Module 4 – Adapt and Learn

Aim

The aim of this module is to provide you with insights on how to develop your people, and to effectively manage and motivate them through periods of organisational change.

Objectives:

By the end of this module you will be able to:

✓ Identify learning options to develop and support staff personal development plans
✓ Explain the benefits of a coaching style and its impact on personal development
✓ Explain the impact of organisational change on people
✓ Share a range of issues and complexities involved in change management
✓ Recognise the barriers to change and how change can impact managers and staff
✓ Identify ways to help team members cope with change

Your objectives for this module

"Change comes more from managing the journey than announcing the destination."

William Bridges

1. Reflect on the following questions about your role in developing your team members.

   a. Why does personal and professional development matter?
   b. How do you build staff development into managing your teams?
   c. How can you influence someone to develop who "just wants to do their job"?

2. Reflect on managers who have supported your professional development - what difference has that made to you personally and professionally?

Developing your Team

Recognise the importance of personal development at work for many employees.

Figure 01. Top attraction drivers – employer versus employee view

	Employer view – Talent Management and Rewards Study	Employee view – Global Workforce Study
1	Career advancement opportunities	Base pay/salary
2	Base pay/salary	Job security
3	Challenging work	Career advancement opportunities
4	Organisation's reputation as good employer	Learning and development opportunities
5	Organisation's mission/vision/values	Challenging work
6	Learning and development opportunities	Organisation's reputation as good employer
7	Job security	Vacation/paid time off

TOWERS WATSON

(Towers Watson Engagement Survey 2014)

Note:

Managing at Manchester
for Researchers

L&OD
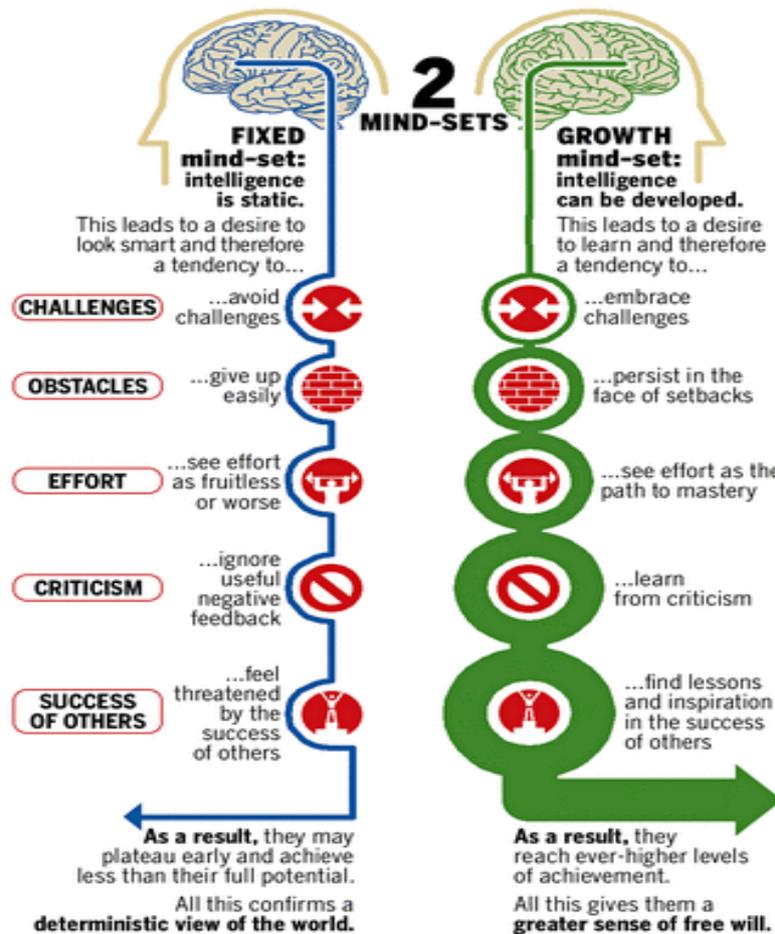LEARNING AND
ORGANISATIONAL
DEVELOPMENT

Growth Mindset – Carol Dweck

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. This is a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success without any effort. They're wrong.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work. Brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Learning Needs Analysis

Remember to keep a focus on playing to strengths as well as on identifying and addressing learning needs in development discussions with your team members.

Set aside quality time for these discussions. Our Individual LNA Analysis form may help you and the team member in planning for this discussion (see Your Continuing Development section).

Key points to remember:

- Keep the focus on identifying and agreeing learning needs with the individual before progressing to consider learning options to address the need.
- Use questions to elicit possible learning needs.
- Practise active listening, and paraphrase responses from your team member to ensure you have understood their comments correctly.
- Remember, for any individual to develop and acquire new skills, knowledge or behaviour, they will almost certainly be moving out of their 'comfort zone' and will probably need some support and encouragement from you in doing this.

Learning Options

Having established your team member's learning needs, you can both now move to considering options to address these.

