

Workbook

Module 5: Leading from the balcony

Leicestershire Leadership
Development Programme

1. A guide to the content.....	3
2. Module 5: Leading from the balcony.....	5
3. Reflection grid: Video and reading	10
4. Additional notes	11
5. Action plan	12
6. Resources and references.....	13

Course overview

For a detailed overview of the course and its objectives, please refer back to the workbook Introduction.

Self-directed elements

At the beginning of each module workbook you will see a content table. The table is broken down into three priority levels:

Activities you MUST do prior to the seminar	MUST
Activities you will do IDEALLY prior to seminar	IDEALLY
Activities that are OPTIONAL	OPTIONAL

It is essential to undertake the green activities prior to each module's seminar. If you can go further and do the amber or red, that's great, but not essential. Those can be used after the course as a means of refreshing and developing your leadership skills into the future. Make a plan to engage with the 'must do' materials so that you can be prepared for the seminar meetings.

Seminars

At the end of each module we will come together in a seminar where the facilitator will take you through some content and reflections. You should have the dates for these in your diary.

1. A guide to the content

Content table

	READ the introduction below	10 minutes
	WATCH ‘Moving from the dancefloor to the balcony’	2 minutes
	WATCH Goleman’s Leadership Styles	15 minutes
	Use the Reflection Grid below to identify areas of learning and reflection	20 minutes
	READ the ‘Situational Leadership’ document	10 minutes
	REFLECT on the above reading adding to the Additional Notes	15 minutes
	EXPLORE more of the materials on the Practice Supervisors page on ‘Leading and influencing others in your organisation’	30 minutes
	DISCUSS and reflect some of your learning and reflections with your team	20 minutes

Module overview

This module will focus on the leadership attributes that make us safe and effective practice supervisors. Reflecting on our own use of leadership skills, and how these affect the team culture. We will think about the need for appropriate distance whilst being an appreciated colleague.

Learning objectives

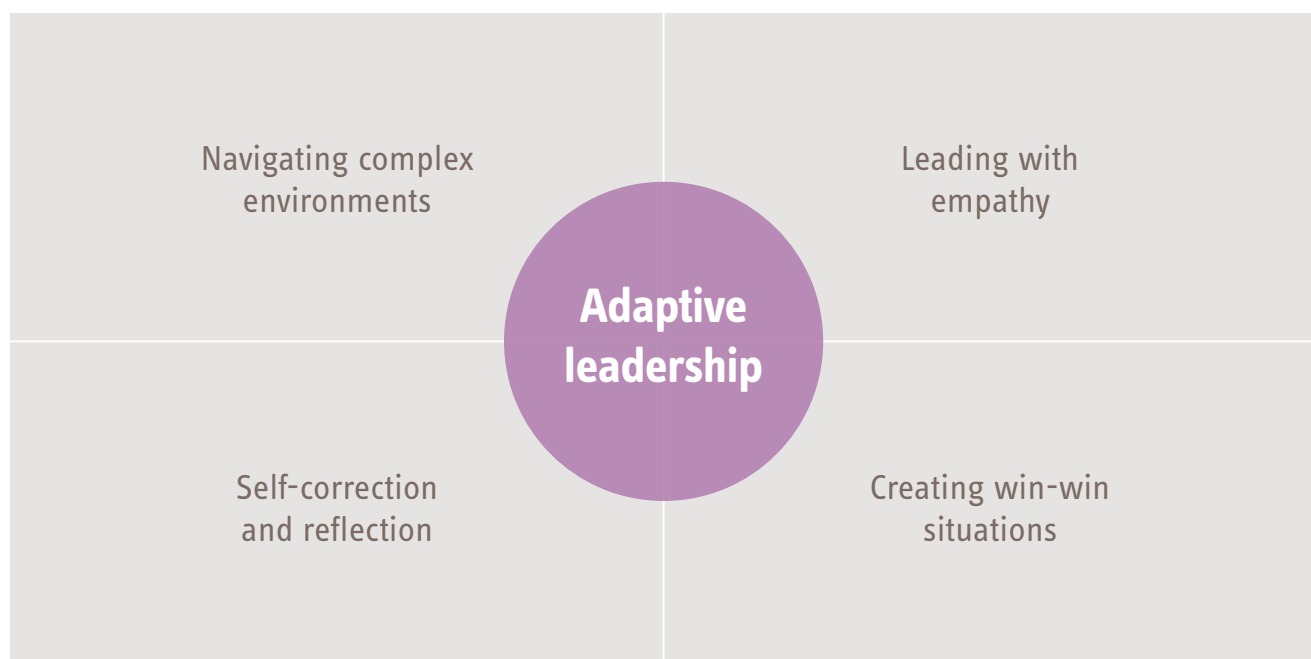
1. Leaders model accountability for safe practice, and a positive team culture (A)
2. Leaders demonstrate the ability to adapt their style of leadership to develop individuals and teams (S)
3. Leaders understand the nuances in the boundaries of the leadership role (K).

