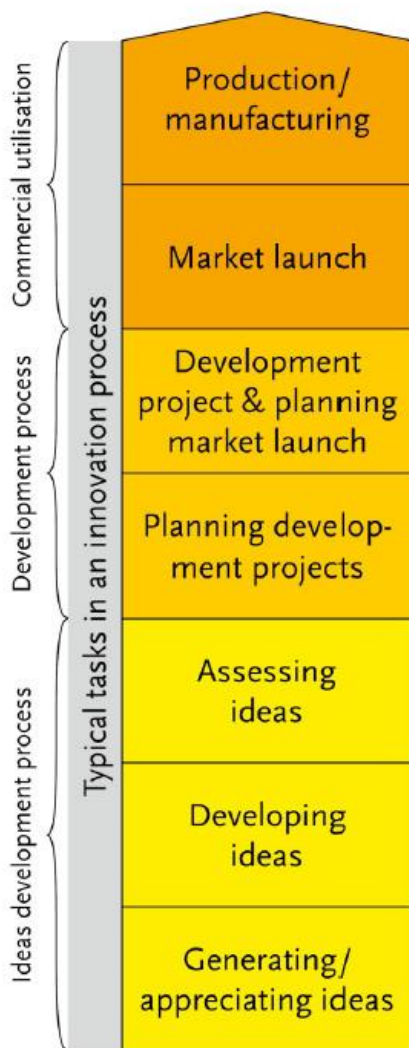
☐ EXERCISES FOR INNOVATION

If you what to have a culture of innovation get your team use to do some exercises during your team meetings, encouraging the innovation[21].

100 USES

In 10 minutes, groups must come up with 100 uses for something (old newspapers, unused pizza boxes, etc.) This exercise warms up a group and lowers their inhibitions for sharing their ideas with others on their team.

This lesson encourages teams to use every conceivable idea members offer to reach the target number. This also teaches the value of building on other ideas.

I WISH

Innovations need to solve a problem. Participants are asked to individually think of a problem or hassle they know people face. The individuals are then asked to form teams of 3–5 to discuss each of their ideas and decide on one that can best be solved with a phone app. The group is then asked to illustrate the app interface on a large (poster-sized) sketch of a phone to then share with the rest of the groups.

This lesson shows that ideas tend to be better if members work individually at first and then share with the team. It also shows that the best innovations solve real problems.

WHEN INNOVATION AND STRATEGY MEET IN PRACTICE

The biggest project of our organisation was the establishment of Day centre for adults with disabilities in Varna. A building has been given to the association to create such a service in the community – a building practically destroyed but in a very nice and easy to access place in the Sea garden.

When the renovation works ended, the major idea was to start a centre for training in crafts and a social cafeteria where people with mental disabilities will work and will welcome people from the community and tourists in Varna. Then our team faced the reality that such a centre will hardly survive without a constant funding. That is how the idea to apply for state funding and run the centre as a service delegated by the state has been introduced.

The team had to move away from the core vision about the "Riviera" day centre, which led to disconfirmation and survival anxiety.

On one hand, the team had to leave the idea to create an innovative community centre; on the other hand, there were still no examples of such services delegated by the state in Bulgaria so it had to be one of the first going to the hard process of trial and error learning.

There were some major changes at systematic level and piloting practices; for example, during the first two years the centre has been officially managed by the municipality and run

by the team of the association. Step by step the new structure and new work practices have been introduced.

Through the years the team has proven to use leading expertise and to apply one of the best practices for community service for people with mental disabilities in our region which is the feedback from our municipality and the Social Support Agency.

Today when we are in this stable situation our team is planning to go back to the first big dream about the "Riviera" day centre. New changes are about to come.

By Tania Momcheva

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CONCORDIA Romania is an independent, nongovernmental organisation that for the past 26 years has as mission to support the social, family, school and professional (re)integration of disadvantaged children, youngsters and families, towards a more independent and autonomous life. Our projects are implemented in Bucharest, Ploiesti and Aricestii-Rahtivani and more than 500 children and youth and 1500 adults benefit from our projects every year.

For more information visit www.concordia.org.ro.

CONCORDIA Bulgaria is a non-profit organisation established in 2007 that provides support of children, youth and families in marginalized groups and communities. The organisation provides eight different social services, addressing over 120 children and youth - residential care, semi-residential day care centre and community work. CONCORDIA Bulgaria team has 40 employees, social workers, teachers, psychologists, managers and support staff and is supported by external consultants and volunteers.

For more information visit www.concordia.bg.

Education and Training Centre of the Jesuits and Caritas - Kardinal König Haus is a private company incorporated under Austrian law. Since 1967, known as "Social Education Centre" and, in 1999, trade name Kardinal König Haus, the centre offers a wide range of courses, lectures and seminars. The organisation has 47 employees and 32 volunteers.

For more information visit http://www.kardinal-koenig-haus.at.

The **Akademie für Sozialmanagement (ASOM)** was founded in 1984 and is part of the Kardinal König Haus. It is one of the oldest and most-respected education and training centres for leaders in the social and health care sectors. The ASOM-team of four along with over 30 experienced trainers guarantee a professional extra-occupational education.

 For more information visit www.sozialmanagement.at.

CONCORDIA Academy was developed with the objective of personal and professional training and development of the CONCORDIA team, operates within the organisation. CONCORDIA Academy started in 2016 the procedures to become a certified provider of professional training services for organisations and institutions in the social services field. The purpose of CONCORDIA Academy is to increase the quality of social services provided at national level. Also, within the Academy, the professionals in the organisation work in collaboration with international experts to develop the pedagogical concepts that sustain / direct social work. The first step is already started with the insertion in the classification of occupations of two important jobs in the social field: the "social services manager" and the "supervisor in social services";

Erasmus+ is the EU programme for education, training, youth and sport between 2014 and 2020. With a total budget of 14.7 billion euros over a period of seven years (2014-2020), Erasmus+ aims to contribute to skills development and employability by providing opportunities for education, training and activities youth or sports. This budget is 40% higher than the previous level of expenditure in the period 2007-2013 and reflects the importance the EU attaches to these areas and commitment to invest in them. For more information visit   http://www.erasmusplus.ro/.

End Notes

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