Remember the 70/20/10 model, above, in considering options. Some team members may not value learning unless it is via a 'course'; you may need to correct this perception.

Consider some of the common learning needs you have previously identified with team members (or indeed for yourself). What options might you consider for these from the 70% and 20% categories?

Learning Need	Through experience	Through others	Through courses

Ensure you and your team member have clarity on:
- How the need will be met
- What the learning objectives will be: what will success look like?
- How and when this will be evaluated by you both

Individual Learning Needs Analysis

Use this form to guide your conversation with your line manager/ team members to identify what exactly your/ their learning needs are and how best to address them. Try to gather feedback from others to develop a full picture.

Describe your learning need(s) in as much detail as possible. Think about these questions:

- Is this a new skill - something you need to be able to do that you've never done before? (e.g. give effective presentations)
- Is this something you do already but need to be better at? (e.g. to develop skill in structuring presentations & designing slides to best effect)
- Do you need to acquire some new/additional information? (e.g. to learn how to use PowerPoint or to improve your knowledge to an advanced level)
- Do you need to develop a behaviour? (e.g. to develop a confident and engaging manner when giving presentations)

Has this learning need been identified before? How have you identified this need?

What specifically will you be able to do differently if the learning need is met?

When you have developed this knowledge/skill/behaviour how will the improved result help you better achieve your objectives and the team's objectives?

How will developing this knowledge/skill/behaviour help you better achieve our strategic goals?

Who will benefit from the learning need being met?

Who do you know at the University who demonstrates this knowledge/skill/behaviour well? Think about using role models to coach, guide and provide useful feedback.

How do you like to learn? Think about how and when you learn best - do you like to read information? Do you like to consider things carefully and reflect/analyse before acting? Do you learn by throwing yourself into a task & learning by mistakes? What implications does this have for you addressing your need?

What resources and/or opportunities are available to meet this learning need? Think about possible on-the job/stretch opportunities, mentors/coaches, training, self-paced learning and other learning resources.

The Manager as Coach

Key elements for an effective coaching discussion:

Goal-setting
Coaching is a goal-focused (or solution-focused) approach, so the ability to elicit clear, well-defined and emotionally engaging goals from a coachee is one of the most important skills for a coach to possess. Like many aspects of coaching, there are both formal and informal versions of this skill.

On the formal side, a coach needs to know how and when to introduce goal-setting into the coaching process, and will usually be familiar with models such as SMART goals (a SMART goal is Specific, Measurable, Attractive, Realistic and Timed).

On the informal side, a coach will typically have the habit of thinking and asking questions from a goal-focused mindset. For example, "How does doing x help you reach your goal?" helps the coachee to evaluate whether what she is doing will help or hinder her.

Another common habit of a good coach is reframing problems as goals – e.g. if a coachee talks about the problems he his having with a 'difficult' colleague, the coach might ask "What needs to be happening for you to have a workable relationship with this person?"

Observing

A good deal is rightly written about the importance of listening in coaching, but observing is often overlooked. When running coaching skills seminars, I often say to the trainee coaches "The answer is right in front of you". Meaning that the person's body language tells you a huge amount about their emotional state and level of commitment, yet it's so easy to ignore that if we are too focused on our own ideas about what needs to happen next.

Another obstacle to observing is an organisation culture in which people have been conditioned to focus on processes and tasks at the expense of human relationships, so that people can stop seeing each other as human beings, but merely 'managers', 'staff' or [insert job title here]. This is often compounded (in the UK at least) by a general sense that "it's rude to stare" – with the result that the coach literally stops seeing what is in front of her/his eyes, and misses valuable information about how the coachee is thinking and feeling.
The good news is that as soon as new coaches are encouraged to actually look at the person in front of them, they nearly always 'get' how the other person is feeling straight away, and this opens up new options for moving the conversation forward.

Listening
This is often referred to as active listening to emphasise the difference between passively taking in what the other person is saying and actively engaging with them and showing that you are giving them your undivided attention. This involves putting your own concerns and idea 'in a box' while you listen, so can be particularly challenging for manager-coaches, but it's a skill well worth developing.

You can probably remember the last time someone put everything else aside and gave you their full attention – it's a powerful experience, partly because it's so rare. By listening intently to someone else, you send a powerful double message – firstly, that you are there to support them in whatever they are doing, secondly, that you are paying attention and expect them to follow through on any commitments they make.

There are various techniques and models used to teach active listening, but the easiest and most genuine approach is simply to become genuinely interested in the other person and curious about what they can achieve. Also, ensuring you have completed any urgent tasks helps you to avoid distractions.

Empathising
Empathy develops naturally out of observing and listening. If you do this attentively, you can start to get a sense of the other person's emotional state.

Some people experience empathy as a powerful physical sensation – they literally seem to feel the other person's emotions. (Scientists have linked this phenomenon to the operation of

mirror neurons.) For others it's more like being able to imagine what it's like to be 'in the other's shoes'.