Module overview¹

Heifetz and Linsky (2009) coined the phrase ‘Moving from the dancefloor to the balcony’ as part of the development of adaptive leadership theory, based on their research conducted at Harvard University. Adaptive leadership theory is a practical leadership framework that helps individuals and organisations to adapt to changing environments and effectively respond to recurring problems. ‘Moving from the dance floor to the balcony’ is, therefore, both a technique that can be learned and a description of what managers and leaders need to be able to do. It describes how you need to be in amongst the action with your team (on the dance floor) as well as having a clear focus on how effectively your team is working (which you can only see from the balcony).

What is adaptive leadership?

The ability to maintain perspective in the midst of action is as critical for social work practice supervisors as it is for many other professionals. An adaptive leadership framework can help when there are no easy solutions and supports leaders to make changes based on a diversity of viewpoints in complex working environments. There are four dimensions that adaptive leaders keep in mind as shown in the image².



1 PSDP, Moving from the dancefloor to the balcony, November 2019

2 PSDP, Moving from the dancefloor to the balcony, November 2019, Page 3

2. Module 5: Leading from the balcony

Module overview

This module will focus on the leadership attributes that make us safe and effective practice supervisors. Reflecting on our own use of leadership skills, and how these affect the team culture. We will think about the need for appropriate distance whilst being an appreciated colleague.

Learning objectives

1. Leaders model accountability for safe practice, and a positive team culture (A)
2. Leaders demonstrate the ability to adapt their style of leadership to develop individuals and teams (S)
3. Leaders understand the nuances in the boundaries of the leadership role (K).

Culture and leadership

Great leadership qualities in social work are arguably more pertinent now than ever before, given increasing public expectations about moral responsibility and accountability. The renewed emphasis on compassion for staff, and for children and families, also underlines the importance of such developments in leadership thinking. Whilst these concepts are viewed in the literature as interesting areas of potential investigation, the study of them is still at an early stage of development. This means that more work is needed to help us know with any certainty whether these approaches to leadership make a difference in the way we might instinctively think they would. Generic management and leadership frameworks are helpful. However, it must be acknowledged that social work management and leadership have some specific considerations. The literature on social work leadership and management highlights the importance of the profession's value base.

Much like the customs and traditions of a nation, the culture of a team or organization is shaped over time. People who work together tend to develop a shared culture, based on similarities in how they think and act. A range of factors then determines the effectiveness of that culture, which can be influenced by many things.

Cultures are complex and made from both tangible and intangible factors. Organisations and senior leaders create and disseminate an overarching culture but all leaders influence culture for their teams and settings and the concept of leadership and cultural influencer is one that can be enacted at any level in the organisation.

“a pattern of shared basic assumptions that have been invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration... that has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think and feel in relation to those problems”

Schein, 1980

Integral to a good culture is great leadership. Leadership and management are not mutually exclusive, it is not superior to lead but rather one can be a manager or a manager who leads. Leaders must use management practices to function effectively. Leadership is how they do that, creating a culture of safety and efficacy. The difference between being a manager and being a leader, which can be defined as the key tasks that fall to each role. This has been defined by Rodd (2006, p20) and is illustrated in the table on the following page.

2. Module 5: Leading from the balcony

Managers	Leaders
<ul style="list-style-type: none">> Plan: Set objectives, forecast, analyse problems, make decisions and formulate policy.> Organise: Determine what activities are required to meet objectives, classify work, divide it up and assign it.> Co-ordinate: Inspire the staff to contribute both individually and as a group to achieving the organisation, objectives.> Control: Check performance against plans, develop people and maximise their potential to attain agreed outcomes.	<ul style="list-style-type: none">> Give direction: Find a way forward and communicate a clear direction, identify new goals, services and structures> Offer inspiration: Through ideas and articulate thoughts that motivate others.> Build teamwork: Use teams as the most effective form of leadership, spending time building and encouraging collaboration.> Set an example: Model what leaders do and how they do it.> Gain acceptance: Act in ways that inspire acknowledgement of leadership status in followers.