The ability to empathise is critical for a good business coach, as it not only helps the coach to accept the other person on their own terms, but also sometimes to 'tune in' to emotions and thoughts of which the coachee is not fully aware. For example:

I'm starting to feel quite angry when I hear you talk about what your boss said to you – was that how you felt?".

Focusing on someone else for a sustained period can be tiring at first, but if you stay with it you will experience one of the great secrets of coaching – that empathising with another person can be a fascinating and enjoyable experience for you as well as the coachee. Awe the end of the session, when I come back to our own concerns, we are likely to see them with a fresh eye.

Questioning

At the heart of coaching is a willingness to put aside one's own ideas about the 'best/right/obvious way' to do something, and to ask a question to elicit someone else's ideas about how to approach it.

Asking questions is an expression of our curiosity about life in general and human creativity in particular. For coachees, being asked a question can do three very important things:

1. **Focus attention** – questions are not directive, but they are influential. They prompt the coachee to look for a new idea or solution in a particular area. Experienced coaches are adept at using questions to help people step outside the 'problem mindset' and look for answers in unexpected places.
2. **Elicit new ideas** – however 'obvious' the answer may seem to the coach, a coachee will come up with several different and often better alternatives. Unless you ask the question, you risk leaving the coachee's creativity untapped.
3. **Foster commitment** – there's a huge difference between doing something because someone has told you to or suggested it, and doing something that you have dreamt up yourself. Even if a coachee comes up with the same idea the coach had in mind, the fact that he/she has thought it through themselves means they will have a much greater sense of ownership and commitment when putting into practice.

Giving feedback

The key to delivering effective coaching feedback is that it is observational and non-judgmental. If you provide clear, specific feedback about the coachee's actions and their consequences, then the chances are the coachee will be perfectly capable of evaluating his performance for himself.

Giving 'negative feedback' is often a delicate process, but the following principles will make it easier and more effective for everyone concerned:

- Make sure you've already given plenty of positive feedback. If you have a track record of giving open, honest praise to someone, it makes it far easier than if you only jump in to criticise when things go wrong.

- Appreciate (or at least acknowledge) the PERSON – deliver feedback on specific BEHAVIOUR. You don't need to rebuild someone's personality to help them learn and change, merely to them do something different.

- Focus on the FUTURE more than the PAST. Sometimes it's helpful to analyse the past and what went wrong, but beware of getting stuck in accusations and defensiveness. If this happens, switch to finding new options for the future.

- Avoid blame, make REQUESTS. Faced with blame, all we can do is defend ourselves. Faced with a request, we have the option of accepting, rejecting or negotiating. One keep us stuck, the other may get us unstuck.

Intuiting

Like empathy, this is either an innate ability or emerges from practising the other coaching skills. Sometimes during a coaching session we can get a sudden thought or feeling about the coachee or the subject under discussion – it's as if something is prompting you to ask a question or share what you're thinking/feeling.

It doesn't matter whether you call this a hunch, intuition, a sixth sense, mirror neurons or your unconscious mind – what does matter is how willing you are to trust this feeling and act on it, in the hope that it might help the coachee.

Sometimes the effect can be like a thunderbolt – the other person can't believe how you've 'picked up' something vitally important that they hadn't been fully aware of. Other times, the coachee looks at you blankly and it turns out your 'insight' is either obvious or useless.

Because of this uncertainty, it's very important not to get too attached to our coaching intuition, and to always check whether it matches the coachee's reality.

Checking

This is one of the most important habits for a coach to get into, and it can take considerable skill to know what, when and how to check. It might seem pedantic or boring relative to the ideas and energy generated elsewhere in the coaching conversation, but if you don't keep checking, you risk letting all that creativity and enthusiasm evaporate.

Here's a brief checklist of things to check in coaching sessions:

- Checking understanding. Making sure that you've understood what the coachee is saying. Often involves asking questions and summarising the answers in the coachee's own words.
- Checking that the individual is happy. A verbal agreement is no good unless the person is also enthused or at least congruent in taking action on the goal. Check this by looking and listening for nonverbal cues, but also at key points ask directly "Are you happy with this?"
- Checking that all the bases have been covered. Exploring some areas in depth can mean that other areas are overlooked. The coach can help overcome this tendency by asking questions such as "Is there anything else you need to consider?", or "Do you know enough to move forward on this?".
- Checking whether the coachee has taken action. If the coachee commits to doing something, you need to have an agreed means of reporting on this. Ideally the individual should own this process, but the coach also needs to keep an eye on it, to ensure that things don't get forgotten.
- Checking whether the goal has been reached. This might sound obvious, but sometimes coachees can get so involved in working on a goal that they don't register when they have achieved what they set out to do. Alternatively, they may have a sense of 'problem solved' but on closer inspection, there's still more to do. So a coach can perform a valuable role by asking some probing questions towards the end of the coaching process, to check whether the client is happy with the outcome.

(Mark McGuinness, 2007).

Implications for me

What help might you need?

Structuring coaching conversations

The GROW Model

- **G**oal
  - ◦ What do you want?
- **R**eality
  - ◦ Current situation?
- **O**ptions
  - ◦ What could you do?
- **W**ill
  - ◦ What will you do?

- Recycle to achieve your goal

The model was originally developed in the 1980s by performance coach Sir John Whitmore, although other coaches, such as Alan Fine and Graham Alexander, have also helped to develop it.

A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality).
You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

Tip: In its traditional application, the GROW Model assumes that the coach is not an expert in the other person's situation. This means that the coach must act as a facilitator, helping them select the best options, and not offering advice or direction.

When leaders coach their team members, or act as mentors to them, this may or may not apply. On one hand, it's more powerful for people to draw conclusions for themselves, rather than having these conclusions thrust upon them. On the other hand, as a team leader, you'll often have expert knowledge to offer. Also, it's your job to guide team members to make decisions that are best for your organisation.

The GROW Model in more detail…

	What to do	**Questions**
Goal	Goal setting is very important in coaching. It helps to develop a forward looking plan, rather than dwelling on the past. Both short and long term goals are important.	- What do you want to achieve? - What will it be like when you get there? - What is acceptable for you? - Do you have a time scale for achieving this? - How will you measure your success?
Reality	Exploring the present situation can throw some light on what has already been achieved and what needs to happen to move forward. While putting goals before reality may seem to be in the wrong order, it will actually allow you to better understand the gaps that need to be filled. Goals can then be brought into focus further or changed if needed during the process.	- What have you done so far? - Have you ever tackled anything like this in the past? - Is there anyone who can help you? - Is there anyone who you can learn from? - What can help you to move ahead?
Options	Coming up with options to move the situation ahead is a creative process. Often people have more ideas that they originally thought. At this stage you can offer suggestions, but do so at the end, and offer them in a tentative way with their permission.	- So what could you do to achieve your outcome? - What would this option look like to you? - What else could you do?
Will/ **W**hat Next?	What is to be done? When? By Whom? The Will to do it? This is where you help the coachee to identify the next steps and set up an action plan. It is important to test their commitment to moving	- What will be your first step? - What will your plan look like - What is your commitment to moving ahead? - What does that commitment look like?

ahead. If they aren't committed, then perhaps the plan needs to be revisited.

- What else do you need to move forward?

Tip 1: A great way to practice using the model is to address your own challenges and issues. By practicing on your own and getting yourself "unstuck," you'll learn how to ask the most helpful questions. Then, write down some stock questions as prompts for future coaching sessions.

Tip 2: The two most important skills for a coach are the ability to **ask good questions** and the ability to listen effectively. Don't ask closed questions that call for a yes or no answer (such as "Did that cause a problem?"). Instead, ask open ones, like "What effect did that have?" Be prepared with a list of questions for each stage of the GROW process. Use **active listening** skills and let your employee do most of the talking. Remember that silence provides valuable thinking time: you don't always have to fill silence with the next question.

Capture your own coaching questions here.

G

R

O

W

---

60 Big Coaching Questions

These questions are taken from 'Unleashed' by Gregg Thompson

Coaching for Discovery

About You…
1.   How would you describe your personality?
2.   What matters most to you right now?
3.   In which traits and characteristics do you take the most pride?
4.   What important thing have you learned about yourself recently?

Your Future…
5.   What excites you most about the future of our organisation?
6.   What future achievements are most important to you?
7.   For what do you want to be known?
8.   What about the future scares you?

Your Talents…
9.   Where have you achieved your greatest successes?
10.   When you are at your best, what are you doing?
11.   What would happen if you used all of your natural talents?
12.   What can you do better than most everyone else?

Your Job…
13.   What consumes your attention these days?
14.   What parts of your job do you particularly enjoy?
15.   What inspires you?
16.   Who do you most frequently blame for your problems at work?

Your Performance…
17.   Are you currently doing your best work?
18.   Where are you currently being well received?
19.   What distractions are influencing you now?
20.   If your performance does not change, what will likely happen?

Coaching for Creation

Challenges…
21.   Which working relationships are affirming and which are degrading?
22.   What one thing impedes your performance?
23.   In your career going forward, what might be your greatest regrets?
24.   What would happen if you really took your foot off the brake?

Possibilities…
25.   How can you expand your world of work?
26.   What is the most exciting outcome you can imagine?
27.   What one personal change will result in the biggest benefit?
28.   If you felt powerful and in control, what would be possible?

Perspectives…
29. What is an entirely different way to see your situation?
30. What would improve if you see it through eyes of wonder?
31. How would others describe your performance?
32. How would others describe your potential?

Resources…
33. If you had unlimited resources, what would you do in your job?
34. What additional resources would be the most helpful?
35. How might you use your greatest strengths every day?
36. How can you get others eager to be involved?

Change…
37. What thoughts and habits no longer serve you well?
38. What new skills will provide the biggest personal payoff?
39. What actions do you need to take and are avoiding?
40. How can you change your job so you do more of the things you love?

Coaching for Commitment

Expectations…
41. What specific outcomes are you expecting?
42. How important are these outcomes to you?
43. What will be different this time?
44. What do you need to do so you do not have regrets?