PSDP Resources: Being a social work leader, Page 6

The image below was created by a health sector professional and was shared on Twitter by @leighakendall. It is interesting to consider the attributes which may transfer to leaders in social work.



Some useful sense checks for leaders are to think, 'What do I value in my managers and leaders?' and, 'What are the skills, knowledge, values, and behaviours of a good leader?'

2. Module 5: Leading from the balcony

Using the diagram on the previous page as an audit checklist, think about:

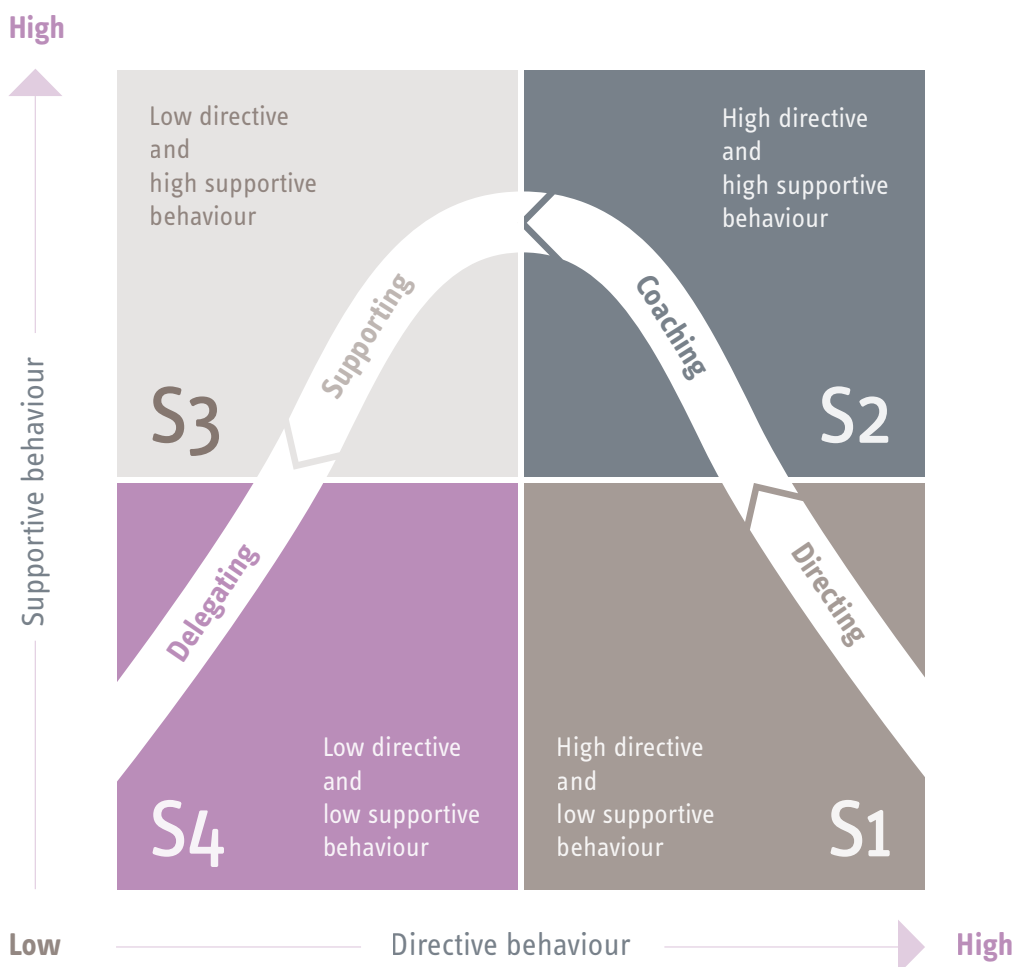
1. What do you do well and what you could develop in your own leadership attributes?
2. What do you need to consider in terms of managing a diverse workforce?
3. How do these leadership attributes help you to do this meaningfully?

Leadership - approach and style

Being a leader is not always easy and leadership can be executed in different ways. Hersey and Blanchard (1977) developed the model of 'situational leadership', which links leadership styles and situations. They indicate that a number of factors determine the style of leadership, which is influenced by the behaviour and personal characteristics of both the leader and their followers. In addition, they argue that the situation itself is also determinative and the 'leadership style' therefore depends on this, too.