Commencement…
45. Which difficult conversation needs to happen?
46. What is the most potent first step?
47. What short-term breakthroughs are necessary?
48. How will you maintain momentum?

Investment…
49. What do you need from others?
50. What sacrifices are you prepared to make?
51. What talents will you rely upon the most?
52. How will you provide the extra energy needed to create the change?

Accountability…
53. Do you trust yourself to follow through?
54. What specific commitments have you made?
55. What promises will you make to others?
56. What promises have you made to yourself?

Stewardship…
57. How will you know when you are on the new road?
58. How might you use your personal power to best serve others?
59. What will you do when you encounter unexpected obstacles?
60. How will you ensure that the changes are enduring?

Crafting Our Change Message

You are co-investigator for a research team that as part of a wider re-organisation is facing a change to its working environment in the next 6 months. This will involve a move to a different building and working in open plan offices. This will bring a new working dynamic to the team who will now have to share research space, and some hot-desking is likely rather than having individual or shared offices.

The reasons for the change are to update working spaces and improve collaboration between and within research groups. You, and some of your team, are generally optimistic about the change. You have worked in open plan offices before and enjoyed both the social interaction it provided and the chance to test ideas quickly with colleagues. You would like to position the change as beneficial and can see the link to the university's organisational goals. Some of your existing facilities are worn down.

However, you recognise not all members of the group are looking forward to the change.

There have been a number of information sharing events organised about the move. Attendance at these events and feedback on them from your team has been patchy. The exact timescale for the change is largely without your control.
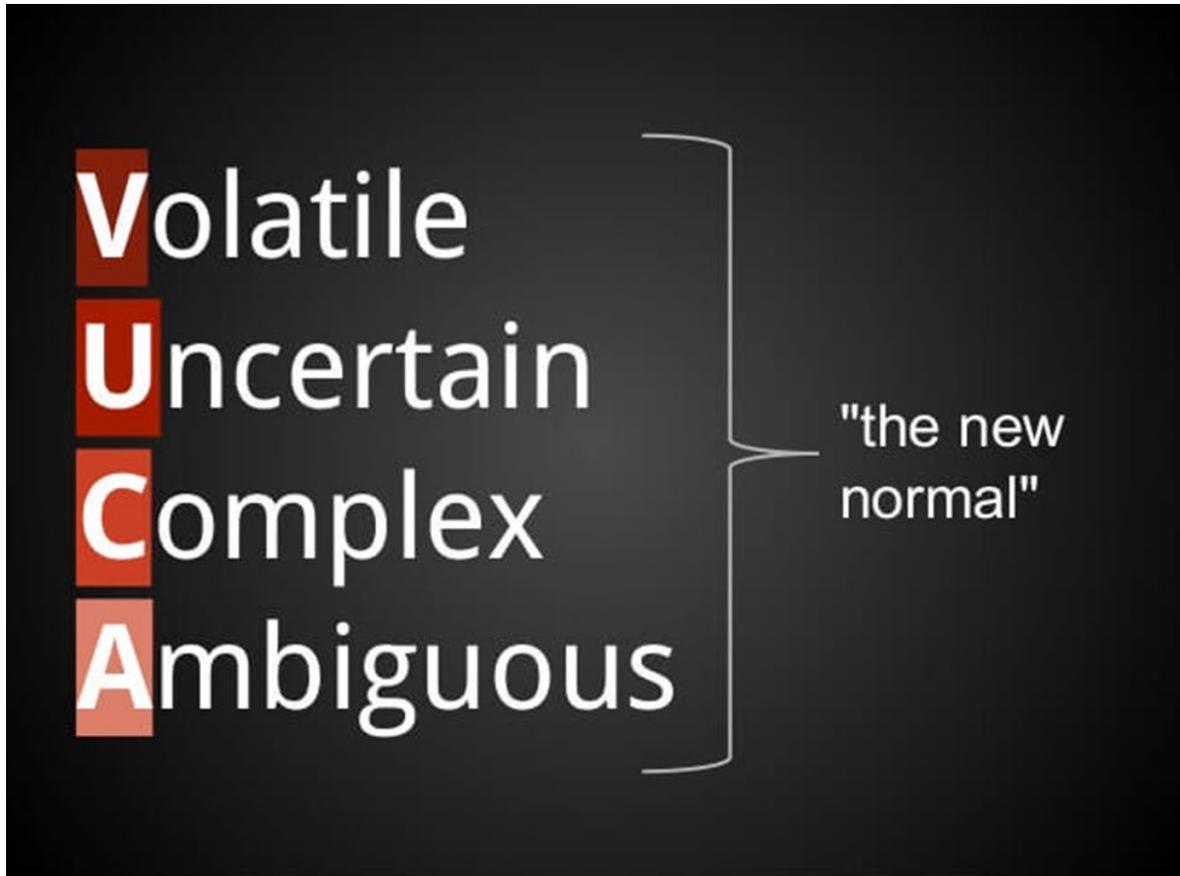
How will you go about communicating this change to your team?

What concerns or reactions might individuals in your team have?

What steps might you take to deliver this change?

Managing at Manchester
for Researchers

L&OD
LEARNING AND
ORGANISATIONAL
DEVELOPMENT

A VUCA world

What this means for me, my team and our work?

Change Curve

Please make your notes here:

Change Vs Transition

Change	Transition
• Situational	• Psychological
• External	• Internal
• Can be achieved relatively quickly	• Personal transition can take longer
• Less implications on a psychological level	• May have implications for sense of identity

Bridges Transition Model

You may find it helpful to refer back to your notes from Module 2, where Bridges 4 P's model was first reviewed. The illustration below may be helpful in considering how and where you focus your efforts over time as a manager during a period of change.
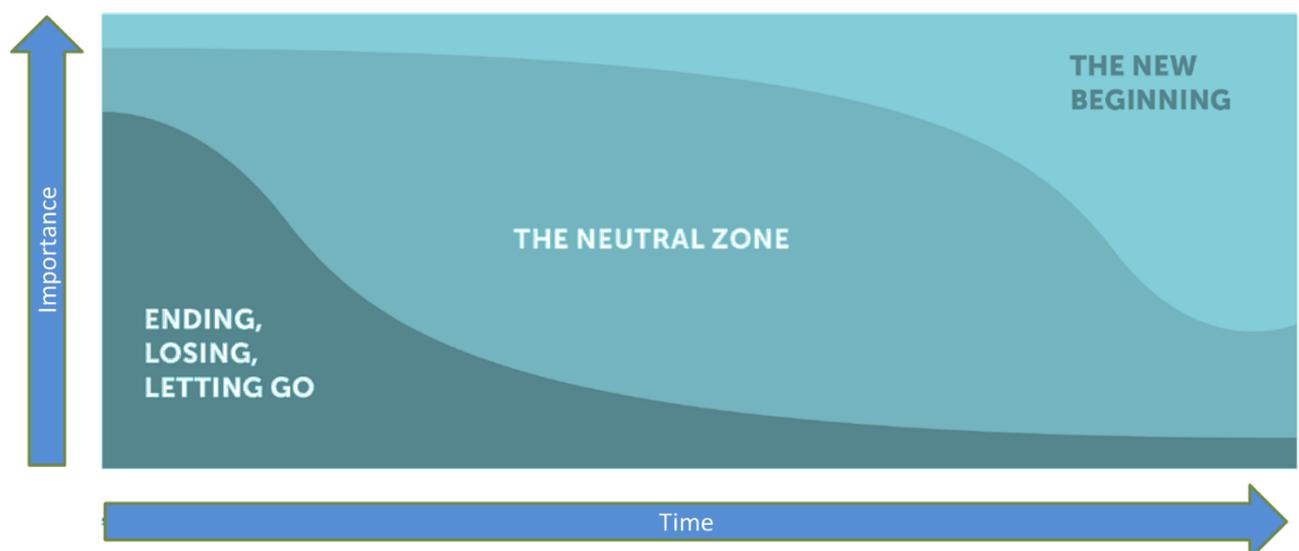
Bridges Four Ps Model

You may find the following table helpful in planning your communications and activities for a change activity, using this model.

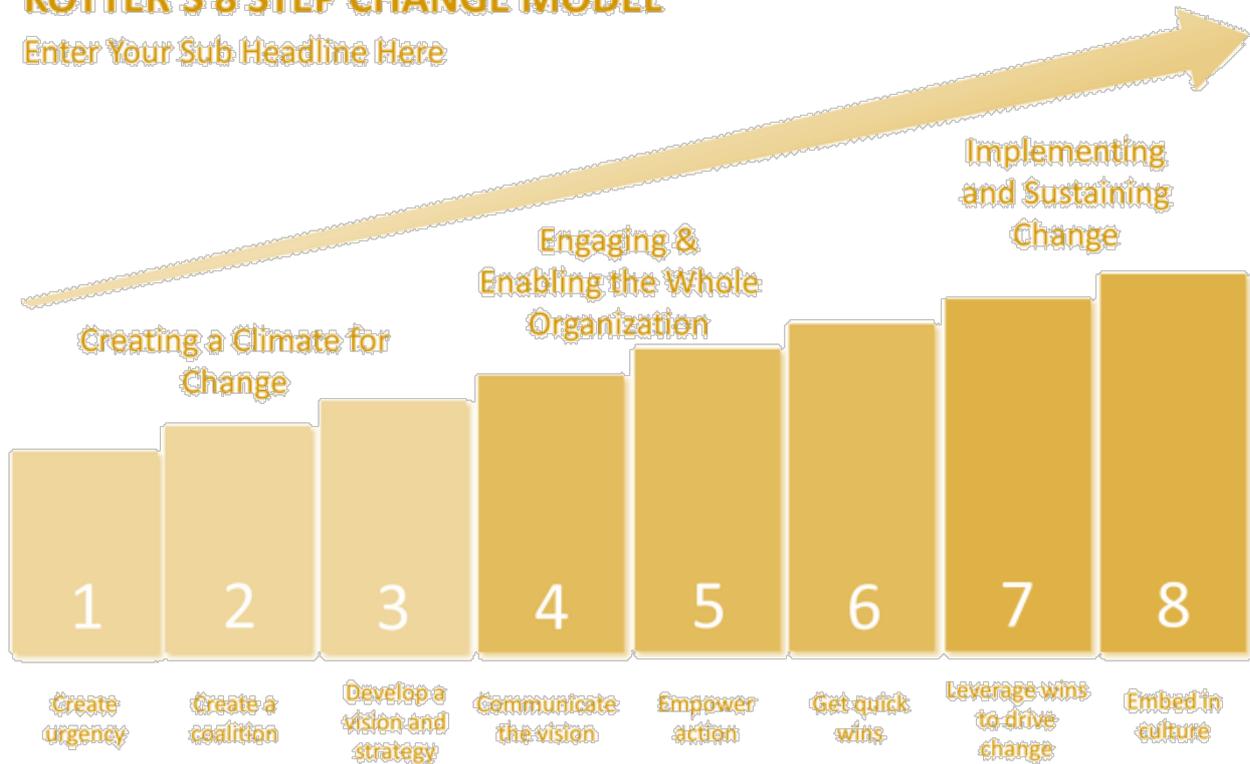| The 4Ps Model	Details for each	Issues
Purpose – why are we doing this?		
Picture – the 'to be' state		
Plan – the steps we will take to get from 'as is' to 'to be'		
Part to Play – how each team member will be involved		