Hersey and Blanchard (1977) based the design of their model of situational leadership (below) on a parabola (symmetrical curve) set over horizontal and vertical axis, which denote the level of support and direction needed by supervisees, according to their 'maturity'.

The level of maturity (independence of the supervisee) is indicated in the gradation of the curve from high to low. The degree of directive behaviour towards supervisees is shown on the horizontal axis and supportive behaviour is depicted on the vertical one.



4 ibid

5 ibid, Situational Leadership

Daniel Goleman's emotional intelligence work backs our need to adapt styles according to situation. His definitions of emotionally intelligent leaders shows how certain attributes of leadership styles are innately influential. He defines 6 styles of leadership saying:

“Typically, the best, most effective leaders act according to one or more of six distinct approaches to leadership and skillfully switch between the various styles depending on the situation. Four of the six styles – visionary, coaching, affiliative and democratic – create the kind of resonance that boosts performance. Two others – pacesetting and commanding – should be applied with caution”⁶

1. Pacesetting: Sets high standards for performance - ‘Do as I do now!’
2. Commanding: ‘Do what I tell you now!’
3. Visionary: mobilises to vision - ‘Come with me’
4. Affiliative: creates harmony and builds emotional bonds
5. Democratic: forges consensus through participation - ‘What do you think?’
6. Coaching: develops people for the future - ‘Try this’

Thinking about how we lead, how we influence the culture, the tone we set and the balance of fairness and equity we display are crucial to our leadership development. Harvard Business Review research states that ‘Leaders are made, not born’⁷ and as social sector staff, we should know and understand this because of our commitment to the potential of growth and change in our communities. This is important for anyone within a system that has power or authority - at all levels - we must recognise the extent of our influence.

Reflection and growth

A leader's greatest asset is feedback and as leaders, it should be sought, observed, and considered continuously. Cultivating our own awareness through reflection, and the seeking of feedback is a crucial aspect of leading and developing teams and contributing to a strong and effective culture.

Heifetz and Linsky (2009) use the expression ‘reflect in action by spending time on the balcony and the dance floor’ to illustrate how leaders need to metaphorically step away (head up to the balcony) while in the midst of their daily work (the dance floor). This enables leaders to gain a different perspective and gather insight, not only on issues but also on their own behaviours and beliefs.

If leaders stay over-focused on their operational work (on the dance floor) without seeing the issues and themselves as part of the big picture (from the balcony), they may lose sight of the big picture, forget what the work actually is, and exhaust themselves with busyness. But staying ‘on the balcony’ too long may result in others viewing the leader as disengaged, irrelevant, or manipulative.⁸