Managing at Manchester for Researchers

Managing Change

KOTTER'S 8 STEP CHANGE MODEL
Enter Your Sub Headline Here

Creating a Climate for Change

Engaging & Enabling the Whole Organization

Implementing and Sustaining Change

1	2	3	4	5	6	7	8
Create urgency	Create a coalition	Develop a vision and strategy	Communicate the vision	Empower action	Get quick wins	Leverage wins to drive change	Embed in culture

This can be a useful model for a manager to use in planning and implementing a change management process.

Step One: Create a sense of urgency
In order for people to have the level of motivation necessary for your change to succeed, they need to see a sense of urgency. They need to know that the change is needed now.

Step Two: Create guiding coalitions
Develop a team of leaders that represent the entire organization. This team should have the expertise and influence necessary to bring credibility to the change.

Step Three: Develop the change vision
The vision and strategy behind it should be well focused, realistic, attainable, desirable and easy to communicate to others.

Step Four: Communicate the vision
Communicate with the goal of getting buy-in from your audience. Encourage a dialogue that is easy to understand, clear and easy to share.

Step 5: Empower others to act
Determine what barriers are in place (e.g. organizational structure, employee skillsets, individual resistance to change, etc.) and work to remove barriers as far in advance as possible.

Step 6: Create quick wins
Short-term wins on the way to long-term change help overcome resistance and build momentum.

Step 7: Don't let up
Resistance to change can re-emerge later in the process. Continue to move the change forward by keeping the urgency high, encouraging employee empowerment and greater focus on the strategic vision by leadership.

Step 8: Infuse the change into the corporate culture
As Kotter puts it, "Make it stick." New employees should see the change as part of the culture. Existing employees should see it as a benefit over the previous way of being.

How might you use this model in a forthcoming change activity you are leading?

Communicating Change

Consider the following good practice points, important for any communication activity, but perhaps particularly in situations of change

Issue	Manager's actions
Self-preparation	
Controlling the environment (e.g.no interruptions)	
Clarity on why you are delivering the message	
Clarity on what you are saying	
Clarity on how you will do this	
How you will test for understanding	
How you will follow up with people both individually and collectively	

Remember the broad good practice points from Module 1 on communicating with your team:

- Test by asking, whether the impact of your message on your team members is what you intended it to be

- Communicate about three times as much as you think you may need

- Use of formal and informal communication processes

These will be *even more important* to build into your communication approach in times of change, as there is more likelihood your team members may only partially take in what you have communicated, perhaps due to anxiety, or possibly as they have only absorbed the parts of the message they like, or are most concerned about.

Capture notes for your Case Study here

Your Action Plan:

Use this page to record your notes on Action Plan from this Module.

What are 2 or 3 things that you're doing well right now in developing your team and in leading change?

What are 2 or 3 things you would like to improve in your ability to develop your team members, and in leading change activities?

List one specific thing that you will apply from this module.

Follow-up tips:

1. Discuss your learning with your manager and team members
2. Identify your strengths
3. Identify areas for development
4. Choose one or two specific actions
5. Use the "Rule of 2" - Review your progress in 2 days, 2 weeks and 2 months
6. Ask your manager for support and guidance
7. Find a mentor/Coach

Your Continuing Development

On-the-job activities are the best way to reinforce your learning from this programme. Here are a few activities that we'd like you to complete before the Impact event.