6 D. Goleman 2000 Leadership that gets results

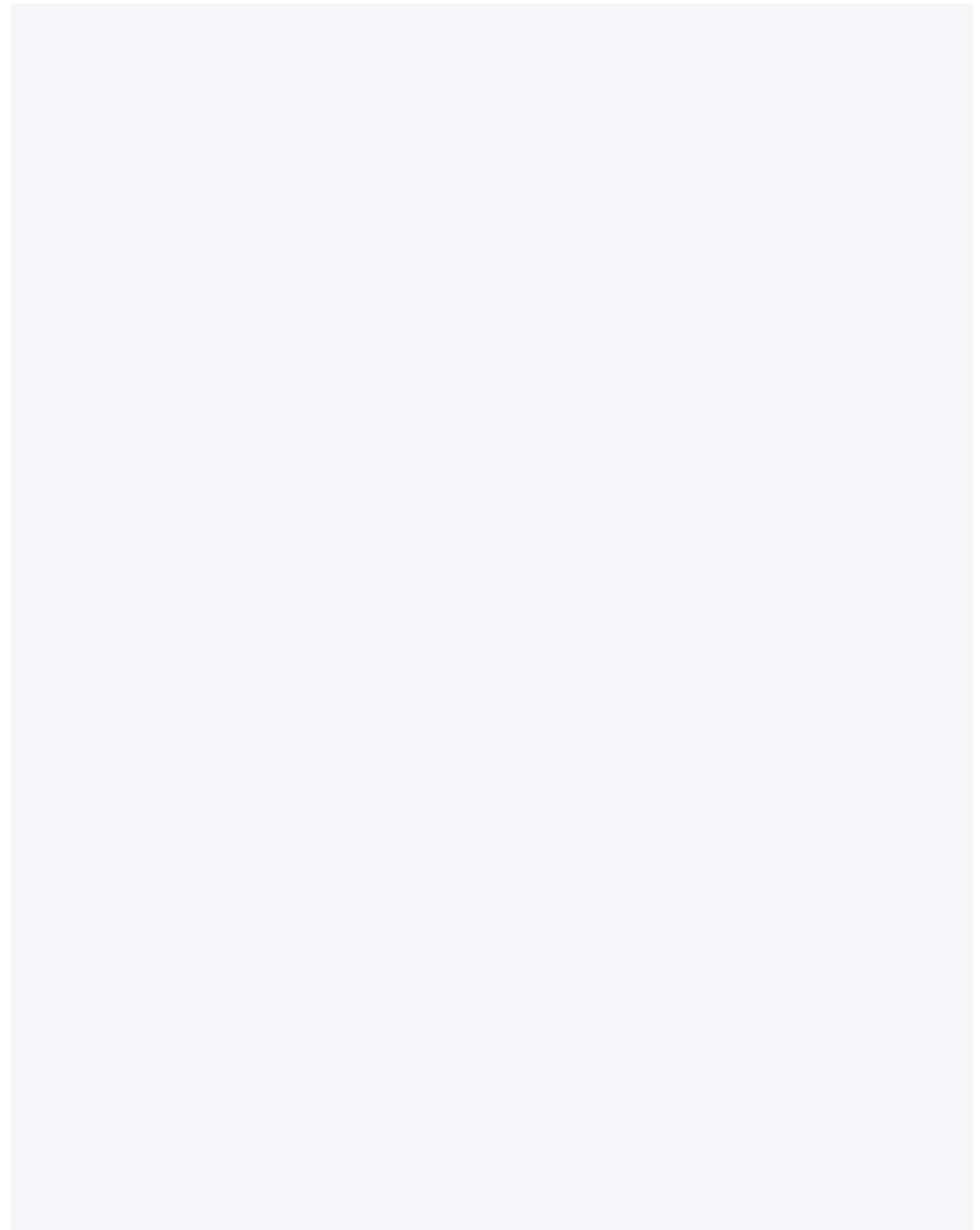
7 <https://hbr.org/2008/01/great-leaders-are-made-not-born>

8 PSDP, Moving from the dancefloor to the balcony, November 2019, Page 5

3. Reflection grid

Reflection grid: Video and reading

An area of knowledge I have been particularly struck by is:	I can use this knowledge in the following areas:
An area I would like to improve my skills/knowledge on is:	I will be able to use this in the following areas of my work:



5. Action plan

Action plan

What will I do?	What support/information will I need?	How will I measure progress and success?	When will I do this?

- > Goleman, D. (2000). *Leadership that gets results*. Harvard Business Review.
- > Heifetz, R.A., Linsky, M., and Grashow A. (2009) *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Harvard Business Press.
- > Shaw, H. (Tavistock and Portman NHS Foundation Trust) (2009) *Moving from the dancefloor to the balcony*. Research in Practice (PSDP Resources).
- > Hersey, P. and Blanchard, K.H. (1977) *Management of Organizational Behavior* 3rd Edition-Utilizing Human Resources. Prentice Hall, New Jersey.
- > <https://hbr.org/2008/01/great-leaders-are-made-not-born>
- > Research in Practice (2019) *PSDP Resources: Leading and influencing others in your organization*.
- > Rodd, J. (2006) *Leadership in Early Childhood*. Allen & Unwin.
- > Schein, E. H. (1980). *Organizational psychology*. Englewood Cliffs, N.J., Prentice-Hall.

Contact us

Dartington Office:

The Granary
Dartington Hall
Totnes
Devon
TQ9 6EE

Sheffield Office:

The Workstation
15 Paternoster Row
Sheffield
S1 2BX

01803 867692

ask@researchinpractice.org.uk

© Research in Practice

Research in Practice is a programme of the Dartington Hall Trust which is a company limited by guarantee and a registered charity.
Company No. 1485560 Charity No. 279756 VAT No. 402196875 Registered Office: The Elmhirst Centre, Dartington Hall, Totnes TQ9 6EL
Image credit: iStock.com/colour_life

**Dartington
Trust**