1. Schedule and prepare for an individual development discussion with each team member. Prepare for this using our Learning Needs Analysis approach, and practice using a coaching style in conducting this. Ask for feedback on the meeting. Capture your reflections here.

2. Review which change model/s (Kotter, Bridges) might be most suitable for a change activity you are currently contemplating. Be guided by these in mapping out your plans for activities and communications, and note the results you achieve as you experiment with them. Reflect on any feedback you receive.

3. Consider how to adapt your approach with different members of your team in change situations, based on what they tell you, or on your perception of their needs in these situations. Ask for feedback on whether your approach is felt to be helpful or not in each case. Reflect here on how it went and what changes you will make going forward with your interactions with team members.

4. Watch the following video and answer the questions below.

   Jim Hemerling: Five Ways to Lead in an Era of Constant Change (TED talk)
   https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change

   a. What do you draw from this about how to work with your team in periods of change/as an ongoing approach?

   b. How will this impact on your current approach? What development needs may this highlight for you, and what support might you need?

5. Complete the Locus of Control questionnaire on the following page.

   a. Reflect on what the questionnaire tells you about how you typically feel about your ability to cope in change situations, and how this may differ (or not) to that of your team members.

   b. What might this say about how you may need to adapt your approach with each individual?

   '

Locus of Control[1]

The Locus of Control is a 13 item questionnaire developed by J.B. Rotter (1966). It measures generalized expectancies for internal versus external control of reinforcement. People with an internal locus of control believe that their own actions determine the rewards that they obtain, while those with an external locus of control believe that their own behaviour doesn't matter much and that rewards in life are generally outside of their control.

1. **A -** Many of the unhappy things in people's lives are partly due to bad luck.

    B - People's misfortune result from mistakes they make.

2. **A -** One of the major reasons why we have wars is because people don't take enough interest in politics.

    B - There will always be wars, no matter how hard people try to prevent them.

3. **A -** In the long run, people get the respect they deserve in this world.

    B - Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

4. **A -** The idea that teachers are unfair to students is nonsense.

    B - Most students don't realize the extent to which their grades are influenced by accidental happenings.

5. **A -** Without the right breaks, one cannot be an effective leader.

    B - Capable people who fail to become leaders have not taken advantage of their opportunities.

6. **A -** No matter how hard you try, some people just don't like you.

    B - People who can't get others to like them don't understand how to get along with others.

7. **A -** I have often found that what is going to happen will happen.

    B - Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

---

[1] Based on J.B. Rotter (1966) Generalized expectancies for internal versus external control of reinforcement, Psychological Monographs, 80, (1, Whole No. 609).

Managing at Manchester
for Researchers

L&OD
LEARNING AND
ORGANISATIONAL
DEVELOPMENT

8. **A -** In the case of the well prepared student, there is rarely, if ever, such a thing as an unfair test.

   B - Many times exam questions tend to be so unrelated to course work that studying is really useless.

9. **A -** Becoming a success is a matter of hard work; luck has little or nothing to do with it.

   B - Getting a good job depends mainly on being in the right place at the right time.

10. **A -** The average citizen can have an influence in government decisions.

    B - This world is run by the few people in power, and there is not much the little guy can do about it.

11. **A -** When I make plans, I am almost certain that I can make them work.

    B - It is not always wise to plan too far ahead because many things turn out to be a matter of luck anyway.

12. **A -** In my case, getting what I want has little or nothing to do with luck.

    B - Many times we might just as well decide what to do by flipping a coin.

13. **A -** What happens to me is my own doing.

    B - Sometimes I feel that I don't have enough control over the direction my life is taking.

Scoring
Scores range from 0 to 13. A low score indicates an **internal** control while a high score indicates **external** control.

1	A=1
2	B=1
3	B=1
4	B=1
5	A=1
6	A=1
7	A=1
8	B=1
9	B=1
10	B=1
11	B=1
12	B=1
13	B=1

Notes

Notes

Resources – Adapt and Learn

For a useful summary of definitions of terms and key points relating to coaching
https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/

For a copy of our Learning for All brochure, outlining all learning options via SL&D
http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=35304

Learn more about John Kotter and his work at http://www.kotterinternational.com.

Learn more about Locus of Control at https://www.psychologytoday.com/us/blog/moments-matter/201708/locus-control

Learn more about Bridges' Four Ps model and managing transitions
https://thehypertextual.com/2012/09/19/william-bridges-managing-transitions/

Engaging for Success Report (the Macloud Report) - https://tinyurl.com/za329k9

Start with Why: How great leaders inspire action by Simon Sinek – TED Talk and also a book

First, break all the rules: What the world's greatest managers do differently by Marcus Buckingham – Available at the Precinct Library

In addition, in November 2018 the University launched its Change Management Handbook, which incorporates the Kotter and Bridges models used on this Module. The Handbook, and many supporting materials can be found on the Staff L&D website using this link:

https://www.staffnet.manchester.ac.uk/staff-learning-and-development/academicandresearch/practical-skills-and-knowledge/change-management/